

language instructors should research different teaching strategies and create cutting-edge cooperative learning techniques. Every student participates simultaneously in cooperative learning, and they all have less time to finish the assignment. According to S. Krashen, D., when a teacher spends a lot of time lecturing while only one student participates in class, the other students become less engaged, the same students keep raising their hands, or shy students become reluctant to speak in front of the class [5, p. 46]. This may exacerbate the achievement gap and facilitate the regress and fall behind of some pupils.

The efficiency of learning foreign languages can be increased in the classroom by implementing cooperative learning. A wide range of interpersonal skills, including leadership, teamwork, expressiveness, good attitudes, cooperation, conflict resolution, and self-confidence, are also developed through cooperative learning. With the aid of this learning technique, students can complete their assignments more effectively and raise their academic standing more quickly. The innovation of cooperative learning is continuously encouraged to guarantee that students have high learning outcomes in the course of learning a foreign language because of a number of effective measures.

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THE CURRENT SITUATION OF EFL TEACHING IN CHINESE VOCATIONAL COLLEGES

Zhang Haijiao

*Master's Student of the Department of Foreign Languages
Belarusian State Pedagogical University named after Maxim Tank, Minsk
Haijiaoz6@gmail.com*

This paper analyzes the current situation and existing problems of English teaching in higher vocational colleges, proposing some effective strategies for teaching English as a foreign language in higher vocational colleges in China. The article aims to improve the efficiency and quality of EFL delivery by using a learner-centered teaching method, so as to further promote the reform of English teaching in higher vocational colleges in China. Under the background of vigorous development of vocational education in China, improving students' practical ability, taking students' practical exercise as the core, highlighting ability objectives and mastering vocational operation technology have become the core tasks of education and teaching reform of vocational colleges.

Keywords: learner-centered approach; English teaching; foreign language teaching; higher vocational colleges; vocational education

Higher vocational education undertakes the responsibility of cultivating application-oriented individuals, and English teaching in higher vocational colleges emphasizes applicability and practicability. The long-standing examination-focused education system in China has resulted in the neglect of English listening and speaking skills.

The reform of teaching methods is an important issue in the current teaching reform. In recent years, although the reform of teaching methods in our country has made certain progress, the teaching method of lecture-oriented teaching and passive listening of students is still widely existing in the classroom teaching of vocational colleges, which not only greatly affects the initiative and enthusiasm of students in learning. It is also not conducive to the cultivation of students' learning ability. The learner-centered approach can meet either students' learning needs or the requirements of vocational education teaching reform in the new generation.

Due to various factors, the quality of English teaching in vocational colleges is not satisfactory enough:

Firstly, vocational college students generally have poor foundation and uneven English proficiency upon enrollment. With the continuous expansion of enrollment in higher vocational colleges and the diversification of student sources, the quality of students in higher vocational colleges has declined year by year. The main source of students are students from high school, and the remaining students are secondary vocational school candidates. The English foundation of students from different sources is uneven, which brings great difficulties to higher vocational English teaching.

Secondly, students lack interest in English learning. Students in higher vocational colleges generally have a weak English foundation, have not formed good learning habits, and poor independent learning ability. Most of them have no clear learning goals, lack the initiative of learning, and generally have low interest and enthusiasm in English learning. Most of them cannot understand English in English classes. It is common to sleep in class, play with mobile phones, read idle books or chat with neighbors. At the same time, in the English class, some students due to poor learning is not paid attention to by the teacher, very lack of confidence and sense of achievement, resulting in a serious phenomenon of weariness.

Thirdly, the content of the textbook is disconnected from professional needs. At present, most of the textbooks used in vocational colleges are general college English textbooks. Due to the fact that vocational college students do not have access to professional English knowledge during their school years, their English knowledge is mostly extended and expanded based on textbook content.

Fourthly, most teachers only explain vocabulary, sentence structures, grammar and other knowledge during the teaching process, neglecting the cultivation of students' listening and speaking abilities.

Fifth, teachers' teaching methods are single and backward. Most vocational college teachers only focus on knowledge transfer and skill training, lacking in the cultivation and training of students' innovative thinking, cooperative awareness, autonomous learning and other abilities, which leads to poor teaching effectiveness [1, p. 2 – 3].

Sixth, evaluation methods cannot meet the needs of today's students diversified evaluation requirements. The current English teaching in higher vocational colleges generally adopts a summative evaluation method based on final examinations. The main assessment is students' mastery of the English knowledge and skills they have learned. It cannot meet the evaluation requirements of contemporary vocational education for students' comprehensive English ability. The evaluation of students' English learning is mainly based on the written test results at the end of the semester. Test scores are the main focus. Students can get credits as long as they pass the final exam. This has led to most students developing the habit of not listening to lectures in class. Copy homework to deal with teachers, cheating during exams and other undesirable phenomena. Therefore, this kind of summative teaching evaluation based on final exams. This method can no longer meet the evaluation requirements of today's vocational education for student diversity.

The concept of student-centered approach was originally put forward by an American educator John Dewey. As distinct from the teaching theory of «teacher, textbook and classroom» in the past, the new three centers «students, activities and experience» clearly define teaching activities. The teacher is no longer the leader in the learning process, but

participates in the teaching process as a guide, and designs the course according to the actual situation of the students, so as to gradually improve the students' learning initiative and cultivate their practical English application ability. In this teaching mode, teachers can spend less time on explaining knowledge and more time on training students' practice and innovation ability, effectively promoting students' understanding and digestion of English knowledge points, so as to better transform them into English literacy and ability [2, p.164].

The learner-centered teaching model has the following advantages:

breaks the cramming teaching mode and is conducive to cultivating students' ability of independent exploration and active thinking;

breaks through the traditional teaching method, and drive teachers to realize the reform of teaching ideas and teaching methods, forming a good classroom atmosphere;

more emphasis on solidarity and cooperation among students, promoting collaborative learning and research in group settings to strengthen unity and cooperation among students;

it is helpful to improve students' language expression ability.

There're some strategies of learner-centered approach in English teaching that might contribute to increasing EFL teaching quality in Chinese higher vocational colleges.

Firstly, teaching content is set to meet the individual needs of students. The source of vocational students is complex, students' learning level is uneven, and each student's character, interests, learning basis and learning ability are different. Therefore, teachers cannot follow a unified standard when setting teaching content, and should fully consider the actual learning level of students, adhere to the principle of personalization, and try to meet the individual needs of different students.

For example, integrate teaching content and conduct modular teaching. English, as a compulsory public basic course for higher vocational students, has both instrumental and humanistic characteristics. English teaching should be oriented to professional needs and application-oriented, reflecting the student-centered, teacher-led teaching philosophy. The teaching content should be reintegrated according to the central topic of each unit, the teaching should be modularized, and the topic should be integrated into real-life scenarios. Relevant cases and projects of practical application in English highlight the communicative function of English and reflect the application value of English. The learning material is divided into small modules. Each small module is subdivided into specific tasks such as basics, skills, and applications. It pays attention to the connection between the small modules, highlights the professionalism and practicality of higher vocational English teaching, and also integrates relevant curriculum ideas. Political content and English cultural background knowledge enable students to have correct values and professional qualities, and cultivate students' ability to do things in English in specific situations and to tell Chinese stories to foreigners.

Secondly, innovate teaching methods and enrich teaching activities. Stimulate students' learning enthusiasm and class participation, so that students actively participate in it. Take Yunnan Economics Trade and Foreign Affairs College as an example: our school actively promotes learner-centered teaching methods, which are known as active teaching method. The active teaching method is an effective learning method for the purpose of cultivating students' initiative, participation and cooperation, promoting students' independent learning, and improving students' comprehensive ability. The active teaching method aims to cultivate learners' ability to explore and solve problems independently, and strengthen learners' ability to analyze and summarize, cooperate and communicate, and operate. It is a teaching method that embodies a competence-based approach. In the classroom teachers only assist, guide, inspire, and help students learn in the most effective way. The essence of active teaching is to fully mobilize students' enthusiasm for learning, and take students' acquisition of systematic knowledge as the goal of the entire teaching process, so that students can listen, see, do, understand, and master by themselves through «active learning» and how to acquire knowledge.

Active teaching has the following advantages:

It emphasizes the principal position of students in learning. Active teaching method emphasizes that the student is the center of the classroom and that the student bears the primary responsibility for learning. Classroom teaching is student-centered and organically combines teaching and learning with activities, allowing students to take the initiative to learn in activities. Students combine theory with practice through activity guidance to deepen their understanding and application of knowledge, thus changing the boring situation of students passively listening to lectures in traditional classes, stimulating students' interest in learning, improving students' ability of practical application of English, and cultivating innovative thinking. Active teaching gives full play to students' initiative.

Active teaching takes interest as an important guiding factor. The design of classroom teaching activities is rich, making full use of relevant guided questions to guide students to actively and continuously participate in the discussion, summary, practice and display activities, and undertake the corresponding tasks assigned by the group leader in the activities, so as to complete the group task and inter-group evaluation. The starting point of teachers' teaching is based on students' interests, giving students the opportunity to think, analyze and solve problems by themselves, which greatly stimulates students' initiative and enthusiasm to participate in classroom learning.

It pays attention to the all-round development of individuals and the cultivation of abilities. In the classroom, most of the activity is done by students discussing, communicating, and sharing responsibility. In this process, students use their hands and brains and fully participate in learning activities, thus cultivating students' interpersonal communication skills, group cooperation skills, analysis and problem solving skills and emotional expression skills, and promoting students' all-round development. After students complete the task, teachers or other students give positive evaluation feedback, will strengthen students' self-esteem, self-confidence, and students' motivation and willingness to learn will be further strengthened.

It cultivates students' independent learning ability. The classroom with active teaching is based on encouraging and supporting students' active learning behavior, and the teacher acts as a guide and supporter to help and guide students' independent learning as much as possible. The active teaching method allows students to practice by themselves through tasks throughout the classroom, and constantly analyze, think and summarize, which is conducive to the cultivation of students' divergent thinking and the improvement of students' practical ability and independent learning ability. However, the society needs talents with vocational skills and independent learning. Only with these abilities can students serve the society after graduation, and continue to learn and innovate with the development of society to become high-quality talents needed by social development.

Thirdly, it's important to create multiple assessment methods. Vocational education is skill-based, and teaching assessment should pay more attention to students' practical skills. Summative evaluation based on the final exam can test students' mastery of theoretical knowledge, but it cannot evaluate students' language application ability in professional scenarios. Take advantage of today's various informational teaching platforms and methods, implement changes in traditional English assessment methods, and explore the combination of English application ability, formative evaluation, and summative evaluation combined diversified English assessment and evaluation methods [3, p. 43–44].

To sum up, learner-centered English teaching in higher vocational colleges in China can encourage students to build confidence in learning and improve teaching methods and enrich teaching content. Schools should improve English textbooks, optimize teaching facilities, strengthen the construction of teachers, and establish a diversified evaluation system.

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THE ANALYSIS OF ERROR CORRECTION IN ORAL ENGLISH TEACHING

Zhang Ranjing

*Master's student of the Department of Foreign Languages
Belarusian State Pedagogical University named after Maxim Tank, Minsk
zinery1104@gmail.com*

It is inevitable to have errors in the process of second language acquisition. The reason is that there are differences between the rules of the mother tongue and the target language, and the mother tongue may produce negative transfer to the target language. Usually, errors are divided into two categories: interlingual and intralingual. Educators and teachers should treat different types of errors differently so that they can eliminate errors effectively in teaching.

Keywords: error analysis; error correction strategies; second language teaching; oral English teaching; English learning.

In English learning, mistakes are inevitable. Language learning is about making gradual progress on the basis of constantly correcting mistakes. In the early stages of second language acquisition, learners' language learning errors are considered useless and can be ignored, and should be avoided by learners. However, the process of language learning is always accompanied by the occurrence of errors. Errors are significant in the language learning process.

According to behaviorist learning theory, the process of language learning is a process of forming habits. When learners master the correct language learning rules, they will receive positive feedback, which is "positive transfer". However, when learners do not want a certain behavior to occur again, they will receive negative feedback, which is "negative transfer" [1]. Therefore, once an error occurs during the language learning process, it should be corrected immediately so that correct behavioral habits can be adopted.

With the emergence of cognitivist learning theory, cognitivist learners place more emphasis on learners' cognitive abilities. Cognitivist learning theory believes that errors are an important factor in the language learning process [2, p.252]. Errors can clearly demonstrate the learner's ability and allow language teachers to grasp the learner's current language level. Therefore, by analyzing learners' errors, language teachers can understand learners' deficiencies in the language learning process and provide them with targeted help, which is beneficial to both teachers and learners.

In recent decades, error correction theory has been further developed, including Contrastive Analysis, Error Analysis, Interlanguage Theory, Face Work and so on. In order to clarify the root causes of errors and comprehensively and systematically analyze learners' errors, a linguist Corder S.P. believes that in the process of language learning, errors occur not only due to interference from the mother tongue, but also from the influence of the target language. Analyzing learner errors can play a key role in various aspects. Firstly, language teachers can grasp the learner's learning situation and learning progress in the process of analyzing learners' errors. Secondly, learners can understand their own shortcomings in the process of error analysis and improve their skills. Finally, researchers can also collect research