

The challenges and Countermeasures for the popularization of three-dimensional English education in Higher Vocational Colleges

—Take the analysis of English as an example

Xinqun Huang

English Department, Shangrao Preschool Education College, Shangrao, Jiangxi, China

Keywords: the current situation of three-dimensional English education in Higher Vocational Colleges

Abstract: as an important part of China's higher education, higher vocational education is a professional education with the main direction of training higher technical talents. Among them, higher vocational English education is the key subject of higher vocational education. It teaches the English knowledge that vocational students may use in the actual process of work after graduation, and pays special attention to imparting more professional English content. At present, there are many problems in the current situation of Higher Vocational English education in China. With the development of economy and society, the demand for English skills of talents is higher and higher in society. In view of the importance of Higher Vocational English education for the training of English professionals, it is imperative to introduce a three-dimensional education mode into the English education of various higher vocational colleges. This paper will combine the national standard textbook English to explore This paper discusses the prospect and measures of three-dimensional English education in higher vocational colleges.

1. Introduction

In the 21st century, with the rapid development of economy, the rapid progress of globalization and the frequent communication between countries, English, as one of the world's common languages, has set off an upsurge of English learning all over the world. In China's higher education, great importance is attached to the teaching of students' English knowledge. English education in Higher Vocational Colleges pays more attention to cultivating students' professional English ability, making them possess the required professional English knowledge, at the same time, they have a stronger comprehensive ability to use it. When facing practical problems, they can directly apply relevant English knowledge to communicate and cooperate with others in their work. In view of the increasingly fierce competition in today's society and the higher and more strict requirements of Higher Vocational English for students' English ability, the English education mode in higher vocational colleges has reached a time when it must be transformed and upgraded to meet the current social demand for English professionals.

2. The connotation of three-dimensional education

As a new teaching mode at this stage, three-dimensional education has distinct characteristics compared with the traditional teaching concept. It is a comprehensive and diversified new mode of education, which integrates three-dimensional teaching method, ability training and quality shaping. Under the three-dimensional teaching mode, the school will adopt various new teaching methods different from the traditional teaching methods, introduce computer network technology, situational teaching, simulation teaching and other teaching methods, in the process of teaching students' knowledge, adopt three-dimensional communication, enrich students' learning experience and greatly stimulate students through network technology and various information platforms (as shown in Figure 1). Interest in learning.

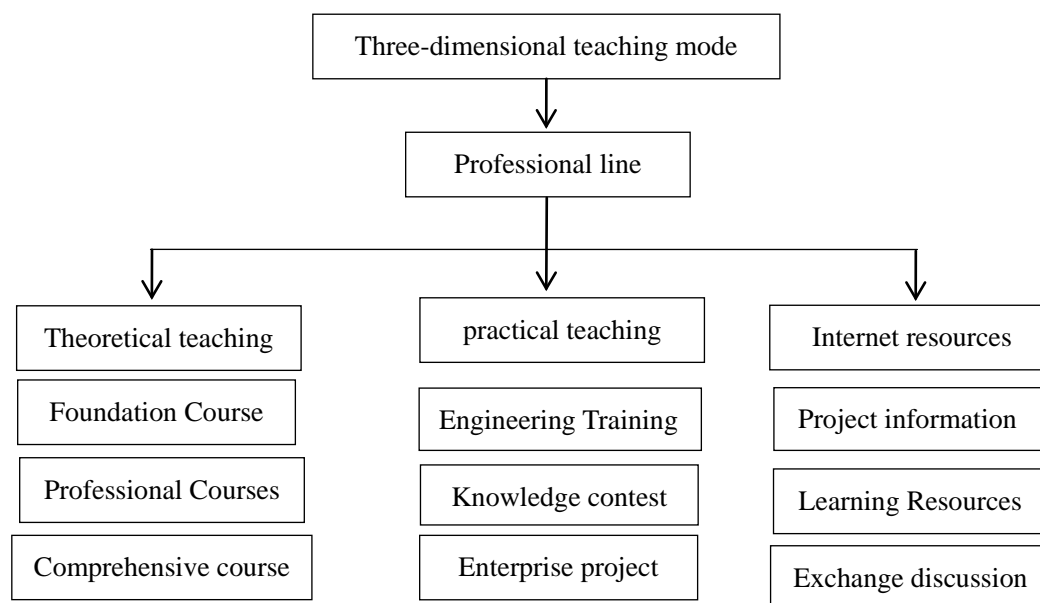


Figure 1 three dimensional teaching mode

In addition, the school pays more attention to the cultivation of students' ability in the process of practical operation and application, and requires students to be able to effectively transform the knowledge learned in the classroom into the ability of practical operation and solving things, including the ability of students' academic knowledge and interpersonal communication.

At the same time, three-dimensional education also pays attention to the shaping of students' quality. Today's society not only requires talents to have strong professional knowledge and ability, but also attaches great importance to personal quality. A high-quality talent should not only have good moral character, but also have a positive character. In the three-dimensional education, special emphasis is placed on the cultivation of students' team consciousness, innovation consciousness and struggle consciousness, so as to make students have the quality of success.

3. An analysis of the present situation of English Teaching in Higher Vocational Colleges

3.1 Teachers need to be improved

In recent years, higher vocational education is becoming more and more popular, and the attention of the state and society makes higher vocational colleges pay more attention to their own development. However, due to the limited time for the development of Higher Vocational education, there is a serious shortage of English teachers in Higher Vocational colleges, among which teachers with strong English ability and professional knowledge are even more limited. Among the existing teachers, there are few professional knowledge with strong English ability, many people's practice ability is not strong, professional knowledge is qualified and English teaching can't be used. In addition, the training system of English teachers in higher vocational education is not perfect, and the distribution of teachers' resources in different places is uneven, which results in the weakness of English teachers in higher vocational education.

3.2 Teaching content is boring and one-sided

In most higher vocational colleges, the teaching material of English education is the national planning textbook - "English", which covers listening, speaking, reading, writing, translation and other aspects of English curriculum. On the basis of students' existing English, consolidate and expand their basic English knowledge, and pay attention to training students' ability to use English for daily communication and application. However, in practical teaching, many vocational English teachers focus on teaching students written knowledge, especially English grammar and written test skills, one-sided dissemination of English knowledge, ignoring the training of English listening,

speaking, translation and other practical applications.

3.3 Limitations of teaching mode

Nowadays, the mode of English education focuses on the “language knowledge” of English, and constantly analyzes the structure of English sentences and articles. This is often called “intensive reading teaching mode”. In this form of education, there are a lot of English “cramming” education in vocational colleges. Teachers keep students practicing exercises and implementing “problem sea tactics”. The teacher's explanation focuses on how to solve problems. Students' learning is limited to rote learning. When students passively accept knowledge, the quality of English teaching can be imagined.

3.4 Backward teaching ideas and methods

The quality of teaching effect has a lot to do with teachers' personal teaching ideas. In the process of teaching, whether the applied teaching ideas are appropriate or not directly affects the teaching effect. The traditional teaching concept focuses on imparting knowledge, and the teaching methods are mostly “teacher speaking, student remembering”. In the process of acquiring knowledge, students do not participate in the exploration and thinking of knowledge. Teachers, as the interpreters of knowledge, ignore the cultivation of students' personal ability, fail to make effective use of teaching, and cultivate students' ability of independent thinking and innovative application.

3.5 Imperfect teaching approaches and supporting facilities

Most of the English Teaching in higher vocational colleges still adopts the traditional classroom teaching method. The teacher and the students are in the same classroom. Facing the paper teaching materials, the teacher teaches in front and the students record under the platform. Such a way of education is not only obsolete, but also has poor teaching effect.

At the same time, a lot of English reading and listening are involved in the English book of higher vocational education. Due to the limitation of equipment and teaching time, it is difficult for teachers to explain these aspects to students in detail and effectively in class. They often just pass by one by one and don't pay attention to them after listening for several times. Many times, students are required to explore their own in class. Once they meet with learning Students who are not active in their study are likely to fail to listen or practice at all.

In addition, in some higher vocational colleges, the hardware equipment is not updated and the degree of network is not high, which leads to the situation that the new teaching methods are not applied in place.

4. Challenges faced by three-dimensional education

4.1 Limited teachers and uneven teacher resources

English Teaching in Higher Vocational Colleges involves various majors. In the current situation of shortage of English talents in the industry, the number of teachers is seriously insufficient. Not only that, because of the high requirements of the professional knowledge involved, many English teachers are not competent, which makes it difficult to guarantee the teaching quality in the process of English teaching.

4.2 Teachers' old teaching concept and limited exam oriented education mode

To popularize the three-dimensional education mode in higher vocational colleges, the first problem is that teachers' teaching ideas are difficult to change. In the past, in the classroom teaching of higher vocational education, teachers focused on how to make questions and how to score. The focus of English teaching was on the investigation of students' mastery of English vocabulary, grammar and the amount of exercises. Under the long-term established exam oriented education mode, teachers should accept new teaching concepts and focus on changing from the improvement of students' test scores to students' English comprehension. It's a very difficult project to cultivate

qualified students.

4.3 Backward teaching infrastructure and uneven English foundation of students

At present, some higher vocational colleges have not invested enough hardware facilities in the initial stage of establishment. With the development of the times and the innovation of network information technology, many old teaching instruments and teaching environment have not been able to adapt to the three-dimensional education mode. When using network technology and new media for teaching, these devices greatly limit the way of teaching communication and students. Access to knowledge.

Most of the students in higher vocational colleges are those who study professional skills after graduation from high school and secondary school. Their professional knowledge and skills have reached a certain level under personal attention and long-term cultivation. However, their knowledge base in culture is relatively weak, especially in English subject which requires energy to memorize. Many students are not even willing to learn at all. This attitude of neglect and exclusion will be another big problem in Higher Vocational English teaching.

5. Suggestions on the implementation of three-dimensional English Teaching

5.1 Education Department advocates to change single assessment mode

As a department in charge of the education industry, local education departments should introduce corresponding measures to solve the problems existing in the current English Teaching in higher vocational colleges, change the previous single assessment method, and implement the whole process assessment method, as shown in Figure 2. At the same time, we should encourage English teachers in Higher Vocational Colleges to change their old teaching ideas, advocate new three-dimensional teaching mode, and give commendation and commendation to those teachers who actively respond to the call, quickly introduce three-dimensional education mode and make outstanding achievements, encourage other teachers to learn and imitate, perform the functions of departments, and promote higher vocational education from the source. The implementation of three-dimensional English education.

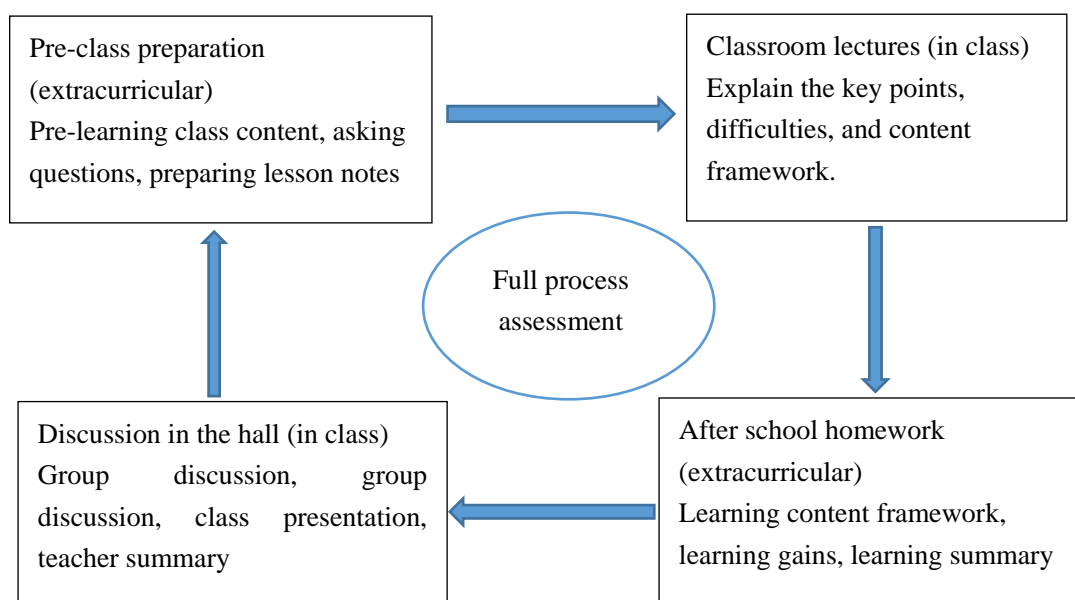


Figure 2 full process assessment

5.2 Improve the faculty and introduce a large number of talents

Due to the particularity of Higher Vocational English, teachers are required to have not only English knowledge but also professional skills, which requires the school to continuously improve

teachers' professional skills, improve teachers' strength, and constantly absorb new talents, expand the education team, exchange education experience with each other, learn from and learn from other's teaching methods.

5.3 Change teaching mode and introduce three-dimensional teaching concept

When the old education mode is not suitable for the present teaching environment, English teachers in higher vocational education should change the teaching mode in time, abandon the backward teaching methods such as “cramming education”, “examination oriented education” and “topic sea tactics”, build a three-dimensional education mode, and push English education from a single “score theory” to focus on the cultivation of students' comprehensive quality. Specifically, the following methods can be adopted:

First, electronic network teaching

In the process of teaching, with the help of computer network technology, the original single and Abstract.theoretical knowledge will be graphized and imaged, the traditional boring teaching education will be transformed into vivid three-dimensional education, students' learning interests will be stimulated through various sensory stimulation, the common and easy to understand graphic display will be used, and English knowledge will be effectively transmitted with the help of information technology and the development of corresponding software. Pass it to the students. At the same time, the use of various network media, such as microblog, wechat and other emerging media, will regularly transmit knowledge to students, through the rich and interesting information, such as graphics, images and so on, to establish the enthusiasm and initiative of students to accept knowledge.

Second, guiding the discovery education method

When teaching knowledge, teachers should guide students to think more. After putting forward questions, they can't give answers by themselves. Instead, they should guide students to think by themselves through questions, and try to answer by themselves with the knowledge they have learned. In the process of solving, students will encounter difficulties and questions, and then teachers will give solutions according to their specific situations.

Third, targeted teaching

Due to the individual differences of students, the students in vocational colleges have different foundations in English, which requires teachers to adopt different teaching methods according to different situations of students in the teaching process. Especially in the face of students with poor English foundation and low interest in English learning, they can guide them carefully and patiently. Through continuous understanding and communication of students, they can grasp the difficulties of their English learning, find out the problems and take effective measures to improve them.

6. Conclusion

Under the double influence of the rapid development of the times and the aggravation of social competition, the three-dimensional process of English education in higher vocational colleges is urgent. Based on the above analysis, this paper puts forward several ideas on how to carry out the three-dimensional education in Higher Vocational English. However, the current three-dimensional education mode is still in its infancy, and many difficulties and challenges in practical application still need to be discussed by the educators of Higher Vocational English.

References

- [1] Mou ting. An analysis of the main problems in English Teaching in Higher Vocational Colleges and their countermeasures [J]. Intelligence, 2014 (20): 16 + 18.
- [2] Liu Xiaoyan. Analysis of the existing problems and Countermeasures of English Teaching in Higher Vocational Education [J]. English Plaza (Academic Research), 2013 (04): 76-78.
- [3] Liu Li, Sun Hong, Qu Jingxiu. Practice of three-dimensional teaching mode of medical English

[J]. China Higher Medical Education, 2011(11): 60-61+65.

[4] Yang Junyu, Tian Huijie. Discussion on the three-dimensional teaching mode[J]. Journal of Hebei Agricultural University, Agriculture and Forestry Education, 2008 (02): 160-162.

[5] Ma Jinzhong. Research on the three-dimensional teaching mode adapting to the cultivation of innovative talents [D]. Yanbian University, 2005.

[6] Zhang Yingxue. The main problems and countermeasures of English teaching in higher vocational colleges [J]. Journal of Shandong Institute of Commerce and Technology, 2003 (02): 49-50.