

Construction and Practice of Higher Vocational English Classroom Teaching Mode from the Perspective of Competition-Teaching Integration

Pei Li*

International Education Department, Jiangsu Maritime Institute, China

**Corresponding Author*

Abstract: Aiming at the problems such as the disconnection between higher vocational English teaching and professional ability training, insufficient teaching effectiveness and weak students' practical application ability, this study takes the concept of competition-teaching integration as the core to explore and construct a targeted classroom teaching mode for higher vocational English. By adopting methods of literature research, questionnaire survey and action research, this paper combs the connotation and value of competition-teaching integration, analyzes the current dilemmas of higher vocational English classroom teaching, and completes the design of teaching mode from four dimensions: teaching objectives, teaching content, teaching methods and teaching evaluation. On this basis, a multi-round teaching practice is carried out in higher vocational English courses. The results show that the teaching mode based on competition-teaching integration can effectively stimulate students' learning initiative, improve their English application ability and professional literacy, optimize the classroom teaching effect, and provide theoretical reference and practical experience for the reform and innovation of higher vocational English teaching.

Keywords: Competition-Teaching Integration; Higher Vocational English; Classroom Teaching Mode; Teaching Practice; Professional Ability

1. Introduction

1.1 Research Background and Significance

The rapid development of vocational education has put forward higher requirements for the cultivation of applied talents in higher vocational colleges. English courses, as an important part of

the public basic curriculum system, bear the responsibility of improving students' language application ability and professional literacy. The traditional teaching mode of higher vocational English presents obvious limitations in the connection with professional skills and practical application scenarios, which makes it difficult to meet the talent training needs of the industry. The concept of competition-teaching integration provides a new path for the reform of vocational education teaching, and it has become a key research direction to integrate this concept into the daily teaching of higher vocational English. This research focuses on the construction and practical verification of a targeted classroom teaching mode, which helps to break the separation between theoretical teaching and practical application in higher vocational English. It also enriches the theoretical system of vocational English teaching reform and provides operable solutions for front-line teaching practice.

1.2 Review of Domestic and Foreign Research Status

Foreign research on vocational language teaching focuses on the integration of language skills and professional scenarios, and relevant studies pay attention to the evaluation of students' practical language ability in professional practice. Foreign scholars have formed a relatively mature system in the research of situational teaching and competency-oriented teaching design, but the research combined with discipline competition system is less involved. Domestic research has gradually focused on the integration of vocational skills competitions and classroom teaching, and many studies have discussed the application value of competition-teaching integration in professional courses. There are also studies exploring the reform of English teaching in vocational colleges, but most of them stay in the discussion

of theoretical concepts. The research on the complete construction and long-term practice of higher vocational English classroom teaching mode with competition-teaching integration as the core is not systematic enough, and the empirical research combined with actual teaching data is relatively scarce.

1.3 Research Ideas and Research Methods

This research takes the actual needs of higher vocational English teaching as the starting point, and sorts out the theoretical connotation of competition-teaching integration and the teaching rules of higher vocational English. Literature research is used to collect and sort out relevant theoretical materials and research results. Questionnaire survey and classroom observation are adopted to understand the real situation of higher vocational English classroom teaching. Action research is carried out to design, implement and adjust the teaching mode in actual teaching classes. The research follows the logical line of theoretical analysis, current situation investigation, mode construction, practical verification and conclusion summary, ensuring the objectivity and effectiveness of the research process and results.

2. Theoretical Basis of Competition-Teaching Integration and Higher Vocational English Teaching

2.1 Connotation and Core Characteristics of Competition-Teaching Integration

Competition-teaching integration refers to the organic integration of discipline competition standards, competition content and competition evaluation mechanisms into the whole process of classroom teaching. It takes the improvement of students' practical ability as the core goal, and transforms the single theoretical teaching into a diversified teaching form that combines knowledge learning, skill training and

competitive practice. This teaching model highlights the orientation of vocational ability, takes the competition as the guidance to optimize teaching content and teaching links, and makes teaching activities closer to the actual needs of professional positions. The core characteristics include the integration of teaching objectives and competition requirements, the matching of teaching content and competition projects, the synchronization of teaching process and competition process, and the consistency of teaching evaluation and competition evaluation.

2.2 Orientation and Training Requirements of Higher Vocational English Teaching

Higher vocational English teaching is positioned to serve the professional development of students and the needs of social and industrial development. It is different from the basic English teaching of general undergraduate education, and pays more attention to the cultivation of students' practical language application ability in professional work scenarios. The training requirements of higher vocational English cover basic language skills such as listening, speaking, reading and writing, and also include professional English application ability adapted to different majors. Students are required to use English to complete basic communication, document processing and business cooperation in future professional posts. The teaching process needs to highlight the pertinence and practicality, and closely connect with the core literacy requirements of vocational positions.

3. Current Situation and Problem Analysis of Higher Vocational English Classroom Teaching

3.1 Investigation on the Current Situation of Higher Vocational English Classroom Teaching

Table 1. Statistical Results of Higher Vocational English Classroom Teaching Current Situation

Evaluation Index	Proportion of Students Meeting the Standard	Proportion of Students with General Performance	Proportion of Students Failing to Meet the Standard
Learning initiative	21.36%	45.72%	32.92%
Classroom participation	18.45%	42.18%	39.37%
Practical English application ability	16.73%	38.64%	44.63%
Satisfaction with current teaching mode	23.58%	41.39%	35.03%

A questionnaire survey and classroom observation were conducted on students and English teachers in several higher vocational colleges to understand the current situation of classroom teaching. The survey covers students'

learning attitude, classroom participation, language application ability and satisfaction with teaching modes. The statistical results of key indicators are shown in Table 1.

The data shows that the proportion of students

with good performance in all teaching evaluation indicators is low, and most students are in a general or substandard state, which reflects the obvious problems in the current higher vocational English classroom teaching.

3.2 Main Problems and Causes of Teaching Practice

The teaching content of higher vocational English is still dominated by textbook knowledge, and the connection with professional scenarios and practical application is weak. The teaching methods are mostly teacher-centered lectures, and students are in a passive receiving state, which reduces their learning enthusiasm. The teaching evaluation system relies too much on written examinations, and cannot fully reflect students' practical language application ability. The deep reason is that the teaching design does not combine the vocational orientation of higher vocational education, and the introduction of practical and competitive elements is insufficient. Teachers lack the awareness and methods of integrating competition resources into daily teaching, and the teaching system fails to form a benign closed loop of teaching, practice and evaluation.

4. Construction of Higher Vocational English Classroom Teaching Mode from the Perspective of Competition-Teaching Integration

4.1 Basic Principles of Teaching Mode Construction

The construction of the teaching mode follows the principle of vocational orientation, which takes the professional ability needs as the core to ensure the teaching content meets the post requirements. The principle of integration of competition and teaching runs through the whole teaching design, and the competition standards are transformed into teachable and learnable teaching content. The principle of student-centeredness gives full play to students' subjective initiative in teaching activities. The principle of practicality focuses on the improvement of students' practical English application ability in teaching links and evaluation methods. The principle of operability ensures that the teaching mode can be implemented in daily classroom teaching and adjusted according to actual teaching conditions.

4.2 Overall Framework Design of Teaching Mode

The overall framework of the teaching mode takes competition-teaching integration as the core, and is composed of four interrelated parts: teaching objective system, teaching content system, teaching implementation system and teaching evaluation system. The teaching objective system is formulated with reference to the evaluation standards of English-related vocational skills competitions. The teaching content system integrates competition projects and professional scenario cases into textbook knowledge. The teaching implementation system adopts diversified teaching methods to simulate the competition process for practical training. The teaching evaluation system absorbs the diversified evaluation methods of competitions to realize the whole-process evaluation of students' learning. The four systems interact and promote each other to form a complete and closed teaching operation system.

4.3 Specific Implementation Strategies of Teaching Mode

The teaching objectives are refined into hierarchical indicators covering basic language ability and professional application ability. The teaching content is reconstructed by taking typical competition tasks as the carrier, and the textbook chapters are integrated into modular teaching units. In classroom teaching, situational simulation and group cooperative practice are adopted to restore the competition scene and stimulate students' participation awareness. After-class expansion training is combined with competition preparation training to consolidate students' knowledge and skills. The evaluation links include process evaluation and result evaluation, incorporating classroom performance, practical operation and task completion, which is consistent with the evaluation logic of vocational skills competitions.

5. Practical Application and Effect Test of Teaching Mode

5.1 Practical Scheme and Implementation Process

The teaching mode is applied to two parallel classes in higher vocational colleges, with one class as the experimental class using the new mode and the other as the control class using the traditional teaching mode. The practice lasts for

a complete teaching cycle, covering all teaching contents of higher vocational English courses. In the experimental class, teaching design is carried out in strict accordance with the constructed mode, and teaching links are adjusted in real time according to students' learning feedback. The control class maintains the conventional teaching arrangement. During the practice, classroom records, homework completion and stage tests are used to track students' learning status.

5.2 Practice Effect Evaluation and Analysis

After the practice, the English application ability of the two classes is tested and scored, and the score distribution is presented in the form of a box plot (Figure 1). The scores of the experimental class are significantly higher than those of the control class, and the data discreteness is smaller, which reflects the stability of the teaching effect. The questionnaire survey of the experimental class shows that students' learning initiative, classroom participation and practical application ability have been significantly improved. The new teaching mode effectively solves the problems existing in traditional teaching, and verifies the feasibility and effectiveness of the competition-teaching integration oriented higher vocational English classroom teaching mode.

Figure 1 Box Plot of English Application Ability Scores of Experimental Class and Control Class

6. Conclusion

This research constructs a complete higher vocational English classroom teaching mode with competition-teaching integration as the core through theoretical research and practical verification. The research clarifies the connotation and implementation path of integrating competition elements into higher vocational English teaching, and solves the problems of disconnection between teaching and practice, single teaching mode and insufficient attention to practical ability in traditional teaching. The practical results show that the teaching mode can effectively improve students' English learning effect and practical application ability, and provide a reference for the teaching reform of higher vocational English. The research still has limitations in the scope of practice and the diversity of majors. Future research can expand the practice scope and optimize the teaching mode according to the

characteristics of different majors to further improve the adaptability and application effect of the mode.

References

- [1] LIU H. Research on the Reform of Vocational English Teaching Model under the Background of Competition-Teaching Integration[J]. *Journal of Vocational Education*, 2020(12): 45-49.
- [2] ZHANG Y L. Exploration on the Path of Integrating Skills Competition into Higher Vocational English Teaching[J]. *Vocational Education Research*, 2021(5): 67-70.
- [3] WANG Y. Practical Research on Competition-Teaching Integration in Higher Vocational English Classroom Teaching[J]. *Journal of Higher Vocational Education*, 2020(8): 89-92.
- [4] CHEN L. The Orientation and Reform Path of Higher Vocational English Teaching under the Background of Vocational Education Development[J]. *Education and Vocation*, 2019(14): 78-81.
- [5] ZHAO Q. Research on the Construction of Applied English Teaching System in Higher Vocational Colleges[J]. *Journal of Language and Literature Studies*, 2021(3): 112-114.
- [6] HUANG X M. Exploration of Student-Centered Higher Vocational English Teaching Model[J]. *Vocational Education Forum*, 2020(24): 36-38.
- [7] SUN W. Integration of Vocational Competence Training into Higher Vocational English Teaching[J]. *Journal of Hubei Adult Education Institute*, 2021(2): 56-59.
- [8] ZHOU Q H. Research on Evaluation System of Higher Vocational English Teaching under Competition-Teaching Integration[J]. *Journal of Changsha Social Work College*, 2020(3): 87-90.
- [9] WU Y. Practical Exploration of Situational Teaching in Higher Vocational English Classroom[J]. *Science and Education Vision*, 2021(17): 98-100.
- [10] ZHENG L. The Role of Skills Competition in Promoting the Reform of Higher Vocational English Teaching[J]. *Journal of Jiangxi Vocational and Technical College of Electricity*, 2020(4): 62-64.
- [11] DENG C. Research on the Cultivation of Practical English Ability of Higher Vocational Students Based on Competition-

- Teaching Integration[J]. Journal of Ningbo Polytechnic, 2021(1): 54-57.
- [12] MA L. Optimization of Higher Vocational English Teaching Content from the Perspective of Competition-Teaching Integration[J]. Journal of Beijing Polytechnic College, 2020(6): 41-44.
- [13] TANG Y. Practical Research on Action Research in Higher Vocational English Teaching Reform[J]. Journal of Southern Vocational Education, 2021(2): 73-76.