

Exploring the New Mode of English Teaching in Colleges and Universities under the New Economic Forms

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Abstract: English, as a basic course at the university level, it has a pivotal significance in improving students' English application ability. Especially in today's new situation of world economic integration. With the development of society and economy, the demand for English majors is increasing, and the status of university English education in universities is also gradually increasing. However, there are many problems in the traditional teaching mode of college English majors. This will affect the teaching level of college English and improve students' English ability, so it is necessary to reform and innovate the teaching mode of the university.

Keywords: new situation, college English, new mode, practical innovation

Introduction

Under the new economic environment, the emergence of a new model of university English teaching will certainly have an impact on the traditional English teaching and make it develop in a more flexible and diversified direction. At the same time, this new teaching mode also brings more possibilities and opportunities for the development of university English education in the future. How to evaluate the effectiveness of university English teaching under the new mode and what is the reference significance for traditional English teaching, these are the topics worth exploring and researching. On this basis, we have good reasons to believe that in the new economic environment, university English teaching will face new opportunities and challenges, and at the same time, the mode of university English teaching will be further reformed and improved, so as to improve the quality of students.

1. Deficiencies in the teaching of English courses in colleges and universities under the new situation

1.1 The teaching mode is backward, the teaching method is not flexible enough to meet the needs of the new situation

At present, most of China's university English teaching is still stuck in the traditional teaching mode, resulting in the lagging behind of the university English program, teaching management and teaching evaluation system. Fill-in-the-blank teaching is the mainstay, and students can only accept it passively. After a long time, students will slowly lose their interest in English, thus affecting their teaching effectiveness. In the English curriculum, grammar, vocabulary and reading are the main focus, which can no longer meet the needs of the new situation. There is a certain disconnect between educational

tools and students' needs. The new generation of college students are tired of the traditional English teaching methods and they tend to use the new generation of learning methods, such as multimedia and the Internet. There is a mismatch between the educational environment and social needs. The requirements of university English education are: to cultivate students with intercultural communication ability, international vision and innovative thinking ability, which cannot be adapted by English education.

1.2 The curriculum is not reasonable, the teachers are weak, and the level of English application is not high

At present, the teaching content of college English majors is still in the groping stage. It is common that the structure is not reasonable. This causes many teachers to focus on the training of vocabulary, grammar and other English skills. In the process of teaching, teachers often neglect the cultivation of students' comprehensive use of English, such as oral and writing. Most of the university English teachers come from teacher training colleges and universities, and their English knowledge structure is relatively single. In addition, for a long time, they have received examination-oriented education in school. No attention has been paid to the innovation of teaching methods and approaches in practice. The application of modern educational technology is not active enough, and the teaching efficiency is relatively low.

1.3 Emphasis on test-taking education and neglect of the cultivation of practical language use ability, and homogenization of evaluation methods

College English teaching focuses too much on test-taking and instills students with grammatical knowledge and vocabulary, while neglecting the cultivation of actual language communication ability. The evaluation method is mainly based on examination results, ignoring the evaluation of students' comprehensive ability and actual language use ability, which leads to one-sided evaluation of students' ability.^[1]

2. Effective strategies for new models of English teaching in colleges and universities under the new situation and economy

2.1 Innovation of classroom teaching by using new media

With the support of new media, at present, many university English teachers in China use the rich resources on the Internet platform for classroom teaching, which can not only enrich the teaching content of the English classroom, but also visualize and concretize the form of teaching in an attractive way, thus greatly attracting the students, stimulating their learning enthusiasm, and letting them actively engage in the English classroom, thus making the English classroom lively and interesting. English is a comprehensive and wide-ranging subject, if there is a lack of effective teaching methods, students will find English tasteless and have a strong interest in English, so that the desired effect cannot be achieved. English is the most basic course in the university, which is not only related to the development of students' personality, but also a compulsory course in the university, so it is especially important to master English well. Therefore, in order to continuously improve the quality of English teaching and achieve the expected results on the original basis, teachers need to adjust their teaching methods in a timely manner according to the learning needs of students, so that students can acquire new knowledge and experience the fun of English learning in the English classroom. In order to realize the diversification of university English classroom, university English teachers should optimize the teaching-related courseware, audio and video resources as much as possible, make full use of the advantages of new media teaching, pay attention to each teaching link, continuously discover effective resources suitable for English learning, create the best English learning environment for students in English teaching, create a relaxing and enjoyable classroom atmosphere, and let the students learn English on their own and enjoy themselves in learning English, so as to achieve English teaching. learning English, so as to achieve the positive effect of English teaching, thus enhancing students' English ability and improving their comprehensive quality.

2.2 Reinforcement of innovation in the teaching process

In the traditional college English teaching, teachers usually adopt the "teacher-centered" indoctrination teaching method, which will lead to dull and boring classroom teaching and is not conducive to improving students' independent learning ability^[2]. In the new situation on this basis, college English teachers should constantly reform and improve students' ability. Take the students' cognitive law as the basis and interest as the basis. Adopt diversified teaching methods to fully mobilize students' enthusiasm for learning and make them actively involved in classroom teaching activities. As a result, the elasticity and effectiveness of classroom teaching are improved. At the same time, in the process of college English teaching, attention should also be paid to cultivating students' intercultural communication skills, thus helping them to better cross cultural barriers in the future. Use the learned English to communicate. Therefore, in English classroom teaching, in addition to educating students about proper grammar, we should also focus on teaching grammar to students. On this basis, it is also necessary to make an in-depth study of the culture, customs and expressions of the British and American and other nationalities. On this basis, students should be instructed to compare Chinese and Western cultures to help them better understand Western culture. At the same time, it is also necessary to treat western culture with a positive mindset so as to promote students' cross-cultural communication. To develop students' cross-cultural communication skills.

2.3 Reform of teaching methods

English is only a tool. You have to learn English in order to use it. The current English test in China emphasizes too much on reading and listening, resulting in a lot of people learning "dumb English". Therefore, improving Chinese students' listening and speaking skills is a top priority. From the point of view of the students' learning process, "authentic context, communicative needs, extensive exposure, and communication and interaction are the fundamental characteristics of students' mastery of their mother tongue", however, in English teaching, they are faced with textbooks, and there is very little interaction in the classroom. Everyone knows that it is important to "listen to and read a lot of foreign literature so that you can form an independent foreign language system in your own mind." However, current PEP textbooks tend to be primarily situational dialogues, with some limitations on what can be read or learned in each unit, and very little vocabulary input and repetition of pretty much the same things. The authors have always been particularly optimistic that Internet App products would solve these problems. In terms of authentic contexts and content, they provide resources such as original film and television productions, animations, TV series, etc., so that users can enhance their language confidence through gamification (points, medals, etc.) and the fun of the content. In addition, in English teaching, teachers can arrange for students to go to English drama, English rap, English rap, English magazines and so on, which can develop students' English cultural sensitivity as well as their thinking and intercultural communication skills.

2.4 Reform of learning assessment

Learning assessment is a very important task in university English teaching, but traditional assessment methods mostly use scores as the basis for evaluation, ignoring students' learning journey and individual needs. In the new economic environment, university English teaching should pay more attention to the reform of learning assessment in order to better meet students' learning needs and improve the quality of education. An innovative evaluation method does not just evaluate students' knowledge level, but evaluates students according to their actual performance and learning process. Through various forms of observation of students' participation in classroom discussions, completion of homework, presentation of learning outcomes, etc., we can have a more complete understanding of the students' learning situation and aspects to be improved, and accordingly make timely adjustments to the teaching methods and contents, so as to enable the students to further improve their English proficiency. Personalized assessment of students is also a very creative method. For different students, we can tailor-make different learning assessment programs for different learning interests, different abilities and different learning styles, so that they can better utilize their English ability and achieve twice the result with half the effort.

2.5 Focusing on the teaching of information technology

In the current rapid development of information technology, university English teaching should better utilize the role of information technology to better promote the development of university English education. Compared with traditional paper textbooks, modern audio-visual teaching materials can enhance students' sensibility and personal experience, and therefore enable them to better understand the history and culture of western countries. For example, in the teaching of American history and culture, American films such as Titanic and Once Upon a Time in America can be played to let students feel the exotic atmosphere in the films, and at the same time, through the dialogues and plots of the characters in the films, students can deepen their understanding of American history and culture. Through the movies, students can feel the bold character of Americans and the values of Americans. When explaining the history and culture of the United Kingdom, the landmarks of the United Kingdom, transportation and the political and economic links between the United Kingdom and Europe today can be taught^[3]. In this way, not only can the content required by the textbook be accomplished in the classroom, but also the sound of the movie can enhance the students' intuitive sense of the practical use of English. The rapid development of the Internet has brought a large number of learning resources to students, enabling them to learn the history, culture, customs and habits of western countries, and understand the current situation and development of western countries on the Internet. At the same time, students can also communicate with people all over the world through microblogging, WeChat and other means, through which they can learn and use English, feel the difference between Chinese and Western cultures, and then change their "Chinese" English thinking mode.

3. Conclusion

To summarize, the new college English teaching mode has important theoretical and practical significance in the development of the new economic era. Only by reforming the teaching content and methods and focusing on the cultivation of students' hands-on ability and innovation ability can the teaching be more in line with the needs of the development of the new economic era and deliver more internationalized talents to the society. Taking this as a guide, it is expected that university English teaching can be more in line with the needs of the development of the times, so as to improve the overall quality of students.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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