

Cultural Educational Function of Higher Vocational English Teaching

Shisheng Luo

Changjiang Institute of Technology, Wuhan 430212, China

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Abstract: Higher vocational English teaching shoulders the dual responsibility of teaching students' English knowledge and skills, inheriting culture, teaching and educating people. Higher vocational English education and teaching reform should adhere to the people-oriented concept of educating people, and pay attention to the cultivation of students' comprehensive ability to use English and the improvement of comprehensive quality. This article aims to study the cultural education function of English teaching in higher vocational schools. The survey in this paper adopts random sampling method and fills out the questionnaire in anonymous form. The survey object comes from a local higher vocational college. The results of the experiment show that only on the basis of having a good comprehensive quality, students will have confidence and interest in focusing on more realistic professional abilities or other aspects. When students were asked to evaluate their own humanistic literacy, the satisfaction rate of students with their own humanistic literacy reached 68.6%. How to improve their humanistic literacy at the higher vocational level? 23.7% of the students chose to "read more literary classics", 22.3% of the students chose to "learn more from others", and 49.8% of the students chose to "pay more attention to their own words and deeds" ". Therefore, higher vocational schools should strive to explore and innovate higher vocational English teaching methods, tap the potential of the cultural education function of English teaching, and enhance students' comprehensive humanistic quality and professional competitiveness.

1. Introduction

The trend of economic globalization and the development of export-oriented economic and trade put forward higher requirements for the level of college English education and teaching quality in colleges and universities [1, 2]. The development of social informatization makes college English teaching face new opportunities while also accepting new challenges. Learning a foreign language on the one hand can promote the development of mind, emotions, attitudes and values and improve the overall humanistic quality; on the other hand, mastering an international language can create conditions for learning advanced foreign culture, science, technology and international communication. Offering English courses is conducive to opening up and international exchanges, and is conducive to strengthening our country's comprehensive national strength [3, 4].

Jack and others believe that the humanities and professionalism elements that can be excavated in higher vocational college English textbooks should be fully utilized in teaching, and students should be given a discussion opportunity to express their opinions, talk about their feelings, and express their demands as much as possible [5]. Ensure the existence of information gaps in the questions raised. The questions raised should not be too simple and have no room for discussion, nor too difficult for students to unfold. It is best to be close to the students' study and life, profession and interests, so that students are willing to participate in discussions, There is something to say; thoughts collide in the discussion to realize the sublimation of emotions and spiritual guidance. Gooch and others believe that in teaching activities, higher vocational public English teachers play multiple roles such as organizers, instructors, helpers, evaluators, and participants. The enhancement of students' cross-cultural awareness and the enhancement of cross-cultural communication skills are in line with English Teachers' professional literacy, theoretical literacy and humanistic literacy are closely related [6].

With the introduction of new standards for basic education courses, curriculum reforms continue

to deepen, updating education, cultivating innovative talents and innovative abilities, and improving the quality of the whole nation have become the main theme of education and teaching. The overall adjustment of teaching content and teaching requirements is the general trend [7, 8]. Higher vocational colleges, like other colleges and universities, carry the task of basic education, and the reform of their education and teaching must conform to the needs of the new concept of "people-oriented" education and teaching of basic courses. As an important tool for learning scientific and cultural knowledge, obtaining information, and conducting international exchanges, English has become increasingly prominent in the current era of knowledge economy and the challenges of information society, and the level of English shows the level of national cultural quality [9, 10].

2. Research on the Cultural Educational Function of Higher Vocational English Teaching

2.1 The Importance of Vocational English Teaching to Play the Function of Cultural Education

Language is the carrier of culture, and culture is the foundation of language. Cultural differences determine differences in language, values, and language usage, and language differences reflect cultural differences. Higher vocational English courses have a wide audience and outstanding cultural diversity. They are the main courses of cultural education. Curriculum language tools and humanitarian education should not hold back each other.

First of all, the main task of higher vocational English courses is to establish a correct view of students' lives and values, expand their cultural horizons, enhance independent learning ability, innovative awareness, strengthen dedication and teamwork, good communication and interpersonal communication can build relationships, Strengthening the tempering of character, positive attribution and self-accepting personality formation are all inclusive manifestations of students' humanitarian qualities and lifelong growth sources. Higher vocational education has the characteristics of both higher education and vocational education, which is different from general education and secondary vocational education. Training high-tech professionals not only pays too much attention to skill development, but also should not neglect the development of students' humanities and professional ethics. At the same time, another challenge for professional public English education and cultural education is to reflect the enlightenment, inheritance and innovation of a good culture, which is the essence of university education. Therefore, higher vocational English education needs to strengthen the accumulation and inspiration of students' cultural knowledge of many countries and their nationalities, and strive to learn, inherit and innovate the world's excellent culture.

2.2 Higher Vocational Public English Teaching Methods that Promote the Function of Cultural Education

- (1) Update teaching concepts and reform teaching models
- 1) Update curriculum concepts and implement quality education

The key to the reform of college English teaching in higher vocational colleges to straighten out the relationship between examination-oriented education and quality education is to update educational thinking and establish a scientific curriculum concept. College English education is not only an important part of the complete knowledge system of university education, but also an important part of the quality education of college students, as well as the key content of the overall development of college students. In the whole teaching process, we must emphasize the cultivation of students' comprehensive ability to use English. On the one hand, we must pay attention to cultivating students' accumulation of language knowledge, so that they can master English in language practice, develop opportunities for cooperation and communication, and continuously improve their communication skills. At the same time, we should also pay attention to the ability of students to explore independently, collect and process information, discover problems, analyze and solve problems, and acquire knowledge, broaden students' horizons, cultivate students' international

awareness, and lay a good foundation for students' lifelong learning and development.

2) Adhere to "people-oriented" and reform the teaching model

A large number of foreign language teaching research and practice have proved that in the process of teaching, no teaching method is effective for any target under all circumstances. No matter what teaching methods teachers adopt in foreign language teaching practice, they should first fully consider student-centered, highlight the role of students as the main body, and put the development of students' quality and the cultivation of comprehensive language ability in the first place; then combine the actual situation, according to different Teaching goals, according to the different situations of students, teachers, teaching equipment, teaching environment, etc., choose the most suitable method.

(2) Optimize classroom teaching and improve the quality of education

1) Correctly handle the relationship between knowledge, skills and overall quality

In college English education, it is not only necessary to improve the quality and application ability and disseminate knowledge, but also to pay attention to the development of skills and the improvement of overall quality, and it is also necessary to ensure that the imparting of knowledge is helpful to the development of their own capabilities. In the implementation of classroom teaching, provide opportunities for practical language, so that language knowledge can be transformed into students' language application ability and future professional ability, and become the embodiment of a good comprehensive quality.

2) Correctly handle the relationship between teaching and learning

The main body of college English education is students. Teachers need to pay attention to students' psychological analysis and research, cultivate students' ability to participate, inculcate students with the true meaning of learning English, overcome their bad learning habits and cowardice, and fully mobilize students' subjective initiative in learning. Teachers are the designers and organizers of classroom activities. Classrooms should become a platform for the equal exchange of ideas, emotions, and information between teachers and students, and between students and students. A democratic and harmonious classroom atmosphere must be constructed for interactive teaching.

3) Correctly handle the relationship between classroom teaching and second classroom

Classroom teaching and second classroom are two important parts of the English teaching system. While doing a good job of classroom teaching, we must also build a standardized second classroom to give full play to the educational function of English second classroom activities as an extension of classroom teaching. We must pay attention to the development of English second classroom activities, and organize content-rich competitions or activities, such as English oral competition, English skit competition, English song competition and English writing competition, and English evening and English corner activities.

4) Correctly handle the relationship between traditional teaching methods and modern teaching methods

Foreign language education should give full play to its due function of educating people, which is conducive to the overall development of people and the improvement of citizens' quality. As a systematic project, the reform of college English teaching in colleges and universities provides a steady stream of impetus for the development of foreign language education. It will also focus on improving the comprehensive application ability and comprehensive quality of Chinese college students, and play its role in comprehensively improving the quality of talent training. Important role.

3. An Experiment on the Function of Cultural Education in Higher Vocational English Teaching

3.1 Basic Situation of the Investigation

The survey adopted random sampling method and filled out questionnaire anonymously. The survey object came from a local higher vocational college. A total of 400 questionnaires were

distributed and 400 were recovered, of which 10 were invalid. The response rate of the questionnaire was 100%, and the effective rate of the questionnaire was 97.5%. The questionnaire is designed with 20 questions, 20 of which are multiple-choice questions; the content of the questionnaire covers students' evaluation of their own humanistic literacy, evaluation of the humanistic environment, and evaluation of teachers' humanistic education. The statistical software SPSS13.0 was used to analyze the obtained data.

3.2 Survey Results

Through the analysis of the above survey results, it can be seen that higher vocational students pay attention to the cultivation of students' quality and ability in higher vocational education: their primary concern in the education process is the soundness of their own internal and external basic qualities, such as whether the individual's cognitive ability To be perfected, whether the interests and specialties can be cultivated, whether the quality of will be tempered, whether the communication and language expression ability can be improved, among them, the communication and language expression here are in reality, for students and teachers, it should actually be The communication and expression between Chinese and English should be two forms of oral communication and written communication. At the same time, they regard the ability to communicate as the most important part of the overall quality.

4. Discussion on the Cultural Educational Function of Higher Vocational English Teaching

Table1. Survey results of the humanistic environment on campus and the humanistic environment in English classrooms

| | Very good | It is good | Better | General | Relatively poor |
|---|-----------|------------|--------|---------|-----------------|
| What do you think of the humanistic environment on your campus | 13.4% | 26.8% | 27.1% | 22.6% | 10.1% |
| What do you think of the humanistic environment in your English classroom | 22.3% | 32.6% | 20.5% | 24.3% | 0.3% |

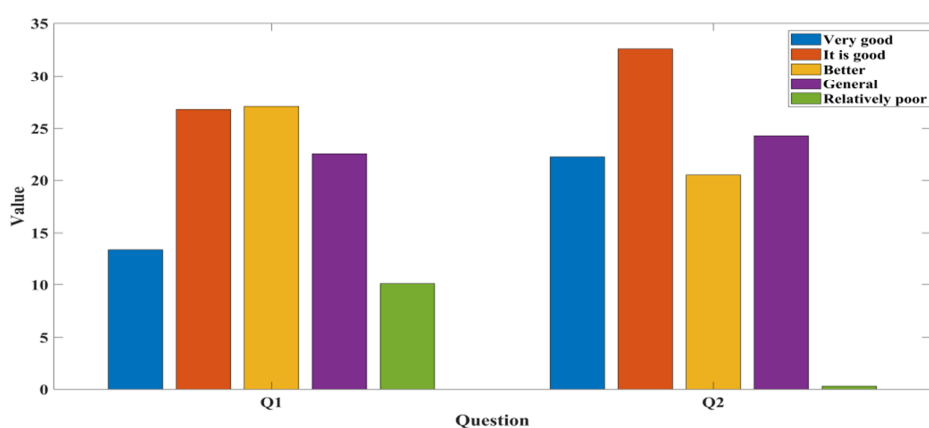


Figure 1. Survey results of the humanistic environment on campus and the humanistic environment in English classrooms

When students are asked to evaluate their own humanistic literacy, the satisfaction rate of students with their own humanistic literacy reaches 68.6%. How to improve their humanistic literacy at the higher vocational level? 23.7% of the students chose to "read more literary classics", 22.3% of the students chose to "learn more from others", and 49.8% of the students chose to "pay

more attention to their own words and deeds." ". When answering the question "When faced with difficulties and setbacks in study or life, how would you face it?", 27.8% of the students chose "Perseverance" and 69.7% of the students chose "Think of giving up.", But will stick to it." 2.5% of the students chose "will choose to give up", which shows that despite the heavy learning tasks of vocational students, students generally maintain a positive attitude and are more satisfied with their own humanities. High, and able to control their emotions, have a strong ability to deal with setbacks, which is an important basis for improving academic performance and improving comprehensive literacy. Students' evaluation of their own humanistic literacy is shown in Figure 2:

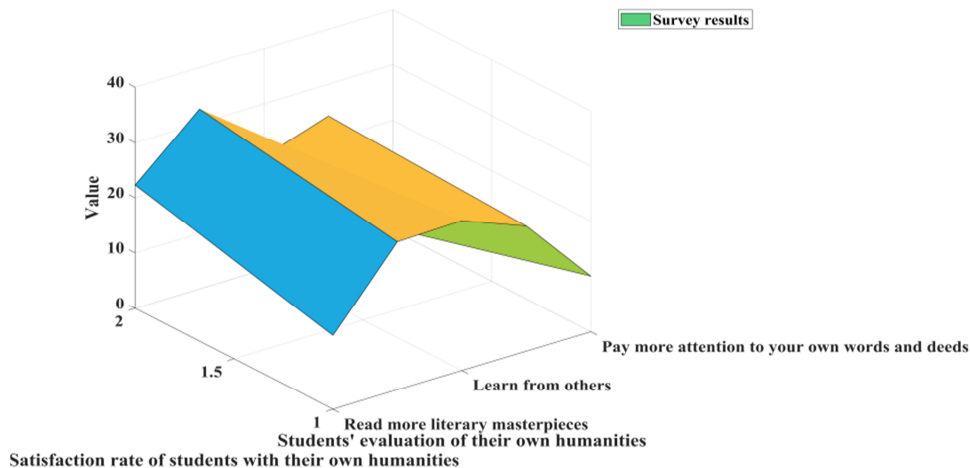


Figure 2. Students evaluate their own humanities

5. Conclusion

As a systematic project, the reform of college English teaching in higher vocational colleges provides a steady stream of impetus for the development of foreign language education. It will also focus on improving the comprehensive application ability and comprehensive quality of Chinese college students, and play its role in comprehensively improving the quality of talent training. Important role. The survey in this paper adopts random sampling method and fills out the questionnaire in anonymous form. The survey object comes from a local higher vocational college. The experimental results show that when students are asked to evaluate their own humanistic literacy, the satisfaction rate of students with their own humanistic literacy reaches 68.6%. How to improve their humanistic literacy at the higher vocational level? 23.7% of the students chose to "read more literary classics", 22.3% of the students chose to "learn more from others", and 49.8% of the students chose to "pay more attention to their own words and deeds".

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