

Construction of College English Esp Teaching Mode Based on Network Teaching Platform

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Abstract: ESP (Professional Purpose English) teaching requires teachers to master both English and professional knowledge to teach, to meet the compound requirements of students to consult English literature and master professional English knowledge. In the era of big data, colleges and teachers are faced with how to build ESP platforms and the requirements for the transformation of teaching models. In this paper, the status of ESP teaching in college English teaching is analyzed, and the strategies for ESP teaching in the era of big data are discussed.

1. Introduction

In recent years, with the improvement of the country's economic level and world status, society's requirements for English learning seem to be less strict than before. Even in the college entrance examination, the status of English has changed dramatically. Since 2017, the English for college entrance examination has taken the form of socialized examination is twice a year, and the score is valid for H years. The best score is included in the college entrance examination score. This means that if you get the best grades in the first year of high school, you can save time in other subjects. Therefore, there are more and more remarks that English learning is no longer important. not only affected the English teaching in middle schools, but also the domestic higher vocational English teaching encountered unprecedented and huge crisis. Under this background, some vocational colleges have already compressed large number of public English classes, while some vocational colleges have cancelled or are considering canceling the teaching of vocational English. However, with the development of China's higher vocational education and the improvement of the education system, the comprehensive quality of vocational students has received more and more attention from the society. The role of higher vocational English teaching in cultivating students' quality is any other professional courses Cannot be replaced. At the same time, in the context of economic globalization, English is still the universal language of the world. Many industries require practitioners to not only have professional knowledge, but also have a certain ability to use English, and many companies also regard English level as the most important for students. One of the qualities. The study of higher vocational English is the need to train students for comprehensive development and sustainable development. At the same time, the study of higher vocational English also helps students master professional knowledge. Therefore, higher vocational English teaching cannot be cancelled, but effective reform should be carried out on higher vocational English, so that students can learn English that is more in line with future career development and application, so that students can adapt to the needs of social development. The teaching of English in higher vocational education should cultivate practical English talents.

2. Current Status of Esp Teaching in College English Teaching

With the development of science and technology, society has entered the era of big data, and new learning models such as MOOC relying on the Internet and focusing on student personality learning have also appeared in the process of English teaching in colleges and universities. However, ESP teaching is still relative in college English teaching. For the weak link, the problem is mainly reflected in the following five aspects:

Most comprehensive universities still use EGP courses as teaching courses, and ESP courses as

auxiliary teaching courses. The teaching of ESP courses occupies a relatively small proportion, and mostly appears in the form of elective courses. The teaching is still mainly based on textbooks. The curriculum design is not targeted, and the teaching process is also lacking in system.

With the deepening of the reform of college English teaching, many universities are trying to informatize and digitize English teaching. However, due to the constraints of teaching resources and related policies of various schools, ESP teaching in many universities still cannot reach the classrooms that should be achieved by the new teaching method. The effect can only be taught in a single course with traditional teaching methods.

In today's era of big data education, although information technology is constantly developing and improving, many college teachers themselves lack the initiative to participate in ESP teaching reform and development. Because teachers do not pay much attention to ESP teaching reform, they are not interested in recording ESP network courses such as MOOC or micro-classes. Therefore, it is difficult to achieve targeted screening of the vast ESP resources in the network, and it is difficult to effectively integrate ESP networks. Courses and traditional classroom teaching content. In the final analysis, it is still the internal motivation of college teachers who are influenced by the traditional classroom teaching concepts to the transformation and development of ESP teaching.

The professional quality of college teachers here does not refer to the quality of their English majors, but the quality of teachers in professional use is not enough to help students learn. There are two main problems in ESP teaching in colleges and universities today: one is the lack of professional teachers' English proficiency, for example, medical teachers can't carry out complete bilingual teaching or English teaching; the second is the lack of professionalism of English teachers, English teachers can teach all English. However, there is not too much understanding of the professional knowledge that he teaches, and the teaching content is only changed from college English to professional English text, resulting in the disconnection of students' knowledge and application or application difficulties. It is precisely because ESP English teaching is still conducted in accordance with the teaching method of college English. Students in the direction of ESP believe that the teaching content and teaching mode of ESP are to change soups and medicines, resulting in insufficient motivation for students to learn. The way students learn is still passive and receptive. The motivation for learning is still test scores and passing exams. Teaching evaluation is not through the degree to which students really grasp and apply knowledge, but through traditional formativeness such as attendance and test scores. Evaluation.

3. Construction of English Teaching Model in Higher Vocational Education Based on Esp Theory

Through the combination of quantitative analysis and qualitative analysis, taking a vocational college in Qinhuaingdao as an example, the English teaching model is analyzed and analyzed, and the problems in the current teaching model are pointed out. To fundamentally solve these problems, we must reform the teaching model. The author believes that only under the guidance of ESP theory can we solve the current situation of "learning can not be used" in higher vocational English, can combine basic English and professional English, and enable students to consolidate the foundation of English while expanding the vocabulary of professional English. Reading ability to meet the needs of future work. Under the guidance of ESP theory, put forward feasible solutions. The goal of public English teaching in higher vocational education is to follow the principle of practicality and adequateness, take the English required for the post as the goal, train students to use English to complete the work of the target post, and meet the students' ability to determine the future target post. The applicability of teaching objectives. First of all, vocational English teachers should clarify the requirements of the majors they teach in English, and then clarify the basic English teaching goals of teaching objectives is to consolidate the language foundation and cultivate communicative use; and professional English focuses on improving students' English use ability related to future occupations. ESP teaching goals can be divided into H-step design: knowledge goals, ability goals and quality goals. The knowledge goal should pay attention to the teaching of basic English knowledge, cultivate the skills of listening, speaking, reading, writing and translating English, and

improve students' English comprehension and expression ability. Competency goals should focus on cultivating students' English application skills, and lay the foundation for students' professional learning and career development. The quality goal is to enable students to meet the professional requirements by using basic English, or to infiltrate professional English into basic English to achieve cross-cultural communication.

The concept of ESP teaching theory is that English teaching also meets the needs of students. English is not only regarded as a language discipline, but also used as a tool and means to learn and use. The ESP course is more of a teaching system than an oral course. Therefore, when setting up ESP courses, we must first consider the different needs of learners, analyze the learners' English level and the degree of using English to solve the purpose, and then determine the teaching goals, compile teaching materials, and design the teaching plan based on the learners' basic level. Implement the curriculum. ESP emphasizes that learning should be based on the professional needs of learners, closely integrated with occupations, and be practically oriented to ensure that students can get the maximum English ability required for future work in the shortest possible time.

When choosing textbooks for higher vocational English, not only should they choose textbooks with perfect basic knowledge, but also make sure that the textbooks cover comprehensive domain knowledge of relevant majors. At the same time, it also needs to be adapted to the actual teaching situation in vocational colleges and has a high degree of classroom operability. ESP textbooks not only cover the basic knowledge of English, but also the scope of professional English. Therefore, when writing ESP textbooks, teachers should spend more time focusing on the training of students' language output skills. Different learning needs, knowledge levels, etc., imitate real professional situations, design simulated situational tasks to cultivate students' ability to use English, and ensure that they can truly teach students English knowledge with specific purposes. At the same time, combined with real context and case analysis, the after-class exercises are designed accordingly, so that students can truly learn to use.

Earlier, I have analyzed the problems in the current English teaching methods in vocational colleges. How many traditional translation and reading methods can not improve students' language application level. Therefore, students must be integrated into classroom activities through diversified ESP teaching methods. For example, the introduction of new teaching concepts and teaching methods, infiltrating the language knowledge and cultural background of students' professional fields into basic English, and integrating professionalism and knowledge. Teaching methods can also use heuristics, case analysis methods, situational performance methods, role simulation methods, communicative comparison methods to teach students to encourage students to participate in interaction and arouse students' enthusiasm. At the same time, with the help of multimedia network resources, create a real language environment for teaching and practice, after class use competition method, encourage students to participate in various English competitions, improve students' English level. Teachers can also strengthen school-enterprise cooperation, bring students to the enterprise to observe and learn, use the English they have learned, and even combine a certain practical operation link of the enterprise to let students use English to realize the use of ESP teaching methods. For example, automobile majors and English majors teach auto parts. Teachers guide students to enter the university training building, and the interactive question and answer format is in English. ESP teaching methods are diverse, easy to mobilize students' interest, and have a large autonomous learning space for students to choose, so that students can integrate learning English with English in a relaxed and efficient learning atmosphere to achieve good learning results.

4. Conclusion

The technological revolution in the era of big data is a huge impact on the concepts and models of education and teaching. Can we change the teaching concept in this revolution, use massive educational resources, and build an ecological ESP teaching model? Questions that teachers need to think about. In this process, how to meet the requirements of students' professional technical

English and meet the requirements of students' English ability in the application of professional technology is the top priority; at the same time, in order to strengthen the ESP English teaching effect and achieve the ESP English teaching goals, it is necessary Under the background of big data, teachers improve their personal modern technology level and the transformation of online and offline teaching ideas; universities should also try their best to meet the actual needs of teaching hardware and teaching process. In short, EPS English teaching actually trains composite talents of professional English in the future. Teaching must focus on the needs of students in order to meet the composite requirements of students, so that ESP teaching will eventually form a teaching system that can perfectly integrate English and majors; In order to better adapt to the requirements of economic globalization and internationalization of higher education.

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