

Research on Application-based Undergraduate English Teaching Reform Based on “Knowledge-Capacity”

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Abstract: Due to the rapid economic development, countries and regions have been swept into the wave of internationalization. In order to communicate effectively between countries, English has become an important communication tool, so that English communication is available. The need for competent talents is constantly improving. The current English teaching is mainly to effectively train and apply the students' external communication skills to the actual situation, and to ensure that students can master the professional knowledge and skills while understanding and mastering English. Cultivating into a comprehensive and compound talents will ultimately meet the development needs and development trends of the society. In the current various positions, it is necessary to adapt to the appropriate capabilities. Therefore, by constructing the talent training path under the “knowledge-ability” mode, and applying the reform of applied undergraduate English teaching, it is necessary to adhere to the application. Focusing on the ideas and ideas, and proposing a variety of effective teaching methods, in order to create a good teaching atmosphere and teaching environment, with scientific and reasonable curriculum arrangements, and finally guarantee that under such mode Students can grow into a complex, applied talent that a society needs.

1. Introduction

The application-oriented undergraduate training standards for talents are slightly different from those of other universities. They mainly cultivate talents based on undergraduate standards, and at the same time pay attention to the cultivation and training of talents' professional skills. They have a strong theoretical foundation and can also base these theories. Fully applied to practice and work. However, in the process of cultivating English talents, the current applied undergraduate course is prone to a variety of problems such as low cognitive level of the subject and insufficient training of students. In the process of teaching English, it is necessary to consider how to The theoretical knowledge of English can be connected with the professional ability. At the same time, according to the degree of mastery of the English knowledge of the students and their own personality, the model of English knowledge teaching should be constructed. At the same time, the adaptation of individual students to future posts should be considered. The principle of sex. This paper studies the application-oriented undergraduate English teaching problem, and builds the “knowledge-ability” model to strengthen the reform of applied undergraduate English teaching and change the reform ideas.

2. The “knowledge-ability” training model construction theory

The first is the knowledge-based education theory, which refers to knowledge as the main goal of education, emphasizing the scientific and logical construction of subject education theory. This kind of education model regards teachers as the core of teaching, paying attention to the teaching and teaching of theoretical knowledge, while students All that needs to be done is to continuously remember and consolidate the knowledge that the teacher instills.

The ability-based education is contrary to the knowledge-based education, mainly to cultivate an

educational concept that can adapt to different positions, occupations, and ability to achieve certain qualifications. From the personal point of view, the ability cultivation method is constructed, emphasizing the individual's ability and the adaptability and competence of the position.

3. The construction of the “knowledge-ability” model

In the current applied undergraduate course, there are new requirements for the cultivation of Ade, and a new type of education has been constructed. With the continuous enrichment of educational methods and teaching skills, the current application of undergraduate status in higher education continues to rise. The talents cultivated are also increasingly needed by the state and society. At present, the English teaching of some applied undergraduate colleges still regards subject knowledge as the main body of education, but it can not satisfy the training of English skills and exercise. The application-oriented undergraduate course is mainly to train students' application ability and master the subject knowledge. Therefore, the traditional English teaching mode must be changed. The students' English application ability needs to effectively learn English from the students' internal knowledge. The system is built with the construction of a skills framework and with the needs of the enterprise.

3.1 Cultivation of students' knowledge base of English

In the application of education and training of talents, the application focuses on the application ability of students, and also effectively constructs the theoretical knowledge framework and system of the discipline, so that it can be cultivated with the application of professional competence and subject theory knowledge. Talents. However, in the process of English teaching, some of the applied undergraduates are not thoughtful about the characteristics of the subjects and the curriculum. There is no effective combination of vocational skills and subject knowledge. The current English teaching reform must be able to the problem is solved, and the students' ability of listening comprehension, reading, translation and written expression is effectively cultivated, so as to construct the training direction of the students' knowledge base of English.

3.2 Construction of the framework of students' English professional ability

At present, the cultivation of students' English proficiency in Chinese colleges and universities is mainly to strengthen students' application ability, so that students can fully utilize English professional ability in actual life, interpersonal exchange, learning development and future professional ability training. In the end, it is in line with the common needs of the country's forward progress, society and individuals. Therefore, it is necessary to be able to adapt the ability of college English teaching to the workplace, highlighting its pertinence and application. The construction of the English professional competence framework needs to adapt to the direction and position of the students to be employed in the future, and the English knowledge and skills learned in the school are continuously applied to the actual needs of the post. The process of construction can first master the basic English skills, and then carry out the learning and training for different industries in a targeted manner, and train students to comprehensively integrate the professional English ability and communication ability in the process of learning. The construction of the “knowledge-ability” model is also an important stage in the transition of basic knowledge and ability, which can guarantee students' core competitiveness in English.

4. The application-based undergraduate English teaching reform method based on “knowledge-ability”

Among the undergraduate education, the teaching of college English is one of the important parts of cultivating talents. It basically takes the cultivation of application ability as the goal and direction of training. However, due to the influence of past education thinking and school-running concepts, the current application-oriented undergraduate colleges have not deviated from the setting of the

English curriculum and the construction of the knowledge system. “thought. Therefore, it is necessary to construct the professionalism and theoretical knowledge of the students in the process of reforming English teaching, so as to cultivate talents that can meet the needs of all aspects of the job.

4.1 Cultivating the teaching philosophy of “applying the standard”

The goal of education is to guide students into their future careers and to help in the process. Therefore, it is necessary to be able to make the various knowledge that students learn at school can be applied to the actual situation and help students solve practical problems in life. In the past, undergraduate colleges used the knowledge standard as the core concept of training talents in schools. They taught all kinds of knowledge and skills as the main purpose and direction of students, but they neglected the cultivation of students' own abilities and vocational skills. . The “application standard” is a combination of ability and knowledge, which unifies capabilities and applications, and shows the main features that application talents should have.

First of all, in the concept of English teaching, we must reverse the traditional “knowledge-based” concept to “apply the standard”, change the teaching mode of the past rigid test, and cooperate with professional skills to further perfect the “knowledge-ability”. Make a transition. In addition, in the actual English course teaching, it is necessary to construct a systematic knowledge of English subjects, and also to incorporate the cultivation of English professional ability into the whole teaching system, and to be able to match each other and connect with each other to further improve students' English. The application ability is strengthened to further ensure that students can develop a higher level of professional application ability and strengthen their core competitiveness under such premise.

4.2 Using the “two-way interaction” teaching method

Teaching must have the unity of teachers and students to form a complete teaching process. The teaching method is to realize the methods and ways of imparting knowledge and learning knowledge. The main body is teachers and students. This process also includes teachers' ability to improve students' learning ability and sustainable development. In the past, the teaching method of English mainly relied on the teacher to inculcate the knowledge of the students, so that the students could memorize the knowledge. This teaching method emphasizes the students' memory of knowledge during the learning process, but it cannot promote the students to effectively The transformation of knowledge into one's own skills can't be applied to the solution of practical problems, and it can't reflect the actual role and significance of education.

In the transformation of English teaching methods, it is necessary to transform the one-way teaching mode into a two-way interactive teaching mode to further enable students and teachers to fully interact in the process of teaching, in the process of constructing the English knowledge theory system. Give full play to initiative and enthusiasm. “Two-way interaction” not only imparts the content of the textbook to the students, but can interact with the students according to the cultivation of various abilities in the English knowledge structure system, taking into account the individual differences of students and the needs of individual development. For the student number, it is necessary to set up and develop a variety of teaching practice activities to protect students' internal enthusiasm and motivation in the learning process.

4.3 Classroom teaching realizes “integration of production and education”

“Integration of production and education” links production with teaching, which means that it is necessary to strengthen the construction of external teaching scenarios. In the actual scene, by guiding the teaching methods, students can effectively use the ability of English to solve practical problems. Improve and improve the quality of teaching. The traditional English teaching mode emphasizes the accuracy of teaching and the emphasis of language knowledge. It is neglected in the application of English in practice, and the practicality and application are not fully reflected.

In the creation of a situational English teaching environment, it is necessary to be able to break through the limitations of the original space environment, and at the same time construct different

environmental scenarios to guide students into these environmental scenarios, and according to the future development direction, career planning and positions of students. Requirements, etc., create different scenarios in which students can exercise their English practice skills in this scenario. At the same time, in order to meet the target of applying undergraduate training of English talents, it is necessary to cooperate with different enterprises, arrange students according to their professional needs, directly contact the actual positions, and use their own English. Ability to use it as an actual communication tool.

4.4 Diversified integration of curriculum

The undergraduate education of the applied undergraduate course is based on the undergraduate course, and the cultivation of students' ability to apply knowledge is the goal of talent cultivation. Therefore, in terms of curriculum, it is necessary to reflect the scientific, gradual and systematic nature of the curriculum, and at the same time ensure that the curriculum can train students to develop their professional abilities, continuously expand their own abilities, and then combine their abilities with knowledge. . However, some applied undergraduates are not targeted in the course setting, unable to meet the development needs of students for future careers, and can not build a “knowledge-ability” model to cultivate more application-oriented talents.

Under the training of applied English talents under the “knowledge-ability” model, the curriculum should be set up to take into account the future career needs and orientations of the students, and to set up modular courses with different emphasis, such as writing, listening, Translation, etc., to carry out targeted training, so as to successfully meet the needs of students. The curriculum system needs to be able to take the basic English knowledge theory as the foundation, and construct the three aspects of different professional English ability and specialization, high-level English level, and then achieve the goal of cultivating English applied talents.

5. Conclusion

At present, applied undergraduate colleges need to improve their quality and level for the cultivation of talents, which has higher requirements for the quality of teaching and the development of teaching work. The quality improvement of English education can play a considerable role and influence on the cultivation of applied undergraduate talents. At present, the reform of English teaching for applied undergraduate talents must fully demonstrate the application and occupation of English, and stand in the way of cultivating the internal structure and external structure of students, and the teaching thinking in applied undergraduate English education. , teaching methods, curriculum and situational teaching to re-build the “knowledge-ability” English teaching mode.

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