

Original Paper

Research on College English Teaching Reform in Application-Oriented Undergraduate Universities under the Background of New Engineering

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Abstract

This article, through the methods of logical analysis, expert interview and questionnaire survey, combs the deficiencies in the process of College English teaching reform in the Application-oriented Undergraduate Universities under the background of new engineering, and strives to put forward the improvement strategies in the reform of College English Teaching in the Application-oriented Universities Based on the theories of pedagogy, management and other disciplines, so as to make it continuously innovate for the education of our country in the future Progress helps.

Keywords

new engineering, application-oriented, undergraduate universities, teaching reform

1. Introduction

In March 2014, the Ministry of education of China put forward a clear direction of reform: more than 50% of more than 1200 ordinary undergraduate colleges and universities in China will gradually transform into application-oriented universities. Since February 2017, the Ministry of education has actively promoted the construction of new engineering, with many Application-oriented Undergraduate Universities Participating. Compared with the establishment of new majors and the formulation of talent training plan, how the traditional college English curriculum can better adapt to the new engineering and application type through its own reform is a problem worthy of our consideration.

2. The Current Situation of College English Teaching in Application-Oriented Universities

The new definition of College English teaching objectives in the new era was made in the requirements for “College English Curriculum Teaching Requirements” issued by the Ministry of education in July 2007: to cultivate students’ Comprehensive English application ability, especially listening and speaking ability, so that they can effectively communicate in English in future study, work and social communication, and at the same time enhance their independent learning ability and improve their comprehensive cultural elements To meet the needs of China’s social development and international exchanges. However, with the constant renewal of educational concept, the available equipment in the classroom is constantly improving. At present, the current situation of College English Teaching in application-oriented universities is exposed in the situation of “College English Curriculum Teaching Requirements”.

2.1 Mainly Exam-Oriented Education, Lack of Humanistic Education

At present, in the College English Teaching of Application-oriented universities, teaching materials are mainly used to learn words, speak grammar and organize sentence patterns. The purpose of most students is to pass the final examination of College English and to pass the CET-4 and CET-6. For part of students who have the desire to take the postgraduate entrance examination hope to pass the postgraduate English examination smoothly. In this way, the purpose of learning college English becomes to pass all kinds of examinations and run counter to the requirements of “College English Curriculum Teaching Requirements” issued by the Ministry of education.

College English learning is not only a kind of skill-based language learning, but also a kind of cultural awareness learning. As Professor Shouren Wang said, English is a branch of humanities. Language, culture and literature are the basic elements of English learning. Culture is the content of language, language is the carrier of culture, and culture is integrated into language. The College English curriculum contains rich humanistic education resources, which has unique conditions for humanistic quality education. In order to meet the high-quality needs of application-oriented talents, humanistic quality education has become an important means to improve students’ Ideological and moral quality and scientific and cultural quality in College English teaching, and it is also a long-term all-round education and teaching concept. With the rapid development of the current society, the requirements for the level of talents are becoming higher and higher. To a large extent, it has effectively improved the previous situation that only focus on the level of professional skills, not professional literacy. At present, more and more attention is paid to the improvement of the quality of people. At the same time, more and more people favor the flash point of human nature and a responsible and positive attitude. Under the requirement of this situation, it is necessary to change the inherent thought of College English Teaching in the current application-oriented universities, so as to connect with the society as soon as possible. Strengthening humanistic education will not only have a profound impact on students, but also on society. It is the demand of social development to improve the importance of humanistic education, and it is also in line with the teaching requirements of the new curriculum reform in China.

With the implementation of the new curriculum reform and quality education in China, people have higher requirements for daily teaching, changed the previous teaching concept, and began to pay attention to the cultivation of humanistic spirit. Because of this, people constantly call for strengthening humanistic education. The current college English teaching mode must keep pace with the times. On the basis of the original English teaching, it is necessary to effectively integrate humanistic education, make English teaching become the carrier of humanistic education, and make humanistic education provide more spirit and details for English teaching, so that humanistic education and English teaching can be integrated organically.

2.2 Advancing slowly Using of New Teaching Mode and Equipment

At present, the following problems exist in College English Teaching. Firstly, large class teaching. Due to the lack of English teachers in Colleges and universities, and the nature of College English basic courses, most colleges and universities use large classes, with different students from different places and different levels of English. Secondly, the teaching mode is single. Due to the limitation of large class teaching, English teaching is still influenced by the traditional teaching mode. “Cramming” teaching is full of College English classroom, which pays attention to the teaching of knowledge, but neglects the cultivation and stimulation of students’ initiative. With the continuous innovation of education, teaching methods have extended from traditional classroom to MOOC, SPOC, micro class, rain class and flipped class. The flexibility and change of teaching methods can better meet the needs of all kinds of students and make students’ learning more convenient and free through convenient equipment.

Up to now, due to the lack of funds in the application-oriented universities and the short time for some universities to enter the University, the academic qualifications of teachers are generally unable to reach the degree of doctor, resulting in English teachers’ hesitation and lag in accepting new things and using new methods. Therefore, the school cannot use and promote the latest education and teaching ideas and achievements in the first time from the financial and human aspects, resulting in the backward education reform and the development of the times.

3. The Direction of College English Teaching Reform in Application-Oriented Colleges and Universities

When we find the shortcomings in the process of College English teaching reform in the current application-oriented colleges and universities, it will provide support and direction for the future reform. It is believed that through effective measures, College English in application-oriented universities will attract more students and become more and more close to the changing society.

3.1 Combining Humanistic Education with College English Teaching to Spread Culture and Nurture Talents in Teaching

In order to infiltrate humanistic education in College English teaching, it is necessary to renew the traditional concept of humanistic education and establish a good concept of humanistic education. The

establishment of a good concept of humanistic education can be carried out from three aspects: school, teachers and school organization. First of all, the school should change the teaching concept, pay more attention to the infiltration of humanistic education in English teaching, edify the humanistic spirit of students, and actively create a teaching environment full of humanistic atmosphere. Secondly, teachers should give full play to the auxiliary role, start from the actual teaching, and gradually cultivate students to develop good humanistic cultivation. Finally, all kinds of social organizations should play a leading role in spreading more humanistic spirit to students, so as to infiltrate humanistic education into College English teaching imperceptibly.

The humanistic quality of teachers determines the cultivation of humanistic quality of students. The role of Teachers in classroom teaching is very important. Teachers are not only disseminators of humanistic culture, but also builders of humanistic atmosphere. Therefore, teachers play an important role in cultivating students' humanistic quality. If we want to integrate the humanistic education in the process of College English teaching, we need to improve the humanistic quality of teachers. Only if teachers constantly enhance their own humanistic quality, can they improve their humanistic charm, realize the teaching by words and deeds, and train students to develop good humanistic quality. To change the concept of teachers, let teachers use their own personality charm to affect the attitude and thinking of students. In the process of teaching, teachers should not only cultivate students' language skills and communicative abilities, but also pay attention to students' moral and ethical concepts. Therefore, the teaching goal of English teachers is not only to teach the language points, grammar and listening and speaking training in English texts, but also to teach the students the humanistic knowledge contained in the texts, so that students can have a deeper understanding of the truth contained in the texts, and they will have feelings when they do other training, so that they can hear and write All round improvement in strength.

3.2 Complete Supporting English Teaching Requirements and Accelerate the Reform of Teaching Mode

MOOC, SPOC, micro class, rain class, flipped class and other new teaching modes have been recognized and vigorously promoted by the majority of educators because they conform to and conform to the trend of the new curriculum reform and are important innovations in the traditional English teaching mode. In the traditional teaching mode, most English teachers only pay attention to the teaching of theoretical knowledge, but ignore the cultivation of students' English thinking ability and practical ability. The new teaching mode pays more attention to the students' learning experience. In the process of teaching, it focuses on promoting the students' absorption and internalization of knowledge, transforming knowledge into ability, opening a new teaching pattern of "learning before teaching" and "learning for teaching". The use of the new teaching mode is inseparable from the matching of hardware and software equipment. Therefore, from the school point of view, we should first attach importance to and recognize the important role of College English in college teaching. At the same time, the school should increase investment, configure the multimedia classroom, which is suitable for the new teaching mode, and purchase the corresponding authentic software to provide

material support for the development of the new teaching mode. In the selection of teachers, young teachers who are open-minded and active can first try new teaching mode. When the new teaching mode is approved by the majority of teachers and students, it can be gradually promoted to reduce its promotion resistance. In the exploration of the new teaching mode, we should give necessary support and gain the trust of the students. It is believed that through the joint efforts of the school, teachers and students, the new teaching mode will bring subversive reform to college English curriculum.

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