Practice and Exploration of Higher Vocational Public English Course Reform in Higher Vocational Education under the Background of "Post, Course, Competition and Certificate"

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Abstract: With the deepening of industry-education integration, the integration of "post, course, competition, and certificate" has become the core orientation of higher vocational education course reform. Higher vocational public English courses face problems such as disconnection between "course and post", separation of "competition and teaching", imbalance of "certificate and teaching", and single evaluation. This paper explores the paths and methods of course reform from five dimensions: reconstructing curriculum standards, integrating teaching content, transforming resources, integrating teaching processes, and building a diversified evaluation system. It aims to realize the in-depth connection between English teaching and post needs, skill competitions, and provide a reference for the higher vocational public English courses reform.

Keywords: Higher vocational public English; Integration of post, course, competition, and certificate; Course reform

1. Introduction

Deepening industry-education integration is of great significance for comprehensively improving teaching quality, expanding employment and entrepreneurship, and promoting economic transformation and upgrading under the new situation [1]. The "National Vocational Education Reform Implementation Plan" proposes to "improve the comprehensive talent training mechanism of 'post, course, competition and certificate'". The "Higher Vocational Education Junior College English Curriculum Standards (2021 Edition)" emphasizes that curriculum content should be connected with professional practice and workplace needs, creating teaching scenario tasks similar to those in industries and enterprises. English teaching reform aims to combine industrial needs with educational content to cultivate students' practical application abilities [2]. By integrating actual work needs, curriculum content, competition activities and professional certificates, "post, course, competition and certificate" improves students' English learning motivation and practical application abilities, meeting the needs of their future career development [3]. Implementing the integrated teaching model of "post, course, competition, and certificate" in public English courses is an inevitable choice to keep up with the times [4].

2. Current situation and prominent problems of higher vocational public English teaching

2.1. Disconnection between "course and post"

Most higher vocational colleges use a unified curriculum standard, teaching plan, textbook and evaluation system for public English courses, lacking professional pertinence and uniqueness. It is difficult to connect with the post needs, which affects the quality of talent training [5]. Teaching often focuses on the imparting of linguistic knowledge [6], ignoring the cultivation of workplace English skills, and the urgent need to supplement industry-specific English knowledge [7]. For example, the product promotion and interpersonal communication skills required by e-commerce students are not systematically trained in the courses, resulting in a disconnection between teaching and actual post needs.

2.2. Separation of "competition and teaching"

Skill competitions are important platforms to improve students' practical abilities and test teaching quality. Higher vocational public English competitions, such as the "Foreign Language Teaching and Research Press·Guocai Cup" and "Understanding Contemporary China" National College Students' Foreign Language Ability Competition, have scoring standards and ability requirements that are highly consistent with workplace English communication abilities. Most colleges regard skill competitions as "elite activities for a few people", failing to integrate competition content, scoring standards, and training methods into daily teaching; competition results are not transformed into teaching resources, and the coverage of competition benefits is narrow, failing to achieve the educational goal of "promoting learning and teaching through competitions".

2.3. Imbalance of "certifications and teaching"

Most higher vocational colleges take the final exam as the main evaluation basis for public English teaching. Some teachers fall into the misunderstanding of "examination-oriented teaching", ignoring the cultivation of English application abilities in professional scenarios. Students can pass exams, but cannot apply English. They are often at a loss when facing practical tasks such as product introduction, customer communication and complaint handling.

2.4. Single evaluation

The evaluation method of higher vocational English teaching is relatively single [8]. The evaluation subject of traditional higher vocational public English teaching is only teachers, and the evaluation content focuses on the memory and reproduction of linguistic knowledge, ignoring the assessment of students' post-application abilities, cross-cultural communication abilities and professional literacy, which is contrary to the educational concept of integrating "post, course, competition and certificate".

3. Reform paths of higher vocational public english courses under the integration of "post, course, competition and certificate"

3.1. Reconstruct professionally targeted curriculum standards

Curriculum standards are the core basis for the integration of "post, course, competition and certificate". It is necessary to systematically integrate various standards and reconstruct the curriculum standard system in combination with post needs.

   (1) Establish a curriculum standard development team composed of "English teachers + enterprise teachers + competition judges + certificate assessors", investigate the employment posts corresponding to the

major (such as foreign-related tour guides), sort out the core English skills (such as English tour guides' welcome speeches) and professional literacy (such as communication etiquette, teamwork and sense of responsibility) required by the posts, and form a list of post English ability requirements.

(2) Integrate national vocational education standards, post standards, competition standards (such as the requirements for language expression, logical thinking, video creativity, material selection, video editing and shooting skills in the "Foreign Language Teaching and Research Press·Guocai Cup" and "Understanding Contemporary China" National College Students' Foreign Language Ability Competition) and English tour guide certificate examination standards, extract common and individual needs, and transform them into the knowledge, skill and literacy goals of the course.

(3) Formulate differentiated curriculum standards for major categories. For example, the e-commerce major focuses on skill goals such as product promotion and platform communication; the tourism management major highlights literacy requirements such as English expression of tour guides' welcome speeches, foreign-related reception etiquette and cross-cultural communication, ensuring that the curriculum standards are highly consistent with post needs, competition requirements and certificate assessments.

3.2. Construct a modular teaching content system

Teaching content is the carrier for the integration of "post, course, competition and certificate". Centered on post ability needs, break the boundaries of textbook chapters and construct a modular and project-based teaching content system.

3.2.1. Design modules based on post work processes

Taking the post work process as the logical clue, divide the teaching content into modules, each corresponding to specific vocational ability requirements. Based on the e-commerce work process of "pre-sale - in-sale - after-sale", the author constructs three modules, six projects and several sub-tasks for the practical teaching of e-commerce majors (**Table 1**), exploring the integration of "post, course, competition and certificate".

Table 1. Modular design of practical teaching for e-commerce majors

Modules	Projects	Core tasks	Recommended class hours	Corresponding ability goals
Pre-sale	Brand Establishment and Marketing	Brand positioning, naming, marketing plan design and drill	2	English expression for brand promotion, business copywriting ability
	Product Selection and Introduction	Product understanding, selection, interpretation, presentation and drill	2	English expression for product promotion, interpersonal communication ability
In-sale	Order Management	Inquiry response, price negotiation, ordering, payment, order follow-up and drill	2	English skills for business negotiation, interpersonal communication ability
	Logistics and Warehousing	Warehousing, packaging, logistics selection, logistics tracking and drill	2	Logistics-related English expression, practical operation ability
After-sale	After-sales Service	Dispute handling, return and exchange, claim settlement, customer feedback and drill	2	English skills for complaint handling, customer service literacy
Comprehensive Application	Simulation Drill	Simulation of complete e-commerce business processes	2	Comprehensive vocational English application ability

3.2.2. Integrate competition and certificate assessment content

Incorporate competition points and professional certificate examination points into task design. Taking the project "Product Selection and Introduction" as an example, combined with the examination points such as "understanding products, selecting products and describing products" in the "1+X Cross-border E-commerce B2B Data Operation Vocational Grade Certificate", and referring to the scoring standards of writing and speech competitions, select Xiangyunsha cheongsams from Hubei intangible cultural heritage Xiangyunsha base as the training carrier, and design six sub-tasks (**Table 2**): "Understanding Xiangyunsha Cheongsams, Selecting Xiangyunsha Cheongsams, Appreciating Xiangyunsha Cheongsams, Describing Xiangyunsha Cheongsams, Discussing Xiangyunsha Cheongsams and Displaying Xiangyunsha Cheongsams". Each sub-task corresponds to post-skill requirements, and integrates the language expression, logical thinking requirements of competitions and knowledge points of certificate examinations, enabling students to improve their competition ability and certificate examination level while completing post tasks.

Table 2. Integration design of "post, course, competition and certificate" for the project "product selection and introduction"

Sub-tasks	Corresponding Post Skills	Certificate Examination Points	Competition Points
Understanding Xiangyunsha Cheongsams	Product research and information sorting	Understanding basic product information	Material accumulation for prepared speeches
Selecting Xiangyunsha Cheongsams	Target market product selection	Product selection and positioning	Applied reading ability
Appreciating Xiangyunsha Cheongsams	Product quality and characteristic analysis	Product interpretation ability	Logical thinking in oral expression
Describing Xiangyunsha Cheongsams	Product selling point elaboration	Standardized product description	Completeness of speech content
Discussing Xiangyunsha Cheongsams	Customer consultation answering	Communication skills	Impromptu response ability
Displaying Xiangyunsha Cheongsams	Product display plan design	Product display expression	Business copywriting in writing competitions

3.2.3. Supplement real workplace case resources

The content of higher vocational public English teaching needs to focus on forward-looking and practicality [9]. Organize teachers to go deep into the front line of enterprises, collect materials such as product specifications and customer communication cases, transform them into teaching cases, and enhance the authenticity and practicality of teaching content. Students learn English in real workplace scenarios and improve their language application abilities.

3.3. Construct a diversified teaching resource system

The effective implementation of the integration of "post, course, competition and certificate" is inseparable from the support of high-quality teaching resources. Promote the transformation of enterprise resources and competition resources into teaching resources, and construct a diversified teaching resource system.

3.3.1. Transform enterprise resources into teaching resources

Strengthen the construction of teaching resource libraries [10]. Establish school-enterprise cooperation bases,

organize teachers to participate in enterprise practice, collect workplace English materials (such as product promotion videos), and process them into teaching cases, practical training tasks or assessment question banks. Invite enterprise teachers to participate in the development of teaching resources to ensure the professionalism and practicality of resources.

3.3.2. Transform competition resources into curriculum resources

The integration of competition content is difficult for students with weak foundations [11]. Competition resources can be transformed into teaching resources accessible to all students, breaking the "elite" limitation of competitions. Collect competition real questions, training materials and excellent award-winning works, establish a competition resource library, and integrate them into daily teaching. For example, use real questions from speech competitions as classroom oral training tasks; take excellent model essays from writing competitions as models for students to imitate; use award-winning works from short video competitions as examples for students to make short video works. Systematically teach competition preparation methods in classroom teaching to realize "promoting learning and teaching through competitions".

3.4. Collaboratively promote teaching and practice

The core of the integration of "post, course, competition and certificate" lies in process integration. Organically combine work processes, competition training processes, certificate examination processes and teaching processes, and construct an integrated teaching model of "teaching, learning, doing, competing and assessing".

3.4.1. Workplace-oriented teaching processes

Design teaching implementation processes based on post-work processes, adopt project-based teaching methods, situational teaching methods and task-driven teaching methods, and create workplace scenarios. For example, in the teaching of the "Order Management" module, divide students into "sellers" and "buyers", and simulate business negotiation processes such as inquiry, offer, counter-offer, and acceptance on e-commerce platforms. Students are familiar with post processes and improve their workplace English application abilities through role-playing.

3.4.2. Regular competition training processes

Integrate competition training into daily teaching. After the teaching of each module, organize small-scale skill competitions and evaluate them using the scoring standards of skill competitions. Students improve their abilities in regular competitions. For example, after the teaching of the "Product Selection and Introduction" module, hold a class product promotion speech competition, invite enterprise teachers and competition instructors as judges, and score according to the scoring standards of speech competitions (language expression, logical thinking, on-the-spot adaptability, etc.), which not only tests the teaching effect but also improves students' competition abilities.

3.5. Construct a diversified evaluation system

The integration of "post, course, competition and certificate" advocates a learning concept closely linked to life experience [12]. It is necessary to construct a multi-dimensional, multi-subject and whole-process diversified evaluation system.

3.5.1. Clarify evaluation dimensions and subjects

Evaluation dimensions cover post-application abilities, basic language abilities, cross-cultural communication abilities, competition abilities, certificate examination levels and professional literacy; evaluation subjects are "diversified" [13], including enterprise teachers, English teachers, competition judges, student groups and students themselves, forming a pattern of "multi-party participation and comprehensive evaluation".

3.5.2. Formulate differentiated evaluation standards

Evaluation is a key link in the teaching process [14]. Enterprise teachers, English teachers and competition judges have rich professional knowledge and operational skills in their respective fields, and have a demonstration and leading role [15]. Enterprise teachers formulate evaluation standards for post application abilities and professional literacy, focusing on students' performance in completing workplace tasks, communication etiquette and teamwork; English teachers formulate evaluation standards for basic language abilities; competition judges formulate evaluation standards for competition abilities, focusing on the fluency of language expression and the clarity of logical thinking.

3.5.3. Adopt diversified evaluation methods

Highlight the leading position of process evaluation (accounting for no less than 50%), and include students' classroom performance, completion of practical tasks, small-scale competition results and certificate acquisition into process evaluation; summative evaluation adopts the form of "post skill simulation assessment", with questions jointly set by enterprise teachers and English teachers, simulating real workplace scenarios to assess students' comprehensive application abilities. Introduce value-added evaluation, pay attention to students' progress and growth process, affirm students with weak foundations but obvious progress, and stimulate their learning motivation.

4. Conclusion

The integration of "post, course, competition and certificate" is an inevitable trend of vocational education curriculum reform and an effective path to improve the teaching quality of higher vocational public English. Higher vocational public English teachers need to base themselves on post needs, keep up with changes in industry development, competition and certificate standards, continuously optimize the curriculum system and teaching model, improve teaching quality, and contribute to cultivating high-skilled talents with workplace English application abilities and cross-cultural communication literacy.

Disclosure statement

The author declares no conflict of interest.

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