

# Research on the prominent problems and Countermeasures in the cohesion of secondary and higher vocational English

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**Abstract:** with the development and improvement of the education system, vocational school education has begun to receive widespread attention. In order to ensure the scientificity and effectiveness of talent training in vocational colleges, secondary and higher vocational education has begun to be linked up, and it has also become the inevitable trend of the current development of Vocational Colleges. Under the background of globalization, the importance of English as an international common language has gradually become prominent, so it is particularly necessary to improve the English teaching system in the connection of secondary and higher vocational education. This paper mainly analyzes the problems in the connection of secondary and higher vocational English, and puts forward the corresponding countermeasures.

**Key words:** secondary and higher vocational English; Cohesion; Outstanding problems; countermeasure

Secondary and higher vocational education are the two important teaching systems in the current vocational education in China. They are also two different levels and forms of education mode. The two are independent, but also have a certain connection. With the development of society, the role of Vocational Colleges in social talent training is gradually highlighted, and they have become the main force of high-quality and high professional ability talent training. With the proposal of the outline of the national medium and long term education reform and development plan, China's education system also needs to improve the connection between secondary and higher vocational education. Under the background of economic globalization, the industrial ties of various countries are getting closer and closer, and cross-cultural communication has become the basic quality of current social talents. Therefore, English Teaching in secondary and higher vocational education needs to be done well, and the efficiency of English Teaching in secondary and higher vocational education needs to be improved through orderly connection.

## 1. Analysis of prominent problems in the connection of secondary and higher vocational English Teaching

### 1.1 Unreasonable convergence of English syllabus in secondary and Higher Vocational Colleges

The English Syllabus of secondary and higher vocational colleges includes teaching requirements, scope, system and teaching plan, which is the guiding document for teaching activities. According to the current setting of English syllabus in secondary and higher vocational colleges, there is an obvious fracture between the two. From the perspective of teaching requirements, English Teaching in secondary vocational schools can be divided into three modules, including basic, vocational and development modules. At the same time, from the analysis of the nature of teaching, secondary vocational English teaching pays more attention to the cultivation of students' basic knowledge and ability, so that students can develop good learning habits and have a strong understanding of Chinese and Western culture. However, higher vocational English teaching pays too much attention to the cultivation of students' professional ability and foreign business ability. According to the English teaching objectives of secondary and higher vocational colleges, although there is a strong correlation between the two, the cohesion is still not close enough.

### 1.2 Disjointed English teaching content in secondary and Higher Vocational Colleges

The teaching materials used in the development of English Teaching in secondary and higher vocational colleges are all adapted based on the teaching objectives. However, from the perspective of the current application of teaching materials, secondary and higher vocational English is still independent. The lack of systematicness in the compilation of teaching materials will inevitably lead to problems in the connection of secondary and higher vocational English teaching contents, especially the reform of the syllabus of secondary and higher vocational English, Teachers need to reorganize teaching ideas and teaching methods, and the updating of teaching ideas and methods of secondary and higher vocational teachers are not synchronized or different, which leads to great difficulty for students in the connection of secondary and higher vocational English.

### 1.3 Poor connection of secondary and higher vocational English Curriculum Development

With the teaching reform, higher vocational English teaching has begun to pay attention to the integration of social hot spots, ensure the advancement of English education, and strengthen the expansion of students' knowledge. However, social hot spots belong to the ideological and political category, and most of them are in the charge of supervisors or head teachers. English teachers have very little content in teaching, so most of the English expansion content is in the form of laissez faire, which requires students to give full play to their autonomous learning ability to understand and collect social hot spots. In this case, students with different learning abilities are uneven in English development, and it is difficult for teachers to carry out teaching work in higher vocational colleges. Moreover, too large differences in students' abilities can easily lead to the frustration of students' learning enthusiasm and self-confidence. However, there is no good English learning habit in secondary vocational education, which will inevitably lead to the difficulty of achieving good results in Higher

Vocational English learning.

## 2. Strategies for the cohesion of secondary and higher vocational English Teaching

There are still many problems in the connection of secondary and higher vocational English teaching, from the syllabus to the design of teaching materials, and then to the teaching evaluation. It is necessary to explore corresponding solutions to these problems to ensure the effective convergence of secondary and higher vocational English.

### 2.1 Refine the syllabus to ensure the continuity of standards

Teachers in secondary and higher vocational English teaching need to clarify their own positioning. As a teaching guide, they need to do a good job of guiding light, and improve teaching efficiency through reasonable teaching methods and means. It can give full play to the guiding role in the preparation and use of the syllabus. Therefore, teachers need to improve the teaching methods according to the teaching content and characteristics before teaching, and formulate a scientific talent training plan. According to the specific situation of teaching, we should do a good job in positioning secondary and higher vocational students, and ensure the effective connection of secondary and higher vocational English teaching through gradual refinement. Combined with the difficulties of secondary and higher vocational English teaching, the knowledge content is systematically combined to promote the effective connection and smooth development of secondary and higher vocational English.

For example, in the part of “I like playing badminton”, teachers need to pay attention to teaching students in a cohesive way, so that students can obtain more knowledge through dialogue.

Student 1: “what sports do you like playing?”

Student 2: “I like playing football”

Student 1: “do you know what sports does lily like playing?”

Student 2: “she likes playing badminton.”

### 2.2 Improve the content of English textbooks and ensure the integrity of the curriculum system

Under the background of the new curriculum reform, teachers’ teaching ideas, teaching methods and teaching modes have changed greatly. In order to promote the convergence of secondary and higher vocational English teaching, teachers also need to strengthen the optimization of teaching materials, so as to promote the effective development of English teaching. In order to achieve these effects, teachers need to improve the teaching mode, strengthen the education of students according to their learning characteristics, make students gradually feel the charm of English teaching content, and stimulate students’ interest in English learning. In addition, teachers should not only pay attention to students’ achievements, but also pay attention to the enthusiasm of students’ participation in the teaching process, which can improve the teaching efficiency through diversified English activities. For example, we can guide students’ English learning through debate competition, English speech or composition competition, stimulate students’ interest and confidence in English learning, and promote students’ development in a better direction.

For example, in learning “weekends”, teachers can ask students to explain the content of weekend related activities with the knowledge they have mastered before teaching, which is conducive to consolidating and deepening the content they have learned. At the same time, higher vocational teaching also includes a lot of things and time arrangements, especially for professional English, These contents are more widely used. Therefore, the expansion of this part of the content is conducive to promoting the effective convergence of new and old knowledge points, ensuring the effectiveness of the convergence of secondary and higher vocational English, and improving students’ English learning efficiency.

Student 1: on weeks, I like to party with my friends, go to the country or stay at home, talk about recent events, eat snacks and dance together

Student 2: on weekend, I like sports, especially outdoor sports I may choose to climb mountains, like or ride bikes Sometimes, I also go to the gym to play ball

Student 3: on weekend, I usually do my home at home, or go to the library to read books Occasionally, I watch movies with my family or friends I prefer quiet weekends

### 2.3 Enrich teaching evaluation and promote the comprehensive development of English Teaching

Teaching evaluation is the last link of teaching and the key to ensure teaching efficiency. Therefore, teachers need to strengthen the improvement of teaching evaluation and adopt different evaluation methods according to different students to ensure the scientificity of teaching. The main purpose of English teaching evaluation in secondary and higher vocational colleges is to help students find their own weak points, adjust their learning objectives according to their own learning level, promote the reflection of teachers and students, constantly adjust teaching and learning methods, and ensure the implementation of the idea of teaching students according to their aptitude. Therefore, in addition to the traditional basic knowledge evaluation, the teaching evaluation of secondary and higher vocational education also needs to use the industry, enterprises and other indicators to evaluate the English requirements of talents, and build a diversified evaluation method of secondary and higher vocational education and school enterprise convergence. Unify the caliber of the evaluation mechanism, dilute the final paper score, and strengthen the usual assessment. It is necessary to combine process assessment and final assessment in the evaluation to ensure the combination of theory and practice and promote the common development of teachers and students. At present, most students mistakenly believe that the main purpose of English learning is to cope with the exam and obtain the corresponding grade certificate. The

improvement of the evaluation mechanism is conducive to helping students master correct communication strategies, improve students' English application ability, and promote students' mastery of western customs and culture. In addition, secondary vocational English score can also be used as a standard for higher vocational colleges to stimulate students' attention to English learning.

Conclusion: To sum up, the connection of secondary and higher vocational English teaching is a key research topic in the current secondary and higher vocational education, but there are still many problems from the current situation of the connection of secondary and higher vocational English teaching, which makes it difficult for teachers to carry out the teaching work effectively, and students' learning is difficult to ensure systematic and scientific. Repeated and upside down teaching content can easily lead to students' loss of interest in English learning and affect teaching efficiency. Therefore, secondary and higher vocational colleges need to make joint efforts to do a good job of cohesion from the syllabus, teaching content to teaching evaluation, so as to ensure the effective cohesion of secondary and higher vocational English teaching, promote the improvement of English teaching efficiency in vocational colleges, and provide more excellent technical talents for the society.

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