

Research on the Constructivism Teaching Theory and English Teaching Reform

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Keywords: Reform research, Constructivism teaching, English education improvement

Abstract: Constructivism is the latest teaching theory of Western educational psychology. It believes that learning is a process by which learners actively construct meaning, emphasizing the initiative, sociality and context of learning. This article expounds the new learning theory and teaching theory of constructivism, combined with its basic theory, expounds the fit with English teaching reform and the enlightenment to English teaching. It can be seen that the constructivist teaching concept has profound enlightenment for the current reform of English teaching in my country and the cultivation of innovative English talents.

1. Introduction

The construction of knowledge emphasizes the initiative, sociality and context of learning, and puts forward many new viewpoints on learning and teaching methods. In recent years, this learning theory has gradually become popular in Western developed countries, and has had a profound and instructive influence on the promotion of the educational revolution and the development of educational technology. Because multimedia computers and Internet-based network communication technologies have multiple characteristics that are particularly suitable for realizing a constructivist learning environment, they can be used as an ideal cognitive tool in a constructivist learning environment, thereby effectively promoting students' cognitive development. Undoubtedly, with the rapid development of multimedia computers and Internet network education applications, constructivist learning theory is increasingly showing its strong vitality, and its influence is increasing in the world. Today, when we vigorously advocate education reform and quality education, constructivist teaching theory has profound enlightenment on English teaching and has a positive reference to the cultivation of innovative English talents in my country. It is our unshirkable responsibility to explore the internal connections and points of conformity between constructivist teaching theory and English teaching reform, and to make constructivist new learning theories and teaching theories apply to English teaching.

2. Constructivist Learning Theory

Constructivism is a theory derived from the cognitive development of children. Since the cognitive development of an individual is closely related to the learning process, the use of constructivism can better illustrate the cognitive laws of the human learning process, that is, it can better explain how learning occurs, how to construct meaning, how to form concepts, and what main factors should be included in the ideal learning environment. In short, under the guidance of constructivism, a more effective and brand-new cognitive learning theory can be formed, and on this basis, a more ideal constructivist learning environment can be realized. The author will briefly explain the basic content of constructivist learning theory from the two aspects of constructivist learning view and learning methods.

Constructivism believes that learning is not simply a one-way input of information from the outside to the inside, but is achieved through the two-way interaction between new information and the learner's original knowledge and experience, that is, the interaction between the learner and the learning environment process. Learning should be achieved through the learner's high-level thinking activities, not simply along the process of memory. Learning is to construct representations of things and their processes, but it is not a direct copy of external things, but is built by processing

new information through existing cognitive structures. In this process, each learner is recognizing and coding new information based on his original experience system and constructing his own understanding. At the same time, the original knowledge is adjusted and changed due to the intervention of new experience. Of course, this is not to allow students to perform discovery learning completely. As students are growing, they need to master indirect experience. Therefore, information transmission is necessary for learners, but information transmission itself cannot guarantee effective knowledge construction. It must be realized through learners' active construction activities. This construction cannot be replaced by others. It can be seen that learning is an active construction process. Learners do not passively absorb information, but actively construct information. On the one hand, the construction here is the construction of the meaning of new information, on the other hand it also includes the transformation or reorganization of the original experience. Since learning is a process of meaning construction in a certain context, that is, a social and cultural background, with the help of other people, that is, through interpersonal collaboration activities, constructivist learning theory believes that context, collaboration, conversation, and meaning construction are the learning environment. The four elements or four attributes of Among them, meaning construction is the ultimate goal of the entire learning process, and this meaning refers to the nature, laws, and internal connections between things. The meaning of construction is to achieve a deeper understanding of the nature and laws of things reflected in the current learning content, and the internal relations between things, and its long-term storage forms the schema of the current learning content.

To become an active builder of meaning, students are required to construct the meaning of knowledge using heuristic and discovery methods in the process of constructing meaning, actively collect and analyze relevant information and data, and put forward various hypotheses and work hard on the problems they are learning. To verify it; try to connect the things reflected in the current learning content with things you already know, and think about this connection seriously. Connection and thinking are the key to meaning construction. If the process of connection and thinking can be combined with the negotiation process in collaborative learning, students will be more efficient in constructing meaning and better in quality. There are two types of negotiation: self-negotiation and mutual negotiation (also called internal negotiation and social negotiation). Self-negotiation refers to arguing with oneself about what is correct; mutual agreement refers to the discussion and debate between each other within the study group. In order for teachers to become helpers of students constructing meaning, they must play a guiding role in the teaching process from the following aspects: (1) Stimulate students' interest in learning and help students form learning motivation. Teachers should realize that the goals of teaching include not only cognitive goals, but also emotional goals, and they should pay attention to students' emotional fields. Teaching is to gradually reduce external control and gradually increase the process of students' self-control learning; it is necessary to create a good learning environment for students, by creating situations that meet the requirements of the teaching content and prompting clues between the new and old knowledge to help students construct their current knowledge The significance of learning knowledge; to guide students to learn through experiments, independent exploration, and cooperation. In order to make meaning construction more effective, teachers should organize collaborative learning where possible, and guide the collaborative learning process so that it develops in a direction conducive to meaning construction.

3. Constructivist Teaching Model

Constructivism believes that in order for learners to complete the meaning construction of the knowledge they have learned, that is, to achieve a deep understanding of the nature and laws of the things reflected in the knowledge, and the connections between things, the best way is to let them go to the real world. To feel and experience in the real environment, instead of just listening to others (such as teachers) introducing and explaining this experience. Since anchored teaching is based on real examples or problems (as anchors), it is sometimes called case-based teaching or problem-based teaching. This teaching mode requires that it be based on interesting and contagious

real events or real problems. Determining such real events or problems is vividly compared to anchoring, because once such events or problems are determined, the entire teaching process and teaching content are also determined (just like a ship is anchored). CTGV regards anchors as a kind of macrocontexts to distinguish them from microcontexts. The creation of this true macro background is to re-enable children and apprenticeship people to take advantage of learning in the background. The design principle of anchored teaching is based on Gibson's Theory of Affordance. Supply refers to the potential of the situation to promote learning activities. Gibson believes that different environmental characteristics can provide different activities for various special organisms. Similarly, different types of teaching materials can also provide different types of learning activities. Therefore, anchors are not only the context in which learners apply the knowledge they have mastered, but more importantly, they are used to help students recognize the necessity and importance of learning and establishing learning goals. In other words, teaching should help students confirm their learning goals in a complete real situation.

Constructivism seeks teaching strategies suitable for advanced learning. Random access teaching allows learners to enter the learning of the same teaching content through different channels and different ways at will, so as to obtain a multi-faceted knowledge and understanding of the same thing or the same problem. Its basic idea originated from a new branch of constructivist learning theory, cognitive flexibility theory. The purpose of this theory is to improve learners' understanding and their knowledge transfer ability (that is, the ability to flexibly use the knowledge they have learned). Spiro believes that in this teaching model based on the theory of cognitive elasticity, the analogy used is a multi-dimensional and nonlinear crisscross shape of multiple knowledge representations composed of concepts and cases, that is, trying to Through the integration of concepts and cases, the learners' cognitive flexibility is enhanced, so as to obtain the sufficiency of the rich concept understanding and the completeness of the case coverage. In this kind of learning, learners can form a multi-angle understanding of concepts, gain a comprehensive understanding of things and a leap in knowledge. It can be seen that this kind of thinking has deeply developed Bruner's thoughts on training diversity. Random entry teaching mainly includes the following links: presentation of basic situations, random entry learning, thinking development training, group collaborative learning, and learning effect evaluation.

4. Enlightenment of English Teaching

The traditional teaching model of teaching-enhancing-memory-based teaching mode has many drawbacks for the cultivation of innovative English talents. Constructivism believes that learning is not a process of passive absorption, repeated practice and strengthening of memory, but a process of actively constructing meaning through the interaction between the individual and the environment (assimilation and adaptation) based on the students' existing knowledge and experience. Essentially, this is an innate ability to adapt to the environment. The construction process is also a process of collecting, processing, feeding back and adjusting external information. Every student is an active and capable learner. Therefore, in order to enable students to learn actively, teachers should give them more opportunities and sufficient time to engage in activities such as inquiry, discovery, evaluation, and correction of their own ideas in teaching activities, so that students can experience human discovery. The natural process of knowledge, learn to learn.

High-level thinking and problem-solving are not easy. In addition to requiring students to continuously process and transform various information and concepts during learning, teachers and instructional designers are also required to provide the necessary thinking and problem-solving activities for learners. Guidance and strong support, including the use of thinking tools and strategies, and social support. For this reason, in the process of English teaching, teachers should create situations related to the content of English textbooks, and design problems with thinking value and enlightening significance for the content to be learned, so that students can think and try to solve. This also requires English teachers to find materials from real life as much as possible, and the teaching materials should also be taken from authentic materials that are closely related to real life. Create good problem situations so that students can have various questions and questions in the

situation. Imagine that everyone participates in problem solving and constructs new knowledge. Guide students to explore new knowledge and develop their potential through personal experience, so that the whole teaching activity will be transformed from the teacher's lecture to the question discussion. In the process of problem-solving, teachers can provide certain support and guidance, and cooperate with and promote students to solve problems without hindering students' independent thinking. However, teachers are not an encyclopedia to answer all questions. Constructivism advocates learning in the context of problems, which means that students no longer blindly accept and passively remember the knowledge or textbook knowledge taught by teachers, but actively explore themselves, turning the learning process into a high level of constructive knowledge that students actively participate in. Horizontal thinking process.

5. Conclusion

In the process of participating in the reform of college English teaching, college English teachers are faced with the renewal of concepts and the change of roles, and they need to seriously think about how to incorporate new teaching concepts into teaching practice. The focus of this article is to combine the practice of college English teaching reform and school-based teaching and research topic research, and conduct a case analysis of Hebei University. In my opinion, the constructivist teaching theory deeply diagnoses and explains the teaching concepts of “student-centered”, autonomous learning and cooperative learning. However, it is not universal. As a developing theory, it has its limitations and drawbacks. At the end of the article, it points out the guiding significance of constructivist teaching theory for college English teaching reform. At the same time, it emphasizes that it is necessary to use it to guide the practice of college English teaching reform based on the principle of foreign as Chinese.

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