

# An Innovative Study of English Teaching for Vocational Undergraduate Majors Based on the Concept of Industry-Teaching Integration

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**Abstract:** Under the background of rapid development of global economy, the demand for high-quality English talents is increasing, vocational undergraduate English teaching should recognize the development situation, comprehensively promote the innovation and reform of undergraduate English teaching in vocational colleges and universities, and improve the overall quality of vocational undergraduate English teaching in a variety of ways, such as through the in-depth integration of curriculum content and vocational needs, innovation of teaching mode and teaching methods, active practice teaching and strengthening of teaching cooperation, strengthening of the construction of teaching staff, and improving the evaluation system. Through various ways, the overall quality of vocational undergraduate English teaching can be improved, so as to meet the needs of the society for vocational talents with international vision and cross-cultural communication ability.

**Keywords:** Concept of integration of industry and education; Vocational undergraduate program; English teaching; innovativeness

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With the social and economic progress and development, the industrial structure is constantly optimized and upgraded, which puts forward higher requirements on the English proficiency level of talents. As an important position for cultivating applied talents for the society, the importance of vocational undergraduate education is constantly highlighted. However, under the influence of the traditional teaching mode, vocational undergraduate English teaching has many problems such as the disconnection between teaching content and vocational demand, the teaching method is too single and the practical teaching is insufficient, which makes it difficult to guarantee the final quality of vocational undergraduate specialized English teaching. Based on the background of the integration of industry and education, how to promote the innovation of vocational undergraduate English teaching has become a key research task nowadays.

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## **1. Major Problems in Teaching English to Vocational Undergraduate Majors**

### **(1) Disconnect between teaching content and vocational needs**

Vocational undergraduate education emphasizes the cultivation of high-quality applied talents, and in the development of English teaching activities, students' professional needs and future career development should be fully considered<sup>[1]</sup>. However, from the current vocational undergraduate English teaching point of view, there is a disconnect between the teaching content and the industry needs, which is manifested in the fact that the teachers in the English teaching activities are mainly to impart English knowledge to the students and to train the students' test-taking skills, while ignoring the combination of the English teaching and the actual needs of the industry, which makes the students look incompetent in the employment, and it is difficult for them to satisfy the enterprise's requirements for the students' English proficiency. In addition, due to the untimely updating of English teaching materials, the long-term use of obsolete English teaching materials makes the knowledge learned by students out of touch with the times, and it is difficult to adapt to the rapid development of the market changes and requirements.

### **(2) Single teaching methodology and lack of innovation**

Under the traditional education concept, vocational undergraduates mainly adopt the "indoctrination" teaching method, which is mainly narrated by teachers, and it is difficult to reflect the subjectivity of students, not to mention paying attention to the individual differentiation of students, so it is difficult to ignite students' interest in learning English and unable to mobilize students' enthusiasm in participating in the classroom. In addition, in the process of classroom teaching, teachers spend most of the teaching time on explaining English grammar and vocabulary, but neglect to cultivate students' ability in listening, speaking, reading and writing, which makes students' English application ability seriously insufficient. Teachers take a single teaching method in teaching activities, mainly the blackboard and chalk teaching means, ignoring the use of modern teaching methods, English teaching classroom is very dull, and it is difficult to meet the students' personalized learning needs.

### **(3) Weaknesses in the practical aspects and lack of effective articulation**

Vocational undergraduates emphasize the practicality and applicability of teaching, however, in the current English teaching activities, practical teaching activities are neglected and students are not provided with sufficient opportunities and platforms for practice. Vocational undergraduate English teaching separates practical teaching from theoretical teaching, which makes it difficult for students to apply what they have learned in real-life scenarios<sup>[2]</sup>. In addition, due to the lack of in-depth cooperation between schools and enterprises, the effect of English teaching is greatly reduced. Although some schools have established cooperative relationships with enterprises, they are often affected by various factors and become formal in the implementation, lacking substantive cooperation content, and not able to provide important guidance for students in enterprise internship and practical training activities, which makes it difficult to promote the improvement of students' English language skills.

## **2. Innovative Measures for Teaching English to Vocational Undergraduates Based on the Concept of Industry-Teaching Integration**

### **(1) Deep integration of curriculum content with vocational needs**

Under the constraints of traditional teaching concepts, vocational undergraduate education is more concerned with imparting students' language knowledge and improving their test-taking skills, while neglecting the organic combination of English teaching and industry practice. Based on the background of the

deep integration of industry and education, vocational undergraduate English teaching should be based on the characteristics of students' specialties, and incorporate the contents of vocational English and industrial English into the English curriculum system. For example, for mechanical engineering students, in the English teaching activities, you can focus on mechanical English terminology, international technical exchanges, and reading technical documents; for business management students, English teaching activities should focus on cultivating students' skills in business English writing, business negotiation and international trade. By closely combining the content of English courses with students' vocational needs, the practicality and specialization of students' English learning can be greatly improved. In addition, schools should work together with enterprises in the development of English teaching materials to provide an important guarantee for the cutting-edge and timeliness of English course content. On the one hand, enterprises can combine the actual needs of their own development to provide colleges and universities with a wealth of technical standards and a variety of materials such as industry<sup>[3]</sup>. On the other hand, colleges and universities can combine the basic laws of English teaching and process the materials according to the development characteristics of students, and develop English teaching materials on this basis to ensure that the English teaching materials not only meet the teaching requirements of colleges and universities, but also meet the actual needs of the industry. At the same time, colleges and universities can hire industry experts to come to school for practical training guidance, so that students can get a close understanding of the latest developments in the industry and the forefront of technology.

## **(2) Innovations in teaching models and methods**

Based on the background of the deep integration of industry and education, vocational undergraduate colleges and universities should strengthen the innovation of teaching methods in English teaching activities. In the past, English teaching mainly adopted the "indoctrination" teaching method, which is difficult to reflect the students' subjective status, and lack of understanding of the individual differences of students. Under the guidance of the concept of integration of industry and education, English teaching should fully respect the subjectivity of students and strengthen the cultivation of students' innovative thinking ability and independent learning ability. Specifically, teachers can adopt diversified teaching methods in English teaching activities, such as project-based learning, task-driven method and scenario simulation. Through project-based learning activities, students are encouraged to participate in the design and implementation of actual projects, combining their English learning and professional knowledge. The task-driven approach requires teachers to set clear learning tasks and teaching objectives, and encourage students to carry out active exploration and cooperative learning activities. In the process of situational simulation teaching, teachers are required to simulate real workplace environments and work scenarios for students. Let the students in the real situation to get the English application ability to improve, through the use of a variety of teaching methods, not only ignite the students' interest in English learning, but also the students' enthusiasm and initiative to participate in the classroom, and at the same time to strengthen the students' ability to cultivate teamwork. At the same time, in the context of the information age, teachers should pay attention to the use of network teaching and blended teaching mode, through the use of rich network resources, to build a combination of online and offline English teaching platform, which can enrich the English learning resources, and more innovative English learning methods.

## **(3) Strengthening of practical teaching and school-enterprise cooperation**

Based on the background of the deep integration of industry and education, vocational undergraduate English teaching should emphasize the strengthening of practical teaching and actively carry out school-enterprise cooperation activities. Therefore, schools should speed up the establishment of off-campus training bases and actively build a platform for school-enterprise cooperation, so as to give students rich

practical opportunities and enhance their job experience. By encouraging students to participate in enterprise internships, practical training and project cooperation activities, students can be encouraged to apply what they have learned to practical work, promote the improvement of students' English ability and enhance their professionalism. At the same time, schools should work together with enterprises to promote English teaching reform and scientific research activities. On the one hand, enterprises can put forward the goals and directions of English teaching reform in accordance with their own development needs; on the other hand, schools can implement English teaching activities in accordance with the basic laws of English teaching and the development characteristics of students; and schools and enterprises can jointly carry out research and scientific research projects on English teaching and actively explore a more suitable English teaching mode. Schools and enterprises jointly carry out English teaching research and scientific research programs, and actively explore more suitable English teaching models, which not only ensures the effectiveness and relevance of English teaching activities, but also promotes the win-win situation for both schools and enterprises.

#### **(4) Improvement of teacher training and evaluation system**

Based on the background of the deep integration of industry and education, in the process of reforming vocational undergraduate English teaching, it is necessary to pay attention to the construction of the teaching team and build a perfect evaluation system. First of all, as an important force in the reform of English teaching, teachers' professional quality and ability level will have a direct impact on the final quality and effect of English teaching. Schools should do a good job of training English teachers and actively introduce excellent English teachers with professional knowledge background to improve teachers' professionalism and English teaching ability. In addition, in order to improve the practical ability of teachers, schools should encourage teachers to go deep into the practice activities of enterprises and actively participate in academic exchange activities, so that teachers can obtain rich teaching experience.

### **3. Conclusion**

Based on the situation of the integration of industry and education, vocational undergraduate should comprehensively promote the reform of English teaching, through combining the curriculum content with the needs of the industry, innovating the way of English teaching, carrying out practical teaching activities and strengthening the cooperation between schools and enterprises, etc., to comprehensively improve the overall quality of vocational undergraduate English teaching, promote the improvement of students' ability to utilize English, and enhance the vocational literacy of the students, so that students can be cultivated into the social development of the required The students will be cultivated into the application-oriented talents needed by the development of society. Looking ahead, we should actively explore and innovate the English teaching mode of vocational undergraduate programs, so as to promote the overall progress and development of vocational undergraduate English teaching.

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