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VOCATIONAL QUALITY EDUCATION IN NEW ENGINEERING COLLEGES UNDER THE BACKGROUND OF ENGINEERING EDUCATION CERTIFICATION RESEARCH ON INTEGRATION INTO FOREIGN LANGUAGE TEACHING PRACTICE

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ABSTRACT

Strengthening vocational quality education in new engineering universities is a necessary way to ensure the quality of personnel training and promote the internationalization of engineering education. In order to make English courses in new engineering colleges serve students better, Meet the future development needs of students, This paper explores the integration of vocational quality education into English classroom teaching reform around the three educational concepts of "student-centered", "output-oriented" and "continuous improvement", This paper puts forward some ways to improve the quality and effect of foreign language teaching, such as offering courses with different emphases according to students' needs, defining the goals to be achieved in classroom teaching, and adjusting teaching forms in time according to classroom response. For students to better adapt to the future workplace and the era of closer diversified and international exchanges, and put forward suggestions on how to cultivate compound talents who can connect with the times.

KEYWORDS: Engineering certification, new engineering colleges and universities, Vocational quality education, foreign language teaching

INTRODUCTION

On June 2, 2016, China became the 18th full member of Washington Accord. Domestic colleges and universities actively seize the opportunity of the third industrial revolution, truly make their engineering education reach the "double first-class" level, be in line with international standards, and carry out professional construction and teaching work with reference to various engineering education professional certification standards stipulated in Washington Accord (drawn up by the International Engineering Union). The results of engineering education certification of certified institutions will be recognized by other members of the agreement, and graduates who have passed the certification will enjoy the same treatment as their own graduates when applying for engineer qualification in relevant countries. The certification standard of engineering education in China is based on OBE (Outcome-based Education).

Under the background of new scientific and technological revolution, new industrial revolution and new economic challenges, the construction of new engineering is a new stage of continuously deepening the reform of engineering education in China's higher education from the perspective of serving the national strategy, meeting industrial needs and facing future development. Driven by promoting the construction of new engineering and the reform of engineering education, in recent years, many colleges and universities have made continuous efforts to build universities of applied sciences with distinctive characteristics, and devoted themselves to cultivating compound and applied talents to serve the local regional economy. The cultivation of compound talents emphasizes "interdisciplinary, knowledge integration and ability compound", while applied talents emphasize "direct correspondence" with economic and social development more than academic and research talents. The structure of knowledge, ability and quality of compound applied talents has distinct characteristics, which requires solid theoretical foundation, wide professional knowledge, strong practical ability, high comprehensive quality, and strong ability to apply, popularize and transform science and technology. For the cultivation of compound applied talents, more emphasis is placed on social adaptability and service consciousness, paying attention to the construction of local economy and culture, cultivating language ability and communication ability, and highlighting the talent types of combining learning with application, learning with doing and learning with creation.

Facing the current times full of opportunities and challenges, college students should make good preparations for their career, constantly improve themselves and improve their professional quality before going to the society. This is the premise of successfully grasping opportunities and meeting challenges, and it is the key to smooth employment and successful entrepreneurship in the future. Professional quality refers to the inherent basic quality formed and developed by workers through education, labor practice and self-cultivation on the basis of certain physiological and psychological conditions, and plays a role in professional activities. It is a comprehensive expression of workers' ability to understand and adapt to social occupations. Professional quality is characterized by professional knowledge and professional skills, but it is not the whole content. It is an organic combination of people's ideological and political quality, professional ethics quality, scientific and cultural quality, professional skills quality and physical and mental quality. Graduates who go out of school, although they have accumulated certain knowledge, do not mean that they have the professional qualities required by various professional positions.

In recent years, as the development of science and technology is accelerating day by day, the market economy is improving day by day, and the cycle of knowledge renewal is getting shorter and shorter, many employers no longer welcome low-skilled "specialist" talents in employment specifications, but welcome "generalist" talents with wider knowledge and wider professional ability. Therefore, in order to meet the requirements of the development of the times, college students should pay more attention to the cultivation of comprehensive ability while learning and mastering professional knowledge. Only by unifying the reasonable knowledge structure and the ability to adapt to the needs of society can we be invincible in job hunting.

2. THE CURRENT SITUATION OF FOREIGN LANGUAGE TEACHING IN NEW ENGINEERING COLLEGES

Article 8 of "Several Opinions on Strengthening Undergraduate Teaching and Improving Teaching Quality in Colleges and Universities" promulgated by the Ministry of Education in 2007 advocates the use of English and other foreign languages for teaching in colleges and universities, with the aim of making students more adapt to the process of economic globalization and cope with the ever-changing scientific and technological changes in the present era. In 2012, the Ministry of Education issued "Several Opinions of the Ministry of Education on Improving the Quality of Higher Education in an All-round Way", which also mentioned "strengthening the international exchange and cooperation level of universities, supporting the exchange of Chinese and foreign universities, the exchange of credits, and the mutual award of degrees". It can be seen that professional foreign language teaching conforms to the trend of the times and the needs of educational development. Today, with the rapid development of science and technology, the rapid progress in various fields and the extremely close communication among countries, it is not enough to learn some basic professional foreign language vocabulary, because reading professional foreign language documents requires certain methods, and understanding academic conferences related to fields also requires certain introductory skills and training. At the same time, it is also necessary to combine professional quality and foreign language ability organically to meet the needs of students going to the workplace, conducting diversified communication and meeting international communication.

2.1 Foreign language courses are outdated and lack of vocational education elements

Judging from the current implementation situation in colleges and universities, although professional foreign language teaching is included in the curriculum system of engineering majors in many colleges and universities, the curriculum content is not followed up in time, and the learning content is usually based on professional related vocabulary, lacking professional quality training elements, and the selected teaching materials are often outdated. At the same time, due to the lag of textbook compilation, it can't keep up with the development of science and technology, which leads to the fact that foreign language teaching for engineering majors often can't keep up with the development of the times.

2.2 Students' enthusiasm in class is not high and their learning effect is not good

Because the classroom content is not targeted and cannot meet the needs of different students, students are not interested in the course, teachers become the protagonists in the classroom, and students' classroom participation is low. This has something to do with the curriculum, the content of the curriculum and the teacher's way of attending classes. Especially if the teaching purpose of a class is unclear and the content is monotonous, only the general idea of the article is understood according to the teaching materials and unfamiliar vocabulary is sorted out, the whole class lacks the atmosphere of independent exploration and students' participation, and the learning effect is limited.

2.3 The evaluation system is single and cannot reflect the real teaching effect

The evaluation system of foreign language courses for engineering majors in most schools is relatively simple, which basically evaluates students' compliance with this course in the form of examinations, and the final test scores often play a decisive role. This means that teachers can only judge students' mastery according to the final test scores. However, the exam can make most students get a good-looking score by making temporary surprise before the exam or probing into the key points of the teacher's questions over the years, which will give the instructor the illusion that all the students have sufficient mastery of this course, and will neglect to continuously improve and update the course.

3. EXPLORATION AND PRACTICE OF FOREIGN LANGUAGE TEACHING IN NEW ENGINEERING COLLEGES

Foreign language teaching for engineering majors in colleges and universities should aim at cultivating students to master professional vocabulary, possess certain foreign language scientific and technological writing ability, be able to conduct literature research and have comprehensive professional quality to seek solutions to engineering problems. Under the background of educational reform, how to make foreign language courses for engineering majors keep pace with the development of the times, meet the requirements of students' graduation and even meet the needs of post-graduation development is an urgent problem to be solved. We can discuss how to reform foreign language classroom teaching around the concepts of "student-centered", "output-oriented" and "continuous improvement" in engineering education and teaching.

3.1 "Student Center"-Offering courses with different emphases according to the actual situation of students

Different courses can be offered according to the actual situation of students. Under the background that the state encourages joint education with foreign countries, colleges and universities all have foreign colleges and universities with counterpart exchanges, and some students have plans to become exchange students. In addition, it is more common to choose to go abroad for further study after graduation, so the requirements for this group of students' English ability, diversified communication ability and professional quality are definitely higher. At the same time, with the continuous increase of the national postgraduate entrance examination rate, many students choose to go to graduate school, and graduate students have higher requirements for professional English. Reading foreign literature and writing English papers are necessary skills. For students who choose to go to work after graduation, they need to meet the needs of daily communication, and at the same time, they need to be familiar with domain-related vocabulary and be able to understand documents and communicate effectively when the company involves foreign cooperation projects. According to the different needs of the above students, offer foreign language courses with different emphases, Courses are set up according to three dimensions: professional quality ability, reading English literature, introduction to English scientific and technological writing, and reading common documents in engineering field. Students can better meet the different needs of students by choosing

the courses they need for their own development, and targeted learning will have better learning results.

3.2 "Output Orientation"-Clarify the goals to be achieved in classroom teaching

Teachers should be clear about the curriculum objectives of each class, and design the classroom with the guidance of completing the teaching objectives of each class. For students, making clear classroom tasks and learning with goals can not only make listening to lectures more efficient, but also help to sort out what they have learned again after class. Classroom content arrangement should closely focus on the teaching objectives of each class, and teachers should advance step by step by asking questions and solving questions, and lead students to complete the complete exploration process. At the same time, playing the latest audio and video related to the classroom content can enrich the classroom content, make the classroom livelier and more interesting, create a classroom atmosphere that encourages students to express their views boldly, and improve each student's participation in the classroom. The evaluation system of the course should be designed according to the teaching objectives of the course, and the completion degree of preview before class and classroom performance should be included in the final evaluation system, and the investigation should be carried out around the curriculum objectives.

3.3 "Continuous Improvement"-Adjust the teaching form in time according to the classroom response

After teaching students in different classes according to different needs, combined with the students' reaction in the teaching process, the course content can be adjusted in time, and the adjustment time is not limited to the feedback of students' final grades after the course is completely finished, but the feedback of students' mastery can be collected in time after each class to adjust and arrange the next class. For students who focus on the latest subject progress in the field, arrange corresponding video and audio materials and expand reading as after-school tasks after each class, and report the results in groups of no more than two people. The amount of homework should be arranged reasonably. In order to save classroom time, the report can take the form of spot check.

4. COUNTERMEASURES OF INTEGRATING PROFESSIONAL QUALITY EDUCATION INTO FOREIGN LANGUAGE TEACHING

4.1 Continuously improve the teaching content

Curriculum standards stipulate curriculum nature, teaching objectives and content setting, which are important reference contents for curriculum development and play a certain guiding role in the actual development and implementation of curriculum. Therefore, teachers should reform and innovate the content of basic education according to the development needs of college students and teaching practice, According to the future development goals and training direction of college students, it is an inevitable requirement for the current college students' career construction to formulate

appropriate career planning, so as to make the career planning education of college students achieve professional, systematic, standardized and scientific development.

4.2 Cultivate awareness of cross-cultural communication

When teachers carry out teaching activities, they should consciously cultivate students' awareness of cross-cultural communication. Before carrying out this content, teachers should first improve their cross-cultural cognitive ability, improve their foreign language communication and translation ability, for example, teachers should explain foreign languages as much as possible in class. Because teachers are role models for students, their words and deeds not only attract students' attention at all times, but also play an exemplary role among students. Many students will unconsciously follow suit in daily life, study and communication. If teachers' awareness and ability of cross-cultural communication are not strong enough, they will unconsciously reveal themselves in teaching, thus having an impact on students.

4.3 Building a Social Practice Platform

Teachers can organize students to carry out teaching practice, and social practice can help college students manage themselves and improve their comprehensive quality. After students understand and make career plans in detail, the best way is to exercise their own abilities through social practice, accumulate abilities and increase their knowledge in practice, and lay the foundation for future employment. Moreover, the contents and forms of practice are diverse, and social research, enterprise visits, on-site internships, participation in social welfare activities, professional competitions, competitions, etc. can be carried out to find the most effective way to improve self-professional ability.

5. CONCLUSION

At present, there are still many aspects to be improved in foreign language classroom teaching in new engineering colleges. Colleges, as the curriculum setters and teachers, as the main builders of the curriculum, set up courses according to the characteristics of the times and meet the needs of students, and build a goal-oriented classroom. Guided by the concepts of "student-centered", "continuous improvement" and "output-oriented", the curriculum setting form, curriculum content and assessment methods, Combining teaching objectives with the characteristics of professional quality training, Change the tradition, break the routine, choose the teaching mode suitable for the current students' development needs, realize the integration of teaching content and professional quality, adjust the personnel training measures in time, improve the quality of personnel training in colleges and universities, promote the improvement of personnel training quality in China, and train engineering and technical personnel who can be in line with international standards.

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