

Research on the Application of Results-oriented Teaching Mode in English Teaching

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Abstract: With the gradual improvement of the education level in modern society, after the wave of education model reform from the end of the last century to the present, the results-oriented education model has gradually emerged from many relatively traditional teaching methods and has been widely recognized by the education community. Indeed, compared with the traditional teaching model, the results-oriented teaching model pays more attention to the purpose and standardization of teaching achievements, with a certain degree of teaching results as the goal of the entire teaching process, with new results as the ultimate goal. In the process of implementing the teaching model, students' learning interest and self-learning ability are more effectively cultivated. This paper explains the current situation of the results-oriented education model in English teaching in China, and finally puts forward relevant suggestions and corresponding reform strategies and measures.

1. Introduction

With the continuous reform of the teaching mode in China, more and more new and efficient teaching modes have broken the teaching characteristics of the traditional teaching mode, and more meaningful teaching methods are used to package the classroom. The traditional teaching methods, most of which are mainly to satisfy the "teaching is greater than learning", the drawbacks of this traditional teaching mode are obvious: blindly using the "filling duck" teaching method to inculcate teaching objectives and progress to students, will lead to suppressing students' interest in learning during the whole teaching mode is more likely to cause students to lose their ability to learn independently. In fact, in most junior high school or elementary school classrooms, such traditional teaching models will also reflect some of their unique values, because the corresponding students themselves are younger and their receiving ability is at a relatively high level. The educational mode and means of "teaching is greater than learning" are beneficial to the management of the state of students' classroom lectures. On the other hand, "tutor-led learning" can also better complete the teaching progress of the classroom. However, in the classroom where the students' age is beyond this range, taking the vocational classroom as an example, in the English classroom, the boring English knowledge is "filled in" the students in the traditional way, and the value and efficiency embodied in it is very low. In this case, it is particularly necessary to study the reform of the results-oriented teaching model.

2. The Status Quo of Results-oriented Teaching Mode in English Teaching

For any subject, although the characteristics of these subjects are different, the applicable learning methods are different. However, in the teaching process, there is a common point between the subjects. After all, the essential purpose of teaching is to improve students' mastery and application of the subject knowledge, the ultimate goal of each subject is the same. Throughout the current majority of English teaching classrooms in China, the reform based on the results-oriented teaching model is divided into two types. Some classrooms realize that in order to enable students to master and flexibly apply enough English knowledge, it is necessary to pay attention to the purpose. So its reform direction focuses on putting the ultimate goal of teaching in the first place, first formulating a teaching goal at the current stage, and then optimizing the teaching ideas and

methods in the process of achieving this goal. On the one hand, it can improve the quality of teaching. On the other hand, it also adopts innovative teaching methods that are different from traditional classroom teaching forms to attract students' attention in class, gradually guide students' interest in learning, and ultimately stimulate students' motivation for independent learning. While another part of the English class has reformed the traditional teaching mode, it has discussed and explored some innovative teaching forms, which also improved the quality and level of teachers' teaching. However, in fact, students have little effect, and the results-oriented teaching mode did not achieve the expected results in these English classes. Part of the reason was that these classrooms were "lack of goals". The impact of goals on the results-oriented classroom reform was relatively large, and it was also the transformation and reform of the classroom teaching model. Only after determining a short-term or long-term teaching goal can we reconstruct the teaching ideas and directions in the process of reforming towards the expected goal, complete innovation, and enhance students' interest in learning and self-learning.

In the process of reforming the results-oriented teaching mode, in addition to the principle of paying attention to the purpose of teaching, it is necessary to understand the differences between the classroom, the teaching materials, and the students and lecturers in the model reform. The difference is as follows:

For the classroom and students, on the one hand, students of different ages have different views on learning, and their ability to learn independently and control themselves is different. Some high-level students have a good English foundation and have language classes. The study talents, some high-level students simply do not have the motivation and interest in English learning, and lack the talent to learn language subjects, then teachers should be different in their interest in learning when teaching, knowledge mastery. The difference is to plan their own teaching methods, to take care of and affect each student to make up for the differences between students; on the other hand, the classroom environment and characteristics of the classroom in which they are located are very different, which requires the English classroom to carry out reforms.

For teaching materials and teachers, in the English classroom, there are also differences in the teaching directions of different periods and different stages. This difference comes from the difference of teachers on the one hand--the different teachers have mastered the knowledge points of one link. It is different. For example, some teachers' teaching habits are the understanding and mastery of a certain type of English articles, and some teachers will have outstanding research and more appropriate teaching methods in the field of word memory skills. The difference is planned to be within the possibility of affecting the expected effect before the reform is carried out. On the other hand, this difference also stems from the difference in the textbooks--there are huge differences in the textbooks, requirements, and goals reflected in the result-oriented education model in different periods and stages of English teaching, and the result-oriented educational model. Application is to balance the relationship between the various aspects, make the English class smooth and efficient, not only convenient for teachers, but also for students' learning.

In summary, in fact, according to the current reform status of China's results-oriented teaching model, it is necessary to set the entire teaching method and process more planningly, without relying on innovation, but most need related education work.

3. The Key Issue of the Construction of a New Paradigm of Results-oriented Teaching

In the process of constructing a new paradigm of results-oriented teaching, the expected student learning outcomes must be clearly stated, and the teacher's teaching, student's learning behavior and assessment of the student's learning outcomes must be strictly ensured, so the following needs to be addressed. The key issues are as follows.

Curriculum: Under the new paradigm of results-oriented teaching, the content of the course should be the knowledge that the students need to learn, not the content taught by the teacher. It should be a systematic plan for the content and methods that the students will learn. In this mode, the learning content of English writing needs to be reorganized, and the principle of reorganization should be more important than the whole. Efforts should be made to create an English writing

curriculum that has both an ultimate goal and a phased purpose, rather than arranging all kinds of knowledge from unconnected circles in disorder. The curriculum should not be just a list of course content, it should be a description of the teaching results. In the original teaching mode, the curriculum mainly considers what the teacher should say; in the new learning mode, the focus of the curriculum is what the students should do and what they can do.

Teacher-student relationship: Under the new teaching model, teachers and students are regarded as partners in exploring learning. Teachers should try to support students' learning instead of replacing them. We need to think of teachers and students as a whole, as part of a larger and more complete group. And we must realize that learning (deep learning, learning that works, and learning that will continue) is not what teachers do for students or what students do for themselves, but with goals, performance, feedback, the product of action generated by time boundaries and group shaping scenarios. The new teaching model creates an environment that empowers students and attracts students.

What the teacher said, how to say: Teachers do not have to teach students what they need to know, but to create a good learning environment in which students can learn. So how should the teacher arrange the content of the course? How to allocate time? What teaching methods should be adopted?

How students learn by themselves: How do students achieve self-learning? What are the learning pathways and carriers? Who monitors students' self-directed learning?

Means of measuring students' learning achievements: What measures are used to measure students' learning outcomes, and what are the criteria for success or failure? What methods are used to motivate students to further study?

Effective use of the classroom: Since the focus of the course is the self-learning of the students, how can the classroom time be utilized? What are the responsibilities of the teachers in the classroom? How do students develop mutual learning? How to use the limited classroom time to maximize the individualized teaching?

4. The Strategy of a New Paradigm of Results-oriented English Teaching

First of all, for the results-oriented teaching model, the most important thing is to reflect the "results" among them, and based on this expected result, in the implementation mode teaching. In the process of innovating teaching methods, reconstructing teaching ideas, improving teaching quality, and improving classroom atmosphere, the ultimate goal is achieved, and the reforms in the process are "guided" step by step. Therefore, this kind of results-oriented form of mode teaching emphasizes more scientific and more reasonable teaching objectives and content, aiming to enable students and teachers who participate in the mode of teaching reform to be able to communicate with traditional teaching mode. It can better reflect the scientific and ideological teaching methods of teaching, and bring the distance between the final result and the expected result infinitely. In this process, respecting the expected goals of the English classroom and understanding the inevitable nature of the teaching objectives and teaching ideas of science are the key to the successful completion of the final teaching plan.

This point is actually different from the previously expressed goal of cultivating students' ability and improving students' learning quality. On the contrary, this point focuses on the relevant English teaching workers involved in the results-oriented reform process, highlighting these related educators. For the teaching reform of the English-language classroom results-oriented mode, the teaching design process also needs scientific analysis and thinking, because if the reform of the whole teaching model is likened to a complete body, then the design of teaching is the "soul" of the entire reform. Once the soul is lost, there is only the last empty shell, and it is flashy. Similarly, for the teaching reform of the English-oriented results-oriented model, there is no scientific analysis of the teaching design process, the whole reform is also impossible to achieve the final expected effect. As the core and subject of the results-oriented education model, how to do a good job in teaching design has become the top priority in the reform of this kind of education model.

The students accommodated in higher vocational colleges should be more versatile in terms of

receiving teaching than those in other specialized undergraduate colleges. According to the analysis of relevant reference literatures, the professionalism of the students in higher vocational colleges is inseparable from what the school has learned. To some extent, the professional training of talents in higher vocational schools is not excessive. Inferior, on the contrary, higher vocational colleges have a more distinct planning nature in the cultivation of students' professionalism. With the current world trend and the development of economic globalization, the proportion of English in language knowledge and skills has gradually increased. In short, nowadays, all walks of life in China will use some English knowledge more or less. This is the inevitable factor in the reform of the results-oriented education model in higher vocational colleges in the English classroom. Because of the stronger professionalism, college students need more practical English knowledge and skills to cope with future work. Students have a need for English subjects, so the innovation of the overall English classroom teaching should also cater to the students' demand for English knowledge and skills.

5. Conclusion

The English curriculum reform based on the results of student learning will definitely benefit English majors. Students will decide on the basis of their own learning, and let the teachers liberate from the classroom cramming teaching. Pay attention to the individual learning situation of the students, and carry out group-type interaction or individual interaction with them. This new teaching paradigm is very useful for students who have less self-confidence in learning, but have strong motivation to learn. At the same time, the classroom management system can also greatly enhance the learning motivation of other students, so as to fundamentally improve the students' enthusiasm and learning effect.

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