

Reflections on Public English Teaching in Colleges under the Trend of Socialization of English Education

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Abstract: With the development of economic globalization, college English education has received the attention and attention of people all over the world. College public English is an important course for college education. High-quality and efficient English teaching is the foundation of higher education. It is the guarantee for the sustainable development of colleges and universities and an important means to cultivate high-quality talents. The rational thinking about the reform of public English teaching is the perspective of the socialization trend of English education and the change from the cultural exchange globalization situation and the society's overall demand for learning foreign languages. Re-examine and carefully examine how to cultivate English professionals, and the courses and plans for how to achieve this goal, the content of the teaching and the teaching methods adopted by the teachers, it is very clear that the professional language knowledge and skills training in English must be closely integrated with the study of culture, the most important is It is necessary to pay attention to the new ideas of learning itself.

1. Introduction

At present, the problems of public English education in colleges and universities are complicated. Among them, the most obvious problems include the problem of disordered positioning, backward concepts, lack of teaching conditions, and weak teachers. Institutions of higher learning highlight a lot of problems in the learning process, such as the weak foundation of students' English, the inability to interact with teaching, and the inability to learn English. It is very difficult to improve the English application ability of college students[1]. With the acceleration of China's internationalization process, the overall quality of college graduates in society, especially the requirements of English quality, is constantly improving. The cultivation of talents in higher education institutions in China is facing new tasks and great challenges.

In the teaching requirements of college English courses promulgated by the Ministry of Education, the description of college English teaching objectives is: "The goal of college English teaching is to develop students' comprehensive English application ability, especially the ability of listening and speaking, so that they can learn, work and Social interaction can effectively communicate in English, while enhancing their ability to learn independently and improve their comprehensive cultural literacy to meet the needs of social development and international exchanges in China[2]. The introduction of this syllabus will play a role in standardizing the development of the university's public English education and steadily improving its quality. Public English teaching in colleges and universities must adjust and improve the teaching ideas as soon as possible, and help students establish correct public English learning concepts and improve their English teaching ability according to the requirements[3].

How does public English teaching in colleges and universities cope with the impact of college English teaching reform? How to develop and change public English teaching in higher education institutions in the context of increasing social demands? With the accelerating process of China's internationalization, how can public English teaching in colleges and universities adapt to the requirements of the internationalization process? With these questions, the author conducted a targeted investigation on the current situation and effect of public English teaching[4]. By understanding the socialization of English education and the current situation of college English teaching, some improved methods of college English teaching are proposed. I hope that these

methods can be implemented in college English teaching, and only in this way can we improve college English teaching. Only by improving college English teaching can we achieve the in-depth development of the social reform of college entrance examination English.

2. Main problems in college English teaching

English teaching has always been an important course in university education. In particular, the university's public English teaching has achieved gratifying achievements in the development of education for decades. It has cultivated a batch of comprehensive knowledge that is both proficient in professional knowledge and foreign language[5]. Sexual talents have made positive contributions to China's rapid development and cultivated large numbers of talents for reform and opening up. However, the development of university public English teaching has also highlighted a series of problems, which have affected the further development of university public English teaching, which is embodied in the following aspects.

2.1. The teaching idea is obsolete.

In traditional college public English teaching, examination-oriented education has always been the dominant idea. The educational goal emphasizes the mastery of English foundation, but the cultivation of oral English communicative competence is not paid enough attention, which results in the backward level of college students' English practice, especially the old English syllabus attaches too much importance to English reading, while the old English syllabus attaches too much importance to English reading[6]. The neglect of the improvement of students' comprehensive language ability leads to the fact that college students only pay attention to superficial phenomena in English learning and neglect the application of college students' English practical ability.

2.2. The English teaching method is single

College English teaching is still confined to high school English teaching mode, or the inherent mode of teacher-centered teaching. Lack of mobilization of students' enthusiasm, can not arouse students' interest in learning in the classroom, can not fully activate the classroom atmosphere. With the rapid development of modern science and technology, teaching equipment is constantly updated. The application of multimedia technology makes learning more convenient. At the same time, in the process of English teaching, teachers rely too much on these high-tech things, but do not make full use of its advantages. They just use it as a tool to complete teaching, and do not provide better learning platform for students. It is precisely because of the improper use of these devices that the inadequacy of teaching methods is caused[7]. For example, in many colleges and universities, in order to save time, English teachers do not teach students knowledge in person, nor explain those difficult words or sentences, but only use good PPT to show knowledge.

2.3. The methods and methods of English teaching assessment need to be improved

At present, college English assessment methods are most public, four, six, four and eight. This was set up to test students' English proficiency, but there were some deviations in the course of running. Now the college public level 4, public level 6, professional level 4 and professional level 8 exams are a major problem for students. In order to pass the exam, the students returned to the exam-oriented education in the junior and senior high schools. Blindly remembering English words, backing English essays, and not paying attention to the improvement of English ability, in the end, there will be a phenomenon that will only be hard-working, and will not be applied, spoken, read, or even appeared in chinese-style English grammar. chinese-style English grammar content is contrary to actual English. What's more, in order to pass the public four, public six, professional four and professional eight exams, some students will not hesitate to spend some high-tech equipment to get answers, and some students even use money to buy answers. we can see that there are drawbacks in the way to assess the English level of students through the public four, public six, professional four and professional eight, and it needs to be improved.

3. The necessity of the reform of college English teaching

Today, the contradiction of public English teaching in universities is becoming more and more prominent. Effectively promoting the reform of public English teaching in colleges and universities, improving the level of public English teaching in universities, and cultivating high-quality talents in line with the development of the times is the direction of college education[8]. It can be said that the reform of public English teaching in colleges and universities The conditions are already fully available.

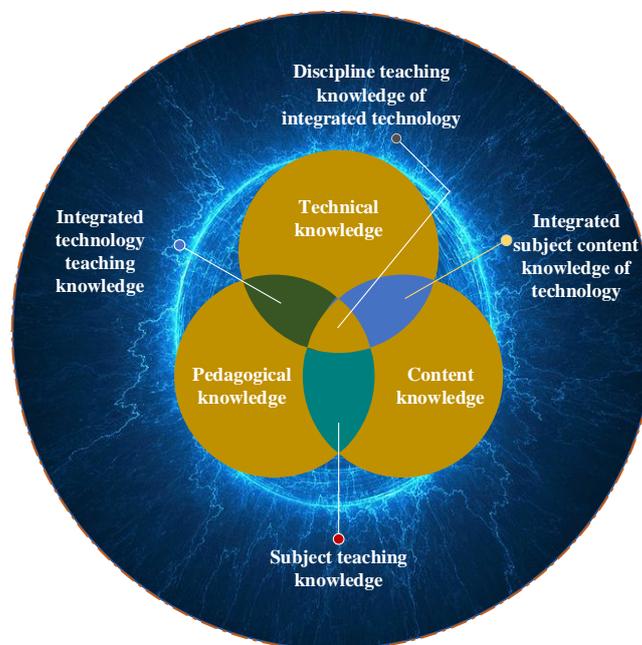


Figure 1 Integrated technology in subject English teaching

3.1. The state and society attach importance to the reform of public English teaching.

For the reform of public English teaching in colleges and universities, the Chinese government has always attached great importance to it. The relevant leaders of the central government have given special instructions on this issue. In particular, the Ministry of Education has given special guidance on the reform of public English teaching in colleges and universities and put forward important guiding ideology[9]. This has provided important ideological guidance and institutional guidance for the reform of public English teaching in universities, and promoted the further advancement of college English teaching reform.

3.2. The subjective department of education attaches importance to the reform of public English teaching.

At present, the voice of the state and society for the reform of public English teaching is getting higher and higher. The major colleges and universities have a relatively unified understanding of the reform of English teaching, and they are also determined to promote the reform of public English teaching. Because the current society is an all-round integrated society, the level of English for college students directly determines the level of education in colleges and universities. All major universities have fully realized the prospects of this development and reform, in order to improve the visibility of the university, striving for a top-ranking university. They are working hard to promote the reform of public English teaching, and find ways to maximize the breakthrough in public English teaching reform.

3.3. The development of information technology has injected new vitality into the reform of college English teaching.

The progress and development of English teaching is inextricably linked with modern information technology. Especially in recent years, with the continuous popularization of national

educational information, the computer equipment of each university has achieved high-end and precision, campus network construction. It has also gradually achieved universal popularity, which provides a good material security basis for college students to learn English courses, and has injected new vitality into the reform of college English teaching[5].

4. Thoughts on the reform of public English teaching in colleges

4.1 Analysis of the change and reform of teaching concept

First, we should deal with the relationship between the imparting of basic English knowledge and the cultivation of practical English ability. The teaching goal of public English in colleges and universities in China must focus on serving the cultivation of applied talents who can meet the needs of production, construction, management and service[3]. Therefore, learning the basic language well is an important goal of public English teaching in colleges and universities. At the same time, we should follow the principle of combining practice with basic skills of English language, and pay equal attention to the training of language application ability in practical foreign-related activities.

Second, we should pay attention to the comprehensive training of English listening, speaking, reading, writing and translation skills. Traditional public English teaching in colleges and universities generally pays more attention to the indoctrination teaching method. They regard students as receivers of knowledge, and students in turn become the object of receiving knowledge. This kind of teaching process generally manifests itself in paying more attention to reading and translation than listening and speaking, resulting in students' dumb English. With the continuous opening up of China's foreign economy, the requirements of society and enterprises for foreign-related international competence of college students have been further improved. The traditional mode of public English teaching in colleges and universities can no doubt not meet this demand, and ultimately will inevitably affect the teaching quality of colleges and universities[7].

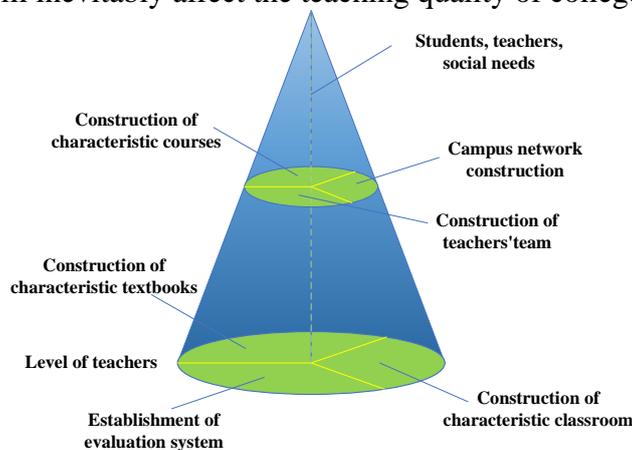


Figure 2 Evaluation reform and perfection analysis

4.2 Analysis of the reform and perfection of teaching methods

The first is to realize the situational teaching method of English. This requires that the first is to make English teaching as close to life and reality as possible. It not only makes the students feel the cordiality of these English teaching contents, and makes them familiar with these knowledge, but also has strong practicability. Secondly, according to the actual English textbooks, we should organize some small-scale teaching activities, implement small-scale classroom activities and practical teaching, and present these teaching contents through classroom activities, even games and practice simulation. For example, when teaching ask the way indoors, after listening to the recording of teaching content, students can demonstrate the dialogue between the reception secretary of a company's personnel department manager and the candidates. Such small teaching activities can receive very significant teaching effects.

Secondly, stratified teaching is adopted. This requires that the first is to do a good job in the analysis of students' basic learning situation. Teachers are required to make scientific analysis and judgment by investigating students' English scores at school, or by taking the form of unified English groundwork examination and classroom investigation. Secondly, classes can be divided into two levels according to their grounding results. They should be classified according to students' relative English proficiency. In the case of abundant teachers in schools, students can be divided into different levels according to their different levels. At the same time, classes or English learning groups can be formed according to their own interests and development preferences, or even some shortcomings, so as to teach them in accordance with their aptitude as far as possible. For example, the lower level of listening can be set up as a special class. In English teaching, listening training should be properly tilted and strengthened.

4.3 Analysis of the reform and perfection of teaching evaluation

To carry out scientific and effective evaluation of public English teaching in Institutions of higher learning, the following points should be achieved: first, to pay attention to the objectivity of the evaluation of public English teaching in institutions of higher learning so that it can scientifically reflect the actual learning situation of students; secondly, to scientifically analyze the results, to fully tap the value of this evaluation of teaching; and finally, to make full use of it. Feedback the results and analysis to teachers and students to guide teachers to understand and master students, and adopt targeted teaching, which can obviously play the role of leak detection and filling in gaps. In addition, we should carry out teaching evaluation to the end, continue to circulate, teaching and evaluation should be carried out simultaneously, and summative evaluation should be combined with formative evaluation. In practical application, teaching evaluation in colleges and universities can be divided into two types: in-school evaluation and out-of-school evaluation. In-school teaching evaluation mainly includes the daily examination of teachers and schools, mid-term and final examinations, etc. Outside-school teaching evaluation includes the level examination of higher education authorities and social organizations, as well as teaching evaluation and teaching inspection. This teaching evaluation should be integrated and applied.

5. Conclusion

In a word, the reform and innovation of college public English teaching is a complex and systematic education project, which requires us to improve our understanding, keep moving forward, actively practice, dare to explore, put the summarized experience into the teaching, and gradually implement the steady progress of English teaching reform, in order to achieve college public English teaching. In order to ensure the efficiency and effectiveness of the reform, we must establish a long-term mechanism to ensure that colleges and universities adhere to an eternal standard in public English teaching, and constantly improve the standard, so as to cultivate more useful talents for the country and contribute our strength to the construction of our motherland.

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