

Research on Five-year Higher Vocational English Classroom Teaching Based on Core Comprehension of English Discipline

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Abstract: English teaching activities carried out in higher vocational colleges often have obvious career orientation, and teachers have insufficient understanding of the role of processing textbook knowledge. The article begins with an overview of the core literacy and the core literacy of the discipline. Then, with the five-year high-level English classroom teaching as the entry point, the corresponding teaching strategies are proposed, for example, setting goals and perfecting ideas, in order to be able to The development of teaching activities provides assistance.

1. Introduction

For five-year vocational students, English is an indispensable course. The teaching content of higher vocational colleges is mainly based on professional skills. The role of cultural courses is easily overlooked. The requirements are more stringent, which requires higher vocational colleges to pay attention to English teaching. According to the actual situation of students, the corresponding teaching strategies are formulated and implemented to achieve the goal of improving students' comprehensive level.

2. Overview of Core Literacy

2.1. Core literacy

Studies have shown that, influenced by traditional concepts, English teachers tend to take exams as a guide when conducting teaching activities, but they ignore the importance of capacity building. This is not conducive to the development of students' ability and comprehensive quality. Core literacy refers to the character and ability that students form when they receive education. The character and ability they form need to meet the needs of personal development as well as contribute to social development. It can be seen that core literacy is the only way for English reform. The introduction of this concept represents, to a certain extent, the school curriculum in our country has entered a new stage of development.

2.2. Core literacy of the discipline

The core literacy of student development mainly refers to the abilities and characters that students should possess in accordance with social needs, including knowledge, attitudes, skills, etc. In other words, the core literacy of the discipline refers to the literacy formed by students through curriculum learning. The key to the development of core competence of the discipline, including general competence and professional skills. Core competencies are also called key competencies. It can be said that core competencies determine to some extent whether students can stand in the society, and the realization of their own values is closely related to them.

2.3. Core literacy of English subjects

English is both a tool of thinking and a tool for communication. It contains many national cultures. Therefore, the core literacy of the subject consists of four aspects: language ability, cultural awareness, thinking quality and learning ability. This requires students to study. In the process of English, the corresponding character and ability are formed, and thus grow into a fully developed professional talent.

3. Strategies for the Development of English Classroom Teaching Based on Core Competence of Disciplines

The research shows that the English teaching activities carried out by higher vocational colleges should guide the cultivation of core literacy and continuously optimize the teaching strategies. The following is a discussion on the teaching of five-year higher vocational English for reference by English teachers.

3.1. Constructing core literacy

English teachers in higher vocational colleges should increase their efforts to study core competence education, take “people-oriented” as the starting point, formulate training objectives in line with social and student conditions, and put more energy into professional accomplishment, English knowledge and communication. The ability to conduct research in the process of achieving a clear goal of the training objectives. It can be seen from the above description that the teacher's teaching philosophy and strategy have an important role in the process of cultivating students' ability, so that the value of English teaching activities for five-year higher vocational colleges should be fully realized. It is necessary to play and clarify the core literacy of the discipline and apply it[1].

3.2. Formulating teaching objectives

The core literacy of the discipline is mainly to promote the overall development of students. The content of English core literacy usually consists of the following four aspects: first, language ability, learning language knowledge, training language application; its two cultural awareness, expanding students' horizons And optimize students' cultural awareness; third, the quality of thinking, strengthen students' thinking ability; Fourth, learning ability, stimulate students' interest and improve learning ability. The English teaching activities carried out with the core of the discipline as the core should not only highlight the importance of knowledge transfer, but also pay attention to ability cultivation, thinking exercise and vision development, and promote students' all-round development.

3.3. Improve the teaching concept

The core literacy of English should not stay on the surface, but should be changed from “teaching for knowledge” to “teaching for gain”. In the traditional concept, the teaching activities around the subject knowledge are regarded as the center of gravity. The importance of subject quality and ability is easily overlooked. The existing model places students in the same position as the teachers. It is necessary to shoulder the heavy responsibility of stimulating students' interest, and also provide guidance for students' learning, and create favorable conditions for the development of students' subjectivity. At this stage, the work of teachers includes not only the transfer of knowledge, but also the guidance of students to establish a correct world outlook, outlook on life and values. Therefore, in the development of classroom teaching activities, teachers should focus on the cultivation of self-directed learning consciousness and ability, and train students. The ability to independently discover, think, and solve problems.

3.4. Optimize the teaching plan

When higher vocational colleges carry out teaching activities around English, they should aim at improving students' ability to apply English. By cultivating students' communicative competence, students' ability to communicate and communicate in English is strengthened. In addition, English teachers in higher vocational colleges should also take learning strategies and methods as the main content of teaching, stimulate students' interest in English, and cultivate their ability to complete their own learning tasks. This will have a positive effect on the improvement of students' comprehensive quality. .What needs to be clear is that the traditional teaching mode is relatively simple, and the relevance and integrity of knowledge have not received due attention. Therefore, it is natural to use the core literacy of the discipline as the starting point and optimize the teaching

plan.

3.4.1. I heard about training

It can be seen from the above analysis that English teachers not only need to train students' ability of listening, speaking, reading and writing, but also help students develop English thinking, because of their language ability and thinking ability. The essential difference, therefore, in order to realize the positive role of English teaching, the key is to comprehensively use different learning strategies, combine core literacy with classroom teaching, develop students' thinking, and achieve the goal of cultivating students' innovative ability.[2]. As a voice input link, listening and speaking ability is closely related to students' ability to apply English. The key to improving their own listening and speaking ability is to analyze the existing information. For example, to infer the relationship between the two through dialogue, the link is extremely agile to the students' thinking. High requirements, chapter reading is also the same. In the classroom teaching activities, teachers should be based on the difficulty of training, help students sort out the thinking, complete the tasks of temporal judgment, information filling, word analysis and so on.

3.4.2. Reading training

For a long time, the important role of teachers in higher vocational colleges on English thinking ability has cognitive biases, which leads to the importance of thinking, judgment, analysis and reasoning when vocational students learn English knowledge. This does not meet the requirements for cultivating English core literacy. As the basis of English learning, the difficulty is slightly lower than that of listening and speaking training and writing training. When carrying out related teaching activities, teachers need to pay attention to it. The knowledge should not be limited to English grammar, but the chapter analysis, article background, etc. The content is covered, and the purpose of doing so is to expand student thinking. Under the condition that the conditions permit, the teacher can also increase the group discussion and other links, and exercise the critical thinking of the students through the level training, so as to achieve the purpose of strengthening the core literacy.

3.4.3. Writing training

As a difficult English teaching task, the key to writing is to ensure the exact correspondence between what you want and what you write. Therefore, the key to teaching is to use language to express ideas. The prerequisite for achieving this goal is through the way of thinking training to students. The core literacy has been strengthened. In practical work, English teachers can explain the core sentence patterns and analyze the structure of the articles by explaining the essays, and provide channels for students to communicate. When the writing tasks come to an end, teachers can also make students logical thinking through mutual review. With a spiral boost, students' ability to analyze and apply English will naturally become more prominent. It can be seen that improving the thinking ability is an important goal of English core literacy, and it is the key to developing English teaching in five-year higher vocational education. English teachers need to clarify the core literacy as a premise, to understand the actual situation of students and complete the knowledge of English. On the basis of teaching this task, improve the quality of teaching and develop the potential of students.

4. Conclusion

In summary, the introduction of the core literacy of the discipline has helped the reform of the English curriculum in higher vocational colleges. Taking the core literacy as the starting point, designing and implementing the teaching scheme has become the main content of teaching research. In order to realize the value of English classroom teaching, the key is to cultivate the core literacy of English as the key point in the teaching process. It can be seen that the above research content has a positive effect on the smooth development of English teaching activities.

References

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