On the Multi-objective, Individualized and Stratified Teaching Mode of Public English Courses in Higher Vocational Colleges

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Abstract: *At present, China's higher vocational education is entering a stage of high-quality development. College English learning for higher vocational students has the characteristics of weak foundation, individuality, differentiation, fragmentation, lack of interest and motivation. Teaching students in accordance with their aptitude, that each student has a sense of learning has become a different and key point of teaching. It is necessary to reform the "single-target" teaching mode of English public courses in higher vocational colleges, and adopt a multi-target personalized and layered teaching mode to improve students' English quality. This paper specifically discusses the connotation, preconditions, basis and strategies of the multi-objective personalized stratified teaching mode.*

Keywords: *Higher Vocational College, Public English Class, Multi-objective Personalized Stratified Teaching Model, Basis, Strategy*

1. Introduction

English classroom teaching is the main channel for educational subjects to acquire English language knowledge and cultivate English language application skills during their study in school. The quality of English classroom teaching directly affects the academic performance of educational objects in school, the level of ability, the physical and mental health of students and their development in future work.

With the deepening of China's opening to the outside world and the acceleration of the global internationalization process, students with a high level of English application, a solid professional knowledge base, and skilled practical skills will be favored by all sectors of society. However, in some vocational colleges that have just been vigorously developed in recent years, the cultural knowledge base of students is relatively weak, especially the weak foundation of English is particularly prominent in various vocational colleges[1]. The strong and obvious personality characteristics of the English foundation make the teaching subjects adopt the same standard and single-target teaching management mode in the process of implementing education and teaching management. It is not conducive to the implementation of targeted education for students and violates the educational idea of teaching students in accordance with their aptitude, which will inevitably lead to polarization of students' performance, and the training level of students' ability is narrow, which cannot effectively achieve the purpose of education.

In order to continuously meet the different requirements of the educational object's desire for knowledge, and according to the differences in the English foundation of individual students, each educational subject must implement substantial reforms to the "single goal" and "one size fits all" English teaching model. The direction of the reform must be for all students, so that it can not only meet the needs of students with a good foundation, so that they can constantly update and expand their knowledge, strengthen their communication skills, and face students with a poor foundation to cultivate their learning. interest in English, enhance their self-confidence and sense of achievement in learning English well, so that they can gradually improve their English level in the process of learning English. Only in this way can we truly reflect "everything is for the students" and effectively improve the students' ability to use English in an all-round way. According to the educational idea of teaching students in accordance with their aptitude, it is necessary for each educational subject to change the traditional concept of "one size fits all", and to implement a multi-objective and personality difference teaching mode for educational management and evaluation according to the objective differences in students' English basics.

2. The Objective Reality of Implementing the Multi-objective Teaching Model

2.1. Students' English knowledge base deviation and low level of English language communication

In fact, as long as students master a certain vocabulary and basic grammar knowledge, they will have simple English conversation ability. For the students in the higher education stage, they already have these basic qualities and requirements, but there are still a large number of students with weak English conversation ability. There are many reasons for this problem. On the one hand, it may be the ability of the students themselves. The knowledge they have mastered is too poor, which makes them afraid to speak or not speak, which affects the improvement of their conversation ability. On the other hand, it may also be due to the lack of confidence and ability to express their ideas. It may also be due to the interference of fixed grammar patterns, which makes it difficult to understand English. These reasons are the most important factors that affect the current students' English conversation ability.

English language teaching is not a simple knowledge subject teaching, but a language skills teaching. In teaching, the principle of communicativeness should run through the whole process of English teaching. It should not only pay attention to grammar, reading rules and translation skills, but also pay attention to the cultivation of language application skills. China's decades-old traditional teaching mode of English grammar translation rules is deeply rooted in the teaching and management of schools at all levels and types. Although the Ministry of Education vigorously advocates and promotes quality education, many schools still regard English as a knowledge subject rather than teaching and managing English as a language skills subject. The overall comprehensive quality of students in higher vocational colleges is poor, especially the English knowledge base and English language application skills are poor. This situation has brought certain difficulties to each school in teaching management, resulting in the unsatisfactory actual effect of the "single goal" teaching mode. In the final exam, about one-half of the students in a grade fail the exam, and even one-fifth of the students still fail the exam repeatedly, not to mention the level of their language and communication skills[2]. These students suffer from a sense of psychological pain and guilt. Make them lose interest in learning English and the confidence of success. In view of this, it is necessary for all relevant higher vocational colleges to reform the original English education and teaching mode, and implement multi-targeted individualized teaching and management according to the individual differences of students

2.2. The "single-target" English education and teaching management model no longer meets the needs of the new situation

The single-target education and teaching management mode refers to a "one-size-fits-all" education and teaching management mode implemented for students of the same grade, not according to the actual needs of students and social needs, but according to the teaching requirements of the subject syllabus. The adaptability, flexibility, objectivity, pertinence and scientificity of this teaching management model are poor, and it can no longer meet the needs of social development. Faced with the current student job market, many recruiters need employees who are knowledgeable and capable, and are highly qualified and innovative. Therefore, many colleges and universities have opened up second classrooms for skills training, which can promote students to increase their talents and obtain corresponding skills certificates, so as to provide students with advantageous conditions for future employment. English classroom teaching not only imparts certain language knowledge to students, but more importantly, cultivates students' English communication skills. The single-objective teaching management mode is easy to make students polarized in the process of English classroom teaching management. The cognitive abilities of students vary widely. When they receive the same knowledge and skill education, their educational effectiveness is different. Some students "cannot eat enough" and cannot expand knowledge and strengthen skills training at the same time and in the same space; "Can't keep up" and can't improve gradually and steadily. This model cannot face all students, so that each student can get corresponding education and increase their talents. Especially in today's high-consumption mass education era, it is absolutely unfair for students to receive high investment in education without receiving corresponding "income". In view of this, it is necessary for each teaching subject to implement a multi-objective personalized teaching management mode according to the individual differences of students. For all students, cultivate more compound applied talents for the socialist modernization construction.

2.3. Diversity of individual differences among students

The school education a person receives in the course of his life is the most important stage for training

skills, mastering knowledge, and developing character. In the process of individual students' growth, due to various factors, complex personality differences are formed, showing diverse characteristics. First, there are the differences in students' knowledge structure, which are mainly reflected in their basic knowledge, professional knowledge, and basic skills proficiency in mastery and use. Second, there are differences in students' cognitive styles and cognitive levels, which are mainly reflected in students' learning methods, living habits, hobbies, and aptitudes. The third is the difference in students' adaptability, which is mainly reflected in the students adapting to the class teaching environment, the teachers' teaching methods, and the school's teaching management mode[3]. The above three kinds of differences are the differences between the various qualities within the individual students, and they are the differences between the "implicit" individuals. These "implicit" differences lead to differences in student achievement, so that students are classified into various grades. The concept of grade management increases the psychological burden of students with poor foundation and low level, and is even more detrimental to their growth. Fourth, the characteristics of staged learning exhibited by students mainly refer to the differences caused by the staged cultivation of students' individual physical and mental factors and interests. Diversity of Differences Under the single-target teaching and education management system, even a teacher with high knowledge and ability cannot make all students grow their knowledge and talents in the same direction and at the same speed. In view of this, it is necessary for each teaching subject to implement a multi-objective personalized teaching and education management model, in order to face all students and relatively reduce the gap between students' abilities.

3. Implementation Strategies of Multi-objective Personalized and Hierarchical Teaching Mode

3.1. Determining the hierarchy

There are many reasons for students' poor English performance. To sum up, the reasons for the formation of poor students are the interaction of internal and external factors. In view of the limited cognitive level and sense of responsibility of students, they may often attribute the poor performance to the teachers, and rarely consciously find the reasons from themselves. To a large extent, the interest in a subject depends on the interest in the teacher. Therefore, teachers need to make more efforts to help students understand their own shortcomings on the basis of self-improvement. The personality differences of students are complex, so students of the same grade or different grades of the same level should be organized into classes in different levels. The English class category can be divided into three different levels: "below basic", "general basic" and "better basic" according to the basic situation of students [4]. Identify different goals for students at different levels. The school will implement specific operation process of stratified class arrangement. Firstly, after students enter the school, the school organizes a unified English stratified class examination. Secondly, the school organizes students to voluntarily sign up, fill out the "Application Registration Form", and indicate their interests, hobbies, personality characteristics, etc. Thirdly, the school organizes English public classes according to students' achievements and students' wishes, and establishes a corresponding class system to organize and implement English classroom teaching activities.

3.2. Setting goals

It is very boring to cope with exams, so if students' learning goal is just to cope with exams, they will soon be discouraged and learn painfully. If students imagine that after learning English, they will win more opportunities, go abroad to broaden their horizons, work in a big company that everyone envies, get promoted and paid, meet better friends, and open more doors to the new world. Such learning is full of vitality and happiness. According to the different needs of the society and individual students, different teaching and evaluation goals are set to form a multiple goal system. This system includes English language knowledge goals and English language use skills goals, among which the English language use skills goals include listening skills, oral expression skills, written expression skills, English-Chinese thinking conversion and ideological materials organization skills, etc. These skills are often cross-cutting interdependent, forming a closely related multi-objective system. According to the individual differences of students and the situation of stratified class arrangement, set the goals of different levels. Different levels have the same target architecture. That is to say, the three groups of students at different levels choose different teaching materials suitable for the actual situation of the students according to the objective reality of the students.

Teachers should adopt different teaching methods, supplemented by different tutoring and training, implement multi-objective personalized teaching, improve students' English application level, and meet

the needs of different students for knowledge.

3.3. Teaching students in accordance with their aptitude and objective evaluation

Students in a class have different receptive abilities and degrees. Learn about students' receptive abilities, age characteristics and cognitive laws, pay attention to students' existing knowledge base and ability level, pay attention to students' emotions, attitudes and values, and choose appropriate teaching methods according to their individual differences. The different content of the text also determines the different teaching methods adopted. In preparing lessons, the best teaching effect can be achieved only by selecting the teaching methods suitable for the class according to the content of the text and the students' acceptance. English classroom teaching is taught at different levels, and the implementation of multi-objective individualized teaching is the specific application of the teaching idea of "teaching according to aptitude" in English classroom teaching. Only in this way can higher vocational colleges improve the quality of teaching, truly achieve "everything for students", establish credibility in the society, improve the school's social influence, and then enhance the school's vitality. The evaluation of the school's teaching quality and students' learning effect must be objective, fair and equal. According to the teaching and evaluation objectives at all levels, the teaching subject can truly evaluate the teaching level of teachers and the learning effect of students, cultivate students' sense of achievement and honor, and establish students' self-confidence in learning English, so as to improve students' English application ability[5].

3.4. Organizing upgrade exams and improving students' English skills

For students who are lower than the basic and general basics, after the organization has implemented English education for one semester or one year, the individual applies to participate in the public English upgrade test organized by the school according to the actual situation of their academic performance and ability. Students who are promoted to a higher-level basic class will receive the training of higher-level goals, thereby gradually improving their language abilities. To learn English well, you must first have input, then output. If students do not understand at all, they will not be able to use and speak. Even if they understand English, they may not have the ability to output, that is, they may not be able to speak and write. Then the first step is to lay a good foundation in English. The process of laying the foundation can be similar to the traditional English teaching in schools. You can recite words and learn grammar. You can also find more interesting ways to learn through objects or specific contexts. Then there is grammar teaching, but learning in school is just this step. Learning English is more important than listening, speaking, reading and writing. Then when you have a certain amount of English, you can watch American TV dramas, listen to English more and grind your ears. Exercise your listening ability. It's useless if you can't understand what others say. With the ability of the first two steps, you can practice speaking. In fact, learning English requires environment. If there is no environment, you need to create your own environment. You can find some friends with the same aspirations to communicate in English, or you can go to the street to find foreigners to communicate with them. During this period, you can also see the original English books and write English diaries to exercise your English writing ability and understand foreign cultures.

3.5. Applying information technology to free students from space and time constraints

Using the characteristics of information technology, such as rich pictures and texts, dynamic and changeable, and visual and intuitive, to create multiple kinds of situations for students, provide layered learning, and independently select learning conditions, better mobilize students' various senses to participate in learning, enhance students' learning desire, stimulate their learning motivation, greatly improve students' attention in the classroom learning process, and also improve students' concentration in independent learning outside class. Therefore, most students can experience success in autonomous learning, improve their confidence in learning mathematics well, and stimulate their interest in mathematics learning. In the teaching process, teachers can't be bound by the traditional teaching model. They can use information technology to give students learning time and learning space on the freedom. Students are no longer confined to the school to study. It must be made clear that students should be able to learn anytime, anywhere. With the development of society and the progress of information technology, some higher vocational colleges have begun to produce course content into video, or through MOOCs and other platforms, so that students can learn at any time and any place. This kind of information-based teaching method can enable students to obtain learning materials in a timely manner, in the pre-class and after-class preview and review, consolidate classroom knowledge[6]. At the same time, teachers

encourage students to search for information on the Internet when they encounter difficulties in the process of learning. By analyzing, integrating and using the information, students can turn passive learning into active learning in class, not only highlight their own status as the main body, but also improve the enthusiasm of learning. Teachers can also use a large number of online teaching resources, constantly broaden students' horizons, expand students' knowledge, and enhance students' understanding and perception.

4. Conclusions

The use of multi-objective personalized teaching mode in English classroom teaching is a new type of education and teaching concept, and this mode will play a better role in the implementation of quality education, innovation education and humanistic education for teaching subjects. In a word, stratified teaching is a teaching implementation strategy under the guidance of the educational concept of "focusing on the sustainable and benign development of students". In practice, setting the stratified goal and designing the stratified teaching model can enable the vast majority of students to regain their interest and self-confidence in learning, learn really useful knowledge, and lay a good foundation for adapting to social needs and doing their jobs well after graduation. Teachers should change their ideas and understanding of evaluation. We should not only focus on the results, but also on the process. In order to encourage students, different evaluation standards are adopted in classroom questioning and assignment, so that each student can experience the joy of success. Only in this way can we achieve the teaching objectives at different levels and make different students improve on the original basis.   Multi-objective personalized teaching mode is conducive to cultivating students' interest in learning English and improving their English level, but it requires higher requirements for teachers. To teach the same content, teachers should design different problems for students at different levels, with a large workload. However, as a teacher, we should do everything for the students and for all the students, be serious and responsible, and try to find out the teaching methods and models that are suitable for the students in this class.

Acknowledgements

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