

**Based on the Professional Courses of Higher Vocational English Teaching
Innovation - for Example "Art and Design Professional English"**

Yuanjun Zhao

Tianjin Vocational and Technical Normal University, Tianjin, 300222

850127405@qq.com

Abstract: Nowadays, China is in a critical period of economic transformation and upgrading. Under the state's gradual emphasis on vocational education, the training of first-class skilled personnel and the combination of technical skills is the key. Professional English based on professional content can effectively improve the quality of teaching and cultivate the higher vocational talents needed by the society, so that vocational education can better meet the needs of the country.

Keywords: vocational education, professional English, art design.

1. INTRODUCTION

Higher vocational education is not vocational training. Higher vocational education is an important part of higher education. It is also inseparable from the essence of education. At present, many vocational colleges are too single-tracked in the direction of a technical specialty, and they lack the attention to training the overall quality of students. This leads to the simplification faced by such students when they choose another job. Even most people are pushed to the factory under the condition that the psychological quality is not mature, and pushed to the society. On the surface, they meet the false impression of higher vocational colleges, and the employment rate is 100%. Hundred, this is actually a "killing" for many young and future young students who have unlimited possibilities. Art Design English mainly introduces some English professional words used in design, as well as every step in English software design, how to complete the design of the work.

The one-sided realization of knowledge is the most unsuccessful performance of higher vocational education. The actual prosperity is precisely due to the comprehensive mastery and application of knowledge. Most students who receive higher vocational education do not have such awareness and consciousness. In fact, this is exactly what higher vocational education pays attention to. Problem. Higher vocational education needs to combine a variety of training modes, follow the basic laws of vocational education, to adapt to the development of modern industries, and focus on cultivating high-quality skilled personnel.

2. PROBLEMS IN THE PROFESSIONAL ENGLISH FOR ART DESIGN

2.1 Concept issues

The essence of "professional English" courses offered in many professional colleges is negative and not optimistic. First, English learning is a long-term process. As a language, it is a trend of social progress in the future. If it is a new language, Lack of attention or lack of learning will inevitably lose good opportunities. Design study is a process of continuous self-exploration in the country. We need to understand new technologies and knowledge. We need to pave the way for English learning. There are not many people who really understand and it will cause some higher vocational colleges to remain in the process. The complicated machinery chewing old knowledge, in the absence of "Professional English" curriculum, does not receive new knowledge. Second, the study of professional English can also urge students to learn the longevity of language learning. Do not attach importance to professional English learning is common in vocational colleges, and the separation of knowledge and faults cannot cultivate students' complete knowledge system. Specifically, higher vocational colleges should consider how to combine professional English education with technical education.

Any type of education cannot be one-sided. In the long run, learning English for art and design professional English will deepen the understanding of professional courses in a comprehensive and multi-faceted manner. On the other hand, it is also a powerful tool for English learning. Both combine to help professional learning. The study of language should be a non-restoring process. Just as people's memory has peaks and valleys, the rhythm of learning cannot be cut off, no matter how much it gets. The recognition of one-sided art students in many higher vocational colleges will easily lead to "malnutrition". Integrating their own majors with English learning is a good method.

2.2 Course contents

The professional English of art design is different from ordinary English education in teaching content. There is always a misunderstanding in the understanding of professional English and ordinary English people. The difference between English and ordinary English is not only professional vocabulary, but more importantly, related to professional fields. Culture, so there is a corresponding requirement for the proper nouns and reading of professional English. Vocabulary in professional English is mostly a professional term. It needs to be combined with a professional context to learn and understand. Text reading is not appropriate. Express professional knowledge content. Therefore, it is necessary to reasonably grasp the degree of content difficulty in setting course content.

2.3 Problems with teaching mode

The teacher leads the students in reading and translating the teaching materials, and then analyzes the discourse structure and grammar. Finally, a certain period of time is reserved for classroom exercises and consolidation of the classroom learning. This traditional English teaching model can easily bring about the boring feeling of the classroom. In addition, imparting knowledge content is tedious and should not stimulate students' interest in learning English. Students are passively accepted individuals in the classroom. Most of the art design

students in vocational colleges are lively and free-spirited. Therefore, they should seek novelty and innovation for their teaching models. They should not be just stuck to the passive teaching methods of traditional English teaching. Such methods will only aggravate students' negative emotions.

2.4 Weak student base

The majority of vocational art design students have a weak English foundation and a low level of emphasis on English. In addition, students do not fully understand the prospects of their majors, and they may not be able to estimate the language barriers they may face in the future. Therefore, there is a clear sense of boredom in learning languages and they feel that learning the role of English is not large, which has led to the majority of students' psychology of boredom. Students have certain difficulties in reading relevant professional English materials and cannot fully understand the contents of English materials. This has a great impact on further learning. Therefore, how to break through the students' psychological barriers and stimulate their interest in English learning is one of the problems that need to be solved. In addition, we must also pay attention to how to design suitable learning content for students of art design majors in higher vocational education. The control of how to link up with professional courses will be of great importance to these weaker vocational art design students.

3. THE CREATIVE THINKING OF THE COURSE OF ART DESIGN PROFESSIONAL ENGLISH

3.1 The curriculum system of professional English and art design infiltration is the foundation

In the course of study arrangement, from point to face, then face to face. Professional English courses and art design professional courses are often combined in the intersection of mutual formation in the form of mass-type teaching, students in the professional English class to understand the history of related professional, aesthetic theory, enrich their views, and in related courses The arrangement will also incorporate relevant training topics to make the design truly perfect in a cross atmosphere. There is a scientific nature of the student's methodology and English knowledge system, and the instructive curriculum is arranged to enhance its evaluation. Thinking ability. Specialized English courses include learning about proper nouns, reading related professional English articles, guiding students in learning, and maintaining momentum in language learning. If the design road is to go far and steady, we should not only possess technology, but also Others are also required to receive education on mastering various courses and other philosophy, theatrical arts, aesthetics, and English courses. Students experience creation and cooperation in various fields. This cross-cutting curriculum arrangement brings students different ideas and insights for the profession to a certain extent. Professional English course study and art design professional education are interpenetrating curriculum systems. Students who want to understand the focus of their majors are often noticed from the course schedule. This kind of emphases is the first time that students understand what they have learned. "Impression" is very important. The arrangement of the

course is to guide the students to learn the course, will give the students a certain psychological hint, in the technical course to integrate relevant professional English courses, starting from the course in all aspects to promote the overall atmosphere of art design learning.

3.2 Proper noun learning in professional English is the key

Vocabulary is the cornerstone of improving learners' language proficiency. Therefore, first of all, it is necessary to start with understanding the basic nouns of the major. Without involving the expansion of new words, it is almost impossible to effectively expand the students' vocabulary. Students' understanding of some professional terms is basic. When reading related articles, proper nouns appearing in them can be properly interpreted and analyzed for their intrinsic meanings. By using this to outline professional knowledge, they can both play a role in deepening the profession. Knowledge impression can also play a role in consolidating and learning English vocabulary. In learning proper nouns, they can be categorized and summarized according to the contents of professional courses. It is better to use the contents of professional courses as a prerequisite to supplement the students. After learning the professional courses, professional English can play a deeper memory and consolidate exercises. The role can also provide students with a familiar context for learning vocabulary, making the students have a clear memory line of vocabulary, and there is also a good way to remember the relevant English vocabulary.

3.3 Reading in short sentences in professional English is important

In the professional English reading, it infiltrates the basic concepts and professional cultural knowledge of the art design professional, so as to achieve a concise summary of the professional curriculum knowledge, from which you can achieve familiarity with the English expression, and strengthen the understanding of the professional content, which is a mutual effect. The integration of interdisciplinary content provides students with a better way to study the arts and design majors. Compared with other majors, the arts and design profession requires the combination of professional content and English, and therefore can be read from some journals when extracting professional English texts. In the appropriate selection of cutting-edge design articles, this learning is a difficult and important point, in order to continuously improve the level of reading and use of English.

3.4 Enhancing the importance of attention is the key

Setting up an English course in art design in higher vocational education is a trend of social progress. It is also in line with the needs of modern higher vocational education. As students enter society and enter various company companies, many design companies require students to be able to with comprehensive capabilities, not only technical skills are required, but some of the design companies are foreign companies, and there are even a few foreign customers. Therefore, students who have acquired professional skills and have corresponding English application skills will have the opportunity to get the chance to work. The improvement of the overall quality and ability will also provide more opportunities for career selection. The overall goal of the professional English teaching in the art design is to cultivate the students' ability to use English within a specific occupation. Therefore, the students must be clear and socially

necessary. What is needed is to increase the importance of professional English learning, and to provide learning motivation for students of art design majors in higher vocational education so that they can develop in a good manner.

4. THE COURSE OF ARTS AND DESIGN PROFESSIONAL ENGLISH CURRICULUM INNOVATION

4.1 Diverse teaching modes

Student-centered, using a variety of teaching models. Multimedia video teaching, through the use of relevant English language micro-video, animation, to enhance the interest of the curriculum, the use of discussion-style teaching, teachers to discuss topics, write this lesson difficult, let students watch while also Review important content, and try to allow students to discuss in basic English in class and exercise their oral expression skills. In addition, teachers should give full play to the leading role in the teaching process, and put forward clear teaching objectives and teaching tasks. The layout of the discussion topics should take into account the overall English level of the students, and evaluate student performance, stimulate students' enthusiasm and initiative, and make Students understand the frontier dynamics of the industry, enable students to understand the important role of professional English, and stimulate students' learning motivation to break the traditional meaning of English teaching methods.

4.2 The use of multimedia transmission

When China enters the era of new media, teachers can record corresponding mini-courses for the key content of the course and design mobile phone APP software through UI to enrich classroom content. In this way, students can use fragmented time to learn and absorb practical topics. In the classroom content, the practicality of the curriculum is enhanced, and at the same time, it actively promotes the employment of students. In the classroom, video, pictures and other forms of display of teaching content, improve student interest in learning, the use of multimedia voice classrooms, training students listening and speaking ability, the teaching content should closely follow the development trend of the field, will be the most cutting-edge research in this field The results are integrated into everyday teaching and the content of the curriculum is kept up to date. In addition. The software operations that must be mastered by art design professionals, such as CAD, 3D, PS, and other software, can be taught in English. The proficient use of English versions of software can enable students to influence operations without worrying about version issues, and also motivate students to become familiar with the software. The English professional words in English have deepened the memory of English words in an imperceptible manner.

4.3 Establishing a module for general education

The school integrates art designing and professional English courses. When setting up the time-lapse lesson template, attention can be given to setting up arts and design professional English courses in conjunction with specific situations. In conjunction with the art designing professional requirements design course, some professional English courses closely related to the positions are added. Its contents mainly include the use of simple English to express design

ideas, the use of English to communicate with foreign customers, and students to learn more knowledge through general education content. In order to ensure students' independent study choice, they can use general knowledge. The content of the lesson is a free bonus point, allowing students to choose their own learning content based on their own basics and interests. At the end of the final period, they can be classified as normal grades. This freedom of choice ensures that the student's motivation to learn, but also allows students to maintain the necessary learning time after school hours.

4.4 Carrying out various teaching activities

In the process of teaching English for the art design professional, in the specific course links, teachers should create related content, pay attention to the diversity of teaching methods, and carry out situational teaching, language knowledge teaching, English language function teaching, simulation teaching, and case teaching. At the same time, in the teaching format of professional English for art and design, teachers can use different teaching methods, such as group discussion, cooperation between two people, and negotiation with customers, etc., to change the way students traditionally attend lectures and expand the students' Sensory, to promote students' enthusiasm for learning and enhance teamwork. For example, in the "simulation design company situation" teaching process, teachers develop group teaching, divide the whole class of students into several groups, and then let the students play certain roles respectively, so that the students can express in English how to introduce the company to foreign customers. Students are encouraged to communicate in the context of the build. In this process, teachers can help students acquire English materials and exchange experiences they may use, organize students to meaningfully learn, and accumulate rich experience for students to effectively solve problems related to innovation and entrepreneurship.

5. CONCLUSION

Under the background of "knowledge integration", talents with skilled professional skills and communication skills in English have gradually been valued and welcomed by various companies and enterprises. Talent cultivation has always been an inexhaustible motive force for social development and the reform of English teaching in higher vocational and technical education. And the cultivation of compound talents calls for the innovation of teaching models. Through the above various forms, we will improve the practicality and interest of art design majors and professional English courses, and maximize the teaching effects of the professional arts and design English courses. Eventually, students will be able to learn in professional English, be bold, and understand. Written, laid a good foundation for students to accept higher education or to successfully go to work. Professional English teaching is an interdisciplinary and integrated curriculum. Ultimately, it establishes a teaching system centered on social needs and ability-based training, and cultivates highly qualified and talented people with a high level of English application for the society.

REFERENCES

- [1] Sun Cheng. On Reform and Innovation of English Teaching in Higher Vocational Colleges [J]. Industry and Technology Forum, 2012.
- [2] Chen Zhi. A Brief Discussion on Higher Vocational English Teaching Model and Teaching Reform [J]. Science and Technology Information, 2009.