

Implementation Of Core Literacy Teaching In English Teaching In Secondary Vocational Schools

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Abstract: In order to achieve the core literacy of English subjects in secondary vocational education, students' interest in learning should be stimulated through the expression of rich subject content. Hierarchical teaching combines the professional and students' ability level to meet the development needs of students; create vivid and specific situations in teaching and enhance the characteristics of vocational education. Based on the introduction of core concepts, the article analyzes the main difficulties in implementing core literacy teaching in secondary vocational English, and then focuses on the related teaching strategies.

1 Introduction

With the development of the core literacy framework for developing Chinese students, various disciplines are also conducting core literacy research. The core literacy of English subject in secondary vocational education includes language ability, cultural character, thinking quality, learning ability, professional ethics, and workplace application. As the teachers of secondary vocational English, we must combine the nature of the English discipline, the development needs of students, and the characteristics of vocational education to understand and analyze the core literacy of the secondary vocational English discipline, and then formulate effective measures to practice, so as to create an effective classroom for secondary vocational English, to improve students' English skills, to develop students' core English literacy, and to allow students to develop in an all-round way.

2. Core Concept Analysis

At the beginning of the 21st century, in order to meet the challenges brought by globalization, the knowledge economy and the information age, the European Union proposed "core literacy" as the overall education goal. The core literacy of the European Union is established through extensive expert consultation, a large number of special studies and large-scale educational surveys and measurement data. Its core concept is to enable all EU citizens to have lifelong learning capabilities, thereby enabling them to meet the challenges of the globalization wave and the knowledge economy, to realize the ideal of personal success and socio-economic development.

In 2014, China's Ministry of Education developed and issued the "Opinions on Comprehensively Deepening Curriculum Reform and Implementing the Fundamental Tasks of Leadership", and proposed that "the Ministry of Education will organize research and propose core development systems for student development at all levels, and clarify that students should have a lifelong development Essential qualities and key competencies needed for social development." The core literacy of the English subject includes four dimensions: language ability, thinking quality, cultural awareness and learning ability. Language ability is the ability to do things with language, involving language knowledge, language awareness and language sense, language skills, communication strategies, etc .; thinking quality is the ability to think and analyze, including activities such as analysis, reasoning, judgment, rational expression, multiple thinking in English, etc. Cultural awareness focuses on understanding the cultural connotations of different countries, comparing similarities and differences, drawing on the essence, and respecting differences. Learning ability mainly includes meta-cognitive strategies, cognitive strategies, communicative strategies and

affective strategies.

3. The Main Difficulties of Using English to Improve Core Literacy

3.1. Correctly grasp the teaching scale

In secondary vocational education, it is difficult to use English to improve students' core literacy. The development of core literacy relies on learning, but the two are also interrelated. The traditional English teaching mode is single, and the single transfer of knowledge comes from the teachers. The traditional teaching mode directly instills knowledge into the students, and seldom pays attention to the improvement of students' overall literacy. This will not only improve students' enthusiasm for learning, but will not be conducive to the development of student literacy. In secondary vocational education, teachers need to transfer knowledge to students and transform knowledge into literacy learning. In the course progress, if the teacher blindly completes the task, the duck vocabulary learning of English vocabulary and grammar. It will reduce the in-depth understanding of cultural background and inhibit students' autonomous learning ability. Obstacles to the development of student literacy, teachers are lack of cognition, and no basic teaching methods and means. It is difficult to stimulate students' interest in learning, which is not conducive to the continuous development of thinking and ability.

3.2. Characteristics of language learning

Most students learn bilingually at an early age. Some parents have exposed their children to English knowledge before they finish school, while others are enlightened on campus. Although the students are younger, there are already some differences in language learning. This also makes students' learning habits and learning methods different. This habit is gradually forming a fixed learning style. Some students have a good foundation, while others have never accepted it. This has also increased the difficulty of teachers' teaching to a certain extent.

3.3. Restrictions on the examination system

China's entrance system is mainly based on examinations. Whether it is a small or early promotion, even major colleges and universities in vocational colleges use examination scores as the theme. Although grades are not the only requirement for students, grades are still the focus of parents and schools. Under the weight of the exam, students still need to rely on their scores to enter the ideal institution. In the case that this situation has not changed, it is difficult for the teachers to use the curriculum to cultivate the core literacy of students, and the focus is still on the score line. This has also caused most schools to value grades and despise literacy education.

4. Practical Strategies for Implementing Core Literacy in English for Secondary Vocational Schools

Teachers in secondary vocational schools must constantly update their teaching concepts in English teaching, and they must be able to realize that classroom teaching in secondary vocational English is not simply the teaching of language skills, but to cultivate the students' ability to use comprehensive language. At the same time, we must realize that developing students' core literacy is of great practical significance to improve the effectiveness of English teaching in secondary vocational education. Then, in the process of secondary vocational English teaching, we focus on shaping the cultural character and thinking quality of secondary vocational students. And the training of their learning ability, professional ethics, workplace application and other abilities, so as to promote the all-round development of secondary vocational students, effectively play the purpose of educating people in secondary vocational English teaching, so as to lay a foundation for the career and sustainable development of secondary vocational students.

4.1 Enrich the expression of subject content, stimulating students' interest in learning

In the process of English teaching in secondary vocational schools, teachers must continue to

innovate their own teaching methods and adopt corresponding teaching methods flexibly to stimulate the learning interest of secondary vocational students. Therefore, in the teaching design and teaching process, teachers should use various forms of teaching methods to stimulate students' awareness of participation in the classroom, so that students' language ability and thinking character can be better exercised.

For example, in teaching, teachers can use the sound system to play familiar foreign sound and video clips as listening materials for students, to enhance students' interest in listening materials, and to help secondary vocational students to identify English language skills, it can also help to deepen students' understanding and experience of cultural information from foreign film and television works, and improve the cultural character and thinking quality of secondary vocational students. In addition, for English dialogues in texts, teachers can also use reading and performing in separate roles to stimulate students' in-depth understanding and learning of texts. While improving their language skills, they can also promote their learning capabilities.

4.2 Layered teaching combined with professional and student ability levels to meet student development needs

In the process of English teaching in secondary vocational schools, teachers combine the different needs of students of different majors in English, so that they adopt an English teaching method suitable for the students of that major. Under the premise of teaching students according to their aptitude, they should also carry out layered English teaching according to the different learning abilities of secondary vocational students in the same class. Teaching it in layers will not only improve the English learning ability of students at different levels, but also take into account the future professional application of secondary vocational students. For example, for classes of different sizes, according to the needs of their English disciplines, large-class teaching or small-class teaching can be used to meet their demand for English professional knowledge. For secondary vocational students in different majors, they can meet their professional needs through different teaching focuses. For example, secondary vocational students in foreign service, tourism, and hotel management majors can focus on teaching methods in oral expression. Students of welding and electronics majors can summarize and memorize their specialties with the help of on-site practical operations.

This layered teaching method can ensure that all students' English learning ability is improved accordingly, and their core literacy can be developed to different degrees.

4.3 Create vivid and specific situations in teaching and strengthen the characteristics of vocational education

In the process of English teaching in secondary vocational schools, teachers must also carefully create corresponding teaching situations according to the specific needs of the teaching content, so that students can be immersed and quickly integrated into a good teaching situation. This will not only help students improve their English learning efficiency, but also allow students to feel the importance of professional literacy and professional ethics in specific teaching situations, so as to better stimulate students' potential learning motivation.

5. Conclusion

To implement the cultivation of core literacy of English subject for secondary vocational students, secondary vocational teachers need to take students' professional ability as the teaching direction, explore the teaching methods of secondary vocational English courses, and have a deep understanding of cultivating the thinking quality of secondary vocational students in the process of secondary English teaching. The importance of learning, and thus pay more attention to the cultivation and shaping of the learning ability and cultural character of secondary vocational students. Secondary vocational English teachers must have a core literacy view of development, combined with the nature of secondary vocational English disciplines, the development needs of secondary vocational students, and the characteristics of vocational education, through effective

teaching strategies such as stimulating interest, layered teaching, and creating situations, to improve the English skills of secondary vocational students, develop students' core English literacy, and promote the comprehensive and healthy development of secondary vocational students.

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