

Research on Innovation and Practice of Higher Vocational English Teaching Based on the Integration of Industry and Education

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Abstract: With the acceleration of globalization, China's industries have begun to undergo transformation and innovation, and cultivating high-quality, high-level compound talents has become the core task of vocational education. As an important part of the higher vocational education system, English plays a vital role in talent cultivation. The widespread application of the "integration of industry and education" teaching model has pointed out the direction for the innovation and reform of higher vocational English teaching. Based on this teaching model, this paper explores the paths of innovation and practice in higher vocational English teaching, which not only improves teaching quality but also is of great significance for cultivating international talents who can adapt to the development of industries and the needs of the new era.

Keywords: Higher vocational English; Integration of industry and education; Teaching model; Innovation; Teaching reform; Talents

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1. Introduction

The National Vocational Education Reform Implementation Plan emphasizes the importance of the integration of industry and education, which has been identified as a key direction for vocational education reform and high-quality development. With the rapid development of social economy and the acceleration of globalization, the goal of talent cultivation in vocational education has gradually shifted from single professional skill training to cultivating high-quality compound talents. English is an important language tool for higher vocational students to enhance their workplace competitiveness and achieve sustainable development. However, at present, the English teaching system in higher vocational colleges is disconnected from the current enterprise development and employment needs, and there exists a problem that the curriculum teaching model is difficult to adapt to market demands. The "integration of industry and education" teaching model emphasizes the organic integration of vocational colleges and enterprises to realize the joint cultivation of talents. Under this model, teachers can integrate enterprise needs and English post standards into classroom teaching, and cultivate students' English

skills, English application ability and intercultural communication ability through diversified English teaching practices.

2. Problems in higher vocational English teaching under the integration of industry and education

2.1. Imbalance between theoretical teaching and practical teaching

At present, English courses in many higher vocational colleges focus too much on the teaching of theoretical knowledge, only teaching listening, speaking, reading, writing, and other contents, and only learning materials from textbooks, which falls into the category of theoretical education. There is a lack of integration of real enterprise elements into teaching, and no training or practical sessions tailored to the enterprises where students will work in the future. This leads to a situation where, although students have a good grasp of English grammar and a large vocabulary, they are unable to use English to complete job tasks related to their majors after entering enterprises. They struggle to write professional documents in English in the workplace and have difficulty communicating effectively with international partners at international conferences. Such higher vocational education that fails to adapt to workplace needs has inadvertently caused the disconnection between theory and practice, which is not conducive to the development of enterprise talents nor the progress of higher vocational education ^[1].

2.2. Disconnection between the teaching system and market demand

The main problem in current higher vocational English teaching is that the teaching content is divorced from practical requirements, which is mainly reflected in outdated and impractical curriculum content, overly single teaching methods, unreasonable evaluation methods, and the lack of a relatively complete mode and mechanism for the integration of industry and education ^[2]. Specifically in practice, English courses in higher vocational colleges are textbook-centered, focusing on imparting traditional language knowledge such as grammar, vocabulary, and reading, while ignoring the combination with the actual application in industries and enterprises; The teaching method in class is still the teacher-centered lecture style, resulting in extremely low student participation, failure to arouse students' learning interest and give full play to their initiative, and inability to effectively cultivate students' language practical ability and creative thinking; Evaluation focuses too much on the final exam, ignoring attention to students' learning process and practical ability. The evaluation results lack comprehensiveness and objectivity, which cannot accurately reflect students' learning effects and real levels, and affect their all-around development.

2.3. Imperfect establishment of the teaching system

As an important way to evaluate students' learning achievements and teachers' teaching effects, teaching evaluation mainly conducts a comprehensive and multi-angle evaluation of teaching objectives, teaching process, teaching achievements, and teaching methods ^[3]. Educational evaluation is an indispensable link in the educational process. It can not only objectively reflect students' learning status, but also provide valuable feedback for teachers' teaching, thereby promoting the continuous improvement of teaching quality. However, from the current English teaching system in higher vocational colleges, there is still the problem of an imperfect teaching evaluation system. First of all, the evaluation process pays too much attention to the results of students' learning, while ignoring their progress and efforts at various stages. This one-sided, result-oriented

evaluation method cannot fully reflect students' learning process and efforts. Secondly, the content of the English educational evaluation system is relatively limited, only focusing on students' assessment scores and homework completion. It not only ignores the evaluation of students' performance, attitude, comprehensive English ability and other aspects in the learning process, but also neglects the comprehensive evaluation of professional quality, innovative ability and so on.

3. Innovation and practical paths of higher vocational English teaching based on the integration of industry and education

3.1. Optimizing the English teaching system and implementing the integration of industry and education

From the perspective of industry-education integration, higher vocational colleges need to deeply explore the practicality of English and its representative characteristics in various positions based on English's own advantages and features. They should strengthen the adaptation of English teaching to enterprise positions, design interdisciplinary talent training programs, and emphasize the market orientation and professionalism of English teaching, so as to implement the integration of industry and education and promote the high-quality development of higher vocational English teaching^[4].

First of all, higher vocational colleges need to conduct comprehensive and systematic surveys on the market orientation of English regularly, maintain extensive contacts with relevant enterprises, and gain an in-depth understanding of enterprises' development directions and new job demands. They should analyze the current market and enterprises' requirements and standards for English talents, and communicate with enterprise professionals in English-related fields to learn about the capabilities and qualities that English talents should possess, which will serve as an important reference for English course teaching^[5]. A more comprehensive grasp of market information and English talent standards can help teachers design teaching plans more systematically and carry out targeted English teaching activities. Understanding the market orientation of English can make higher vocational English teaching more in line with the actual needs of industry-education integration, thereby further improving teaching quality.

Secondly, under the industry-education integration model, higher vocational colleges can design a "vocational orientation + modular" curriculum system, dividing English courses into basic modules and vocational modules^[6]. In the basic module, teachers can mainly impart basic English knowledge and skills to students, including grammar, vocabulary accumulation, writing, listening, reading, and English expression skills, laying a solid foundation for subsequent learning. In the vocational module, teachers need to collect and integrate high-quality teaching resources based on industry development trends, international English talent standards, and students' career plans, integrate them into teaching content, and take students' career development as the core goal to cultivate their English proficiency and intercultural competence.

Finally, teaching content is a necessary factor for promoting the innovation of higher vocational English teaching and a key support for realizing the integration of industry and education. To improve students' English application ability, professional competitiveness, and vocational literacy, higher vocational English teachers need to optimize teaching content and make it closely linked to the demands of English-related positions^[7]. Specifically, teachers can update teaching content in a targeted manner according to enterprise needs, and introduce the latest industry trends, English workplace cases and English projects to keep teaching content consistent with the demands for English talents. At the same time, teachers can also create situational teaching

based on real English projects, allowing students to simulate the application of English in the workplace according to project requirements, thereby strengthening their professional knowledge and improving their application ability.

3.2. Building a teacher team and improving teachers' English proficiency

From the perspective of industry-education integration, teachers need to continuously improve their capabilities through professional learning and practical teaching to meet the needs of the times. Higher vocational colleges should strengthen the development of their teaching teams to build a high-level English teaching team.

First, teachers need to enhance their understanding and implementation of the national industry-education integration policies, and grasp the relevant policy orientations and reform measures, so as to gain a deep understanding and recognition of industry-education integration. At the same time, higher vocational colleges can formulate teacher training plans and regularly send teachers to cooperative enterprises for on-the-job internships, temporary postings, or project research and development. This not only helps teachers understand the actual needs and technological trends of enterprises, master the key points and core of English teaching, and clarify the direction of English talent cultivation, but also enhances their teaching practice ability and English application ability, thereby further enriching their practical experience^[8].

Second, higher vocational colleges can establish in-depth cooperative relationships with outstanding foreign-funded enterprises, and invite experienced enterprise experts or foreign teachers to the campus to conduct training, providing in-service teachers with practical guidance, special lectures, or case studies. This helps improve teachers' professional English competence, enrich their practical experience, and enhance their English proficiency.

Finally, teachers need to improve their scientific research capabilities and strengthen the connection between scientific research and industry. Encouraging teachers to cooperate with industries in developing scientific research projects can not only stimulate the motivation for school-enterprise cooperation but also promote the implementation and transformation of more scientific and technological achievements, thereby expanding the development space for industry-education integration in higher vocational education^[9].

3.3. Strengthen students' oral English training and enhance teaching effectiveness

With the accelerating process of globalization, the role of English in enterprise development has become increasingly prominent. Proficiency in spoken English has become an important criterion for contemporary enterprises to evaluate talent. Meanwhile, oral English proficiency is a key tool for students to improve themselves, broaden their horizons, and enhance their workplace competitiveness, as well as a booster for achieving international development^[10]. Under the mode of industry-education integration, teachers need to take improving students' oral English ability as a key goal. Higher vocational English teaching should strengthen oral English instruction, take textbook content as the foundation, and train students' workplace oral English skills to enable them to better play their roles in the future workplace. Specifically, modern enterprises have high requirements for employees' oral English ability, which is also their basic standard for English-speaking talents. In higher vocational English teaching, due to the differences in students' oral English proficiency, English teachers need to implement the teaching principle of proceeding in an orderly way and step by step—from the pronunciation of English words to short oral English exercises, and then to impromptu speeches without scripts—to strengthen students' oral English ability^[11]. At the same time, English teachers need to introduce some representative oral English cases into classroom teaching, allowing students to practice oral English according

to scenarios, themes, and character roles, so as to promote their in-depth understanding of workplace English. In oral training, English teachers need to provide careful guidance on students' pronunciation and grammar usage, thereby helping students develop relatively authentic oral English.

In addition, English teachers can create oral English practice scenarios by introducing various English-related cases from enterprise operations into classroom teaching, and then guide students to conduct oral training according to specific processes^[12]. For example, combined with textbook content, English teachers can introduce enterprise projects related to "overseas business connection", guide students to conduct comprehensive management and analysis of the project, identify the English skills required, and help students strengthen these skills in a targeted manner. Then, students can conduct drills in groups, with teachers providing on-site guidance. Through a series of learning interactions and guidance, students can gradually master professional English skills.

3.4. Utilizing modern information technology to build intelligent learning channels

Against the backdrop of the new era, information technology is developing rapidly and has been widely applied in the field of vocational education. Traditional teaching methods can hardly meet society's demand for English talents. To better align with the teaching philosophy of integration of industry and education, higher vocational colleges need to actively promote teaching reforms, introduce modern information technology into classroom teaching, and create a more diversified and three-dimensional teaching environment. This will help better cultivate students' English proficiency and enable them to adapt to the changing trends of the new era^[13]. First, higher vocational colleges should leverage information technology to introduce diverse teaching formats. For example, they can offer online courses, build virtual training labs, develop English learning platforms for students, and establish digital resource databases, thereby creating a convenient and efficient learning channel for students.

Second, colleges can build smart classrooms with the help of technologies such as big data and artificial intelligence (AI), which include AI robots, virtual software, electronic whiteboards, intelligent projectors, and VR/AR equipment. These facilities enable intelligent management of the teaching process as well as intelligent evaluation and feedback, thereby improving teaching effectiveness. In addition, AI technology not only supports teachers in English education and research but also injects new vitality into the practical teaching of English courses in higher vocational colleges by virtue of its powerful functions^[14], better cultivating students' ability to use English in real work scenarios and enabling them to be more confident and outstanding in their future careers.

3.5. Improving the teaching evaluation system to promote students' all-round development

From the perspective of the integration of industry and education, a sound teaching evaluation system needs to reflect the tenet of aligning with enterprise needs, to better cultivate students' professional capabilities and their ability to analyze and solve practical problems. The evaluation process is not limited to the assessment of students' learning outcomes by teachers and enterprise tutors, but also includes peer evaluation among students, as well as evaluation of teachers by enterprises, schools, and students. The evaluation content focuses on assessing students' comprehensive quality and professional literacy, and the evaluation standards need to be jointly formulated by teachers and enterprise tutors^[15]. Peer evaluation among students can cultivate their sense of teamwork and cooperation spirit, and improve their self-awareness, learning ability, and reflective ability. For teacher evaluation, elements such as student feedback, teaching objective setting, course teaching task design, understanding of the integration of industry and education philosophy, and research achievements in the integration of industry and education can be incorporated, thereby encouraging teachers to continuously improve

their teaching skills and strengthen in-depth cooperation with enterprises.

At the same time, teachers should focus on the comprehensiveness of evaluation content. In the traditional evaluation system, teachers only evaluated students' learning outcomes while ignoring the assessment of their mastery of various abilities, which led to students' unbalanced development and thus affected their future employment. Therefore, teachers should improve the evaluation system and focus on assessing students' knowledge mastery, skill level, and professional literacy to promote their all-around development.

Disclosure statement

The authors declare no conflict of interest.

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