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The Exploration and Innovation of Social Demand-oriented Vocational College English Education

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Abstract: An important part of undergraduate education is to enhance students' employability and provide strong support for deepening talent education. Therefore, this paper analyzes the advantages of social demand-oriented English teaching for vocational undergraduates, puts forward the breakthrough point of college English teaching for vocational undergraduates, focuses on exploring the teaching plan of college English education for vocational undergraduates guided by social needs, strengthens the integration of educational resources, and innovates the teaching model.

Keywords: Social demand; College English; Educational innovation

Nowadays, taking social demand as the orientation is a new way to lead the construction of education system. In order to create more favorable English teaching conditions for college students' future employment, it is necessary to adopt teaching methods based on social demands, adjust course teaching schemes, improve educational practice functions and improve the teaching methods.

1. Advantages of English course teaching based on social needs

1.1 Improve students' core competitiveness

The concept of social demand-oriented refers to the cultivation of students' English skills for career development, the deepening of students' understanding of English knowledge, the determination of English education goals for social needs, the enhancement of the purpose of English teaching, and the improvement of professional talents' employment development ability. Social demand-oriented English course teaching encourages students to make targeted teaching plans based on their career development, so that students can gradually adapt to job needs, accumulate more theoretical knowledge, and at the same time find their shortcomings in job work and make timely changes. Compared with the traditional teaching measures, the social demand-oriented undergraduate English teaching system is conducive to improving the timeliness of teaching, avoiding blind teaching phenomenon, enabling students to master English knowledge, improving the competitiveness of college students, and laying the foundation for adapting to the future workplace.

1.2 Broaden students' horizons

Traditional English classroom teaching mode is relatively limited, students only accept the English content of books. The English teaching measures in the new era are conducive to helping students to expand the channels of English learning and enrich their horizons, so that students will not only learn knowledge in the classroom. For example, through school-enterprise cooperation, English learning platforms are built for students to make English courses more practical and avoid the restrictions of traditional teaching. From the above analysis, it can be understood that adopting the social demand-oriented English teaching model, improving the shortcomings of traditional teaching and providing students with a good learning environment can help students make greater progress.

2. English course teaching model based on social needs

2.1 Educational distribution shall be carried out on the basis of job requirements

It is one of the starting points of vocational college to take job demand as the basis and carry out education layout. In the teaching stage, although the theoretical content integrated into the work is important, it cannot enrich the experience of students. Based on post practice, the education layout should be developed and improved, and post items should be added in the English course design stage. For example, the layout of tourism English and business English courses is based on the strategy of education integration and development, so that the course contents are connected to each other, and situational simulation is adopted to create work scenarios for students, so that students can gradually accumulate experience and flexibly use English knowledge. Therefore, on the basis of post practice, education layout is carried out and teaching programs are formulated.

2.2 Educational evaluation in the form of performance appraisal

In the traditional English teaching method, students have strong dependence on teachers, and once students enter the society, it is difficult to complete the English learning task and improve their working ability. Therefore, in the stage of educational evaluation and analysis, the performance appraisal method is adopted to help students analyze the problems existing in learning, so that students can improve their ability to complete learning tasks independently. In the reform stage of English education practice, it is of great significance to introduce service model and evaluation mechanism into the curriculum teaching system, cultivate students' learning ability and dare to explore, and improve students' practice level. In addition to the above, the use of performance appraisal methods to evaluate students is conducive to students' adaptation to the future workplace and lays a foundation for enhancing students' competitiveness.

3. Measures for vocational college English education based on social demand in the new era

3.1 Strengthen diversified educational cooperation

Strengthening diversified educational cooperation refers to an educational measure that schools cooperate with third-party educational institutions and enterprises to provide internship positions for students through strengthening communication with enterprises, so that students can gradually adapt to their jobs, make reasonable use of English knowledge and master English learning skills in work. By providing students with job rotation education service guarantee, according to the current situation of English teaching and the needs of students, the school makes perfect learning plans for students, designs scientific teaching content for students to solve the shortcomings and problems in the learning process, gives full play to the advantages of post practice and improves students' learning ability. Therefore, the adoption of a diversified education model can enable students to demonstrate their learning results, provide help for students, promote the smooth development of English course teaching activities, provide support for students' learning, and enhance students' comprehensive ability. In the education stage, under the diversified education mode, personalized education mode is designed. In the early stage, emphasis is placed on strengthening students' understanding of English knowledge; in the middle stage, differentiated teaching mode is adopted to cultivate students' practical ability and encourage students to link English knowledge with career planning; in the later stage, students are guided to enrich post experience and improve English ability in practice. In each period, the focus of students' learning is different, which requires not only the participation of schools, but also the help of enterprises and other institutions to participate in the road of cultivating social talents.

3.2 Create an English employment education practice base

It is the key to deepen the education system to establish an English employment base so that students can master the content of the post proficiently and provide the teaching foundation for the students to try and rotate the post in the future. Therefore, higher vocational colleges need to take the employment direction of English majors as the basis, scientifically set up practical projects, and try to choose projects that students are interested in in the teaching stage. The projects in the course of practical training are applied to English teaching to improve students' ability to adapt to society. For example, in the stage of explaining English grammar, teachers can adopt common grammar content in their posts and apply it to all aspects of English practical training to build a unified learning framework for students. The establishment of employment training system plays an important role in cultivating talents and tempering students' willpower. It can not only cultivate students' knowledge and skills, but also help improve teaching quality.

3.3 Introduction of big data to evaluate English classes

In the assessment stage for students, big data is introduced, students' learning ability is recorded in the data information database, job content is counted, and students' work needs are analyzed, so as to improve the quality of English practice based on social needs. The school analyzes students' learning ability with the help of big data. It not only integrates the data of students' English collaboration ability and oral ability, but also needs to understand the changes in their academic performance at different stages. In the assessment process, it is necessary to ensure the comprehensiveness of the assessment and provide more references for teachers. In the teaching of English courses, the introduction of big data can enable students to analyze the problems existing in the learning process, which has a certain significance for improving students' English ability. At the same time, it can also point out the direction for students' English learning, and students can accurately position themselves.

3.4 Strengthen resource integration

Strengthening resource integration means that English teachers can analyze teaching resources in depth, integrate job-related English content into classroom teaching design, so that students can have a certain reference for future work, apply a variety of skills to learn English knowledge, and provide help for students' future employment. Attaching importance to the integration of English employment resources not only provides help for the development of students in a certain aspect, but also requires reasonable selection of educational resources, understanding of the scope of application of resources, promoting the development potential of students' employment, and improving the diversified

education mechanism. In addition to the above, strengthening the integration of English employment resources is conducive to improving the utilization rate of teaching, improving students' ability to adapt to society and practical level in the course teaching guidance process, and laying the foundation for the systematic promotion of English teaching.

To sum up, the social demand-oriented undergraduate English teaching model can adopt methods such as strengthening diversified education and optimizing education model, so as to make teaching conform to the characteristics of timeliness, strengthen the employment development of professional talents, improve students' competitiveness, let students gradually adapt to the workplace, and cultivate more outstanding talents for the society.

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