

# The Practice of Language Teaching for Profession Teaching in Secondary Vocational Education

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**Abstract.** To carry out the "embed" teaching in Chinese language teaching, reflects of teaching innovation in secondary vocational education school with the joint modern education theory, which would cultivating students' study bring a deep impact interests, promoting lifting the teaching efficiency, professional skills, and reach the aim of cultivating students' occupational attainments.

## Introduction

Language is the secondary vocational and technical schools (hereinafter referred to as "level") students learn all kinds of basic courses, cultural studies, but also their completion of basic tasks in the future. Learn the language, to promote vocational students learn branches of knowledge will not only help them acquire vocational skills, but also help them to form a comprehensive professional competence and comprehensive professional quality, which is their future work and development, are of great significance. Thus, secondary vocational and technical schools to enhance students professional skills training, we must strengthen language teaching; lay the foundation for practitioners to improve the overall quality of students.

But over the years, language teaching, whether vocational emphasis, students' knowledge or ability, far behind the community's vocational school students Chinese quality requirements. Features: First, the old concept of teaching, vocational high school language teaching are still largely inherited the traditional teaching methods, knowledge transfer heavy and light study method; to reproduce the answer, looking for answers in the process, and so light. Leading role of teachers is not effectively play the roles of students have not been reflected sharp. Results are taught by tired, bored student, less effective, with little success. Second, the need to improve the basic quality is letter. In the survey found that some teachers study materials, lack of control of knowledge and ability to design teaching, teaching sojourn grab the key and difficult tabs, doubt not attack. So as to produce the language difficult to teach vocational school, teaching low efficiency of the phenomenon. While most teacher preparation, accustomed to holding a textbook and teaching reference, from their own perspective to understand grasp textbooks, to design teaching programs. The classroom, the performance of "teacher talk, students listen," This is just an objective knowledge transfer process. After class, students in addition to completing the job or prescriptive writing books, but often there is little or no social and practicality of the strong expansion of the training. Thus, from the curricular and extra-curricular, students no long-term opportunities for independent participation, and slowly their own learning more and more indifferent to the enthusiasm, self-confidence is getting insufficient capacity it is getting worse, not more talk on the formation of habits and methods of autonomous learning, but teachers accustomed to being led by the nose, creative learning potential was ruthlessly stifled.

Moreover, many students and parents in the choice of vocational school students is often considered unsatisfactory results, promoted undergraduate little hope, want their children to have a diploma, have skills, employment and other reasons earlier. On Vocational School Students and Their Parents subjective, there are some tendencies contempt language learning, they think that since the choice of a vocational school, learn professional skills is very important, and language lessons just reading, literacy, writing, for later engaged in skilled jobs, there is not much help, learn to bad it does not matter. Even why some students do not understand the language courses the school eleven some

computer science students will simply say: computers play well, why learn languages. Status of vocational high school students learning Chinese is not ideal, poor school students even worse. State secondary vocational education and training in targeting: fully implement the quality of education, social development of highly qualified workers and specialized personnel in the primary need of reality, focusing on the cultivation of students' innovative spirit and practical ability.

### **Vocational language teaching should be combined with teaching**

Vocational language teaching can not be equated with ordinary language teaching in secondary schools; it has its own characteristics. Ministry of Education, "Principles for the 21st century teaching reform of vocational education," pointed out: "Vocational Education and Training with 21st century socialist modernization to adapt the requirements of having a comprehensive vocational ability and overall quality, directly in production, service, the first line of technical and management work of applied talents. " Vocational education should establish competency-based teaching guiding ideology, professional setting, classroom to the social and economic development must be demand-oriented, from the labor market analysis and analysis of occupational status. Starting reasonable scientific "views this principle clearly and simply notice us: education and vocational education should cultivate the ability of workers as the guiding ideology-based vocational education. Mr. Huangyanpei early in 1917 made it clear that: "The purpose of the teaching profession: (1) have developed personality; (2) prepare a personal deposit livelihood; (3) for the preparation of personal social services; (4) country and the world prepared to enhance the productivity of the " today we can come to understand: Vocational must highlight their personality, must surname." level "vocational knowledge and quality vocational and technical education is the ability of the two main objectives of vocational education. According to the author's teaching practice, vocational language teaching or to give full consideration to the appropriate combination of organic and professional, this combination of two words, unlike mere service, but also from simple close, but refers to the full consideration of language teaching independent under personality, does not become a professional "slave" or "nanny" premise of effectively attempt to learn the language, learn professional, win-win and carried out.

The reason is different from the general education of vocational education, is because it is the students of professional and technical capacity, transport applied talents directly to the society known for. Engaged in vocational education will inevitably encounter many problems and special general education different. Such as: Although the same level group, but different major, training objectives, quality of students, the length of schooling, the number of male to female ratio, class size, etc. will be different when teaching. Therefore, vocational language classes based on very different subjects, one of the general education language classes. Its uniqueness lies in: Language teachers must "to what mountain, what songs" around different professional flexibility to teaching. In the vocational school tutorial, only the language teaching courses and combine to greatly mobilize the enthusiasm of students, encourage their interest in language lessons. Because it comprehensive language subjects appear where intersecting courses of Vocational opened, which provides us with the language and professional disciplines combine a prerequisite, if we choose good at teaching professional knowledge about the contents of language proficiency training will achieve a multiplier effect.

Bruner said: "The best is to stimulate interest in learning of the learned material." ① Principles of Psychology tells us: "In the happy and harmonious context, human intelligence can function effectively, it is also psychological characteristics of personality can be fully demonstrated. "② visible influence interest in learning effect is significant. Principle of Education tells us: Language teaching is a kind of intellectual activity, which along with the non-intellectual activities, such as interest. Interest in language learning depends on language teaching, and an active role in such activities. These two activities exist, and the interaction and mutual penetration. Once students have an interest in language learning, they will try to overcome learning difficulties. This is the driving force acting on intelligence activities, generated a huge impact on learning. If the student does not curiosity, not interested in learning, learning is not possible. "Embedded" teaching combined with

professional approach is to stimulate interest in language teaching vocational unique. Therefore, to stimulate students' interest in language learning, it is bound to combine professional efforts.

Tourism Vocational School opened various courses and language teaching relationship is very close. The service in the restaurant for guests Students zero service, guests will hear clearly à la carte; the business classes of students to the mall when the salesperson, you should have good verbal skills; desk attendant to read the forms, bills they must have knowledge of charts; through a combination of professional education, some for business, the students take part in the spoken language training, the aim in the future to better communication, some service classes students learn methods described chart table style seriously, in order to see the future understand the various tables of formula; some beauty salons, the students read a variety of literature describing the portrait, in order to have a reference. In fact, the best combination of various professional and vocational school has language learning, the key is to teach those who explore. Therefore, only the language teaching "hair" attached to the professional learning of "skin", the teaching will invigorate the Chinese light weight professional bias will be corrected, place of language teaching will be completely recovered. In short, we have to face the status quo of vocational school students learning Chinese, take the initiative to design measures to implement countermeasures, using a variety of teaching methods to stimulate interest in language learning, and can be expected to change the status quo of vocational school students currently learning the language is entirely possible.

### **Vocational language teaching embedded expertise Teaching**

The so-called vocational different professional language "Embedded teaching" means to improve the quality of language-centered, vocational skills training, based on the quality of language training and professional requirements and quality requirements with skills training mutual fusion thereby forming a vocational students' language skills and professional qualities private tutoring system and improve together.

"Embedded" emphasizes teaching students to start learning from the most basic professional knowledge and skills to start, synchronization and consolidation of the relevant language learning the basics, so that professional skills training and basic knowledge of the language to master and consolidate the simultaneous development. For computer science students as an example: entered the school, first learn the English text entry, sync with this, just to review language teaching computer science students generally poor spelling, English and Chinese text entry level review and consolidate the alphabet simultaneous development ; as the first step in the initial completion of the task of teaching English text entry, computer skills training began practicing Wubi, Wubi is the root practice, just to review radical; the second step is a simple exercise yards and two simple code, just You can review the stroke; the third step is the word exercise, just to reduce the generation of typos. PC Wubi exercise coincided with the development and strengthening of the review of the basics of the language.

Integration means a system within the overall coordination of the various elements of mutual penetration, so that all elements of the system to maximize efficiency. Curriculum integration is to differentiate the various elements of the teaching system and its various components to form an organic contact and become whole process. With the further deepening of course content and children's cognitive research, a variety of curriculum integration theory. The greatest impact in three ways: Account center consolidation theory, children's center consolidation theory and the theory of discipline and focus on the integration of child psychology. Wherein the center consolidation theory accounts are for disciplinary subjects fragmented knowledge ills, based on the subject content of the reform, aimed at establishing organic links between disciplines. This integration of the various ideological discipline as an element of the teaching system, it is not the content of a course imposed on another course, but taking into account the characteristics of the subject, based on the door several relevant disciplines together to consider, from a different perspective on the same issue, so that all subjects of mutual coordination and mutual penetration, teaching the system to maximize the effectiveness of teaching.

## Summary

Vocational school education course is enabling students to have a certain basic knowledge, but more needs to generate a series of professional competence and ability to survive. In recent years, vocational education researchers at home and abroad on the basis of professional education and cultural courses Specialized Curriculum ratio on the direction, put forward a new idea. Promote "Vocational Orientation" education, or "professional competence and professional quality-based" education. Quality education in vocational schools should be based on "Vocational Education" as the core to meet the needs of the job "professional quality education" must be at the core, attaches great importance to the quality of vocational students to develop education. Goal of quality education in vocational schools should be around the "professional quality education to develop" a system designed for this core.

Usually we will divide the quality of students in vocational schools for the basic quality and professionalism. The basic qualities are universal in nature, are all "social" common, including moral, cultural and professional qualities, psychological and physical, which is the basis of professional quality; refers to an occupation Vocational Education quality required specific job, such as advertising design students to have a very high aesthetic ability and good aesthetic quality and other image design students to have the forecasting system popular capability. Professional ethics generally include quality education, professional knowledge and ability of quality education, vocational education physical and mental qualities, aesthetic quality vocational education, and vocational labor quality education. Compared with the past "five virtues", there are two differences: First, to adapt to the specific requirements of an occupation; second, focus on individual inner qualities.

The implementation of Chinese teaching in vocational schools specializing in "embedded" type of education, it is in line with students' professional quality "and expands education, which is different from abroad" Competence - based "as the main mode of education, and different in our common "knowledge-based" mode, which is the education of a "career-based" model, with a strong scientific and operability. Of course, in the implementation of vocational language professional "embedded" in the process of education, the traditional way of thinking and language teaching mode of operation, there must be a revolutionary change. In the opening in the past, many Chinese vocational educators in terms of the relationship between theory and practice of the problem of how to better handle language teaching in vocational and professional education have made unremitting exploration, and for us to further study today combined with professional vocational language were "embedded" teaching to provide a reference. Therefore, we have reason to believe, along with the deepening of reform and development of education, professional "embedded" in teaching vocational language teaching, eventually showing her unique educational value.

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