

# On the Construction of Active Learning Teaching Model in College English Classroom

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**Abstract:** There are many drawbacks in the passive transmission and acceptance mode of traditional English teaching, which greatly restrict the improvement of English teaching in quality teaching. Therefore, the author carries on the analysis and research to the construction of active learning teaching mode in the university classroom at present. It is found that the active learning teaching model is supported by constructivist learning theory and Vygotsky's "zone of proximal development" theory. In order to give full play to the subjective initiative of learners in the learning process, it provides a new direction for the efficient development of college English classrooms from the aspects of teaching objectives, operational procedures, implementation conditions and teaching evaluation.

## 1. Introduction

With the acceleration of China's reform and opening up and the increasing international exchanges, people will have more opportunities to use the English language tool to communicate and communicate with each other, that is, the actual use of English will also increase [1]. The teaching mode of "cramming" in teaching methods is monotonous and boring, which greatly restricts the improvement of English education in quality teaching [2]. According to the "Guide", it is obvious that cultivating students to use English for daily communication and intercultural communication, and effective self-learning is the primary goal of college English teaching, and the cultivation of these abilities is inseparable from active learning [3]. In short, it means that students can actively engage in learning activities, which is mainly manifested in three aspects: learning motivation, learning attitude and learning style [4]. Therefore, teachers' explanations occupy the main time of the classroom, and cannot provide enough opportunities for students to practice, so that students can become passive receivers of language knowledge [5][6][7]. The goal of College English teaching is "to cultivate students' comprehensive English application ability, especially listening and speaking ability, while enhancing their autonomous learning ability and improving their comprehensive cultural literacy" [8].

## 2. Active Learning

Active learning means that learners can actively participate in learning activities, which centers on students' learning [9]. For a long time, the traditional foreign language teaching method of College English has been based on the principle of "teacher-centered". Teachers' careful preparation of lessons and rich and orderly lectures are regarded as an important part of teaching. In the classroom, the teacher acts as an actor while the student acts as an audience [10]. Modern education experts believe that active learning refers to a teaching method that enables learners to actively participate in and actively build knowledge and understand knowledge in the learning process. Only by mastering a language skill through self-learning of students can we adapt to the needs of social development. In recent years, professional English classroom teaching has begun to shift from a traditional teacher-centered, re-education-based teaching model to a model based on student-centered, self-directed learning, and effective interaction between teachers and students. In the process of active learning, students are no longer just listeners, but more often analyze, synthesize and evaluate what they have learned by participating in discussions, debates, questions

or writing.

Constructivist learning theory believes that learning is the process of constructing meaning based on existing knowledge and experience. Constructivist learning theory advocates transforming students from passive recipients of information to active participants in the learning process. The 21st century is a high-tech economic era. It is an era of rapid development of information and science and technology. If you want to stand out in the fierce competition of talents, the constant renewal of knowledge and the development of intelligence are crucial. Let students become the main body of the classroom, take the students as the center, and take the development of people as the basis, which has become an inevitable requirement for the reform of English classroom teaching activities. The goal of College English teaching is to cultivate students' comprehensive English application ability, especially listening and speaking ability, while enhancing their autonomous learning ability and improving their comprehensive cultural literacy. Because of the lack of creativity and understanding, analysis and induction in learning, the students have memorized some words and sentences and coped with the exam, but after the exam, the knowledge they learned is quickly forgotten. Teachers should timely affirm and actively encourage students' achievements, so that students' potential learning motivation can be transformed into active learning motivation, thus becoming the internal motivation to promote learning.

### **3. Enriching Teaching Content and Improving Teaching Method**

Cultivating college students' interest in English learning can effectively improve the quality of College English classroom teaching. Of course, computer software can also help solve the problems of grammar, some English cultural knowledge and reading comprehension. Computer software can be very storytelling and interesting. For example, like movies and TV plays, characters and stories are vividly linked. As the main body of learning, the teacher plays the role of learning facilitator, guiding students to ask questions about this situation, consciously and actively explore knowledge and solve problems. The accumulation of linguistic knowledge is the prerequisite for the improvement of language skills. The improvement of language skills provides a sustainable development for further acquisition of linguistic knowledge. Both are important components of the comprehensive application of language. Optimizing the scientific and reasonable teaching mode is conducive to improving the quality of teaching. This principle allows students to take full advantage of the environment created by teachers in the classroom for language learning and practice. This effectively promotes learners to fully tap their own learning potential and enhance their practical ability to solve problems independently. It should be noted that teachers should actively guide and give timely guidance and guidance on the key points and difficulties that students are not sure.

Classroom teaching is the main channel of English teaching, and extracurricular self-learning is an extension and supplement of classroom teaching. In college English teaching, college students already have certain ability to propose, think and solve problems. Therefore, teachers should make full use of this feature to carry out discovery teaching to improve students' learning initiative. This requires teachers to tailor the teaching content carefully around the teaching objectives, so that it can cover both the teaching difficulties and the learning needs of learners. This is not only conducive to the cultivation of students' learning methods, but also the students' simulation training for future use of language. It is not only in line with the reality of students' mental and emotional, but also in line with the current training objectives of students. In order to help students establish firm learning confidence, overcome inferiority complex, and help students truly form active learning behavior with strong autonomy and personality.

### **4. Conclusions**

In a word, in College English teaching, teachers should implement the idea of active learning in the process of teaching and establish the teaching concept of students as the main body through renewing educational concept, improving teaching methods and establishing harmonious teacher-student relationship. Thus, help students to build up self-confidence and lasting interest in

learning, mobilize students' enthusiasm and initiative in learning English, cultivate their self-study ability and language application ability, and ultimately help students develop their lifelong learning ability. It's not just mechanical imitation. The current textbooks, chalk, blackboards, teachers, and students' listening patterns are changed to personalized and active learning modes using networks, teaching software, and classrooms. While improving the teaching methods, we must also pay attention to the richness of teaching content, in addition to teaching the knowledge in textbooks. How to effectively apply the active learning teaching mode to the college English classroom and optimize the learning effect of students in the college English classroom is a problem that every English educator should seriously consider and solve. It will also play a positive role in promoting the reform of college English teaching in China. Therefore, we must change the concept of education, deepen the reform of professional English teaching, build a new professional English classroom teaching model, and improve the quality of professional English classroom teaching.

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