Discussion on the Reform of Higher Vocational English Teaching Based on Computer Work Process Systematization

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Abstract. In the computer age, higher vocational English teaching should combine the application of computer technology according to the characteristics of the profession, and the professional ability, method ability and social ability required for employment after graduation, and carry out the teaching reform of combining work with study. Formulate English curriculum standards that integrate work and study, adopt the "six-step approach" in engineering teaching, implement "task-driven" teaching, and cultivate autonomous learning. Develop teaching resources that combine work and study, build online courses, provide an open teaching environment, ensure open learning time, open learning places, open learning environments, and open learning resources to comprehensively cultivate students' English quality and improve work skills.

Keywords: Work Process Systematization, Vocational English, Teaching Reform, Online Courses

1. Introduction
Higher vocational English teaching is still a continuation of high school English teaching. Students continue to study public English after entering the school. In the fifth semester, they will open a semester of professional English, introduce texts, and strive to master text translation\cite{1-3}. This kind of English teaching effect is not suitable for the "student-centered, employment-oriented" higher vocational education concept, which does not play a due role in the cultivation of students' professional quality and job skills training\cite{4-5}. In the staff training, it was found that the English speaking ability of the graduates of the vocational colleges assigned to Xi'an Railway Station and Xi'an Metro has no obvious advantages compared with the railway trainers and subway station staff recruited by the society. Higher vocational English teaching must adhere to the "school-enterprise cooperation" concept of running a school, carry out the "work-study combination" teaching reform, and actively promote the "student-centered" teaching method, the teaching process combined with the work process, solve the "how to do", "how To do better, to fully play the role of English teaching in improving professionalism.

2. English teachers should participate in the development of talent training programs
Formulate professional talent training programs, strictly implement the concept of “college-enterprise...
cooperation, work-study combination”, and form a talent training program that combines post-ability according to the process of enterprise research, typical work task analysis, action field division, and learning field transformation. This process mainly forms the field of professional learning. The curriculum standards can combine the work process with the learning process to achieve the cultivation of students' professional competence. The shortcoming is that the development team lacks the teachers of the basic course. The setting of the basic learning field and the development of the curriculum standards often rely on experience, and the teaching content is far from the work process.

English teachers should be members of the professional talent development program development team, participate in enterprise research, understand the post-graduate employment positions, typical job tasks of the post, clarify the professional ability, method ability and social ability that the students should master in the school, and determine the English course. Develop an important role in the professional literacy of students, and develop curriculum standards that meet job skills. For example, after graduation, the railway operation management students are mainly engaged in the fields of railway passenger transport, railway freight transport and railway traffic organization. The jobs include station passengers, train crews, and railway freighters. The typical tasks of railway passengers are organized passengers to enter, wait and get on the train. Xi'an is a tourist city. With the development of high-speed railway network, more and more foreign guests take the EMU to Xi'an, requiring railway passengers to improve. To serve the foreign guests' services, play the role of the railway window and serve the city of Xi'an. The English curriculum standards should meet the professional skills of the post, meet the passenger service capabilities, play the role of English as a professional service, improve the professional quality of students, and meet the comprehensive ability requirements of the students.

3. Talent training programs should pay attention to the development of basic learning areas

At present, when the curriculum reform of vocational colleges is transformed from the action field to the field of study, it mainly determines the professional learning field, focusing on the teaching arrangements, class allocation, resource utilization, etc. in the field of professional learning, and still follows the habits of the basic learning field. In accordance with the old teaching plan, the basic learning field is not treated in the same way as the professional learning field. The curriculum standards in the basic learning field cannot be fundamentally combined with engineering and learning. The teaching content is still a continuation of the basic English teaching in high school.

In the stage of enterprise research, for the railway operation management profession employed by passengers and station staff, the typical task of the post must have the passenger English ability requirement. The teaching content of passenger English should be carefully studied, and the English ability should be penetrated when determining the action field. The cultivation of the students can only combine engineering and learning when designing the learning situation, and truly reflects the unity of the learning process and the work process. For example, the design of the teaching situation of the English operation field in the railway operation management profession can be designed according to the process of passenger ticketing, pit stop, waiting and getting on the bus. Learning environment 1: ticketing work; learning situation 2: bag consignment work; learning situation 3: Station passenger service work; learning situation 4: train passenger service work. Reconstruct the teaching content under the knowledge structure into a learning-type learning task combining engineering and learning, complete a learning field, and students experience a complete work task.

4. Use the "task-driven" form to organize English teaching according to the "six-step method" of the work process

In the teaching organization, in the form of “task-driven”, the “information-planning-decision-implement-inspect-evaluation” six-step teaching method (Fig. 1) is adopted in the teaching implementation process. Planned learning, purposeful learning, learning in the evaluation process, and cultivating students' professional and professional abilities.
Consultation: Digest the learning tasks, learn and master the relevant knowledge through the teamwork. Teachers mainly give teaching tasks to students, and make requests for students to complete a real scene and participate in role-playing by learning materials and watching videos.

Planning link: It is the student's plan to complete the task, including the work content, its division of labor, the method of use, and the organization method adopted.

Decision-making: Under the guidance of the teacher, optimize the work plan and determine the feasible plan and plan. Each group briefly reports the work plan and the division of labor requirements. The teachers organize each group of students to point out the advantages and disadvantages of the plan, and each group optimizes and determines the implementation plan.

Implementation links: mainly to complete work tasks in groups. Perform role-playing according to the planning process and division of labor, fill out the checklist in time, and the teacher evaluates by observing the process of completing the tasks of each group.

Inspection link: The link is divided into two parts, of which the self-examination link is generally carried out together with the above-mentioned implementation link, and the final evaluation after completion can be carried out separately. During the implementation process, the self-examination and group inspections are carried out continuously, and the checklists are filled out. The teachers continuously carry out process inspections during the completion of the tasks in each group. After the tasks are completed, the teachers check the results.

Evaluation link: It summarizes the completion of the overall task. On the one hand, it draws the evaluation results of each group. On the other hand, it summarizes the completion of the task, finds the deficiencies, and accumulates experience for the completion of the next task.

By simulating station ticket sales, organizing passengers to enter the station, organizing passengers to wait for passengers, organizing passengers to board the train, helping subway passengers to automatically sell tickets, organizing subway passengers to enter the station through gates, organizing subway passenger flow, and organizing passenger evacuation in subway accidents, etc. The group acts as a unit, adopts a color-matching role, plays a team role according to the “task-driven”, adopts a “six-step teaching method”, and focuses on students' self-directed learning to improve students' oral English ability.

5. Develop a combination of engineering and teaching resources to establish an open learning environment
In order to cooperate with the implementation of the reform of engineering and learning curriculum, it
is necessary to cooperate with schools and enterprises to develop teaching resources combining engineering and learning, such as: work order, guidance text, student handbook, teacher manual, training task book, training instruction book, video material, work and study combination. Teaching materials, etc. At the same time, it develops online courses to provide students with an online learning platform. Students can provide interactive resources in online courses. After entering the interactive platform, students can enter the simulated working environment, play different roles, learn in the real language environment, and improve their positions. skill. For example, designing foreign guests' inquiries, passengers entering the station, passenger waiting, passenger baggage, train passengers and other types of work environment, students play different roles and conduct English conversations. Provide an open teaching environment for students during the teaching process.

Open learning content: When completing the learning task, students choose their own roles according to their own hobbies and specialties. The team collectively completes the learning of the learning situation and turns the closed passive learning into open active learning.

Open learning time: According to the size of the learning task, flexible teaching arrangements are adopted. The learning time of each learning task is more flexible. Students can carry out information and planning of work tasks anytime and anywhere, and form an open learning time.

Open learning venues: Establish an English language lab on campus, integrate practical classrooms, and develop an open management system to open the campus. At the same time, establish an off-campus training base, rely on the tourist city railway passenger station, subway and other operating units, hire on-site passenger service personnel as part-time teachers, use the opportunity of receiving foreign guests, arrange students to participate in the reception service work, in an open, real environment, through Real service, training students' professional skills.

Openness of learning methods: There are many ways to learn in the classroom, such as discussion-based learning, research learning, and collective development. Form an open learning approach based on classroom teaching and supplemented by expert lectures and online courses.

The opening of teaching resources: Students learn about the teacher's manual, student handbook, teacher's teaching plan, curriculum standards, reference teachers' teaching plans, electronic lesson plans, courseware, etc. through the network to realize the opening of resources.

6. Strengthen process assessment
Reform the examination results of the test results based on the final exam results, strengthen the assessment of the learning process, and comprehensively evaluate the professional ability, method ability and social ability. In the form of assessment, students' self-evaluation and team mutual evaluation are combined. The evaluation of teachers in the school is combined with enterprise and social evaluation, paying attention to the quality evaluation of the learning process, giving play to the positive incentive effect of evaluation, promoting evaluation and promoting the improvement of students' ability.

7. Conclusion
Under the application of computer technology, comprehensively reform the English teaching of higher vocational education, combine work tasks, analyze professional ability, method ability and social ability, formulate work-study curriculum standards, develop work-study teaching resources, and build the ability to simulate the real language environment and working environment. School. Integrate reasonable classrooms and off-campus practice bases, build online courses, implement learning resources, open training venues, and comprehensively improve students' professional capabilities.

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