

The Growth of English Teachers in Secondary Vocational Schools

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Abstract: The team of English teachers in secondary vocational schools is the key to school construction. Nurturing high-quality and high-level teaching teams is far from being easy as one may think. Teachers themselves should actively explore and practice, learn advanced educational ideas and methods, as well as broaden their narrow perspectives by reading. Sukhomlinsky's "Suggestions for Teachers" is a noteworthy reference. In secondary vocational schools, many English teachers are unquestionably proficient in terms of professional knowledge, but they fall short in terms of practical teaching, which simply goes against the adage that "practice is the sole criterion for testing truth" [1].

Keywords: Secondary vocational English; Teacher growth; Strategy analysis

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1. Introduction

Sukhomlinsky's "Suggestions for Teachers" is an excellent book that enlightens teachers in such a way to respect students and teach according to the law of students' growth, forbidding the act of "pulling up seedlings to help them grow." It also inspires teachers to think from the perspective of students, value time, and create favorable teaching environments [1]. Reading this book will help teachers to reflect on their own teaching and management practices, find the imbalance between theoretical and practical teaching, as well as the dearth of emotional communication and moral education in secondary vocational English teaching, innovate the teaching mode with new educational ideas and methods, and lead the development of secondary vocational English education.

2. An interpretation on the growth of English teachers in secondary vocational schools

The State attaches great importance to the construction of teaching teams in vocational schools, and the current goal is focused on cultivating "double qualified" teachers. However, there are variations in the interpretation of the growth of English teachers in secondary vocational schools. All teachers may not agree on the interpretations that "teacher growth is the growth of professional knowledge" and "teacher growth is the significant achievement of teaching" [2].

The growth of secondary vocational English teachers can be divided into two levels. English teachers in secondary vocational schools should teach correct English knowledge, improve students' English learning ability and comprehensive quality, as well as cultivate students to form good English expression habits. At the same time, they should also use professional examples to create more rich and practical learning scenarios for students, so that every student can participate in classroom learning, thus enhancing their professional quality and English quality. In short, secondary vocational English teachers should impart

professional knowledge, teach English content, encourage students to think and practice independently, as well as improve students' English skills and quality. On the other hand, the growth of secondary vocational English teachers is not just limited to teaching and teaching management; it also has to do with how significant it is to the development of vocational schools and vocational education. Imparting professional knowledge in classrooms enables teachers to gain valuable practical experience, which is a prerequisite for becoming an excellent teacher; that is to say, every secondary vocational English teacher should be competent and have a solid foundation. On this basis, secondary vocational English teachers should also invest heavily in extracurricular activities, broaden their horizons by planning or taking part in extracurricular activities, closely link English knowledge with people's production and life, and truly reflect the significance of learning English ^[3]. This is the correct concept and the growth path of secondary vocational English teachers. This may serve as a guide to the growth and progress of secondary vocational English teachers.

3. Strategies for the growth and progress of English teachers in secondary vocational schools

3.1. Have solid professional foundation and impart correct English knowledge

Secondary vocational English teachers should also carry out education and self-education based on the suggestions for teachers in addition to their involvement in teaching and teaching management. On the one hand, these teachers should hold on to the concept of lifelong learning and lay a solid foundation of professional knowledge; on the other hand, these teachers should impart correct English knowledge to students and teach them the concept of "self-education," so that they may be able to think and practice independently while learning English. In this way, when students are not in campus, they may learn English independently, practice self-education, and solve problems encountered in their learning process.

Teaching correct English knowledge should include a range of topics, rather than being rigidly based on the lesson's content. On this basis, teachers should teach students to "fish," encourage them to gain knowledge, and help them appreciate the balance in learning English. In this way, students might develop interest and positive emotions while learning English ^[4]. This is not only loved by every secondary vocational English teacher, but also a happy experience brought about by professional basic knowledge.

For example, the statement "How long will we stop here?" is a common question. In fact, it is impossible to analyze or describe such a sentence in detail in the daily teaching process. Should this kind of sentence and sentence pattern represented by it be dropped then? No! It is imperative to consider the learning situation of students and translate the different meanings of certain sentences in different contexts. Only in this way can students apply English knowledge to real life situations and lay a solid foundation for their learning. Teachers can also provide various examples to guide students to use the sentence in different situations; for example, in a case where a participant is found missing when the tour group is about to leave the resort, the tour guide has to prolong the time. With this scenario in mind, role-playing activities can be organized to enrich the classroom, making learning more vivid and interesting, as well as improving the quality and efficiency of classroom teaching. This marks the growth of secondary vocational English teachers. We are halfway there when we can consider things from the perspective of students.

3.2. Pay attention to practical skills, draw inferences from one instance, and apply what had been learned

As aforementioned, an excellent secondary vocational English teacher must have solid professional foundation and rich practical experiences. Therefore, secondary vocational English teachers should improve their practical skills, guide students to draw inferences from one instance, and apply what they have learned, so as to improve their internal drive for growth and create higher value for classroom teaching and teaching management ^[5]. In general, secondary vocational English teachers often simulate teaching

situations and design and develop new teaching models and methods in research activities. When group members are placed in situations with different roles, they can give timely feedback on the experimental content and provide theoretical and practical support for classroom teaching ^[6]. The research and application value of this subject is very high, and it has a positive impact on the teaching practice and practical teaching. On the one hand, it can enrich the teaching experience of English teachers, allowing them to better understand the students, and thus improving the quality and efficiency of classroom teaching. On the other hand, it provides diversified ways for practical teaching and assists teachers in organizing and carrying out practical teaching activities. This is a new path that secondary vocational English teachers should explore and practice. It is also the only way for them to realize their self-growth.

In order to provide opportunities for students to engage in extracurricular English learning activities, secondary vocational English instructors can, for instance, make full use of the training rooms provided by schools and students' practice channel to jointly organize practical activities. Students' professional training process adds color to their English knowledge, and their English learning process is aided and supported by their professional foundation. The two are complementary to each other, and together, they promote the combination of students' English knowledge with their professional foundation and fundamentally improve their English practical skills and professional practical skills. Organizing such practical activities can also improve teachers' practical skills and promote them to advance along the path of growth. In addition, secondary vocational English teachers should also attempt to obtain practice-related qualification certificates, learn rich theoretical knowledge, and strengthen their own practical foundation, in order to achieve self-growth and reflect social value.

3.3. Combine learning with application to improve the quality and skills of English majors

The combination of learning and application is crucial for secondary vocational English teachers. It is necessary to apply the knowledge learned to the teaching process, so as to transform professional ability into practical content, pave the way for students' growth, and reflect real social value ^[7]. In essence, secondary vocational English teachers, such as those in engineering and technical fields, require strong professional foundation and rich practical experiences to be able to effectively and efficiently fulfil the work content. In this way, secondary vocational English teachers can apply what they have learned to what they are teaching and encourage students to think optimistically. This is also an enlightenment in the suggestions for teachers. In the face of students, teachers are both, instructors and guides. What teachers want to achieve is not only self-growth, but also to guide students to grow and progress. It is impossible to create a healthy English learning environment or deepen the significance of English proficiency in various professional fields without engaging in effective teaching practices ^[8].

Secondary vocational English teachers should learn how to create professional situations and transform English knowledge, in order to open up a new way of English teaching, so as to achieve a breakthrough in the limitations of classroom teaching and teaching management, truly realize the combination of learning and application, as well as improve their overall professional ability and quality.

4. Thoughts on the growth of English teachers in secondary vocational schools

English knowledge depends on the knowledge content of other disciplines to grow together. Therefore, the teaching of English should be guided by the combination of more professional and profound knowledge ^[9]. Secondary vocational English teachers must have strong professional foundation and practical skills before they can combine learning with application and truly realize their self-worth and social value. Only in this way can secondary vocational school graduates improve their English skills and have better English quality, while making continuous progress and growth under the care and cultivation of these teachers ^[10]. This is not only the growth path of students, but also that of excellent secondary vocational English teachers.

Frontline English educators should grasp the present time, including every minute and every second, to achieve efficient teaching and pave the way for their own growth and progress.

5. Conclusion

In a word, English teachers in secondary vocational schools should consider the proposed suggestions, consolidate the important contents reflected in the book, innovate teaching models, quote teaching methods, and carry forward the notion of “building morality and cultivating people” under the background of the new era. Only in this way can secondary vocational English teachers become excellent teachers and continue to grow and progress on the path of self-improvement and self-worth realization.

Disclosure statement

The author declares no conflict of interest.

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