

Research and Practice of the "Three Teachings" Reform in Vocational College English Teaching under the Background of Industry-Education Integration

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Abstract: Industry-education integration is a fundamental requirement of vocational education, serving as both a national strategy to promote the healthy development of vocational education and a core mechanism for cultivating innovative talents. For vocational colleges, relying on industry-education integration and school-enterprise cooperation is an essential demand in the new era of vocational education development, which can be applied in the design of talent training standards, faculty construction, curriculum development, and teaching reform. By analyzing the problems existing in vocational college English education based on the "three-teaching" reform at the levels of teachers, teaching materials, and teaching methods under the background of industry-education integration, this research proposes reform pathways to enhance the quality of vocational college English teaching. The aim is to cultivate more high-quality technical and skilled talents in line with the requirements of the industry-education integration era, contributing to vocational education in China.

Keywords: Industry-education Integration; Vocational College English Education; Three-teaching Reform

1. Introduction

In 2019, the Ministry of Education proposed the "Double High Plan" aimed at promoting the construction of high-level vocational colleges and specialties with Chinese characteristics. Integration of industry and education is an important task of this plan, serving as a crucial means to deepen education reform and a key strategy for building vocational colleges with Chinese characteristics and world-class standards. On December 21, 2022, the General

Office of the State Council issued the "Guiding Opinions on Strengthening the Reform of Modern Vocational Education System Construction," which aims to enhance the core capabilities of vocational schools and promote the integration of industry and education in an orderly and effective manner, with the goal of reforming the construction of the modern vocational education system. This reform aims to significantly improve the quality, adaptability, and attractiveness of vocational education, to cultivate more high-quality technical talents, skilled workers, and artisans with international standards. [1] Integration of industry and education has been identified as a development strategy and educational orientation, incorporated into the framework of national strategy. The "National Vocational Education Reform Implementation Plan" emphasizes the importance of promoting the "Three Teachings" reform, which is one of the key measures to promote the integration of industry and education and the dual-element talent training of schools and enterprises. [2] It can be said to address the current situation directly. For higher vocational education, implementing the "Three Teachings" reform is both urgent and targeted.

As the trend of economic globalization continues to deepen, mastering English language skills and practicing their application, as one of the world's universal languages, can support industries and enterprises in internationalizing and achieving sustainable development. Currently, vocational colleges are transitioning from scale expansion to high-quality development, and cultivating composite talents with English skills that meet industry and enterprise needs has become a top priority. English courses in higher vocational education institutions are a compulsory public basic course, holding significant importance in vocational education. Therefore, in the era of industry-education integration, implementing the

"Three Teachings" reform to promote the quality improvement of English teaching in higher vocational education can not only enhance students' English language application abilities but also improve their overall literacy. This has important practical significance for talent cultivation.^[3]

2. Connotation of the "Three Teachings" Reform

Under the background of the implementation of the "National Vocational Education Reform Implementation Plan," the goal of the "Three Teachings" reform is to promote the high-quality development of higher vocational education and cultivate a large number of high-quality skilled talents through reforming teachers, teaching materials, and teaching methods. The three elements of the "Three Teachings" reform: teachers, teaching materials, and teaching methods are closely related to the talent cultivation in higher vocational education and are the key to the comprehensive connotation-based construction of higher vocational colleges. Teachers are the main implementers of teaching reform, and their development requires a change of mindset, insisting on student-centeredness, and engaging in textbook writing, innovative teaching methods, and practical activities. Teaching materials are the main carriers of deepening teaching reform, solving the problem of what teachers need to teach and what students need to learn. The writing of high-quality and diversified teaching materials needs to start from the perspective of vocational education reform. Teaching methods are the practical strategies for implementing teaching reform, solving the problem of how to conduct teaching. The "Three Teachings" reform starts with curriculum construction, aiming to solve the problems of educators, teaching content, and teaching methods in higher vocational education.^[4] These three elements are interrelated, forming a complete cycle to promote the improvement of the quality of higher vocational education and the goal of talent cultivation.^[5]

3. Analysis of the Current Situation of Vocational College English in the Context of Industry-Teaching Integration

Wang Jiping, former director of the Department of Vocational and Adult Education at the Ministry of Education, emphasized at the press

conference, "Pay close attention to the reform of teachers, teaching materials, and teaching methods, and promote the integration of production and education with the school-enterprise 'dual' education mechanism, so as to fight a battle to improve and upgrade the quality of vocational education." Although reforms aimed at enhancing and improving school education have existed throughout history, examples of real school change are rare. Existing studies have mainly focused on the definition of the "Three Teachings" reform and the way of reform, as well as exploring the "Three Teachings" reform in higher vocational colleges and universities from a theoretical perspective. However, this kind of research ignores the special nature of vocational education, and fails to place the reform of "Three Teachings" in the specific context of the times and professional positions.^[6]

As a public basic compulsory course, vocational college English is characterized by a wide range of coverage and a large number of students being taught. Through the study of this course, students can acquire more vocabulary and grammar knowledge, familiarize themselves with the habits and contexts of English expression, and cultivate the comprehensive abilities of listening, speaking, reading and writing. These abilities and skills will provide a broader space and more opportunities for students' future study and career development. Vocational college English is ushering in new opportunities and challenges under the environment of integration of industry and education. The current status of higher vocational English teaching is analyzed as follows:

3.1 Weak Teaching Staff, Improvement Needed in "Dual-Teacher" Quality

Teachers are the mainstay of the "three teachings" reform, and they are also the primary implementers of teaching and the guarantee of teaching quality. Teachers in vocational education not only need to have high English language proficiency and professional ethics, but also strong teaching abilities and educational theoretical literacy. However, in reality, the English language proficiency and teaching abilities of some vocational English teachers still need to be improved. Most English teachers only have a background in English majors, lack an understanding of vocational education, and lack

knowledge and work experience in industry and enterprises. Influenced by traditional teaching concepts and models, they focus on teaching language knowledge and application, without delving into the professional characteristics of their students, failing to integrate English with vocational application scenarios, which makes it difficult to meet the actual work needs of students. Many English teachers' teaching concepts are outdated, lacking awareness of teaching reform. The emergence of new technologies such as big data, cloud computing, Internet of Things, artificial intelligence, industrial robotics, drones, and 5G mobile communication technology is having a huge impact on traditional industries. Teachers in vocational colleges need to timely understand and master these new technologies to adapt to the development trend of vocational education. Integrating English basic knowledge with industry-specific knowledge is an important part of vocational English teaching. However, many teachers find it difficult to achieve this goal due to a lack of enterprise work experience and professional practice ability, which is also an urgent problem that needs to be addressed. Taking Guangzhou Vocational College of Technology and Business, where I work, as an example, there are 11 full-time teachers in the Public English Teaching and Research Office, among which 6 teachers have postgraduate education, 2 teachers have associate senior titles, 8 are intermediate, and 1 is junior. Only 2 teachers have enterprise practice experience. Most teachers in this teaching and research office are between 30 and 45 years old, at a critical stage of their career development, and also bear family responsibilities. Besides completing a large number of teaching tasks, teachers have no spare time and energy to go to enterprises to participate in on-the-job practice activities, which results in a lack of enterprise teaching practice experience. In the teaching process, most teachers focus on imparting English theoretical knowledge and cannot integrate practical English skills into classroom teaching effectively, thus failing to stimulate students' interest in English learning. Therefore, only by improving the subject level, professional ethics, and practical ability of vocational English teachers, and building a high-level team of "dual-teacher" with high-level subject literacy and professional ethics, can we better meet the needs of vocational education reform and

provide students with higher quality education and teaching services.

3.2 Single Form of Teaching Materials, Content Detached from Profession

With the rapid development and widespread application of information technology, the medium of knowledge dissemination is gradually shifting from traditional paper-based teaching materials to online digital resources, which can better meet the personalized learning needs of students. Currently, there is a common problem of using teaching materials in a single form in vocational colleges, where teachers usually only select relatively suitable teaching materials that meet the course content as the main teaching materials, lacking diversified and personalized teaching resources. At the same time, vocational college textbooks generally lack professional characteristics, and the content writing follows the methods and structures of ordinary undergraduate colleges and universities, with only some deletions and more theoretical statements, and the course content is similar. The textbooks lack vocational orientation and are not aligned with industry positions, so students lack skills training in the learning process, making it difficult to connect and integrate with positions, resulting in vocational college graduates losing their characteristics in the job search process.^[6]

Currently, vocational English courses neglect students' actual professional learning needs, focusing on the completeness of the textbook system and the systematic structure of the curriculum, making the course content more inclined towards knowledge-based learning rather than vocational and industry application needs, emphasizing universality, which reduces the degree of professional relevance and integration. This is mainly because the positioning of vocational English courses is unclear, ignoring the teaching requirement of "mainly applicable and sufficient" and deviating from the tool-oriented characteristics of vocational English courses as public courses serving majors, making it difficult to achieve industry-education integration.^[7] Therefore, college English teaching needs to be improved in terms of curriculum positioning, teaching resources, etc., to better serve students' career development and promote the integration of industry and education.

3.3 Diverse Student Body, Outdated Teaching Methods

After Premier Li Keqiang proposed in the Government Work Report on March 5, 2019, to expand enrollment in vocational colleges by 1 million, the student population in vocational colleges has become more diverse. Nowadays, students in vocational colleges come from various backgrounds, including regular high schools, secondary vocational schools, vocational high schools, as well as retired soldiers, laid-off workers, migrant workers, and new professional farmers. The diverse student body inevitably leads to differences in students' knowledge structures and basic cultural levels. Students in the same major and class have varying levels of English proficiency, with some experiencing significant disparities. Differences in students' learning foundations, ages, and growth environments further affect their learning motivations, goals, abilities, and strategies, posing significant challenges to vocational English teaching. The traditional "one-size-fits-all" approach of "same goals, same content, same pace, same assessment" simply cannot accommodate individual student differences, greatly affecting the effectiveness of course teaching. The expansion of vocational education also presents challenges to the teaching staff. Taking our school as an example, in the 2022-2023 academic year, the number of non-English major students reached 3,954, distributed among 94 classes, while there are only 11 full-time vocational English teachers. Due to insufficient staffing and limited conditions, most classes can only be taught in combined classes, with the largest class accommodating up to 107 students. Vocational English, as a language course, should focus on cultivating students' comprehensive application abilities. However, due to the large number of students in combined classes, teachers can only adopt a mainly lecture-based and imparting teaching style in class, unable to use innovative teaching methods to meet the diverse needs of students. On the other hand, most teachers are complacent and unwilling to improve themselves or innovate teaching methods, failing to fully utilize multimedia information technology, mobile apps, and other teaching tools that are popular among "post-2000" students for auxiliary teaching. This results in students lacking interest in classroom teaching and low participation rates, thereby affecting the

effectiveness of classroom learning.^[8]

4. The Path of "Three Teaching" Reform of Vocational College English in the Context of Industry-Teaching Integration

4.1 Create a "Dual-Teacher" Senior Vocational English Teaching Team

Education is the most important plan for the whole century; teachers are the most important plan for education. Teachers are the main body of the "Three Teachings" reform. In the "Three Teachings" reform, the teacher team is the key factor to guarantee the teaching quality of higher vocational English courses. The focus of teacher reform is to create a "dual-teacher" vocational college English teaching team. According to the relevant documents of the Ministry of Education, as well as the nature of higher vocational college English courses, "dual-teacher" English teachers should have three connotations: first, good professionalism, including firm political beliefs, advanced vocational education concepts, deep patriotic feelings, as well as rigorous, focused, and dedicated to the quality of the English teacher should set an example, showing good teaching style. English teachers should set a good example and show good teaching style.^[9] Secondly, they should have solid professional competence in English, which includes proficiency in basic foreign language skills, such as listening, speaking, reading, writing, and translating, as well as an in-depth understanding of foreign language disciplines, vocabulary, foreign literature, and genres of foreign language teaching. In the teaching of specialized courses, English teachers need to be able to teach fluently in a foreign language to help students master language skills and knowledge.^[10] Thirdly, with industry knowledge and practical skills, English teachers should master the industry knowledge and practical skills related to the specialties of the students they teach, and understand the duties of the relevant positions as well as the language skill requirements.^[9] Under the background of industry-teaching integration, the cultivation of English teachers in higher vocational colleges and universities needs to be studied and explored urgently, and the following three aspects can be taken into account in order to improve the quality of the cultivation of English teachers.

4.1.1. Establish the concept of lifelong learning and improve professionalism.

Higher vocational English teachers should set up the concept of independent learning and lifelong learning, pay attention to political theory learning, set up firm beliefs, improve their own political theory level, carry out course ideology, and realize the goal of "cultivating morality and nurturing human resources"; Higher vocational English teachers should constantly study vocational education policy documents and understand the trend of development of vocational education; and improve their vocational literacy and professional level in order to meet the changing needs of vocational education. The higher vocational English teachers should constantly study the policy documents of vocational education and understand the development trend of vocational education; improve their professional quality and professional level to adapt to the ever-changing needs of vocational education.^[11]

4.1.2. Continuously update professional knowledge and improve knowledge structure

Higher vocational English teachers should actively update their professional knowledge, keep abreast of the times, constantly learn new knowledge, broaden their knowledge and perfect their knowledge structure, especially in the era of digital education, English teachers should improve their information literacy, enrich themselves by using information technology to enhance their comprehensive teaching ability.

4.1.3 Continuously update professional knowledge to enhance knowledge structure.

Vocational college English teachers should actively update their professional knowledge, keep pace with the times, and constantly acquire new knowledge to broaden their knowledge base and enhance their knowledge structure. Particularly in the era of digital education, English teachers should enhance their information literacy, utilize information technology to enrich themselves, and improve their comprehensive teaching abilities.

4.1.4 Participate in on-the-job practice in enterprises to enhance practical skills.

In order to enhance their practical skills and gain comprehensive insights into the development trends of the industries related to their students' majors, vocational college English teachers should actively participate in on-the-job practice activities in enterprises. By immersing themselves in relevant industry enterprises, they can learn and train through practical experiences, continuously accumulating expertise. Only

English teachers with industry knowledge and practical experience can accurately grasp industry development dynamics, integrate relevant professional ethics and expertise into English teaching, and lay a solid foundation for students' future career development.

4.2 Building a Three-Dimensional and Diversified New Form of Teaching Materials

Teaching materials are not only a medium for conveying teaching content but also an important cornerstone of English teaching, and they are also the main carrier for implementing the reform of the "Three Education" curriculum. As one of the core resources of teaching, teaching materials bear the important task of transmitting knowledge, cultivating abilities, and shaping values. The core goal of curriculum reform is to meet the needs of current society and students. Therefore, the reform of English teaching materials in higher vocational education should focus on the construction of professional groups, differentiate and expand the content of teaching materials, increase the content of quality education and vocational education, integrate new ideas, new concepts, new knowledge systems, and modern teaching tools. Teaching materials can better meet the needs of the current growth of English talents in higher vocational education, cultivate English talents with comprehensive qualities and vocational abilities.^[12]

4.2.1 Constructing career-oriented English teaching materials.

In the context of deep integration of production and education, the content of English teaching in higher vocational education should not only enable students to master basic English knowledge but also be connected with professions and target the needs of job skills. The compilation of teaching materials should take professional groups as the starting point, be guided by the employment needs of large enterprises collaborating with various professional groups, and design and develop teaching content based on the real work task needs of enterprises. Taking projects as the basic unit and the implementation process of projects as the mainline, organically integrate theoretical knowledge and practical skills, and cultivate students' language ability, professional ability, vocational ability, and social ability.

4.2.2 Building a three-dimensional form of teaching materials.

Traditional paper-based teaching materials are still indispensable in teaching, but we can enrich the types of teaching materials through supporting digital teaching resources, especially through various forms of mixed media such as electronic textbooks, three-dimensional textbooks, VR textbooks, etc., gradually forming a new form of teaching materials. This form is based on curriculum construction, teaching material writing, supporting resource development, and information technology application, and coordinates the integration of various forms of teaching materials to form an integrated form of "traditional teaching materials + multi-form teaching materials" with multiple resources and new forms. Through this method, we can better meet the learning needs of students, improve teaching effectiveness, and achieve better teaching quality.

4.2.3 Developing diversified teaching material carriers.

Under the new form of teaching mode, in order to better meet the requirements of new forms such as ubiquitous, hybrid, customized, and decentralized teaching and learning, we need to develop diversified teaching material carriers. These new teaching material carriers have the characteristics of timely updates, convenient use, visualization of knowledge transmission, and deepening, which are more in line with the requirements of vocational talent cultivation. Therefore, we need more abundant teaching resource libraries, online open courses, quality resource-sharing courses, virtual simulation platforms, and other information-based teaching resources to carry new teaching materials. These new teaching material carriers will make teaching more convenient, improve students' learning efficiency, and also benefit teachers' teaching work and educational management work. We believe that the use of these new teaching material carriers will become one of the main trends in future education, bringing more efficient, convenient, and innovative teaching experiences.

4.3 Application of Diverse Teaching Methods and Innovative Teaching Models

The realization of teaching reform relies on the innovation of teaching methods, which focuses on the updating and enhancement of teaching methods. The core is to integrate the teaching concept of integrating knowledge with practice into the teaching system, utilizing modern

teaching methods such as action-oriented approach, project-based learning, and task-driven teaching, to construct a blended teaching model both online and offline, thus improving the quality of education and teaching. At the same time, it is essential to center on students, stimulate their subjectivity, create multimedia and experiential educational environments, enhance the intelligence of vocational English teaching, improve the quality of education and teaching, and elevate the level of talent to meet society's demands.^[12]

4.3.1 Integration of Courses and Positions, Emphasizing Practice.

Integrating vocational English courses into majors and serving professions is one of the goals of vocational English teaching reform. Furthermore, teaching reform also needs to focus on cultivating "practical" skills. English courses have both instrumental and humanistic aspects. For the reform of vocational English courses in vocational colleges, it is necessary to extend the scope of English courses, focus on the connection between English teaching and students' majors and future positions, and innovate practical teaching methods. In terms of teaching reform, it is necessary to meet different, personalized talent development needs, promote the "integration of courses and positions" teaching model, integrate classroom teaching, language skills application, and professional skills training, and conduct language practice activities in real situations. By exploring student-centered practical classroom teaching reform, promoting effective teaching reform, further enhancing the rationality of vocational English teaching, and promoting talent growth to meet social needs.

4.3.2 Student-centered approach, adopting diverse teaching methods.

According to the characteristics of the diversity of the student population, the student-centered teaching concept should always be implemented, and teaching methods tailored to the students' abilities should be adopted, including project teaching methods, contextual teaching methods, task-driven teaching methods, case study teaching methods and other diversified teaching methods, in order to emphasize the central position of the students. In this way, diversified teaching methods can be carried out throughout the English teaching process, so as to enhance students' learning ability in a targeted way and promote their development in future professional

positions.

4.3.3 Leveraging information technology to innovate teaching models.

The widespread application of information technology has not only brought convenience to education but also provided new ideas and methods for teaching reform. By utilizing information technology means such as mobile terminals, online teaching platforms, campus networks, and the internet, a large number of teaching resources can be created, professional teaching resource libraries can be established, and high-quality online open courses can be created, etc. ^[13] These measures can enrich and diversify teaching content, improve teaching effectiveness, and enhance the attractiveness of classroom teaching. Meanwhile, the promotion of new teaching models such as blended learning and flipped classrooms enables students to learn more autonomously, adapt to personalized needs, broaden learning time and space, and improve learning efficiency.

5. Conclusion

For higher vocational colleges and universities, relying on the integration of production and education and school-enterprise cooperation to do a good job in the design of talent cultivation standards, the construction of teachers, curriculum construction, and pedagogical reform is the fundamental demand for the development of vocational education in the new era. Higher vocational English courses occupy a very important position in the cultivation of talents of various specialties in higher vocational colleges and universities. Therefore, under the background of the integration of industry and education, the reform of "three teachings" of English in higher vocational education, i.e., the reform of teachers, teaching materials and teaching, can effectively improve the quality of English teaching. This can not only enhance students' language application ability in English, but also improve their comprehensive quality, which is of great practical significance and has a positive impact on the cultivation of talents.

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