

Research on Graded College English Teaching in Art Colleges and Universities

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Abstract: The English level of students in art colleges is lower than that of other colleges and universities. Therefore, art colleges and universities should pay more attention to the cultivation of students' comprehensive English application ability to meet the needs of social development and international exchanges. Therefore, this paper conducts a research on College English graded teaching in art colleges. Analyze the current form of college English teaching and propose corresponding improvement measures to improve the teaching level. The research shows that the construction of college English teaching mode in art colleges should clarify the role orientation of teachers and students; the choice of teaching materials; and the improvement of teaching methods. Graded placement teaching and basic English training; compulsory and elective courses; classroom teaching and extracurricular activities.

1. Introduction

Art colleges are colleges that focus on cultivating professional talents capable of engaging in art careers. Students in art colleges have relatively weak cultural classes before entering university [1]. For example, from the characteristics of students, art students have unique language learning talents and potentials due to their solid artistic expertise [2]. At the same time, due to the natural temperament characteristics of nature, they are more likely to approach and enter the new territory of English language and culture, which is their advantage in learning English [3]. At present, many art colleges and universities across the country, like ordinary colleges and universities, implement a model of English graded teaching. English learning plays an important role for art majors. It enables students to have a wider international perspective, enrich themselves in cultural exchanges and develop themselves [4]. Action research refers to the study of English teaching in which teachers take some new measures to solve practical problems or change the current teaching situation. Action research helps teachers observe and improve the teaching situation [5]. Therefore, the incentive teaching method is a kind of teaching method, which can motivate students to give full play to their inherent potential, and then promote them to actively learn and master the required knowledge and skills [6]. Even if the professional level is prominent again, it is still difficult to be based on the society without a high level of cultural literacy.

Art colleges attach great importance to students' art majors, but to some extent neglect the cultivation of students' English proficiency. However, students' relative lack of English foundation and learning habits will bring challenges and problems to English teaching [7]. However, art students have many different characteristics compared with ordinary college students, such as students' poor English foundation, students' free personality and so on. Therefore, there will be some special difficulties in the implementation of graded teaching [8]. And art is also playing an increasingly important role in international exchanges. People from all countries and nations have increased their understanding of each other through artistic exchanges. English teachers evaluate and reflect on their own teaching, collect data, collaborate with colleagues, and improve the actual teaching of the classroom [9]. How to integrate the incentive teaching method into college English teaching and adopt flexible and effective teaching methods to stimulate college students' interest in English learning is a topic of great concern [10]. In the new century, the cultivation of all-round talents is emphasized. Especially under the influence of economic globalization, the cultivation of English language practice ability is crucial. Therefore, the reform of English teaching in art colleges

must follow the principle of teaching students in accordance with their aptitude and explore different ideas and models. In addition, art colleges don't pay enough attention to college English, which leads to the situation that the effect of graded teaching is not obvious and the graded teaching plan is difficult to implement.

2. Current Situation of English Teaching for Art Majors

2.1. Teacher status

In order to meet the needs of the popularization of higher education, in January 2004, the Ministry of Education formulated and promulgated the “Teaching Requirements for College English Courses”. The goal of “study the comprehensive English ability of students” is put forward, which marks the beginning of a new round of college English teaching reform in China. In the action research, the teacher has the dual identity of the educator and the researcher, and the action research is simple and the purpose is clear. “Teachers should actively communicate and communicate with students. They should fully respect the students, pay attention to the students' emotions, appreciate and praise the students' advantages, and at the same time tolerate the students' shortcomings and maintain the students' dignity and image.” In art colleges, English teaching often takes the form of large classes. The implementation of English grading teaching, whether excellent students in fast class or poor students in slow class, can happily integrate into different levels of teaching classes. Therefore, in the process of grading teaching in art colleges, it is necessary to formulate reasonable teaching forms according to students' own characteristics and needs. However, at present, this team is facing many problems, such as shortage of teachers, low level of academic qualifications and professional titles, narrow knowledge structure, low scientific research ability, and weak ability to use modern technology. The construction of teachers has a long way to go.

2.2. Student status

The theory of education and teaching is the main content of the structure system of teachers' professional quality. Teachers should have a clear understanding of the theory and apply it in specific teaching practice to achieve good teaching effect. College students are a group with distinct personality, rich emotions and great differences. The harmony of teacher-student relationship directly affects students' learning emotion and cognitive activities. If the teacher takes the students with higher level as the main teaching object, the students with lower level can not keep up with the teaching progress. If the teacher pays too much attention to the middle and low level students, the top student will have no expectation in the English class and lose interest. It can be seen that there are many drawbacks in the teaching mode of the large class. Therefore, the role of modern teachers should be the instructor of student learning, the manager of classroom teaching, and the participants of student activities. This is the modern orientation of the role of teachers. Graded teaching is premised on the strategy of teaching students in accordance with their aptitude, and the most important role of teachers is to create more opportunities for students to succeed, so that students gradually realize their success in the process of learning. In order to establish a good self-image, students who study in a more relaxed environment can relieve stress, restore and establish personal self-confidence. Therefore, multimedia teaching is very important in English graded teaching in art colleges.

The survey results reflect that the students currently using the textbooks are not satisfied, and many students hope that the textbooks can be further improved. The following is a detailed analysis of the problems existing in the textbooks (as shown in Table 1):

Table 1 Students believe that the difficulty of using English textbooks is

Project	A Hard	B Difficult	C Moderate	D Comparative
Number	9	25	83	12
Percentage	8	22.1	56.3	11.6

3. Strategies for Improving the English Proficiency of Art Majors

3.1. Strengthening the understanding of English learning in the context of globalization

Since the 1990s, globalization has become the mainstream discourse in academic circles, which has attracted widespread attention. In action research, teachers actively absorb the latest educational scientific achievements and teaching theories by reading a large number of documents, apply brand-new educational and teaching thinking to their work, and apply what they have learned in actual teaching according to practical teaching problems. Students like a teacher, and they are interested in learning the course. If the students do not like or even dislike a teacher, they will not be interested in the course, and some even hate it. Because of the large number of teachers, it is difficult for all students to have a comprehensive ability to accept knowledge in teaching. The number of students is too large and the level is not uniform. The knowledge taught by teachers is slightly difficult, and the students with poor English foundation are difficult to accept. They will no longer rely solely on sitting in the classroom to gain knowledge through the teaching of teachers, but will establish their own learning tasks and methods according to their own learning interests and needs. At the same time, students' attention to and understanding of the graded teaching model is not high, and should also be noted. Because of the different majors, each branch student has different needs and interest points for English learning. Therefore, in English teaching, the production of multimedia courseware should be properly combined with professional English, so that students can experience the practicality of English learning.

The preparation of teaching materials should be moderately difficult and flexible, so that teachers can use the teaching materials flexibly and creatively according to the students' actuality. The survey results show that students believe that the current content of college English textbooks is practical and interesting:

Table 2 Students think that the content of the current textbook is interesting

Project	A Well	B Sloppy	C Not interesting
Number	48	67	14
Percentage	34.7	54.2	11.1

3.2. Correct understanding of the role of teachers in teaching

By adopting the most appropriate method to evaluate students' English proficiency, we can refer to students' English scores in college entrance examination, and test students' current English proficiency, so as to carry out grading planning. Therefore, English teaching in art colleges and universities must adhere to the practice of classified teaching and pay special attention to the beginning of College English teaching. The influence on students is mainly manifested in psychological aspects. In addition, in the design of courseware, we should make appropriate adjustments for students of different majors, so that students can experience the interesting nature of English learning. In action research, reading and use complement each other, timeliness is strong, teachers' reading enthusiasm is enhanced, and good reading literature habits are developed. Teachers also need to let students understand that learning is a gradual process to ease their nervous and anxious learning mood and help them build self-confidence in learning English. At the same time, students of the same level of English are divided into the same level, small classes are taught, and basic teaching is conducted for classes with lower English proficiency to consolidate the students' English foundation. But this is not to say that training on grammar and phonetic knowledge is important, and the cultivation of practical language skills is neglected.

4. Conclusion

Art colleges are indispensable members of higher education institutions. It has cultivated a large number of artistic talents for the country and provided a rich spiritual life for human beings. In addition to classroom teaching, schools can actively organize or encourage students to establish English corners or English clubs, set up a fixed English broadcast frequency band for students to

listen to English news, stories, songs, and create an environment and atmosphere for learning English. College English graded teaching is also an inevitable outcome of quality education. It embodies the requirements of ideological quality, cultural quality and psychological quality education that quality education has consistently adhered to. The organic combination and flexible application of multimedia teaching and English grading teaching is of great significance to improve the English ability of art students, stimulate their interest in English and broaden their international horizons. Although teachers will give special explanations for this feature in class, it is impossible to take care of all students. Students should also take the initiative to find out the missing parts of their knowledge. Seek teachers' help and guidance in time to supplement basic knowledge of vocabulary and grammar. In addition to traditional receptive learning, we should try more experiential learning, autonomous learning and cooperative learning to develop learning activities suitable for specific classes and students.

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