A Study on the Guarantee System of College English Education from the Perspective of Pragmatics

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Abstract: Under the background of curriculum innovation, a new requirement is put forward for college English education at present. In this context, it is pointed out and emphasized that the teachers of English subject should also pay attention to the cultivation of students' comprehensive English application ability in the process of imparting students' English knowledge through the classroom, so as to ensure the students' comprehensive development of English listening, speaking, reading and writing comprehensive ability through the effective teaching of English class. Based on this, the cultivation of college students' English comprehensive application ability and the guarantee system of college English education are very urgent in order to better meet the requirements of college English course teaching.

1. Introduction

With the continuous development of the society, it also greatly promotes the innovation and development of the guiding ideology and teaching methods in the field of education. In this context, the reform of all aspects of college English education in our country has achieved remarkable results at this stage, such as syllabus and teacher training have been greatly improved. However, it is worth noting that in the context of these achievements, we should constantly reflect on the existing problems and give a high degree of recognition, so as to ensure the overall innovation of college English education and better develop students' English comprehensive ability.

2. The Present Situation of the Cultivation of the Language Ability in College English Teaching

At present, the society emphasizes that English teaching should pay attention to the cultivation of students' foreign language communicative competence, and at the same time, with the help of the effective contrast of their own language and target language, ensure the full understanding and understanding of the cultural differences and connotations between China and foreign countries, promote the continuous enrichment of students' knowledge system and realize the overall improvement of students' comprehensive ability and quality. In the specific teaching of college English, it belongs to the scope of expression ability, that is to say and write these two aspects, which can also be regarded as pragmatic competence. With the continuous promotion of the innovation and development of college English education in China at present, the purpose of applying communicative teaching method in class is to help students improve their communicative competence, but in practice, the cultivation of students' expressive competence is not ideal. From the point of view of foreign students, they all go to study after receiving the complete undergraduate college English education. These students think their English reading ability is high, but their oral education ability is relatively weak, but CET-4 is passed. It can be seen that although language communicative competence is emphasized and emphasized constantly in English teaching, it is not ideal in terms of this competence[1]. Therefore, in the current college English teaching, the urgent problem to be solved in teaching is the cultivation and continuous improvement of students' pragmatic expression ability.
3. The Causes of the Weakness of College English Teaching Students' Pragmatic Expression Ability

At present, the goal of pragmatic competence training has been fully implemented in college English teaching. For language education and teaching, the process of education is more complex, and there are many elements involved in it. In order to achieve the idealized development of teaching effect, it is necessary to take the improvement of the framework system of teaching activities as the starting point under the guidance of scientific and rational teaching thought or educational theory, so as to ensure the good realization of the expected teaching goal. Therefore, it can be said that the causes of the weakening pragmatic expression ability of college English teaching students are likely to exist in the whole process of English education and teaching system, that is, teaching guiding ideology and teaching methods, English teaching materials and teachers' personal accomplishment. Based on this, it is necessary to explore the guarantee system of college English education from pragmatic perspective.

4. College English Education from a Pragmatic Perspective Countermeasures for the Construction of Security System

4.1. Perfect Vocational Education System and Teacher Training Mechanism

English teachers are the key points in the reform of college English teaching syllabus and the practice of guiding ideology. In this context, the excellent English teachers are the most important ones. In order to ensure the efficient utilization of the existing resources and ensure the full implementation of the guiding ideology of language education as a key subject in English teaching. From the actual situation of college English teachers at present, it is mainly the students who graduate from comprehensive college English major, which results in relatively weak teaching
theory and teaching skills. Therefore, in the process of actively establishing a long-term training mechanism for teachers, we should also focus on the improvement of teachers' language teaching professional ability to provide them with good opportunities.

For example: in order to ensure the overall improvement of the professional level of teachers' language education, schools can introduce relevant language education experts to carry out regular lectures or classes around the language teaching art and classroom management in schools, so as to provide important help for teachers' cognition of advanced teaching ideas and promote their comprehensive understanding and mastery of the guiding ideology and classroom performance form through continuous learning; the new and old teachers in colleges and universities can also actively establish a one-to-one contact mechanism to create favorable conditions for teachers to interact with each other and share experiences; from the perspective of corresponding policies or systems to encourage teachers to explore teaching skills and educational innovation, and to ensure teachers' continuous improvement of their own language education ability with the support and encouragement of schools.

4.2. Multi-Element Teaching Evaluation Model Inquiry, Negative Effect Reduction of Examination-Oriented Model

Through the positive exploration of multi-teaching evaluation mode, it can ensure that the negative influence of college English education under the background of single examination-oriented education can be effectively removed, and the classroom teaching can be more effective. In classroom teaching, the main way to test teaching activities is to evaluate. Through the scientific nature of teaching evaluation, it can better feedback the actual situation in classroom teaching, provide help for teachers to grasp the actual situation of classroom teaching in an all-round way, and also facilitate teachers' understanding of students' learning effect, and then promote teachers to optimize and improve classroom teaching around the problems existing in students' learning, and create a good environment for the gradual improvement of teaching quality[2]. At present, when college English teaching is carried out concretely, the evaluation methods of most schools are mainly test, such as English grade examination. This kind of evaluation model is relatively single, at the same time, this examination-oriented model is very likely to have a negative impact on students' learning and bring great pressure, and it is also difficult to fully show the actual situation of the whole students with the achievement as the evaluation standard of students' learning, which not only ignores the individual differences of different students, but also makes it difficult for students to reflect the actual situation in the whole process of learning. At the same time, the teachers will pay less attention to the cultivation of students' pragmatic competence under the background of test performance index, and then the classroom teaching under the examination-oriented background will make the cultivation of students' comprehension ability seriously restricted. For this, teachers should actively explore the multi-teaching evaluation model.

For example, the above-mentioned single assessment method based on examination can be said to be the embodiment of a summative assessment, while the students' learning process and the performance of classroom activities reflect a formative assessment, which teachers need to pay attention to. Teachers can focus on the application of formative assessment, by observing the actual situation of the classroom and the active organization and effective development of non-test evaluation activities such as questionnaire survey and student interview, it can help teachers to make a better and more comprehensive judgment on the problems in teaching, on the basis of the students' personality characteristics, learning rules and learning interests, etc., to ensure that the students' internal motivation of learning can be fully initiated through classroom teaching, and then set up reasonably around the specific environment to promote the formation and exercise of students' pragmatic ability and the continuous development.
4.3. Optimization of Soft Environment And Improving the Feasibility of Pragmatic Cultivation Scheme in Language Teaching

With the further development of education and teaching innovation, college English teaching has been actively optimized and changed, and from the present point of view, from the previous teacher preaching and blackboard and other forms to multimedia and students self-learning and other aspects of positive transformation, in the course of classroom teaching activities, also changed the original teachers as the main position of the classroom center, the main position of students has been highly valued. However, it is worth noting that a typical phenomenon in English classroom teaching in some colleges and universities at present is the imbalance of teacher-student ratio. Based on the language teaching in the form of large class teaching, it has a negative effect on the practical activities of classroom teaching, and it is difficult to monitor the students'practical training effectively in this context. In addition, the major problems faced by teachers in colleges and universities are that the workload and work tasks are large, and the great pressure of teaching has influenced the practice of teachers'new teaching ideas, the development of classroom activities and the teachers'cognition of teaching methods.[3] Language as an important communication tool between people, language application ability is the key to language learning, and in order to ensure the effective and smooth development of English teaching, the necessary premise is the good of the classroom environment, on the basis of solving the imbalance between teachers and students, we can ensure the active construction of the soft environment of college English teachers'practical teaching, so as to carry out the cultivation of students'pragmatic competence in classroom teaching.

5. Conclusion

Based on the analysis of the present situation of pragmatic competence training in college English education, this paper expounds the reform measures of pragmatic competence training, hoping to provide reference for teachers'English teaching optimization. For contemporary college English teachers, we should follow the curriculum innovation and social development to actively optimize classroom teaching, so as to ensure the effectiveness of classroom education.

References

