

LETTER

Some Thoughts on Improving the Quality of English Courses in Vocational High Schools

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Abstract. At present, the quality of English courses in vocational schools of China is still a considerable distance from our expectations. The process of improving the quality of English courses in vocational schools is tortuous and bright. In this tortuous process, it is not enough to rely solely on the efforts of English teachers in Vocational schools. In addition to vocational high school English teachers should be clear about their duties, the entire vocational school system, vocational high school students are indispensable elements, should all be actively involved. This article is aimed at improving the quality of English courses in Vocational schools.

Keywords: Vocational high school; vocational education; English teaching; teenagers.

The famous educator Mr. Zheng Xiaocang once wrote in the book: "the success of education, teachers or family elders by force is not a party; it is ultimately required from all walks of life together to create education together." The resultant force of education refers to the concern and commitment of the various circles of society to the educational cause. Admittedly, the current high school English curriculum quality distance is still a long way to our expectations, and change the status quo, the need to enhance the quality of the course of the journey, the most is precisely the lack of education. Our joint efforts in education focus mainly on the strength of the three parties, one is the participation of the whole vocational school system; two is the labor and cultivation of the English teachers; three, the efforts and struggles of the vocational school students themselves.

1. Vocational Colleges Should Change their Ideas

The influence of the school environment on students' English learning is undoubtedly far-reaching. At present, in the process of cohesion to help the students of Vocational Colleges learn English knowledge, it is the most urgent for the whole vocational college system to change its concept and participate actively. Vocational schools under the traditional concept are not very concerned about English courses. Taking English classes as a cultural class does not seem to matter, in contrast to many specialized courses that directly affect student employment and school employment.

Have to admit that it is because of such a negative, outdated point of view, in the entire vocational school system, the neglect of English classes quietly blowing. Of course, a school has its own professional characteristics, the focus of the curriculum is reasonable things, but too much neglect of English courses on the development of students, there is no harm. On the one hand, the English language has now become the world language, master the English knowledge base, whether to continue their studies in the aspect of students, or in promoting students' employment, have played an active role in promoting. On the other hand, students have already acquired a certain amount of English knowledge in junior high school. The students are based on English. As long as the school creates a good study atmosphere, it is not difficult for the students to learn English well. The key point

is that schools need to change their attitudes towards English language courses, and they need to set up the concept of paying attention to students' English learning. You know, the school's ideas and attitudes affect or even influence the students from the root. In the specific practice of the English curriculum change the concept of vocational colleges is also embodied to buy more English supplementary books, carry out a variety of English language courses in English teaching activities, and increase investment and so on. In a word, it is urgent for the vocational colleges to change their concepts and face up to the status of English courses.

2. Vocational High School English Teachers Should Be Clearly Responsible

Wei Shusheng, a famous special teacher, once said, "in all the factors of education, the relationship between the teaching level of teachers and the quality of curriculum is the most closely related." Similarly, among the factors that may improve the quality of English courses in vocational schools, our English teachers are most duty bound. Clear your shoulders the responsibility is the first step, is also a crucial step in here, I want to emphasize is that high school English teachers need to clear the three aspects of responsibility, one is to help students to reinforce English basic responsibility; two is the real application to guide students to learn the knowledge of English ability is to improve the responsibility; three the literature quality of students' responsibility.

First of all, to help students consolidate their English foundation is the most basic responsibility. Most vocational school students may have a relatively weak foundation in English. Therefore, from the angle of teaching students in accordance with their aptitude, it is very important to pay attention to the teaching of basic knowledge. The students' basic knowledge is gradually strengthened so that we can better perform other duties. Secondly, it is to train students' ability to apply English knowledge. The purpose of learning is to apply, not to speak of a language like English. However, at present, many teachers just forget this point, and in the process of teaching, they still follow the old path of exam oriented education. They do not exert enough effort to train students' practical strength. In class, we should set up more links to help students apply the English knowledge they have just learned, and help them apply their knowledge to help them realize the application and transfer of knowledge. Once again, is to do everything possible to enhance students' literature literacy duties. English is a language as well as a culture. It is not confined to a particular country, but it embodies the culture of the whole western world. As far as culture is concerned, communication will spark new sparks. And we want to communicate, want to collide, we must understand it, English class is undoubtedly high vocational students contact and understands the best environment for Western culture. After the students' literature quality has been improved, they are not only more interested in learning English, but also more profound when they are looking at many problems. Specifically, in the process of teaching, teachers can introduce more cultural materials, help students understand western culture and customs; also, can arrange some guide students to understand the western culture homework, help students to enrich and improve the process of doing homework.

In a word, the quality of English teachers in vocational schools is the most direct influence on the quality of courses, and the promotion of each teacher's quality and the explicit sense of responsibility are inseparable. Clear responsibilities, we can better perform their duties, clear responsibilities, we can enhance the quality of English courses in vocational schools in the journey to play more positive role.

3. Vocational High School Students Should Build Self-Confidence

At present, most of the researchers hope that the quality of English courses in vocational schools will be raised in vocational schools and English teachers in vocational schools are expected to be promoted. In fact, they ignore a very critical group, that is, vocational high school students. Some people say, "There are no bad students, only teachers who do not teach them." I don't fully agree, although the art of teaching effect of teachers' major, however, is not to say that a teachers' efforts, can really help all students to be all-round development of elite generation. In other words, the students' own efforts are also crucial. Therefore, when we seek to improve the quality of the effective path of

the course, we should also guide vocational students to actively participate in, and guide students to establish a good knowledge of learning English self-confidence. Why is solely on confidence in here, because after long-term teaching practice, I found, many high school students in learning English knowledge is not so positive, not so hard, because they have no confidence to really well in this course. Students in junior high school do not have very good English learning experience, and many of them are very weak in English. For many different reasons, students are becoming less confident in English learning. The lack of self-confidence has a negative effect on the efficiency of students' learning. More and more students will not only lack of interest in learning, even the knowledge of the English teachers in the course of time of fear into disgust, and the deterioration of relations between teachers and students, teachers to enhance the quality of the course is even more impossible. Understand the students of this psychological, how to help students build self-confidence to learn English well in front of us. I think the most effective strategies are two. First of all, appropriate to reduce the difficulty of the examination, so that students at the achievement level to achieve a certain sense of achievement. Students have achieved relatively satisfactory results; the motivation for learning will be more. Secondly, it summarizes the advantages of different students' English learning, and tells the students themselves that students can see their potential in English learning, and they will also establish a certain degree of self-confidence.

4. Conclusion

Improving the quality of English courses in vocational colleges is not an easy task. In the process of promoting this work, we need the three aspects of education, which are formed by vocational colleges, vocational English teachers and vocational high school students. Only when this resultant force is really formed can our dream be realized.

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