

Practical Analysis of “Output Oriented Approach” in the Teaching of English Writing in Higher Vocational Colleges

Yuanlin Shi

Shanghai Civil Aviation College, Shanghai 200232

Abstract: As a new teaching concept, the output oriented method is introduced into the teaching of English writing in higher vocational colleges, which can effectively improve students' English writing ability, urge students to effectively exercise their writing ability through the process of “driving promoting evaluating”, improve students' learning enthusiasm and classroom participation, and promote students' all-round development. At present, students' writing ability is generally weak in English Writing Teaching in higher vocational colleges. Students' lack of attention to English output training makes students' ability to apply the knowledge they have learned insufficient. In this regard, higher vocational English teachers can carry out teaching reform with the help of output oriented theory, reasonably set up curriculum teaching, and promote the development of students' English comprehensive quality. Based on this, this paper analyzes the practical application strategies of output oriented approach in Higher Vocational English writing teaching, in order to provide reference for educators.

Key words: output oriented method; Higher vocational education; English writing teaching; Practical analysis

Introduction: output oriented approach (POA) is a theoretical system of foreign language teaching proposed by Professor Wen Qiufang. This teaching concept combines the reality of foreign language teaching in China and pays attention to solving the problem of separation of learning and application in foreign language teaching. In view of English Teaching in higher vocational colleges, the “English curriculum standards for Junior College of Higher Vocational Education” issued by the Ministry of education clearly puts forward that higher vocational English education should be both instrumental and humanistic, and pay attention to promoting students' foreign-related communication in the workplace, multicultural communication, language thinking ability and autonomous learning ability, This requires that English teachers in higher vocational colleges should promote the integration of language ability and professional skills in actual teaching, strengthen the cultivation of students' language output ability, effectively stimulate students' enthusiasm for cooperation, improve students' English writing ability, and lay a good foundation for students' future work development through the application of output oriented teaching theory.

1. The theoretical basis and practical value of “output oriented approach” in Higher Vocational English Writing Teaching

(1) Theoretical basis of output oriented approach

The output oriented approach (POA) is a foreign language teaching theory created by Professor Wen Qiufang. It takes “learning and application integration, cultural exchange” as the guiding ideology, and “output driven, input driven, selective learning and evaluation driven learning” as the teaching theory, so as to reflect the instrumental and humanistic nature of foreign language courses, and pay attention to guiding students to learn by doing and learning by doing, Promote students to realize the seamless connection between learning and application. This teaching concept is consistent with the requirements of the new curriculum standard, which is conducive to the realization of teaching objectives and the promotion of effective learning. The output oriented approach does not object to the use of English textbooks. It pays more attention to the effective connection between input and output in the teaching process of teachers, effectively links language activities with practical application, and effectively cultivates students' practical application ability. The introduction of this teaching method into higher vocational English writing teaching can not only effectively cultivate students' comprehensive application ability of English, At the same time, it is also conducive to the development of students' comprehensive quality. The output oriented method is mainly divided into three links. The first link is driven, which requires teachers to design corresponding communicative places and tasks with communicative value according to the curriculum requirements, so as to guide students' output and encourage students to output boldly; The second link is facilitation, which requires teachers to provide sufficient input materials for students and provide strong support for the completion of students' output tasks; The third link is evaluation, which requires teachers to summarize and evaluate the output of students, and on this basis, carry out expansionary and remedial teaching, so as to improve the comprehensive quality of students.

(2) The practical value of “output oriented approach” in Higher Vocational English Writing Teaching

The introduction of Poa theory into English Writing Teaching in higher vocational colleges has very important practical value, which is mainly reflected in the following aspects: first, it is conducive to stimulating students' awareness of autonomous learning. Compared with the traditional teaching methods, the output derived method has more flexibility in teaching, can optimize the teaching process, and provide more autonomous learning space for students, so as to stimulate students' active questioning spirit and improve students' autonomous learning consciousness. Second, it is conducive to enhancing the teaching effect of the course. In the work of teaching reform, teachers can introduce micro lecture, multimedia and other information technology means into teaching, so as to effectively expand students' learning range, provide students with rich learning resources, and improve the overall teaching effect. Third, it is conducive to enhancing the interaction between teachers and students. Under the output oriented teaching mode, in addition to the traditional comments, teachers pay more attention to the expansion and interaction of the course, strengthen the communication with students, enable students

to keep up with the teacher's ideas in time, promote teachers to master students' learning situation in a more timely manner, lay a good foundation for subsequent teaching, and form a good interactive effect between teachers and students. Fourth, it is conducive to promoting the dissemination of knowledge. The output oriented teaching mode is more open, which can promote the dissemination of knowledge, improve the speed of English knowledge dissemination, stimulate students' desire to share English knowledge, and then promote students' application of English knowledge to achieve output communication, strengthen the effective dissemination of knowledge, and improve students' learning efficiency. Fifth, it is conducive to improving the pertinence of teaching. The output oriented method focuses on setting targeted and flexible teaching according to the actual learning situation of students, and provides a teaching scheme more suitable for high school students' learning, so as to fully reflect the dominant position of students and enhance their learning effect. In a word, the introduction of output oriented teaching mode into English Writing Teaching in higher vocational colleges plays an important role. Teachers should pay attention to the in-depth exploration of the teaching concept of output oriented method, further improve the teaching scheme, and effectively improve students' comprehensive quality.

2. The practical strategy of “output oriented approach” in the teaching of English writing in Higher Vocational Colleges

(1) Reasonably set up writing teaching plan and teaching objectives

The output oriented teaching mode has many advantages. Teachers should combine the characteristics of writing teaching and the advantages of output oriented teaching method to reasonably set up teaching programs, improve the pertinence and scientificity of teaching activities, and then achieve good teaching effect. In the teaching plan setting, teachers should focus on the actual life of students. Considering that participation in social volunteer service is common in college life, teachers can set up a writing teaching plan of “recording a meaningful volunteer service” to make the writing teaching activities more suitable for the actual life of students and improve the authenticity of collaborative training. The design of writing teaching should not only fit the actual situation, but also form a close connection with the course teaching, and fully consider the integrity of the course teaching. The corresponding grammatical structure explained in the course is a non finite verb structure, which requires students to pay attention to the construction of paragraphs in the process of cooperation, and specify the purpose and impact of volunteer service, Focus on the writing ideas of real life and news reporting to carry out writing training, and urge students to effectively combine the sentence construction and paragraph formation skills to be mastered in the course. Considering the problems of repeated words and single sentence pattern that students commonly use in daily collaboration, teachers need to establish teaching objectives according to the content of the program, mainly including: first, the goal of language knowledge, which requires students to master the application of core chunks through collaborative tasks, and skillfully use the sentence structure of constructing infinitive phrase as the purpose and participle phrase as the adverbial. The second is the goal of language ability, which requires students to input reporting materials about volunteer service, accurately grasp the text structure, and ensure that the output content is accurate and logical. The third is the goal of Ideological and political education, which requires students to develop good writing habits, extract materials that can be used for writing from daily life observation and extracurricular reading, and enhance students' awareness of social service through voluntary service writing training, so as to enable students to invest in social construction, use their knowledge and help others solve problems.

(2) Reasonably carry out output driven links to stimulate students' writing inspiration

In writing teaching, teachers should purposefully and systematically organize students to discuss writing topics, so as to stimulate students' writing inspiration, effectively exercise students' oral expression ability, and lay the foundation for driving teaching. Reasonable writing training can not only exercise students' logical thinking ability and oral expression ability, but also help to enhance students' overall thinking ability and professional quality, which will benefit students for life. Taking the writing teaching of “remembering a meaningful volunteer service” as an example, before writing, teachers show students pictures and videos of volunteer service, guide students to think independently combined with materials, and discuss with others “who benefits from volunteer service?” “What is the organizational value of volunteering?” In order to deepen students' understanding of volunteer service. Then, teachers encourage students to share their past volunteer services, and talk about what they have done and what they have gained in volunteer services. This discussion can open up ideas for students' subsequent writing and enhance the authenticity of collaborative content. After the discussion, the teacher put forward a writing proposition for the students: “please report an impressive volunteer service in English from the perspective of the school newspaper reporter.” Students are required to complete the writing task within the specified time and spread positive energy through voluntary service. Writing training based on the paragraph format of news reports can effectively clarify students' writing ideas, help students effectively identify and select appropriate information, and promote students to understand the basic ideas of news reports. In the process of students' thinking construction, teachers can provide corresponding materials to help students feel the comprehensive and specific learning content, so as to effectively develop students' Comprehensive English level.

(3) Effectively promote input facilitation and exercise students' comprehensive writing ability

In the process of writing input, considering that the students' vocabulary foundation is relatively weak and the language logic is relatively chaotic, teachers can help students build clear thinking and effectively exercise students' comprehensive cooperation ability by setting subtasks. First of all, carry out chunk practice. Chunk practice can effectively accumulate writing materials and urge students to apply what they have learned in writing. Secondly, the construction of non finite verb structure is trained. Teachers provide students with corresponding reading materials, let students extract some sentences from the reading materials for analysis and translation, lead students to summarize the usage of non finite verb structure, and then provide students with volunteer service pictures, let students describe the picture

information in combination with the sentence construction method they have learned, so as to help students master the expression method of sentence structure, Let students use the appropriate sentence patterns to explain volunteer service. Finally, guide students to organize paragraphs. The teacher guides the students to recall the volunteer services they have participated in, and tries to organize the paragraph information in the form of news reports. The teacher provides the students with the basic ideas of news reports, and lets the students sort the sentences according to the format of news reports, so as to form rigorous and correct paragraphs. After the students' writing, the teacher selects the students' writing content for the correction presentation, and allows the students to modify their own writing achievements combined with the correction presentation, so as to promote the continuous improvement of writing achievements.

(4) Organize writing evaluation activities to achieve the purpose of promoting learning through evaluation

Writing evaluation can not only fully express students' writing level, but also point out the direction for students' subsequent writing training and improve students' writing ability. In the process of writing evaluation, teachers should organize teacher-student cooperative evaluation, lead students to learn while evaluating, effectively break the boundary between learning and evaluation, and then optimize the teaching effect.

Concluding remarks

To sum up, the improvement of English writing ability in higher vocational colleges is a complex and systematic project, and teachers can effectively reform the teaching scheme with the help of output oriented theory. The output oriented approach emphasizes the authenticity of the communication scene, so as to stimulate students' desire for expression, effectively exercise students' language skills, and give new vitality to the course teaching. In the process of teaching, teachers should pay attention to improving their own ideological cognition, further integrate educational resources, and promote students' understanding of language knowledge through diversified teaching, so as to effectively improve students' comprehensive ability of using English.

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