

Practice on the Integration of Practical English Basic Curriculum Model in Colleges and Universities

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Abstract: With the advancement of educational reform, higher requirements are put forward for College English teaching. For College English teaching, students at this stage already have a certain cognitive ability and thinking consciousness. Therefore, in English learning, they should turn passivity into initiative and improve their exploration ability and practical ability, so as to ensure the construction and generation of diversified autonomous learning system.

Keywords: Practical English basic curriculum integration model practice

1. The necessity of constructing practical English teaching system in Colleges and Universities

With the rapid development of information technology and the promotion of network teaching, English has become a ubiquitous technical symbol, from the interpersonal language tool of King Jiang to the symbol system of the world's advanced technology. English is no longer a simple communication, but a professional additional ability to enter multinational corporations and modern enterprises. As an employment orientation under the new situation, English fully reflects its practical function. Under this background, the construction of practical English teaching system in Colleges and universities has become the primary task of English teaching. This paper expounds in detail the problems existing in the current English practical teaching, and puts forward the relevant integration methods of constructing English practical teaching, in order to better promote the development of English use teaching.

1.1 Analysis of teaching concept

Compared with other courses, practical English Teaching in Colleges and universities has higher professionalism, practicability and pertinence. Therefore, it also needs a teaching system different from other courses in teaching methods and teaching objectives, so as to form corresponding teaching contents and teaching characteristics. However, at present, some teachers still fail to see this form clearly. They still ignore the practical teaching of English and treat the two equally, so that the teaching contents carried out under the same educational objectives and the same teaching methods are roughly the same. Such teaching methods greatly ignore the practicability of English teaching, With strong blindness and conservatism.

1.2 Textbook analysis

Teaching materials are an important carrier of English practical teaching, the basic basis for teachers to carry out teaching activities, and the key factor to combine teaching theory with practice and comprehensively improve teaching quality. Although all colleges and universities adhere to practicality as the main teaching purpose in English teaching, take laying a good foundation of students' language as the teaching goal, and take expression and application as the focus of English Teaching in improving and consolidating students' language foundation, there is still a big gap in the development of English as an applied language. On the one hand, as a language tool, English needs to accumulate a lot of basic knowledge, such as vocabulary and grammar, but the basic knowledge in teaching materials is seriously divorced from the application of English Development in modern society, resulting in the disconnection between English teaching materials and English practical application; On the other hand, as a language tool, English needs to have a certain situation and learning environment. The boring English classroom seriously reduces students' interest in learning English, frustrates students' learning enthusiasm, greatly limits the development of students' thinking, and makes students resist English learning. Therefore, we should start from improving the practicability of English teaching, focus on the construction of English curriculum practicability system based on teaching materials, completely break the current situation that English practical teaching is separated from teaching materials, reform the current English teaching material system, formulate relevant English practical teaching plans, and highlight the practicability and practicality of English teaching.

1.3 Teacher analysis

In recent years, with the development of education popularization, English learning has shown a good momentum of vigorous development. Both the number of students and the scale of the school have been expanded to a certain extent. Although the excellent development situation is worthy of recognition, the corresponding education level has not kept up, and the lack of consolidation and development of teachers has led to the lag of teachers, which has affected the development level of English teaching. On the one hand,

traditional teachers can no longer meet the needs of the current social development, have a certain lag in teaching ideas and teaching methods, and stick to the traditional teaching ideas and lack innovation; On the other hand, there is a lack of vocational skills training for teachers in Colleges and universities. Some teachers lack corresponding understanding of the practicability of English teaching and ordinary higher English teaching, so that the teaching method is rigid and inflexible, and the teacher-centered knowledge transfer still occupies a dominant position.

1.4 Student analysis

The level of college students varies greatly. On the one hand, most students have systematically studied relevant courses before entering school. However, due to the differences in learning styles and regional education levels, students' English level is also greatly different after admission; On the other hand, the students themselves have little interest in English learning. Especially during their study in school, most students study only to pass the relevant examinations and graduate smoothly. They lack clear learning objectives and learning motivation, so their English learning is increasingly abandoned.

1.5 Analysis of teaching process

As a language tool, English learning focuses on the process of language acquisition, that is, the continuous alternation of old and new languages. In this process, students must be required to actively explore and study, form good learning habits, build their own knowledge system and create relevant English situations. In English curriculum, teachers only play the role of guide, attract students' interest in learning by adopting more advanced teaching methods, improve students' learning quality and learning effect, and constantly improve their listening, speaking, reading and writing ability.

1.6 Language environment analysis

As a communication tool, English must have a corresponding language environment. Tools without language environment are not practical at all. Although English is regarded as an important part of exam oriented education in China, it lacks a supporting language environment, which greatly increases the difficulty of English teaching. The long-term loss of the use of language environment makes it difficult for students to apply it to their daily life and work after learning English, so the learning effect is extremely unsatisfactory.

2. Construction of practical English teaching system in Colleges and Universities

Through the incomplete investigation and statistics of English Practical Teaching in Colleges and universities, we have a certain understanding of the current situation of English practical teaching. Therefore, based on these investigations and statistics, this paper actively explores and innovates the construction of English practical teaching mode and teaching system, in order to build a new system of English practical teaching in Colleges and Universities under the new situation, So as to improve students' professional level and explore the prototype of English Practical Teaching in order to meet the needs of economic development of economic globalization.

First, we should break the traditional learning time limit and realize uninterrupted learning from school to post;

Second, we should create a good English learning atmosphere and create an English communication environment;

Third, break the traditional way of English language acquisition and highlight the practicability of English Teaching in combination with relevant majors;

Fourth, innovate the teaching forms of English courses, develop a variety of teaching methods at the same time, and create more communication opportunities;

Fifth, improve the evaluation criteria of English learning, formulate corresponding examination contents, and fully mobilize students' enthusiasm;

Sixth, carry out layered teaching according to the actual situation of students, and establish a long-term mechanism through the division of labor and cooperation of various departments.

Therefore, in order to improve the level and quality of English practical teaching, we need to make effective use of relevant social resources to maximize teaching results. By integrating curriculum element resources to strengthen the quality assurance of English practical teaching, we can carry out the following aspects:

2.1 Changing educational ideas

The prerequisite for the promotion of educational reform is the innovation of educational thought and educational concept. Therefore, changing educational ideas, updating teaching ideas and establishing educational ideas that keep up with the times are the basis for improving teaching quality and teaching effect and the decisive factor affecting the effectiveness of educational reform. Only by clarifying the current educational objectives can we lay a good foundation for the reform and innovation of English practical teaching.

2.2 Accurately positioning the teaching objectives of English practicability

English practical teaching should first follow the principle of practicality first and sufficiency dimension, transfer the traditional English teaching center to practicality, and formulate corresponding teaching objectives by combining students' relevant majors, so as to improve students' post competitiveness through English learning, so as to improve students' professionalism. Therefore, in daily teaching, we must introduce the development of professional English teaching as soon as possible to promote the reform of English teaching practicability.

2.3 Update the focus of English teaching materials

English usability teaching needs the cooperation of all aspects of curriculum teaching. First, in the reform of teaching materials, only by improving the practicability of teaching materials and the rationality of curriculum system, can we choose corresponding teaching materials for students with different foundations and degrees, and help students improve their English expression ability and communication ability, So as to improve students' interest in English learning. By reforming the practical content of teaching materials, we can not only better carry out the new teaching mode of layered teaching, but also make students have more self-

confidence in English learning, so as to continuously broaden their knowledge reserve and improve their professional level.

2.4 Build a high-quality teacher team

Compared with English Course Teaching in general higher education, English practical teaching is essentially different. Especially in the context of building a high-quality team of teachers, it also puts forward higher requirements for the quality level of English teaching. Especially under the training mode of "combination of work and study", English teachers not only need to have professional English level, but also need to understand the basic knowledge of relevant majors, so as to effectively improve the practicability of English teaching.

2.5 Innovative teaching methods

In English teaching, teachers need to adopt a variety of teaching methods to strengthen students' memory and basic ability of English vocabulary. Especially in recent years, the rapid development of information technology has broken the limitations of traditional classroom in time and space. Advanced teaching mode has become one of the important contents of current education reform. In terms of cultivating students and mobilizing students' enthusiasm, teachers need to pay more attention to the cultivation of students' learning habits and learning ability, and constantly improve students' adaptability. For students of different foundations and levels, they need to adopt different teaching methods and determine different teaching objectives. In addition, we also need to give full play to students' subjective initiative and let students choose the English level they need to learn on the basis of accurate self cognition, so as to help improve and develop their English level.

2.6 Enrich students' extracurricular activities

If classroom teaching is the true reflection of the content of teaching materials, then extracurricular activities are the extension of classroom teaching. Only in class and extracurricular teaching can we maximize the effect of English teaching and let students apply what they have learned. In particular, as a language tool, English needs to constantly strengthen practice and deepen memory in long-term practice and application. It is not enough to only rely on dozens of minutes in class. In addition, in extracurricular activities, the school can also carry out different competitions to improve students' enthusiasm. On the one hand, it can not only enrich students' extracurricular life; On the other hand, it also provides the basis for students to communicate and learn from each other, and lays a good foundation for practical English teaching.

2.7 Formulate scientific teaching evaluation methods

Diversified evaluation methods are conducive to encouraging the common development of teachers and students. By organically combining summative evaluation and formative evaluation and integrating more humanized ideas, teaching evaluation can truly achieve a fair and comprehensive evaluation effect, so as to promote the improvement of teaching effect and teaching quality. In addition, in the teaching evaluation methods, it is also necessary to formulate corresponding comprehensive ability evaluation methods and encourage students to participate in more extracurricular activities, which can not only enrich students' extracurricular life and improve students' English level and professional ability, but also effectively establish students' healthy and positive psychology and lay a good foundation for students' future life and development.

3. Carry out graded teaching mode

In higher education teaching, because most students come from all over the world, the source of students is complex, and the differences in English scores are obvious. The unified teaching method obviously can not meet the needs of students for English learning. Therefore, the hierarchical teaching method can greatly solve this problem. On the one hand, in the grading process, layered teaching can be carried out according to the breadth of students' knowledge, the degree of professional needs and the level of students' sustainable development; On the other hand, it can also give full play to students' enthusiasm, so that students can choose different English teaching levels for learning on the basis of correct self-assessment, so as to improve their English level and language communication ability.

3.1 Reasonably set up grading modules according to students' levels

The key point of setting the grading module lies in the effective stratification and module setting of students. Only reasonable stratification and learning module setting of students' level can better promote the development of this teaching model.

Firstly, the effective stratification of students can be divided into class A, class B and class C according to their daily English learning level, and within each level, students can choose the learning of relevant listening, speaking, reading and writing modules according to their own interests.

Secondly, when setting up relevant modules, teachers need to make a comprehensive analysis of students' learning situation and help students choose the most suitable module according to their professional needs, so as to achieve the effect of twice the result with half the effort in English practical teaching.

Finally, we should ensure that the modules selected by students at each level are no less than three, and appropriately increase and reduce them according to the actual situation of students' learning, so as to provide students with a more humanized growth mode and development space, effectively improve students' interest in English learning and improve their English application ability and level.

3.2 Construct scientific curriculum resources according to relevant modules

In order to promote the better development of layered teaching, it is also necessary to formulate different teaching materials for the module teaching selected by students, and do a good job in the construction of curriculum resource system to help students effectively carry out learning in the module they choose. For example, simulated test training or oral test training are implemented for students at different levels or modules, so as to build a teaching mode based on teaching materials and coexistence of various teaching methods for students, promote students' continuous improvement and meet students' individual needs for practical English learning. At the same time, teachers also need to fully guide students, so that students can correctly view and understand the benefits of graded teaching, give full play to their subjective initiative and improve the effective utilization of curriculum resources.

3.3 Setting learning objectives and implementing dynamic management

In graded teaching and module teaching, teachers need to formulate teaching objectives according to the actual learning situation of students, but at the same time, they should also pay attention to the actual learning situation of students, so as to change the teaching objectives, make the formulation of teaching objectives more flexible, promote the smooth achievement of students' learning objectives, and constantly step by step to deepen the difficulty, Improve students' thinking ability, implement dynamic management in teaching, and run through the whole of students' learning.

3.4 Build a scientific rating system

Firstly, to build a scientific rating system, we need to fully integrate graded teaching and modular teaching, and adopt the combination of formative evaluation and summative evaluation to comprehensively supervise and manage students' learning process and make fair and reasonable evaluation. At the same time, in the process of formulating the evaluation system, we also need to constantly promote the diversified development of the evaluation system, Is that the evaluation methods and contents are more scientific and comprehensive.

Secondly, do a good job in controlling the proportion of academic evaluation and extracurricular activity evaluation. Especially in the evaluation of different levels and different modules, it needs to be formulated according to the corresponding proportion. At the same time, it also needs to observe the growth and changes of each student in this semester, so that the formative evaluation tends to the personal customization of students and improve students' satisfaction, which can effectively stimulate students' interest in learning, At the same time, it can also lay a good foundation for the implementation of graded teaching and modular teaching.

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