

Current Situation and Development of College English Teaching

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Abstract: College English teaching reform has been put forward for many years, but at present, English teaching in many schools still stays in the traditional classroom filled with “spoon-feeding”, whether the teaching content or teaching means, are excessively concerned with the foundation and theory, resulting in no use of learning, college English learning is just a formality. College English teaching is often the most important link for students to connect with the society. Based on this important role, we should make clear the goal of college English learning, carry out personalized curriculum design under the guidance of clear teaching goals, and gradually change the training of skilled talents into compound ones.

Keywords: College English teaching; Practice; Curriculum design; Teaching evaluation; The comprehensive development

After the reform and opening up, college English teaching, as the most characteristic and largest field of Foreign language education in China, has attracted much attention. There is no other country in the world that attaches so much importance to college English education in higher education. College English teaching in China is a miracle in the history of foreign language education in the world. With the further development of economy, college English teaching should not only pay attention to the development of students themselves, but also shoulder the international responsibility of the development of the country and The Times. Due to the complexity of college English functions, it has become an important task in the field of education to reunderstand and position college English teaching. In the process of emphasizing a community with a shared future for mankind and economic globalization, China will definitely continue to pursue development and open wider to the outside world, and lead the world in changes with a positive attitude. In the next decade, although China's export may be limited to some extent due to the repeated impact of the epidemic, it will still focus on development. In the next ten years, in the new era of globalization led by China, the primary goal of college English teaching reform is to cultivate all kinds of professionals who “understand the major and understand English”. At present, the construction of China's foreign discourse system, the cultivation of various international global governance talents, the “going global” of Chinese culture, the internationalization strategy of Chinese education and the “double first-class” construction of colleges and universities all place great expectations on the foreign language proficiency of professional talents. Therefore, in the next ten years, China needs to cultivate more diversified, high-quality and composite professional foreign language talents.

1. Interpretation of the current situation

Every teaching stage should have clear objectives, with objectives to guide the subsequent design of teaching content, if there is no clear and clear objectives at the beginning, then the rest of the study will fall apart. Today's students, from the beginning of education, began to contact with English learning, but why each stage of learning English, learning goals are different. English learning at the compulsory education stage is aimed at beginners, those who are familiar with the language and those who are taking the test. At the college stage, examination-oriented English teaching is no longer the main goal, from theoretical learning to practical application, so the goal of teaching should be changed to train more practical talents. However, from the point of view of current college English teaching, the Fuzzy Cognition of the concept of teaching objective is a common problem. People who don't have goals are more likely to fall into the trap of going through the motions. The author believes that if a university survey is conducted and teachers and students of English teaching are asked what their learning goals and objectives are, no one will be able to answer them in the first place.

The design of the teaching plan is carried out under the guidance of the teaching goal, and the lack of clear goal will inevitably lead to the lack of scientificity of the teaching plan. The goal of college English teaching is to cultivate practical talents who can use English as a language tool in work and daily life. Therefore, the design of teaching plans should be based on specific applications, not limited to textbook content. The modern society is changing rapidly. No matter how fast the writing and updating speed of textbooks are, they cannot fully adapt to the society. Therefore, in the design of teaching plans, it is necessary to optimize and innovate teaching scenarios based on the actual situation, so that students can experience English in their daily learning. Use the charm instead of taking English learning as a staged learning task. English learning in many universities does not run through the entire university education stage, which is also a lack of teaching plan design. English teaching should be continued throughout the undergraduate, postgraduate, and doctoral stages. Teaching runs through.

2. Repositioning the teaching concept

After analyzing the current situation of college English teaching, how to re-regulate college English teaching has become the primary task. Before the implementation of specific measures, we must first reposition the teaching concept of college English. The important task of college English teaching is for practical application in the future, but such a clear goal does not mean that the concept of college English teaching is just simple input teaching. It is precisely because the ultimate goal of college English teaching is to attach importance to the cultivation of study habits, so appropriate adjustments should be made in the educational philosophy.

3. Conclusion

At the end of the article, the three transformation tasks of college English teaching are summarized again to further guide the reform and development of college English teaching. The first is that the design of teaching plans should be changed from simplification to diversification. At present, English learning in colleges and universities is not divided into diversified talent training plans based on different classifications. More is to measure the English learning ability of college students with “a ruler”, which does not meet the complexity of social needs. Therefore, college English teaching should classify colleges and universities, and formulate specific, feasible and differentiated functions and goals of college English teaching according to the actual needs of the development of different types of colleges and universities and the construction of various disciplines. For example, the college English teaching of “double first-class colleges and universities” should provide assistance for these colleges and universities to hit world-class first-class universities from the perspective of matching the social needs of the region, improve the overall foreign language ability of students in these colleges and universities, and enable everyone to cross the language barrier. Get access to the most advanced global tech culture in one go. In addition, diversified teaching can be carried out according to the professional characteristics of colleges and universities. It is necessary to meet the needs of industry development and scientific and technological development, and increase the cultivation of various talents’ scientific and technological foreign language ability and foreign communication ability. “Construction is important. It is undeniable that test-oriented English teaching largely limits the attention of college English teaching to students’ language application ability. Therefore, it has become an urgent task to systematically study the problems and laws of college English classroom teaching, find and discover the realistic requirements of society and colleges and universities for students’ foreign language ability, analyze the factors that restrict and affect the improvement of students’ foreign language ability, and improve the quality of college English teaching. For example, in the context of new engineering, college English teaching should consider the core literacy of foreign language ability. While emphasizing the humanities, it is also necessary to improve scientific literacy and improve the adaptability of college students to internationalize their professional learning. Finally, it is the leap from skill-based to compound-based, which is also the comprehensive development we proposed above. The reason why the concept of “compound” has been emphasized many times is that the process of globalization has put forward new requirements for talents. College English teaching, which is based on a single language skill, is facing the challenge of transforming to a professional paradigm. Since the founding of the People’s Republic of China, we have paid more attention to the cultivation of language and skills in English education. This training mode has more prominent advantages for a long time, that is, it can cultivate general language communication and communication skills in a short period of time. With the further development of the market economy, the disadvantages of this skill-based paradigm in terms of effectiveness and practicability are increasingly apparent.

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