

Higher Vocational English Reading Education Model Oriented to Cultural Understanding

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Abstract: With the continuous development of our country's social economy, the field of education is also changing. The new situation puts forward more stringent requirements for students' comprehensive quality and ability. At the same time, the higher vocational English reading education model oriented to cultural understanding has also received extensive attention. The study of higher vocational English reading education model is conducive to promoting the development of English education and can improve the English reading level of students in higher vocational colleges. Therefore, this article will deeply analyze the current problems in foreign language learning in higher vocational education on the basis of cultural understanding. In view of these status quo, firstly, this article uses data mining association rules algorithm to explain the necessity of cultural understanding in higher vocational English reading teaching, and then uses the method of questionnaire survey to investigate and analyze the current status of English reading mode in higher vocational schools. The final survey results show that the higher vocational English reading education model has a multi-angle teaching method.

1. Introduction

Cultural understanding has become the main driving force for promoting various relationships. Due to the continuous emergence of multicultural conflicts around the world, people are striving to find various effective ways to overcome them. With a large number of English speakers, it has become the most powerful universal language in the world and the main working language of China's foreign exchanges. Because university vocational training has its own social service function and cultural adaptation characteristics, the value of English vocational training as a branch of university vocational training has gradually shown the importance of establishing multicultural dialogue and understanding international exchanges to promote Chinese culture[1-2].

Researchers discussed the nature of cultural understanding, and their research is very active. Enter the "cultural understanding" field in the Baidu cloud search window, and you will get the following data: There are 6,585 magazines related to China, and 1,360 abstracts of the magazines are from philosophy and other disciplines. It is not difficult to see that cultural understanding is inseparable from Basic English education. As early as 1994, local academic circles introduced the theory of cultural understanding based on their own teaching experience, dividing the teaching of cultural understanding into different types such as discussion, debate, questioning, and discussion, which inspired each other. But it didn't start to receive attention until 2001, and the study of cultural understanding has since become a research hotspot [3-4].

Based on the above background, this article has conducted an in-depth discussion on the higher vocational English reading education model in the direction of cultural understanding, hoping to improve students' reading ability and language ability, and expand non-verbal skills such as background knowledge.

2. Overview of Higher Vocational English Reading Education Model Oriented to Cultural Understanding

2.1 The Necessity of Cultural Understanding in the Teaching of English Reading

The greatness of cultural people lies in spreading knowledge, ideas and culture and making it enduring. They are full of passion and tirelessly to remove all inhuman elements, preserve the essence of the times, and make the whole world full of light. The emergence and development of the theory of cultural understanding and hermeneutics are preserved along this track. The shining stars gleam in the entire human society, and it also provides a strong theoretical basis for the English professional education for cultural understanding. Understanding and perception are often used to eliminate the confusion of the spiritual world, because the living human society is different from dead objects. It needs understanding and perception to deal with issues such as the relationship between people and cultural differences. Because culture and the relationship between people are always restricted by time and place and have special properties, different subjects of understanding have different understandings and comprehensions of the relationship between different cultures and life. Different events will have different perceptions. Language teaching in the cultural perspective makes culture the center of research, so it is necessary to conduct historical investigations on culture [5-6].

Cultural understanding should include at least the following three aspects: first, the cognition of cultural purpose. Recognizing and grasping the cultural meaning in conflict is more important than cultural meaning. Because meaning is the cultural endowment of self-understanding, it exists in the relationship between the subject and the object of understanding. Second, the cognition of "pre-understanding". The main source of the meaning of the text is the pre-understanding, which is the subject's cultural instinct in the course of practice. Third, the creation of cultural meaning. Meaning embodies the subject's creative thinking and exists in the relationship between the text and the subject of understanding. Cultural understanding comes from thematic daily understanding. Daily understanding belongs to non-thematic understanding. Daily understanding has no specific object, no clear purpose, and no stable norm. Cultural understanding is the thematicization of specific objects, specific goals, and specific norms that arise after "choosing", "sublating", and "restricting" and excluding those non-purpose and non-normative elements. After ascending to the level of cultural form daily understanding, this thematicized daily understanding process emphasizes two aspects: first, to clarify the objectivity, purpose and normative characteristics of cultural understanding; second, to determine the basic role of daily understanding on cultural understanding. Cultural understanding includes three basic methods: one is scientific understanding, the other is value understanding, and the third is aesthetic understanding. The three types of understanding exist in different structures of themes at the same time. For example, the cultural understanding in the subject and the object, the relationship between the subject and the subject-object relationship simultaneously includes these three basic ways of understanding. Taking scientific understanding as an example, it not only includes the cognitive subject and the cognitive object, but also includes the evaluation subject and the evaluation object, the aesthetic subject and the aesthetic object; it not only includes the cognitive inter-subject relationship and the subject-object relationship, but also includes In addition to the evaluation and aesthetic relationship between subject and object, the same is true for value understanding and aesthetic understanding [7-8].

2.2 Disadvantages of Higher Vocational English Reading Education Model

2.2.1 Students have low vocabulary

If students do not have certain reading skills, they will not be able to read a large number of English textbooks or use these website resources, and their self-study ability will not allow them to continue teaching English. Vocabulary is the cornerstone of language, and it is impossible to improve reading skills without specific vocabulary. Vocabulary development is inseparable from popular reading, and the two complement each other. Vocabulary has become a stumbling block for many students to read. Some students are afraid of reading difficulties or simply stop reading because of too many new words in the article [9-10].

2.2.2 The teaching materials of reading class are outdated and the teaching mode is single

English teaching in higher vocational English colleges is students' extracurricular reading, and teachers' classroom explanations are key and difficult points. Due to the very limited class time, the teacher is busy explaining, usually only one long essay per week can be completed, and students read very little. Teachers don't have time to introduce reading skills and understand students' reading outside of school. In addition, traditional textbooks are relatively boring and outdated, and the content is generally untrue and not extensive enough. The textbooks are limited in space and cannot be introduced in depth [11-12].

2.2.3 The evaluation method is not perfect

The evaluation of higher vocational English is mainly based on summative tests. This operation is relatively simple and rude, exaggerating the role of scores, causing students to pursue scores excessively, while ignoring students' different starting points and different characteristics that make students enthusiasm for learning. Summative evaluation does not help improve students' lifelong learning ability. This type of summative assessment makes students completely passive. It largely ignores the subjectivity of students in learning and cannot help them control themselves.

2.3 Data Mining Association Rule Algorithm

2.3.1 The meaning of data mining

- (1) The data in the data source must be massive and authentic;
- (2) The information found should be of interest to users;
- (3) The information found should be acceptable, understandable, applicable, and able to be expressed through a certain type of mode, preferably through natural language;
- (4) It is not a requirement to find a solution to any problem, nor to discover new theorems or mathematical formulas of natural science attributes, but to find relative knowledge, face a certain field, and have specific premises and restrictive conditions. Therefore, in some cases, data mining can be regarded as a synonym of common professional terms and knowledge discovery commonly used in databases. In order to extract useful knowledge from massive amounts of data, data mining generally must be combined with other subject knowledge. It can be seen that data mining belongs to the cross-use range of a new type of mathematics, and its function is prominent in the decision support and data research process of different industries.

2.3.2 Association rules

Its meaning is defined as follows: Suppose $I = \{ i_1, i_2, \dots, i_m \}$, which means a collection of m different items. If a single transaction database D is determined (that is, it means a single transaction set), where all factors (transactions) T are all sets of a single group of items in I , denoted as TSI . Then the association rule can be expressed as: $X \rightarrow Y$, where $X \in I$, $Y \in I$, and $X \cap Y = \emptyset$. Among them, X represents the rule antecedent or antecedent, and Y represents the rule antecedent or the result (consequent). Mining the association rules is to find all the association rules that meet the minimum support and confidence defined by the user. Of course, the above related support and confidence should be greater than or equal to the minimum support and confidence in turn. It is possible to express X and Y in the form of conditional conjunction. That is, $A_i = \text{True/False}$. A_i represents a single element (or item) in set I . If the above formula in the result is expressed as $C_j = \text{True/False}$, then the association rule can be expressed as the following functional formula:

$$A(A_2 = \text{True/False})A - / (A_n = \text{True/False}) > (C_1 = \text{True/False})N \quad (1)$$

After simplifying the above formula 1, it can be seen that assuming that all the expression functional expressions of the conditions are all true (the reason is that any False expression can be

converted into a single True expression), then the functional expression of the association rule is as follows:

$$(A_1)A(A_2)A - A(A_n) = (C_1)A(C_2)A - A(C_m) \quad (2)$$

A_i ($1 \leq i \leq n$) and C_j ($1 \leq j \leq m$) in formulas 1 and 2 in the above formula represent item set parameters.

3. Application of Higher Vocational English Reading Education Model Oriented to Cultural Understanding

3.1 Subjects

In order to study the current situation of higher vocational English reading education model oriented to cultural understanding, this paper uses questionnaire survey method to explore the higher vocational English reading education model. The object of this research is students and teachers in higher vocational colleges. This article will investigate students' vocabulary, evaluation methods, and reading activities.

3.2 Experimental Process

Determine the content of the survey based on the above survey settings, analyze the current situation of cultural understanding-oriented higher vocational English reading education models, collect and organize the data, and conduct surveys based on students' vocabulary, evaluation methods, and reading activities. A total of 100 questionnaires were finally confirmed, and 98 valid questionnaires were collected. The questionnaire response rate was about 98%. This process lasts for about 2 weeks. The collected questionnaires are collected and analyzed, and the survey results are obtained.

4. Analysis of the Status Quo of Higher Vocational English Reading Education Model Oriented to Cultural Understanding

4.1 The Vocabulary of Higher Vocational English Reading Teaching Mode

Table 1. Use of the four major categories of vocabulary learning strategies

Strategy	Metacognition	Cognition	Social/emotional situations	Resource	Totally
Minimum	1.33	1.24	1.17	1.00	1.23
Maximum	4.17	4.29	4.33	4.80	3.85
Mean value	2.6913	2.7043	2.6730	2.7219	2.6976
Standard deviation	0.60525	0.52083	0.63293	0.65779	0.47694

As shown in Table 1, the results of descriptive statistical analysis are summarized above for the question of how high school students use English vocabulary learning strategies.

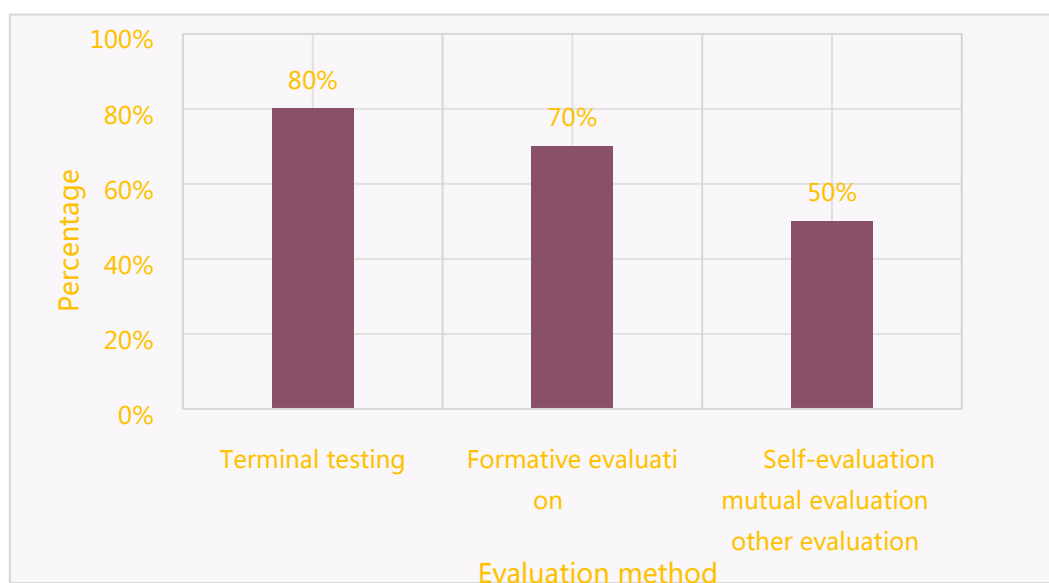
The frequency is in accordance with the three levels of Oxford (1990): high, medium, and low. In the strategy study, the frequency of each strategy used by the subjects is represented by the mean value of each strategy, that is, the larger the mean, the greater the use of the strategy by the subjects, the higher the frequency. The specific expression relationship is: the mean value in the interval 1.0-1.4 indicates that the subjects "never use the strategy"; the mean value in the interval 1.5-2.4 indicates that the subjects "occasionally use the strategy"; the mean value indicates that the subjects are in the interval 2.5-3.4 try "sometimes use this strategy"; the mean value in the interval 3.5-4.4 indicates that the subjects "usually use this strategy"; the mean value in the interval 4.5-5.0 indicates that the subjects "always use this strategy". As shown in Table 2:

Table2. Locical policy usage grading table

Policy average value	Policy usage frequency	Evaluate
4.5-5.0	High	Aways
3.5-4.4		Often
2.5-3.4	Middle	Sometimes
1.5-2.4	Low	Once in a while
1.0-1.4		Never

It can be seen from Tables 1 and 2 that the average value of vocabulary strategies is 2.6976, which is between 2.5-3.4. This shows that vocational students sometimes use vocabulary strategies in the process of vocabulary learning and their frequency of use is as follows: resource strategy (2.7219), cognitive strategies (2.7043), metacognitive strategies (2.6913) and social affective strategies (2.6730). And the average value of each strategy is between 2.5-3.4, indicating that all strategies are involved in the process of memorizing words in higher vocational students. At the same time, social-emotional strategies and meta-cognitive strategies are used with lower frequency values, indicating that high school students' desire to actively learn English vocabulary is not very strong and lack the ability to monitor and plan to remember words.

4.2 Evaluation Methods of English Reading Teaching Model

**Figure1.** Teaching evaluation method

It can be seen from Figure 2 that the teaching evaluation methods of higher vocational colleges are generally divided into three categories: summative evaluation, formative evaluation, self-evaluation and other evaluation. Among them, the use rate of summative evaluation was the highest, reaching 80%; formative evaluation accounted for 70%; self-evaluation and other evaluation accounted for 50%.

4.3 Forms of Reading Activities in English Reading Teaching Mode

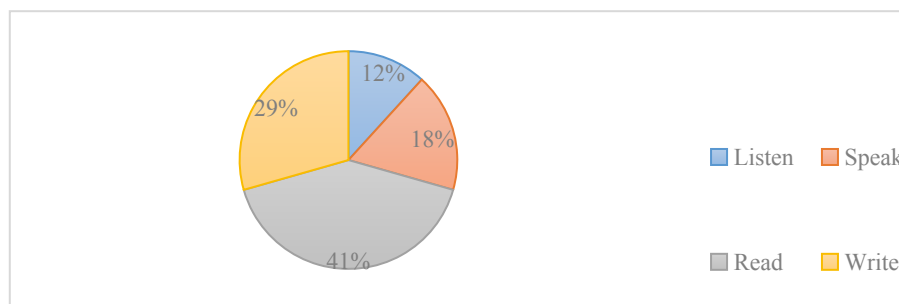


Figure 2.Reading activity form

It can be seen from Figure 2 that there are four reading methods used in the English reading teaching model of higher vocational colleges, that is, listening, speaking, reading and writing. Among them, listening accounted for 12%, speaking accounted for 18%, reading accounted for 41%, and writing accounted for 29%.

5. Conclusion

Under the current education model, students have higher requirements for English reading comprehension. How to improve their English application level is an important issue facing higher vocational colleges. This article conducts research, analysis and discussion based on cultural understanding, and proposes corresponding suggestions for reference. It also analyzes relevant measures to improve students' comprehensive literacy and enrich language practice based on the actual situation; provides teachers with a strong theoretical basis for operation and the teaching mode, to help teachers better achieve the goal of training students' comprehensive ability in the specific implementation process.

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