

SECTION 3. THEORY AND METHODOLOGY OF PROFESSIONAL EDUCATION

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3.1 Effect analysis of situational simulation method in teaching communicative eloquence in higher vocational education

In the rapidly changing modern world, higher vocational education is an important training ground for high-quality, highly skilled talent. The quality of teaching is directly related to students' employability and social adaptability. In this era of challenges and opportunities, students not only need to master solid professional knowledge, but also have a good all-round quality to cope with the complex and ever-changing workplace environment.

Communication skills are an essential quality in the workplace and are particularly important for higher vocational students. Good communication skills not only help students express their ideas better and improve communication efficiency, but also establish good interpersonal relationships in the workplace and pave the way for personal career development. However, when faced with real communication scenarios, many students often find it difficult to perform to their true level due to psychological barriers such as shyness and nervousness.

The situational simulation method in higher vocational education can significantly enhance communicative eloquence by providing students with real-world scenarios to practice their language skills. This method immerses students in simulated situations that mirror real-life contexts, enabling them to apply language in a meaningful way. By actively participating in these simulations, students can develop their ability to think on their feet, respond effectively, and build confidence in their communicative abilities.

As an effective teaching method, situational simulation plays an important role in improving students' communication skills. This method simulates various real-life workplace scenarios to immerse students in the experience, helping them overcome psychological barriers and boost their self-confidence. In the simulated scenarios, students can freely express their views and exchange ideas, accumulating experience

and honing their abilities in the process. This immersive experience allows students to more intuitively understand the importance of communication skills and inspires them to take the initiative to improve.

Through training in situational simulation, students can not only exercise their eloquence and adaptability in a simulated real-life environment, but also gradually master the skills and methods of communicating with different people, laying a solid foundation for their future careers. When they encounter similar situations in the real workplace, they will be able to respond more calmly and calmly, demonstrating their professionalism and eloquence. Therefore, vocational colleges should attach importance to the use of situational simulation in the teaching of eloquence, and through continuous innovation and improvement of teaching methods, provide students with more opportunities for exercise and practice, helping them stand out in the future workplace [30, p. 373-394]. Here's a more detailed explanation of how this method works:

1. Creating Realistic Scenarios: Instructors design simulations that mimic common situations students might encounter in their field, such as customer service interactions, job interviews, or team discussions.

These scenarios can be based on real-life cases or fictional situations, but they should be relevant to the students' vocational area.

2. Active Participation and Role-Playing: Students take on specific roles within the simulation, allowing them to practice speaking, listening, and interacting in a structured way.

Role-playing encourages active participation, as students must engage with the scenario and respond to the actions of others.

3. Encouraging Critical Thinking and Problem-Solving: Simulations often involve challenges or complex situations that require students to think critically and find solutions.

This fosters problem-solving skills and the ability to adapt to unexpected situations.

4. Providing Feedback and Improvement: After the simulation, students can

receive feedback from the instructor and their peers on their performance.

This feedback allows students to identify areas for improvement and refine their communicative skills.

5. Enhancing Confidence and Motivation: By successfully navigating simulated situations, students gain confidence in their ability to communicate effectively.

This can also increase their motivation to learn and further develop their language skills.

Examples of Situational Simulations in Vocational Education:

Tourism: Simulating interactions with tourists, booking accommodations, or handling complaints.

Hospitality: Practicing front desk reception, serving food, or resolving guest issues.

Business: Conducting sales pitches, negotiating contracts, or leading team meetings.

Healthcare: Practicing patient communication, explaining medical procedures, or handling difficult situations.

By using the situational simulation method, higher vocational education can prepare students to be effective communicators in their chosen fields and enhance their overall communicative eloquence.

3.1.1. Situational simulation method: a practical training ground for teaching high-level communication and eloquence, significantly improving students' practical application ability

The use of situational simulation in high-level communication and eloquence teaching is undoubtedly providing students with a practical training arena full of challenges and opportunities. With its unique design concept and implementation methods, this teaching method significantly improves students' practical application ability, enabling them to be more efficient in their future careers.

Situational simulation methods involve the careful planning and layout of a variety of activities that simulate real or close-to-real work and life scenarios. These simulated scenarios are not only highly realistic, but also full of complexity and change. They allow students to experience various complex and ever-changing communication situations as if they were in a real social environment. In such an environment, students are no longer passive observers who accept knowledge, but active participants who explore on their own initiative.

In the simulated situation, students need to quickly mobilize and integrate the theoretical knowledge they have learned in the classroom, such as communication skills, language expression, and emotional management, according to the specific requirements of the scene. They need to transform this theoretical knowledge into practical skills, and test and improve their communication skills through simulated practice. This process of 'learning by doing' not only allows students to deeply understand the importance of communication skills, but also gradually enables them to master the skills of choosing appropriate language expressions in different situations and how to effectively communicate and properly solve problems in practice.

The use of situational simulation also provides students with a valuable opportunity to exercise and improve their confidence. In simulated situations, students need to face various challenges and difficulties, such as a tense atmosphere, complex interpersonal relationships, and unexpected situations. However, these challenges and difficulties provide an excellent opportunity to exercise their psychological quality and improve their communication skills. Through continuous trial and correction, students gradually overcome their fear and anxiety, learn how to remain calm and confident under pressure, and find a breakthrough and solutions in the face of difficulties. This experience not only makes them more mature and confident, but also lays a solid foundation for their future careers.

More importantly, the situational simulation method provides strong support and protection for students' future careers. In higher vocational education, cultivating students' practical application ability is crucial. The situational simulation method precisely simulates real work scenarios, allowing students to explore and accumulate

valuable experience in practice. This experience not only helps them better adapt to the workplace environment, but also enhances their comprehensive quality and competitiveness, providing strong support and protection for them as they enter the workplace and deal with various complex situations in the future. [31, p. 117-119]

The application of situational simulation methods in the teaching of communication skills for higher vocational students is of great significance. It not only significantly improves students' practical application ability, but also enhances their self-confidence and comprehensive quality. Therefore, we should continue to deepen and promote this teaching method to provide high-quality communication skills education services for more higher vocational students.

3.1.2. Situational simulation method: ignites learning enthusiasm, activates classroom participation, and promotes all-round development

The application of situational simulation in the teaching of higher vocational communication eloquence has not only significantly improved students' practical application ability, but also greatly stimulated their interest in learning and participation, injecting unprecedented vitality and vitality into the classroom. This method brings students into a world of communication full of challenges and opportunities by constructing a series of vivid, interesting simulation scenarios that are close to real work and life scenarios, allowing them to personally experience the fun and charm of communication through role-playing, thus arousing a strong interest in learning.

1. Igniting the passion for learning: from passive acceptance to active exploration.

In traditional teaching models, students are often in a passive state of accepting knowledge, the classroom atmosphere is dull, and learning results are not good. However, the situational simulation method completely breaks this situation. By simulating real or close-to-real communication scenarios, it places students in an environment full of challenges and opportunities, stimulating their curiosity and desire

to explore. In the simulated situation, students are no longer passive receptacles of knowledge, but become the subject of active exploration and practice.

For example, in a simulated business negotiation scenario, students are divided into different teams and take on the roles of the two sides of the negotiation. They need to gain an in-depth understanding of the needs, interests and negotiation strategies of the other side, while also formulating their own negotiation plan and response plan. In this process, students need to actively consult materials, analyse cases and discuss strategies. This active exploration process not only gives them a deeper understanding of business negotiations, but also arouses their keen interest in learning.

2. Activate classroom participation: from bystander to participant. The situational simulation method also greatly enhances student participation in the classroom. In the simulated situation, students need to actively participate and communicate actively. Through various forms such as group cooperation, role-playing, and impromptu speeches, they can fully demonstrate their talents and potential. This teaching method breaks the dullness and monotony of the traditional classroom, so that every student can find their own stage in the classroom.

In group work, students need to divide up the work and work together to solve problems. They discuss and exchange ideas with each other, and work together to formulate plans and strategies. This process of cooperation not only enhances their team spirit, but also improves their interpersonal skills. Role-playing also provides students with a platform to showcase and challenge themselves. They need to deeply understand the character, emotional state and social context of the role, and convey the inner world of the character through vivid performances. This kind of performance not only exercises their imagination and creativity, but also gives them a deeper understanding of the importance of communication skills.

In a carefully designed simulated sales scenario, students were ingeniously assigned to different sales teams, taking on the dual roles of salesperson and customer. This unique role setting provided students with a rare opportunity to experience the real challenges and charm of the sales industry.

As members of a sales team, they first had to act as professional

salespeople, facing not only virtual products, but also ‘real’ customers with different needs, personalities and concerns. The students needed to be fully prepared, paying attention to every detail, from the product's functional features and price advantages to market competition analysis. During the product introduction, they learned how to use concise and attractive language to accurately convey the product's highlights to customers, while subtly incorporating points that may be of interest to customers to stimulate their desire to buy. Then, the simulation moved on to the intense stage of price negotiation. As salespeople, the students not only had to stick to the company's bottom line, but also respond flexibly to various price-cutting strategies. In the process, they learned how to listen to the customer's demands, skillfully use communication skills, and offer concessions and additional services at the right time to reach a win-win agreement. This practice not only gave the students a deep understanding of the art of price negotiation, but also trained their ability to remain calm and flexible under pressure. The simulation of the after-sales service process made the students realize that sales does not end with the completion of a transaction. As salespeople, they need to simulate handling customer complaints, provide maintenance suggestions, and even conduct customer return visits to ensure customer satisfaction and establish long-term customer relationships. In this process, the students learned how to empathize with customers' problems and solve problems with a professional attitude, thereby gaining the trust and loyalty of customers.

Through this simulated sales scenario, students not only gained valuable sales skills and experience, but more importantly, their communication skills, adaptability, teamwork spirit and problem-solving skills were significantly improved. This practice not only laid a solid foundation for their future careers, but also taught them how to maintain a keen sense of observation, a positive attitude and unremitting efforts in a complex and ever-changing market environment, in order to become leaders in the field of sales.

3. Promote all-round development: from single skills to comprehensive literacy.

Simulation methods promote students' all-round development while enhancing

their learning outcomes. In simulated situations, students are faced with all kinds of unknowns and changes, and they need to make decisions, express their opinions and solve problems within a limited time. This experience not only trains students' adaptability and problem-solving skills, but also allows them to grow and improve through challenges.

First, the simulation method cultivates students' team spirit. In group work, students need to support and cooperate with each other to complete tasks. They learn how to divide and cooperate, complement each other, and solve problems together. This team spirit is not only important for their future careers, but also makes them cherish and respect others more in their daily lives.

Second, the situational simulation method improves students' interpersonal skills. In simulated situations, students need to communicate and interact with different people. They need to understand the needs, emotional states, and social contexts of others in order to better connect and communicate with them. This experience not only makes them more adept at getting along with others, but also improves their communication skills and ability to express themselves.

Third, role-playing develops students' creativity and imagination. In role-playing, students need to understand the character, emotional state and social context of the role in depth, and convey the inner world of the role through vivid performances. This kind of performance requires them to give full play to their creativity and imagination to vividly present the character to the audience. This experience not only exercises their acting skills, but also makes them understand how to use their imagination and creativity.[32]

In addition, the situational simulation method serves as a powerful tool in cultivating students' empathy and emotional empathy, fostering a deeper understanding of human interactions and feelings. In these simulated scenarios, students are required to immerse themselves in roles that are vastly different from their own, enabling them to grasp and feel the emotions and needs of others in a vivid and realistic manner. This process necessitates that they think critically from the perspective of the other person, attempting to comprehend their emotional state and motivations.

By engaging in such role-playing exercises, students are compelled to reflect on their own behaviors and attitudes, and how they might impact others. They learn to recognize non-verbal cues, body language, and tone of voice, which are often crucial in understanding the emotions of others. This experience not only sharpens their observational skills but also instills a greater awareness of how to care for and understand others.

Moreover, the situational simulation method encourages students to develop emotional resilience. As they navigate through various emotional landscapes in their simulated roles, they learn to manage their own emotions effectively and maintain composure even in stressful situations. This emotional intelligence is invaluable in both personal and professional life, as it enables them to build stronger, more supportive relationships with others.

In essence, the situational simulation method not only enhances students' communication skills but also nurtures their empathy and emotional empathy. Through these immersive experiences, they gain a deeper appreciation for the complexities of human emotions and learn to navigate through them with sensitivity and understanding. This, in turn, cultivates a more compassionate and emotionally intelligent individual, better equipped to contribute positively to society.

3.1.3. Situational simulation method: enhances adaptability and promotes teamwork

In the teaching of high-level communication skills, the situational simulation method has unique advantages and has become an important teaching method for improving students' comprehensive quality, enhancing their adaptability, and promoting teamwork. By constructing a series of situations that simulate real work and life scenarios, the situational simulation method not only allows students to practice and improve their communication skills in practice, but more importantly, it provides students with a comprehensive and multi-dimensional growth platform, allowing them to gain valuable experience in dealing with emergencies and handling complex

interpersonal relationships, laying a solid foundation for their future careers.

1. Enhancing adaptability: Seamless transition from simulation to actual combat.

In the fast-changing modern world, adaptability is like a sharp sword, enabling people in the workplace to cut through difficulties in a complex and ever-changing environment. As an efficient teaching method, situational simulation provides students with an excellent platform to exercise their adaptability and improve their reaction speed through carefully constructed simulated scenarios.

These simulated scenarios are like carefully laid out ‘battlescapes’ full of unknowns and challenges. Students need to face various unexpected situations and complex challenges in them, such as last-minute changes to the meeting agenda, partners or audiences with very different personalities, sudden technical failures, etc. These scenarios are designed to recreate as much as possible the complexity and uncertainty that students may encounter in the real workplace. In such an environment, students not only have to make quick judgments and adjust their strategies, but also learn to remain calm under pressure and respond flexibly to changes.

For example, in a simulated business negotiation scenario, students are divided into teams representing different companies. During the negotiation, a technical fault suddenly occurs, preventing the presentation from being shown. Some students may feel at a loss for words in the face of this unexpected situation, but students who have undergone situational simulation training can quickly adjust their strategies and use oral presentations and hand-drawn sketches to continue the negotiation process. Not only did they successfully resolve the crisis, but they also exercised their adaptability and creative thinking through the process.

Through repeated simulation practices, students gradually learn how to remain calm under pressure and quickly find solutions when faced with unexpected situations. This ability to improve undoubtedly adds more confidence and composure to their future careers. The situational simulation method not only exercises students' adaptability and reaction speed, but also allows them to calmly and calmly respond to unexpected situations in real-life communication, just like a seasoned warrior.

In addition, the situational simulation method also focuses on cultivating students' innovative and problem-solving abilities. In the simulated situation, students need to constantly try new communication methods and find new ideas to solve problems. This innovative and practical process not only allows students to become more familiar with and master communication skills, but also stimulates their creativity and imagination. In the future workplace, this ability is also crucial, because it can help employees quickly find solutions to complex problems and contribute to the sustainable development of the company.

2. Promote teamwork: grow together from individuals to teams.

The situational simulation method not only emphasizes the adaptability and creativity of individuals, but also the cultivation of teamwork and interpersonal skills. During the simulation, students need to discuss strategies together, divide up tasks, and support each other to achieve a common goal. This close cooperation not only cultivates students' team spirit, but also teaches them how to play to their strengths and compensate for others' weaknesses in the team. More importantly, they learn to respect and understand others, listen and communicate, and thus establish good interpersonal relationships.

In a simulated team sales project, students were carefully assigned to five different sales teams, each tasked with achieving specific sales targets. This simulation project was not only a practical exercise in sales skills, but also a thorough test of teamwork and interpersonal skills.

Take the sales project for the 'smart health bracelet' as an example. Each team first needs to jointly study market trends, competitor analysis, and the needs of the target customer base, and use this as a basis to develop a practical sales strategy. In this process, students learn how to collect information, analyze data, and how to translate these analysis results into specific sales strategies. They not only discussed the unique selling points of the product, but also explored how to attract the attention of potential customers through innovative marketing methods.

Next, the teams divided up their work. Some students were responsible for market research, others for product design and presentation, while others focused on

customer communication and relationship maintenance. This division of labor not only improved work efficiency, but also gave each student the opportunity to play to their strengths. In the simulation, the students gained a deep understanding of the importance of teamwork and learned how to allocate tasks according to the abilities and interests of team members to ensure the smooth progress of the entire project.

However, the sales process is always full of unknowns and challenges. During a simulated customer meeting, one team suddenly encountered strong customer scepticism, with many questions about the functionality and price of the wristband. Faced with this unexpected situation, the team members quickly adjusted their strategy, with the member who was good at technical explanations answering the customer's technical questions in detail, while the member who was good at negotiation skillfully guided the conversation, emphasizing the cost-effectiveness of the product and the advantages of the after-sales service. Through the tacit cooperation between team members, they not only successfully dispelled the customer's doubts, but also won the customer's trust and recognition.[33, p. 489-498]

This simulated team sales project not only familiarized the students with the sales process and sales techniques, but more importantly, it taught them how to leverage their professional strengths in a team, how to communicate effectively with others, and how to solve problems together. During the simulation, the students experienced the process of moving from disagreement to consensus, and from failure to success. This valuable experience not only enhanced their teamwork skills, but also made them more confident in facing future workplace challenges.

Through this simulation, students gained a deep understanding of the power of teamwork and learned how to remain calm and flexible in a complex and ever-changing environment. They realized that the key to success, whether in sales or any other field, lies in the joint efforts and mutual support of the team. These experiences have undoubtedly laid a solid foundation for their future careers. In addition, the situational simulation method also focuses on cultivating students' leadership and sense of responsibility. In the simulated situation, students need to take on different leadership roles, such as project manager, team leader, etc., and they need to lead the team to

complete the task together. This leadership role not only familiarizes students with leadership responsibilities and leadership skills, but also teaches them how to take responsibility, motivate team members and make the right decisions. In the future workplace, this kind of leadership and sense of responsibility will also be crucial, as it will help employees play a greater role in the team and contribute to the sustainable development of the company.

3.1.4. Situational simulation method: builds cross-cultural bridges and strengthens students' cross-cultural communication skills

In the context of globalization, intercultural communication skills have become a key indicator of an individual's comprehensive quality, competitiveness in the workplace, and even a country's soft power. As the cradle for cultivating high-quality skilled talents, higher vocational education actively responds to the needs of the times by introducing the situational simulation method into the teaching of communication skills. The aim is to provide students with a comprehensive and immersive intercultural communication platform by constructing a diverse range of cross-cultural simulation scenarios, thereby effectively improving their intercultural communication skills.

3. Broaden international horizons and stimulate a passion for cultural exploration

Under the guidance of the situational simulation method, the high-level communication classroom seems to have become a window to the world, allowing students to get up close and personal with and experience the essence of cultures from all over the world. From the subtlety and restraint of the East to the openness and directness of the West, from the enthusiasm of Africa to the calm rationality of Northern Europe, each culture tells the story of the diversity of human civilization in its own unique way. In the simulated situations, students are given different cultural identities and placed in various cross-cultural communication scenarios, such as international conferences, business negotiations, cultural exchange activities, etc. This immersive learning method not only greatly broadens students'

international perspective and gives them a deeper understanding of the world's diversity and complexity, but also arouses their keen interest in and passion for exploring different cultures. Through simulation and practice, students learn to adopt a more open and inclusive attitude towards accepting and understanding communication styles and etiquette norms in different cultural contexts, laying a solid cognitive foundation for future cross-cultural communication.

4. Respect for cultural differences and the development of intercultural sensitivity

The situational simulation method allows students to deeply appreciate the impact of cultural differences on communication behaviors through the simulation of communication scenarios in different cultural contexts. During the simulation, students need to adjust their communication strategies to adapt to the communication habits and needs of different cultural backgrounds. For example, when conducting business negotiations with customers from Middle Eastern countries, students need to understand and respect the other party's religious beliefs and etiquette customs, and avoid using words that may cause misunderstanding or offence. When communicating with Japanese partners, they need to pay attention to politeness and modesty, and avoid directly expressing negative opinions, so as not to damage the relationship between the two sides. This experience not only trains students' adaptability and resilience, but also cultivates their cross-cultural sensitivity and inclusiveness. Students learn to maintain an open mind in cross-cultural communication, respect and understand cultural differences, thereby effectively avoiding misunderstandings and conflicts caused by cultural differences, and laying a solid foundation for establishing good cross-cultural relationships.

5. Improve cross-cultural communication skills and promote effective communication

The situational simulation method is used in the teaching of higher vocational communication eloquence, and also focuses on cultivating students' intercultural communication skills. In the simulation, students need to learn to listen, observe, analyze and give feedback in order to better understand the cultural background and

communication intentions of the other party. This not only requires students to have a high level of language comprehension, but also requires them to have keen non-verbal communication skills, such as being able to read people and capture subtle body language. At the same time, students also need to learn how to effectively express their own opinions and feelings, and how to clearly convey their own messages while respecting the culture of the other party. For example, when communicating with customers from South American countries, students may need to express their opinions more directly and enthusiastically to show their sincerity and enthusiasm; while communicating with partners from Nordic countries, they need to pay more attention to logic and structure to reflect their professionalism and rigorous attitude. This ability to communicate in both directions is an indispensable part of cross-cultural communication and an important criterion for measuring the level of students' cross-cultural communication skills

6. Strengthen cultural adaptability and enhance workplace competitiveness.

In a globalized workplace, people with intercultural communication skills can often adapt more quickly to working environments with different cultural backgrounds, integrate better into international teams, and thus stand out from the competition. The situational simulation method allows students to continuously improve their cultural adaptability in practice by simulating real intercultural communication scenarios. They learn how to adjust their communication styles and habits of behavior in different cultural contexts, and how to establish good interpersonal relationships with colleagues and clients from different cultural backgrounds. This improvement in ability not only lays a solid foundation for students' future international exchanges and cooperation, but also paves the way for them to become highly qualified talents with an international perspective and intercultural communication skills. In today's increasingly globalized world, talents with intercultural communication skills have become the “hot potatoes” that companies compete for, and their career prospects and development space will undoubtedly be even broader. [34, p. 72-78]

7. Challenges and countermeasures of situational simulation in the

cultivation of intercultural communication skills

Although situational simulation has significant advantages and effects in the teaching of higher vocational communication skills, it also faces some challenges in actual application. For example, how to ensure the authenticity and effectiveness of the simulated situation? How to balance the communication differences between different cultural backgrounds? How to assess students' intercultural communication skills? In response to these questions, we can take the following countermeasures:

(1) Strengthen cooperation with enterprises and international organizations to introduce real intercultural communication cases to make the simulated situation more realistic.

(2) Establish a diversified assessment system that comprehensively evaluates students' intercultural communication skills in multiple dimensions such as language, behavior and attitude.

(3) Invite experts with intercultural communication experience to give lectures and training, and provide students with more practical opportunities for intercultural communication.

(4) Encourage students to participate in international exchange programmes such as overseas internships and international volunteering to experience life and work in different cultural contexts first-hand. [35, p. 9-32]

The utilization of situational simulation methods in the teaching of communication and eloquence within higher vocational education offers students an invaluable platform to actively engage in, deeply experience, fully understand, and truly appreciate the rich tapestry of diverse cultures. Through these immersive and practical learning experiences, students are provided with the opportunity to step into the shoes of individuals from different cultural backgrounds, enabling them to develop a profound respect and understanding for cultural differences.

In this immersive learning environment, students learn through practice how to adeptly navigate and flexibly apply various communication skills in intercultural contexts. They hone their abilities to convey information clearly and effectively while respecting cultural nuances, and they cultivate the essential skills necessary to establish

positive and productive interpersonal relationships across cultural boundaries. This practical approach not only fosters their ability to communicate with people from different cultures but also enhances their sensitivity and adaptability in diverse social settings.

The refinement of these intercultural communication skills serves as a cornerstone for students' future endeavors in international exchanges and collaborations. It equips them with the tools necessary to navigate the complexities of global work environments, fostering their ability to communicate, collaborate, and innovate in multicultural contexts. Moreover, these skills pave the way for students to evolve into high- quality talents who possess an international perspective and intercultural communication proficiency, positioning them as competitive and valuable assets in today's increasingly interconnected world. [35]

In today's globalized era, where international cooperation and cross- cultural interactions are becoming more frequent and crucial, it is imperative for us to work collectively towards nurturing a generation of high-quality talents who are not only proficient in their fields but also possess the international competitiveness and intercultural communication skills necessary to thrive in a diverse and interconnected world. By embracing situational simulation methods in communication and eloquence education, we can effectively prepare our students for the challenges and opportunities of the globalized future. [36, p. 89-104]

3.1.5. Workplace interview scenarios: a practice ground for in-depth practice and comprehensive improvement

Through carefully designed simulated workplace interview scenarios, students are able to experience the real interview process in a safe and risk- free environment. This is not only a preview of future workplace challenges, but also a valuable opportunity to learn how to effectively demonstrate personal abilities and unique charm in the key link of a career. To achieve this goal, the teachers invested a lot of time and effort in careful planning to ensure that the simulated scenarios cover a wide range of

job types, from basic administrative assistant positions to senior management positions, from software development engineers in the technical field to brand planning specialists in the marketing department, so that students have the opportunity to be exposed to and adapt to a diverse range of interview environments, thereby comprehensively improving their interview skills and adaptability.

In a mock interview, students are divided into different groups, each of which prepares in depth for a specific job type. For example, for the software development engineer interview, the teachers designed the following interview questions: ‘Please tell us more about yourself, with particular emphasis on your professional skills in programming languages and algorithms and your achievements in past projects.’ ‘What are your particular interests or expectations for this position? How do you see your future development in the field of software development?’ and ‘In your previous work experience, how have you effectively dealt with work pressures and challenges? Please share a specific experience.’ These questions are designed to guide students to think deeply about their career orientation, core competitiveness, and coping strategies when facing problems, while also testing their ability to respond immediately and their ability to organize language.

In another mock interview for the emerging and popular position of e-commerce live streamer, the teachers designed a series of carefully planned interview questions to comprehensively assess the students' comprehensive abilities. For product understanding and expression, they asked: “Suppose you have to broadcast and sell a new smartwatch, how would you introduce the features, advantages and changes it can bring to their lives to the audience?” This question is designed to test whether the students can quickly grasp the product features and translate them into expressions that attract the audience. For interaction and communication skills, the interview questions focused on: ‘During the live broadcast, if you encounter questions or negative comments from the audience, how would you respond? Please share a strategy you have envisioned or actually used to deal with such situations.’

This aims to test students' adaptability and conflict resolution skills in a real-time interactive environment. For sales skills and persuasion, the teachers asked: ‘What

sales skills do you think a good e-commerce broadcaster needs? Please give specific examples to illustrate how you have used these skills in your past experiences.’ This guided the students to think deeply about the essence of sales and share their experiences of how to use effective communication to persuade the audience to buy products in practice. In the role-playing session, the students fully demonstrated their versatility. As job applicants, they carefully prepared their self-introductions, covering their educational background, relevant experience, and emphasizing their love for the live streaming industry, product understanding and personal charm. For example, one student shared his experience of successfully attracting a large number of followers by imitating the style of well-known anchors and incorporating personal characteristics to create a unique live streaming style.

In the role-play session, students took turns to act as interviewers and interviewees. As interviewees, they needed to prepare a self-introduction carefully, clearly explaining their educational background, internship or work experience, professional skills, and personal career plan. For example, a student applying for a software development engineer mentioned in his self-introduction the programming languages he is proficient in, the projects he has participated in and his contributions to the team, as well as his experience of mastering a new technology through self-study and successfully applying it to a project. In addition, he learned how to maintain a confident, polite and professional attitude during the interview, how to effectively listen and understand the interviewer's questions, and how to appropriately ask his own questions.

The students who acted as interviewers had the opportunity to learn and master the core of interview skills. They learned how to design questions to gain insight into the candidate's abilities and potential, how to observe the candidate's non-verbal behavior to gain more information, and how to give fair and constructive feedback based on the candidate's answers. For example, one interviewer found that the candidate was a bit nervous when answering technical questions during the interview, so she tactfully guided the candidate to relax and gain insight into the candidate's actual abilities by asking more specific technical details. After the interview, she gave each

candidate a detailed critique of their performance, pointing out their strengths and weaknesses and offering suggestions for improvement.

Through these simulation exercises, students not only improve their self-expression and communication skills, but also enhance their logical thinking and problem-solving abilities. More importantly, they gradually develop a comprehensive understanding of the workplace interview through practice.

For example, after a mock interview, one student shared his feelings: ‘Through this mock interview, I deeply appreciated the sense of tension and challenge in the interview process. However, through continuous practice and reflection, I have learned how to remain calm and confidently demonstrate my abilities and strengths during the interview. I believe that these experiences will play a crucial role in my future job search.’

To further verify the effectiveness of the mock interview sessions conducted as part of the school's career preparation program, an elaborate real-world workplace interview event can be meticulously organized.

This event would involve inviting seasoned HR professionals and department managers from esteemed companies that have established partnerships with the school to serve as the interview panel. These industry experts, with their extensive experience in hiring and evaluating candidates, would provide an authentic and challenging interview environment. [37, p. 72-112]

During this carefully orchestrated interview process, the students exhibited remarkable improvement and substantial growth in their interviewing abilities. They were not only capable of answering the interviewer's questions with fluency and confidence but also demonstrated their professional skills and past accomplishments with a compelling narrative. Beyond merely responding to questions, the students actively engaged with the interviewers by asking insightful and in-depth questions related to the job role, company culture, and potential projects. This proactive approach not only showcased their critical thinking skills but also underscored their professionalism and enthusiasm for the roles they were being considered for.

In the culmination of this event, several outstanding students were delighted to

receive internship offers directly from the participating companies. These offers, which were based on the students' impressive performances during the interviews, served as tangible proof of the mock interview's effectiveness in enhancing students' interview skills, adapting to real-world interview situations, and ultimately, increasing their employability. The success of these students not only reflected the value of the mock interview sessions but also inspired other students to take their interview preparations more seriously, fostering a culture of excellence and preparation within the school's career development initiatives.

3.1.6. Scenario simulation method: implementation strategies and considerations

In order to give full play to the role of situational simulation in the teaching of higher vocational communication skills, teachers need to carefully design and organize simulated situations to ensure their authenticity and effectiveness. At the same time, teachers also need to pay attention to the learning process and feedback from students, and adjust their teaching strategies and methods in a timely manner. [38, p. 2-5]

First, teachers need to gain an in-depth understanding of the actual situation and needs of students. They need to understand students' professional backgrounds, interests and hobbies, as well as their future career plans, in order to design simulated situations that are more closely aligned with their actual situation. At the same time, teachers need to pay attention to the psychological state and emotional changes of students, give encouragement and support in a timely manner, and help them overcome their fears and anxieties.

Second, teachers need to carefully design and organize the simulation situation. They need to ensure the authenticity and effectiveness of the situation, as well as consider the difficulty and complexity of the situation. In the simulation situation, teachers need to guide students to actively participate and communicate actively, and encourage them to use their imagination and creativity. At the same time, teachers also need to pay attention to the performance and expression process of students, give

guidance and suggestions in a timely manner, and help them improve their communication skills.

Third, teachers need to pay attention to student feedback and learning outcomes. They need to collect student opinions and suggestions in a timely manner to understand their difficulties and problems in the learning process. At the same time, teachers also need to evaluate and provide feedback on students' performances and expressions to help them identify their shortcomings and develop corresponding improvement measures.

Finally, teachers also need to pay attention to the limitations of the situational simulation method. Although the situational simulation method can provide students with a realistic communicative environment, it is, after all, a simulation practice. Therefore, teachers also need to guide students to apply what they have learned to real life, and to test and improve their communicative eloquence through practice. [39, p. 113-121]

In summary, situational simulation has demonstrated significant advantages and positive effects in the teaching of communication skills within higher vocational education. It not only ignites students' enthusiasm for learning and fosters active classroom participation but also contributes to their holistic development. Therefore, we should continue to deepen and promote this teaching method to provide higher vocational students with high-quality communication skills education services.

However, it is important to acknowledge that, despite its many benefits, the understanding and implementation of situational simulation may still have limitations. There is always room for improvement and refinement in any teaching method. We recognize that our exploration and application of situational simulation may not be exhaustive, and we encourage others to share their insights and experiences to further enrich and enhance this teaching approach. [40, p. 54-57]

As we strive to improve and perfect the implementation strategies and methods of situational simulation, we remain open to feedback and are committed to continuously summarizing and refining our practices. We believe that through collective efforts and continuous learning, we can ensure that situational simulation

serves the development of communication skills teaching in higher vocational education even more effectively.

CONCLUSION. In summary, the unique advantages of the situational simulation method in the teaching of higher vocational communication and eloquence lie not only in its ability to provide students with a learning environment that is highly similar to the real workplace and social interactions, but also in the fact that through this environment, students can deeply learn and master various communication skills, and continuously exercise their excellent adaptability and adaptability in practice. These abilities are crucial for their future success in integrating into and succeeding in the workplace. [41]

The core of the situational simulation method lies in its ingeniously constructed series of rich and diverse simulated situations. These situations cover a variety of common workplace scenarios such as business negotiations, public relations crisis management, and teamwork and communication, allowing students to personally experience the real process of interpersonal interaction through role-playing. For example, in a business negotiation simulation, students can play the roles of sales representatives, purchasing managers, legal advisors, etc., and learn how to use effective communication skills and strategies to reach a mutually satisfactory agreement through simulated negotiation processes. This simulation not only allows students to understand the basic processes and rules of business negotiations, but more importantly, it allows them to learn in practice how to flexibly use language skills and non-verbal signals according to different situations and objects to achieve the best communication effect.

In the public relations crisis management simulation, students can play the roles of public relations personnel, media reporters, consumers, and other roles. By simulating the response and handling of crisis events, they learn how to quickly and accurately convey information, defuse crises, and maintain the corporate image. This simulation not only exercises students' adaptability and crisis management skills, but also gives them a deep understanding of the importance of effective communication in crisis public relations. Through role- playing, students can gain a deeper understanding

of the psychology and needs of different roles, so as to more accurately grasp the direction and strategy of communication. [42, p. 43-45]

Teamwork communication simulation is another important scenario simulation method. In this simulation, students need to discuss strategies together, cooperate and support each other to complete the simulated task. This simulation not only exercises students' organizational and coordination skills, but also teaches them to listen, understand and respect others in the process of completing tasks together. Through teamwork, students can more deeply understand the importance of teamwork and learn how to use their strengths in the team to make up for others' shortcomings. [43, p. 44-47]

The practical learning approach of situational simulation not only significantly improves students' eloquence, but also cultivates their observation, analysis, judgment and problem-solving skills. In the simulated situation, students need to carefully observe each other's non-verbal signals such as expressions, tone of voice and body movements to determine their true intentions and emotions. At the same time, they need to use their language skills and non-verbal signals to convey their intentions and emotions to achieve the best communication results. This practical learning method allows students to continuously exercise and improve their abilities in practical operations, so that they can easily and calmly cope with the complex and ever-changing workplace environment.

In addition, the situational simulation method also effectively promotes teamwork and interpersonal skills among students through interactive sessions such as group cooperation and role-playing. In the simulated situation, students need to support and cooperate with each other to complete tasks together. This kind of cooperation not only enhances their sense of collective honour and responsibility, but also teaches them how to play their role in the team and how to establish good cooperative relationships with others. Through role-playing, students can gain a deeper understanding of the psychology and needs of different roles, so as to more accurately grasp the direction and strategy of communication and improve their communication skills. [44]

With the rapid development of educational technology and the continuous

innovation of teaching concepts, the application prospects of situational simulation methods in the teaching of higher vocational communication eloquence will become even broader. The introduction of advanced technical methods such as virtual reality and augmented reality has made it possible to create more realistic and vivid simulation environments. For example, through virtual reality technology, students can participate in immersive scenarios such as international conferences and business negotiations, and experience the communication atmosphere and etiquette norms in different cultural contexts. This immersive simulation environment not only improves students' participation and interest, but also allows them to gain a deeper understanding of the communication methods and etiquette norms in different cultural contexts, thereby comprehensively improving their communication skills. [45, p. 67-85]

At the same time, by combining big data analysis and artificial intelligence and other advanced technologies, we can conduct more accurate and comprehensive assessments of students' performance. By collecting and analysing data on students' performance in simulated situations, we can understand their strengths and weaknesses in terms of eloquence, teamwork, interpersonal skills, etc., and provide them with more personalized and targeted guidance and feedback. This data-based assessment and guidance not only improves students' learning outcomes and teaching quality, but also stimulates their interest and motivation in learning, and promotes their all-round development. [46, p. 303-309]

Looking to the future, the application of situational simulation in the teaching of higher vocational communication and eloquence will focus more on integration with actual situations and innovation. For example, we can combine situational simulation with industry practice, inviting industry experts and business representatives to participate in the design and evaluation of simulated situations to ensure their authenticity and effectiveness. At the same time, we can also integrate situational simulation with other disciplines, such as marketing and psychology, to cultivate students' comprehensive literacy and innovation skills.

In addition, with the continuous development of online education and distance education, situational simulation can also be applied in online learning environments.

Through online platforms, students can participate in simulated learning and practice anytime, anywhere, and interact with students from different regions and backgrounds. This cross-regional and cross-cultural communication not only broadens students' horizons and ways of thinking, but also improves their cross-cultural communication skills and lays a solid foundation for future international exchanges and cooperation. [47, p. 72-79]

In short, the situational simulation method has yielded remarkable results in the teaching of communication and eloquence within higher vocational education. With its unique advantages, it has emerged as a pivotal tool for nurturing students' eloquence and fostering their comprehensive qualities. As educational technology advances and teaching concepts evolve, we have reason to believe that the situational simulation method will play an increasingly significant and widespread role in future teaching practices.

However, it is crucial to acknowledge that our work, while promising, also has its limitations. There is always more to learn and refine in the realm of educational methodologies, and we recognize that our understanding and implementation of situational simulation may not be without flaws.

By continually optimizing and innovating the teaching models and methods of the situational simulation method, the aim of educators is to provide high-quality and efficient communication and eloquence teaching services to a broader array of students, laying a solid foundation for their career and life development. [48, p. 37-44] Yet, this field is remained open to exploring and practicing new teaching concepts and technical means, embracing the challenge of adapting to the dynamic educational environment and market demands.