

# Integration of industry and education: A Study on the multimedia innovation of English Curriculum in Private Higher Vocational Colleges in Guangdong

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**Abstract:** In order to implement the new requirements of national vocational education for talent training objectives, based on the current situation of English Teaching in Higher Vocational Colleges and the opportunities and challenges under the integration of industry and education, this paper discusses the implementation of constructing a mixed teaching model from the system of teaching design, content, method and evaluation. Under the integration of industry and education, the multimedia teaching model of English in higher vocational colleges aims to establish a cooperative, open and improved teaching goal and environment. Provide new ideas for the cultivation of vocational education talents in the new era.

## 1. INTRODUCTION

At present, deepening the reform of Introducing Enterprises into Education and promoting the collaborative education of industry and education is the direction of the reform of vocational education system during the 14th Five Year Plan period. The integration of industry and education is to make full use of industry and enterprise resources to achieve the integration of industry and education. It is a new school running mode of the current vocational education mode. Under this mode, schools and enterprise resources complement each other. With the help of high-quality practical resources of enterprises, the university has been improved in talent training, teaching and scientific research; Enterprises benefit from the scientific research and teacher-student resources of the school, which improves the innovation ability and the high-quality transformation of productivity.

Higher vocational English courses are combined with the job needs of enterprises and industries. With the help of industry standard, the feedback between teaching and learning, learning and use is connected, so as to build a suitable platform for enterprises and schools. Based on the in-depth investigation of the needs of professional English in deep cooperative enterprises and the current situation of Higher Vocational English Teaching, this paper relies on the development direction of vocational education and the background of the integration of industry and education in the 14th Five Year Plan period, combined with the high-speed economic development in the special position of Dawan District, Guangdong, Hong Kong and Macao, and the workplace environment with a large demand for talents in foreign language and foreign

trade. Research together with many private higher vocational colleges and in-depth cooperative enterprises in Guangdong to explore a set of Higher Vocational English teaching mode that can really improve the quality of talent training, quickly realize the transformation of enterprise productivity and talent reserve, create the characteristics of Higher Vocational English Curriculum Teaching in higher vocational colleges, and establish a platform for school enterprise cooperation and education.

## 2 CURRENT SITUATION OF ENGLISH TEACHING IN HIGHER VOCATIONAL COLLEGES IN GUANGDONG

College English is a public compulsory course in higher vocational colleges. The course is for all students in the school. It is generally offered for one academic year. The course content is highly comprehensive and involves several modules of listening, speaking, reading, writing and translation. However, due to the influence of domestic traditional education system, education concept and education mode and the limitation of private college teachers, equipment and other resources, most higher vocational colleges, especially private higher vocational colleges, with College English courses with weak applicability, and the content of students' learning is separated from their future jobs and can not be used.

At the same time, there are many private higher vocational colleges in Guangdong, with 10000 or thousands of students enrolled every year. However, most of the students in this group are very weak in basic

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cultural courses, especially English. At present, higher vocational English schools mostly use the traditional books as teaching resources. The traditional way of inculcating students with book knowledge leads to low teaching efficiency. In the long run, students lack motivation and confidence in English learning, and even abandon themselves and deal with it passively. At the same time, it also makes the necessity of curriculum existence lower and lower. The jobs of students in Higher Vocational Colleges after graduation, especially the enterprises located in the Great Bay area of Guangdong, Hong Kong and Macao, have kept higher demand for professional English, and various industries also put forward higher requirements for the comprehensive quality of talents. Therefore, there is an urgent need to reform a new innovative teaching model.

Some scholars believe that the "14th five year plan" period is also a period of talents. Should focus on cultivating students' cognitive ability, pay attention to heuristic, exploratory, participatory and cooperative teaching modes, and strengthen the cultivation of students' scientific quality, information literacy and innovation ability. Especially for the cultivation of talents in vocational colleges, the school urgently needs to adjust the cultivation of talents in combination with the future development of various industries, so as to output more suitable talents for the society. In this regard, the integration of enterprise and industry post knowledge into higher vocational English teaching activities can play a more positive role.

### **3 CHALLENGES FACED BY HIGHER VOCATIONAL ENGLISH CURRICULUM UNDER THE MULTIMEDIA TEACHING MODE OF INDUSTRY EDUCATION INTEGRATION**

The teaching mode under the multimedia mode of industry education integration, which is deeply integrated with enterprises, takes the industry standard as the education benchmark and takes the employment needs of enterprises as the training goal, will put forward high requirements for the curriculum design, curriculum implementation, curriculum effect evaluation and teachers' needs involved in Higher Vocational English curriculum. The change of students' learning content, learning behavior and direction, and teachers' teaching methods are also a new challenge for teachers and students. The author investigated several private higher vocational colleges in Guangzhou, Guangdong Province, and learned that these higher vocational colleges are also trying to carry out the integrated teaching of industry and education. Most of them are limited to the cultivation of professional courses or directly take the order type talent cultivation, involving public core quality courses. But for higher vocational English, at present, there is no attempt to carry out the integrated teaching reform of industry and education in it. For all of that the challenges will be multifaceted.

#### **3.1 Transformation of teaching concepts and ideas**

The reform of any teaching method will be the renewal of teaching concepts and teaching ideas. The new teaching concepts must have the teaching thought which matches with it. Compared with the traditional teaching model, the most fundamental reform of the multimedia teaching model of the integration of production and education in Higher Vocational English curriculum lies in the transformation of teaching concepts. First of all, teachers must realize that they can no longer use the traditional teaching mode of copying books. Under the current mode, higher vocational English teachers are no longer just the requirements of English professional knowledge, but must be familiar with the needs of professional English in the corresponding industry, that is, familiar with industry standards. Secondly, the transformation of teaching role. In traditional higher vocational English, teaching is the indoctrination of book knowledge, and learning is the passive form of accepting classroom knowledge. Under the current mode of integration of industry and education, it must be an effective combination of teaching and learning, in and out of class, active learning and practical movement.

#### **3.2 Transformation of teaching contents and teaching methods**

According to the traditional teaching mode, classroom teaching will be completed within 45 minutes. Teachers have a fixed mode for classroom content, classroom process, time and teaching means, which is relatively easy to control. Under the multimedia mode of industry education integration, teaching is no longer to complete the teaching task by the teacher in the whole course. Teachers must study the integration of the knowledge and skills required by the industry, enterprises and posts into the teaching process on the basis of being familiar with the industry standards. Classroom design and organization also need to be changed according to different majors of students. Teachers need to make a more detailed design of teaching in advance, and at the same time, it must be combined with post standards and employment needs. The teaching content of each course needs to be reset. There is no standard mode, and it is impossible to fully control the acceptance of the teaching content. In addition, it is also a great challenge for teachers to transform the skill needs into a teaching method acceptable to students.

#### **3.3 Transformation of teaching effect evaluation form**

According to the survey, at present, the curriculum assessment of Higher Vocational English in most higher vocational colleges adopts the usual score + final paper score. This method is relatively easy to operate and is also an easy to understand evaluation form, which can be directly counted by intuitive scores. In the multimedia form of industry education integration, the mastery and

application of students' knowledge points or skills can not be counted only by intuitive scores and short-term results. The evaluation of teaching effect is no longer the students' completion of the content of the paper and the mastery of the basic content of English, but the evaluation of the students' comprehensive situation. At the same time, it should also include the students' comprehensive application of English ability in the workplace and workplace factors.

### 3.4 New requirements for the improvement of teachers' quality

In the multimedia English Curriculum of higher vocational education with the integration of industry and education, teachers are no longer a single teacher of classroom knowledge, but not only need solid English professional knowledge. Teachers need to improve their self-cultivation in many aspects. Besides having the professional knowledge of the corresponding teaching class, they must also master the knowledge of the industry. In addition, they should constantly expand and improve the latest information of relevant industries and occupations, keep up with the trend of knowledge renewal of the times and keep learning. In addition, they also need to have certain modern educational information technology literacy, such as skillfully playing with the current popular video editing software and shooting short videos. Therefore, the requirements for the quality of Higher Vocational English teachers are becoming higher and higher.

## 4 APPLICATION OF MULTIMEDIA TEACHING INTEGRATING INDUSTRY AND EDUCATION IN HIGHER VOCATIONAL ENGLISH CURRICULUM

The new multimedia mode of industry education integration adopts the new multimedia teaching mode of Higher Vocational English Curriculum TSCER, such as collaborative teaching mode, Situational teaching mode, MOOC, flipped classroom, work-based teaching and so on. TSCER teaching mode pursues the combination with big data technology, and effectively uses modern educational technology means to share the resources such as pictures, videos and sound effects required by the course, build a multi-dimensional virtual space, stimulate students' auditory, visual and other sensory systems in multiple ways, and improve students' learning attention. Enable the learning and teaching content to achieve effective input-output, so that students can acquire English language knowledge and skills in an environment close to the future professional content, and can quickly and accurately adapt to the post role and realize their own value after taking the job. The interaction between vocational education and multiparty active and effective teaching enables students to become the main body of learning, so as to improve students' comprehensive quality and core quality. In the TSCER) new mode ( T : Task and Teaching ) ;S : Student and Self

learning ; C: Communication and Collaboration ; E: Evaluate; R: Reflect and Feedback). The respective roles, mutual relations and mutual influences among teaching preparation, teaching process and effect evaluation system, the implementation and effect of the new model, and the advantages of the new model.

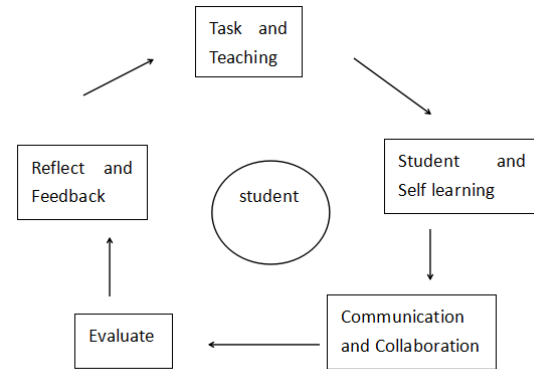


Fig 1 TSCER MODE

### 4.1 Enhance the teaching consciousness and form of industry education integration

Teachers' subconscious recognition of the multimedia teaching mode of production education integration and the reserve of industry and professional knowledge will also guide the improvement of ability under the new teaching mode. During the "14th five year plan" period, China will build a well-off society in an all-round way and realize "building a strong country in culture, education and talents". It is proposed to "increase human capital investment, enhance the adaptability of Vocational and technical education, deepen the integration of Vocational and general education, industry and education, school enterprise cooperation, explore the apprenticeship system with Chinese characteristics, and vigorously cultivate technical and skilled talents". Higher vocational English teachers must keep up with the baton of national education, truly integrate the integration of production and education into classroom teaching, have the courage to challenge, change the traditional teacher-centered concept, strengthen learning and keep up with the pace, so as to keep up with the national and even international education trend. To be in the vocational education circle, we should be able to cultivate high skilled talents for the country.

### 4.2 Build a multimedia teaching model with professional and professional characteristics

The biggest difference between Higher Vocational English and undergraduate education is that higher vocational English needs to pay attention to the guiding policy of professionalization. In the version of English curriculum standard for Junior College of Higher Vocational Education (2021) (hereinafter referred to as the curriculum standard), it is proposed that the core literacy of Higher Vocational English includes four aspects: foreign-related communication in the workplace, multi-cultural communication, improvement of language

thinking and improvement of autonomous learning. In the process of Higher Vocational English education, we should reflect the factors of professionalization, and run through the characteristics of professionalization and professionalization. In addition, the curriculum standard mentions the vocational English skills of the fifth part of the curriculum content, "teachers should highlight the language use in the workplace situation in the teaching process". Therefore, higher vocational English teachers should deeply integrate the concept of "workplace" education into the curriculum, including curriculum plan, teaching content, process and evaluation, which should reflect the characteristics of the profession. Strive to build a "how to use English in vocational reform" and "how to effectively use English learning simulation scene in the workplace" in the teaching process, so that higher vocational English classroom is no longer a boring classroom, but a multi-element and vitality learning.

#### **4.3 Schools and enterprises jointly build teaching teams to realize resource sharing**

In recent years, in order to better guide the school running direction of Vocational Colleges and clarify the school running ideas, the state has guided the school running path of industry education integration and school enterprise cooperation of Vocational Education in the form of documents. The spirit of these documents points out the direction for the next development of vocational education, especially how to develop the integration of industry and education. Build a new development pattern for vocational education, deploy the innovation chain around the industrial chain, arrange the industrial chain around the innovation chain, carry out pilot projects in cities, industries and enterprises integrating industry and education, accelerate institutional innovation, strengthen platform construction, improve the ability of industry and education to jointly educate people and innovate, and support industrial transformation and upgrading.

With the deep integration of industry and education, the current implementation of colleges and universities is more reflected in the needs of special posts in enterprises, while there are few attempts in embedded courses of Higher Vocational English courses. Therefore, in the employment environment of Guangdong, Hong Kong and Macao Dawan District, most enterprises have foreign language requirements for employment needs, and the combination of specialty and foreign language should be reflected in the workplace. Therefore, English teachers in higher vocational colleges, with heavy responsibilities, should carry out post tracking learning with deep cooperative enterprises, send young and middle-aged backbone teachers to study in enterprises in summer vacation or other time, or hire enterprise technicians to wait until the school as part-time teachers, so as to jointly build a double qualified teacher team with professional knowledge and mastering industry and post skills, so as to better realize resource sharing.

#### **4.4 Promote teaching through competition and encourage teachers and students to improve together**

In February 2019, the State Council issued the implementation plan of national vocational education reform, which proposed that China's rapid economic development must have a large number of high-quality vocational skill talent resources. Higher vocational education is mainly high-quality comprehensive skilled talents, among which "promoting teaching through competition" is the best way to cultivate students' practical ability. Competition promotes teaching and learning, and teaching and learning grow together. In the process of preparation and competition, teachers and students can benefit from it. In addition to the continuous improvement of their professional skills, the experience of participating in the competition is also a learning process of teachers and students' experience. In recent years, various professional competitions have also been favored by all walks of life. For example, the popular "National College Students' vocational skills competition", "FLTRP Cup" national teaching competition, various professional skills competitions, etc. Teachers can benefit a lot whether they participate in various competitions by themselves or guide students to participate in various English competitions.

In addition, schools and enterprises are encouraged to jointly organize competitions with specific professional and post characteristics, which also adds content to the in-depth development of the integration of industry and education.

## **5 CONCLUSIONS**

The application of multimedia teaching mode of industry education integration can effectively promote the integration of workplace information factors, effectively promote the development, research and utilization of high-quality teaching resources, and effectively promote the professional adaptability of talent training and the completion of job matching. However, there are still some difficulties in the implementation of this teaching model. Further research is needed on how to find appropriate teaching contents according to the needs of the workplace, how to choose appropriate teaching methods and means according to the characteristics of students and majors, and how to effectively control the difficulty in the teaching process.

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