



Research on the Integration Teaching Model of Computer English in Higher Vocational Education under the Background of Post-Work-Competition-Certificate

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Abstract: As information technology advances swiftly and globalization intensifies, the significance of computer English in vocational colleges becomes more pronounced. In the context of an educational paradigm that encompasses work, competition, and certification, investigating an integrated teaching approach for computer English is geared towards bolstering students' professional competencies, enhancing course outcomes, increasing competition involvement, and improving the rate of obtaining professional credentials. This paper examines the status quo of computer English instruction in vocational colleges, identifies key issues and challenges, and offers targeted solutions. By analyzing real-world case studies, the study validates the efficacy of the integrated teaching model, providing a valuable guide for the transformation of computer English education in vocational institutions.

Keywords: post-work-competition-certificate, higher vocational education, computer English, integrated teaching model, professional skills

1. Introduction

With the rapid development of information technology and the increasing frequency of international exchanges, computer English has become an indispensable part of higher vocational education. Computer English not only requires students to master basic English vocabulary and grammar but also emphasizes language proficiency and cross-cultural communication skills within the professional field[1]. Under the comprehensive education model of post-work-competition-certificate, how to organically combine job requirements, course content, skill competitions, and professional qualification certificates to build an efficient integration teaching model for computer English in higher vocational education has become an urgent issue to be addressed.

The post-work-competition-certificate model focuses on job requirements, integrating course content with actual jobs to boost students' professional skills. It also promotes learning via skill competitions, enhancing practical and teamwork abilities. Professional certificates prove students' skills and boost their employability. In this context, higher vocational computer English teaching should explore integrated models for comprehensive improvement in knowledge, skills and literacy.

2. Current Situation

At present, there are several issues with higher vocational computer English teaching:

(1) The course content is out of sync with job requirements: Some higher vocational computer English courses still focus on the transmission of theoretical knowledge, neglecting the combination with actual job needs, resulting in students lacking practical application abilities.

(2) Teaching methods are monotonous: Traditional teaching methods such as lecturing and translation still dominate, lacking interactivity and practicality, making it difficult to stimulate students interest and enthusiasm for learning.

(3) Low participation in competitions: Due to the lack of effective incentive mechanisms and guidance, students enthusiasm for participating in skill competitions is not high, affecting the improvement of practical abilities and teamwork skills.

(4) Low acquisition rate of professional qualification certificates: Some students do not fully recognize the importance of professional qualification certificates, coupled with the lack of systematic training and guidance, leading to a low acquisition rate.

3. Main Issues and Challenges

(1) Unreasonable Curriculum Design: Some higher vocational computer English courses fail to fully consider job

requirements, resulting in a disconnect between course content and actual work, making it difficult to meet the employment needs of enterprises.

(2) Insufficient Teaching Staff: There is a lack of dual-qualified teachers with both computer science backgrounds and English teaching abilities, which affects the quality and effectiveness of teaching.

(3) Lack of Teaching Resources: There is a shortage of high-quality teaching materials and resources, making it hard to meet the needs of integrated teaching models.

(4) Imperfect Evaluation System: The traditional examination evaluation system cannot comprehensively reflect students professional skills and literacy, necessitating the construction of a diversified evaluation system.

4. Response Strategies

4.1 Curriculum Content Optimization

To improve the quality of the curriculum, specific optimization measures include, on one hand, conducting in-depth research on corporate needs, fully understanding the skill requirements for computer English talents through various forms such as visiting companies and inviting industry experts to give lectures, and cleverly integrating these job skills into the curriculum content. On the other hand, we focus on updating teaching materials and resources, selecting high-quality textbooks, and continuously optimizing and improving the curriculum content in accordance with actual job requirements to ensure the timeliness and practicality of teaching resources[3].

4.2 Teaching Method Innovation

We've adopted project-based learning methods, letting students enhance their computer English application abilities by solving real problems. At the same time, we have introduced the flipped classroom model, using online platforms for students to independently complete the review of basic knowledge before class, and focusing on discussion and practice in class. This not only improves teaching efficiency but also enhances students active learning abilities[2].

4.3 Construction of Competition Incentive Mechanism

To encourage students to actively participate in skill competitions, we have established scholarships and honor certificates, rewarding students who achieve outstanding results in competitions to stimulate their enthusiasm for participation. Additionally, we provide professional competition training and guidance to help students improve their competition skills and teamwork abilities, ensuring they can perform at their best in competitions.

4.4 Strengthening Professional Qualification Certificate Training

Through various forms such as lectures and class meetings, we have strengthened publicity and education on the importance of professional qualification certificates, effectively increasing students emphasis on this certificate. Moreover, we have provided systematic professional qualification certificate training and guidance in conjunction with the curriculum content, ensuring that students receive comprehensive support to successfully pass the relevant exams.

5. Practical Cases and Analysis

A vocational colleges computer science department explored and practiced an integrated teaching model for computer English education. Through in-depth research on corporate needs, the department updated the curriculum, introduced project-based learning and flipped classroom teaching methods, and established skill competition scholarships and vocational qualification certificate training classes. After one year of practice, significant results were achieved.

6. Analysis of Results

(1) Students Professional Skills Improvement: With the implementation of the integrated teaching model, students computer English application abilities have significantly improved, enabling them to proficiently use English for computer operations and programming.

(2) Increased Participation in Competitions: After establishing scholarships and providing competition training, students enthusiasm for participating in skill competitions has significantly increased, and their competition results have also improved markedly.

(3) Enhanced Earning of Professional Certifications: Through intensified awareness campaigns and comprehensive training programs, there has been a marked rise in the number of students securing vocational qualification certificates.

(4) Improvement in Teaching Quality and Effectiveness: The implementation of the integrated teaching model has made teaching content richer, teaching methods more diverse, which has led to a more holistic assessment framework, thereby

markedly enhancing the caliber and impact of instruction.

7. Conclusion

In the context of job, course, competition, certification, exploring and practicing the integrated teaching model of computer English in higher vocational education is of significant importance. By conducting in-depth research on corporate needs, optimizing course content, innovating teaching methods, constructing competition incentive mechanisms, and strengthening vocational qualification certificate training, students professional skills, course learning outcomes, competition participation, and acquisition rate of vocational qualification certificates can be effectively enhanced. Looking ahead, as information technology evolves and international interactions become more commonplace, the comprehensive teaching approach for computer English within vocational education will remain instrumental in nurturing top-tier professionals equipped with a global outlook and the capacity for cross-cultural dialogue. Higher vocational colleges should keep an eye on industry trends and corporate needs, update and improve the integrated teaching model to meet new social requirements.

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