

Practice and Exploration of the English Teaching Model of "Promoting Teaching through Competition and Integrating Competition and Curriculum" in County Vocational Schools

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Abstract

Exploring and verifying the English teaching model of "promoting teaching through competitions and integrating courses" in county-level vocational schools is an effective way to promote the continuous updating of English teaching in China. This article mainly discusses the characteristics of the English teaching model of "integration of competition and curriculum", the current situation of vocational English education in counties, and the practical exploration path of the English teaching model of integration of competition and curriculum. By analyzing the current situation and existing problems of English education in vocational schools, this article believes that adopting an English teaching model that integrates competition and curriculum can help vocational schools better cultivate skilled talents and improve students' competitiveness in the workplace. At the same time, this article explores how teachers and students should transform their teaching concepts and learning attitudes, innovate teaching models and evaluation methods, position their career direction, and improve their overall quality in practice. I hope that the ideas and methods described in this article can provide some reference for the reform and development of vocational English education.

Keywords

Promoting Education Through Competition; Integration of Competitions and Courses; English Language Teaching.

1. Introduction

The English teaching model of "promoting teaching through competitions and integrating courses" was proposed by Wu Chenglin and her partners in the context of education and teaching reform in county-level vocational schools. In county-level vocational schools, due to the lower level of basic education compared to urban middle schools, students generally have lower quality of English learning and lack sufficient interest in English learning. In this context, school educators have realized the need to adopt a new teaching model to stimulate students' interest in learning and improve their language abilities.

Wu Chenglin (2013) pointed out that the basic principle of this teaching model is to use competitions as an opportunity to stimulate students' learning interest and initiative, promote the improvement of teacher teaching quality through competition teaching interaction, and integrate teaching into competitions to achieve complementary and shared high-quality educational resources. The effective implementation of the English teaching model of "promoting teaching through competitions and integrating courses" in county-level vocational schools is conducive to enhancing students' English confidence, maximizing the effectiveness of cultivating students' English skills, and promoting the quality of English teaching in county-level vocational schools to a higher level.

This study aims to explore the current situation of the English teaching model of "promoting teaching through competitions and integrating competitions and courses" in county vocational

schools based on existing research, and propose feasible improvement plans. Based on the analysis of the current situation of English teaching in county-level vocational schools, this paper proposes practical exploration of the improvement path of the English teaching model of "promoting teaching through competitions and integrating courses" from both the teacher and student levels, providing reference for improving students' English learning effectiveness and improving the teaching quality of county-level vocational schools.

2. The Characteristics of the English Teaching Model of "Integration of Competition and Class"

The goal of the Vocational English Skills Competition is to "promote learning through competitions and integrate courses". While showcasing the achievements of vocational school teaching reform, it also puts forward new development requirements for vocational school English teaching reform, requiring vocational school English teaching to focus on cultivating students' communication skills, information processing skills, and critical thinking abilities. The characteristics of this teaching model include the following aspects:

2.1. Systematization of Teaching Content and Extension of English Classrooms

Throughout the years, it can be found that the exam questions of the Vocational English Skills Competition are based on books and higher than books. This requires teachers to reprocess the content of the textbooks in daily English teaching, and excavate the core ideas of the text. Teachers need to cultivate professional talents in accordance with the relevant requirements of the Vocational English Skills Competition, and use this platform to fundamentally improve their teaching philosophy and find a balance between theoretical teaching and practical operation. In addition, teachers should make full use of modern teaching methods such as micro classes and MOOCs to extend from class to extracurricular activities, and assign corresponding tasks. With the help of modern equipment, teachers should expand the teaching content in class, enrich their knowledge reserves, break the constraints of thinking, improve their teaching abilities, and prepare more fully for professional English competitions.

2.2. Effective Teaching Methods to Enhance Classroom Initiative

Traditionally, teaching methods are dominated by teacher lectures, with students only having to passively accept them. The general teaching process in English classrooms is "words text grammar practice". Students lack the opportunity to speak actively, resulting in language rigidity, low student engagement, low learning efficiency, and a reluctance to actively express their ideas. In practical teaching, teachers should change traditional teaching methods, use professional skills competitions as guidance, introduce various teaching methods, increase the proportion of practical training, and optimize the English classroom. Meanwhile, teachers can learn from the competition model and incorporate competition elements into the classroom. Teachers need to know the students' learning situation, deeply interpret the textbook, and cleverly design competition questions. For example, teachers conceptualize each unit's knowledge point based on basic, applied, and ability based competition questions, with the aim of covering students at all levels of learning. Teachers should strengthen the supervision and management of students' daily learning, fully mobilize students' enthusiasm and subjective initiative for independent learning, and form a good atmosphere where everyone strives to be the first.

2.3. Diversified Teaching Evaluation and Building Student Confidence

The evaluation model of the Vocational English Skills Competition combines the results of both oral and written exams, requiring students to have a solid foundation, strong collaborative ability, and the ability to apply language in practical scenarios, as well as teamwork and

communication skills. Teachers need to increase their assessment of students' English proficiency while also examining their written test abilities. The evaluation model for student learning should be followed up in a timely manner and continuously improved. Traditional evaluation models are too single, so a diversified three-dimensional evaluation system should be established that combines formative and summative, phased and daily, and student self-evaluation and mutual evaluation. Students' English ability should be comprehensively tested as much as possible, fully mobilizing their learning enthusiasm, and ultimately achieving autonomous learning.

3. Current Situation of English Education in County Vocational Schools

3.1. Insufficient Investment in English Teaching by Schools

Under the influence of traditional vocational education concepts, the teaching of professional courses is more valued in most county-level vocational schools, resulting in insufficient investment in teaching basic courses such as English. For example, the voice equipment required for practicing English speaking is rudimentary or even lacking. In the era of rapid development of digital information, teaching materials and equipment are updated slowly, and new content is not timely absorbed from the changes of the times, which cannot better meet the needs of English teaching. Insufficient investment in English teaching will inevitably affect the level and quality of English teaching in the school.

3.2. Traditional Teaching Models Still Dominate

As an international language, English is an essential tool for national economic and cultural development and communication. Currently, with the rapid development of China's economy, the demand for composite skilled talents with strong professional skills and English communication skills is increasing in various industries. Therefore, English teaching is becoming increasingly important in talent quality cultivation. However, at present, most county level vocational English teaching is divorced from practical needs, and traditional teaching methods such as cramming and exam oriented teaching are still the main teaching modes. Under the traditional teaching mode, the English teaching mode in vocational schools is severely homogenized with the English teaching mode in ordinary high schools, transforming the English application ability teaching courses that should improve students' listening, speaking, reading, and writing skills into English grammar knowledge and vocabulary teaching courses, failing to reflect the characteristics of vocational English, and cultivating students who cannot meet the requirements of enterprises for the English proficiency of skilled talents, English has often become a tool for exam oriented education rather than a tool for cultivating skilled talents.

3.3. Unreasonable Design of Teaching Evaluation System

Most vocational English teachers tend to confuse the characteristics and laws of ordinary high school education and secondary vocational education, resulting in the design of vocational English teaching evaluation still following the teaching standards and requirements of ordinary high school English. The nature of secondary vocational education is different from that of ordinary high school education, which is oriented towards employment and cultivates excellent practical talents. The teaching evaluation of vocational English courses should be based on this, focusing on evaluating students' basic application abilities in listening, speaking, reading, and writing, which can meet the employment needs of vocational graduates, rather than establishing a comprehensive basic English knowledge structure. However, from the current reality, it seems that the majority of vocational school English teachers evaluate students' English learning based on exam results, adopting unified teaching evaluation standards for

students of different majors, ignoring individual differences among students, leading to a lack of confidence and enthusiasm for English learning among students.

3.4. Secondary Vocational School Students Lack Motivation in English Learning

Due to the bias in the overall understanding of vocational education in Chinese society, the quality of students is generally not high. Most students who choose secondary vocational education have a weak learning foundation, while English, as a second foreign language, has a weaker foundation. Some students may not even be able to fully recognize 26 English letters, and have no knowledge of phonetics and word spelling. Therefore, vocational school students are prone to develop fear, disgust, and even avoidance towards English learning. Most students believe that learning skills and techniques in vocational schools is the most important, and English learning is not useful to them. They even believe that learning English courses is a waste of their time and energy. In addition, traditional teaching methods are often used in vocational English classroom teaching to construct abstract and systematic English knowledge structures for students, which are detached from their actual situation and cannot meet their actual needs for English learning. Therefore, there are very few students who listen attentively in vocational English classes.

4. Exploring the Practice Path of English Teaching Model with the Integration of Competition and Curriculum

4.1. At the Teacher Aspects

4.1.1. Updating Teaching Philosophy

According to the training requirements of the vocational English teaching syllabus, actively cultivating students' ability to apply English and express themselves in the workplace is a key step. The Vocational English Skills Competition involves many aspects of content, such as written exams, oral exams, keynote speeches, and workplace applications. It can be seen that the vocational English skills competition is highly aligned with the training goals of vocational English teaching. In this context, vocational English teachers need to cultivate professional talents in accordance with the relevant requirements of the vocational English skills competition, and use the English skills competition as a platform to continuously update their teaching concepts, thereby readjusting the balance between theoretical and practical teaching. They can cultivate students' different skills more targeted, and ultimately achieve better guidance for teaching practice with new teaching concepts.

4.1.2. Innovating Teaching Mode

There are various forms of competition in the Professional English Skills Competition, including keynote speeches, situational communication, on-site Q&A, etc. Vocational English teachers can use different forms of competitions to innovate their current teaching mode. Firstly, the keynote speech. As an indispensable part of the professional English skills competition, the importance of keynote speeches is self-evident. Vocational English teachers can provide students with some hot topics that are close to real life in their daily teaching, allowing them to have the opportunity to give keynote speeches. This not only helps students dare to speak English and take the initiative to speak English, but also makes the entire English classroom more dynamic. Secondly, situational communication. In the "situational communication" section of the Professional English Skills Competition, four sets of pictures are randomly given during the competition, requiring contestants to describe different groups of pictures and express their personal opinions. This is beneficial for developing students' imaginative thinking and creative thinking, but it also poses challenges to students' scene analysis ability, professional knowledge reserve, and application ability.

4.1.3. Refreshing Evaluation Methods

Liu Lin (2016) pointed out that the vocational English teaching model based on "promoting teaching through competitions and integrating competitions and courses" can innovate evaluation methods and thereby improve students' English proficiency. According to the competition process and content of the Vocational English Skills Competition, it can be seen that the evaluation mode for students in the competition includes oral and written exams. The specific evaluation content includes listening, oral expression, pronunciation and intonation, grammar, vocabulary, on-site adaptability, stage performance, and professional appearance and posture. This has brought some new thinking to vocational English teachers regarding teaching evaluation methods. In daily teaching evaluation, vocational English teachers need to innovate their teaching evaluation methods and adopt diversified evaluation methods to evaluate students' comprehensive English application ability. A specific evaluation table can be developed based on the evaluation mode of vocational English skill competitions and applied to their daily evaluation work.

4.2. At the Students Aspects

4.2.1. Correcting Learning Attitude

Some students need to change their views on foreign language learning, overcome their negative emotions towards learning English, and abandon the "useless foreign language theory" in order to cultivate their learning resilience. The unique feature of vocational English teaching lies in its emphasis on practicality and professionalism. However, most students often learn English but fail to apply it to real or simulated competition scenes, resulting in a situation of "only writing but not speaking" mute English. Therefore, in the context of the integration of talent cultivation and competitions, students should be good at utilizing internet resources and past competition questions to repeatedly simulate situational communication links to speak and use English. At the same time, they can also experience the unique charm of English during this process, thereby significantly enhancing their interest in English learning.

Students should maintain enthusiasm for learning and develop good study habits. Students actively summarize fixed collocations, sentence structures, vocabulary, and other content in specific scenarios in their daily English learning, and classify them into their own corpus based on their themes. With the construction of this corpus, students can comprehensively and effectively review the competition content, achieving the effect of promoting learning through competition.

4.2.2. Positioning Career Direction

With the development of the global economy and the expansion of the international market, people with English proficiency will be more competitive in the recruitment market. The combination of competition and teaching means the combination of English teaching and competition scenes, which can help vocational school students better master practical English expression skills and continuously apply the English knowledge they have learned to practical operations in simulated competition scenes, thereby enhancing their employment competitiveness and confidence. By participating in skills competitions held within and outside vocational colleges, students are indirectly aligned with the social needs outside the school, guiding them to understand the real employment needs and directions outside the school, shaping themselves into talents suitable for the real needs of their positions, and planning their future career in advance.

In other words, vocational English teaching is combined with career guidance, providing industry career information, job market trends, and related recruitment information to guide vocational schools to approach their own strengths and weaknesses, clarify their self

positioning and development goals, and improve their competitiveness in the vocational talent market.

4.2.3. Improving Comprehensive Literacy

The teaching process of "promoting students' abilities through competition" faces practical challenges that are closer to the professional field, and puts forward higher requirements for students' comprehensive quality. During the competition, students actually apply the theoretical and practical knowledge they have learned in school, which is an important manifestation of the integration of teaching, learning, and doing. Secondly, skill competitions are a derivative platform for practical teaching on campus, providing vocational college students with a professional platform to showcase and exchange skills. Students from different universities compete on the same stage, combining theoretical knowledge and practice in the competition to demonstrate their collaborative ability and innovative spirit. In short, students can practice their knowledge, broaden their horizons, learn from each other's strengths and weaknesses, and experience team spirit during the competition process, which can further enhance their comprehensive qualities, such as problem-solving, organizational management, and systematic thinking.

5. Conclusion

With the rapid development of China's economy and frequent international exchanges, English, as an international language, has become increasingly important. The problems and challenges faced by vocational English teaching are becoming increasingly prominent. The English teaching model of integrating competition and curriculum provides a feasible solution to the problems faced by vocational school English teaching.

The English teaching model of "promoting teaching through competitions and integrating courses" can help vocational English education better cultivate skilled talents and improve students' competitiveness in the workplace. Therefore, county level vocational English education needs to break away from traditional teaching models and reform from multiple aspects such as teaching content, teaching methods, and teaching evaluation to help students better adapt to the needs of the workplace and social development trends. Teachers need to update their teaching concepts, innovate teaching models and evaluation methods to better guide teaching practice; Students need to correct their learning attitude, position their career direction, and improve their comprehensive literacy. I believe that under the guidance of this model, the quality of English teaching in county-level vocational schools will be effectively improved.

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