

Research on the Application of Output-oriented Method in English Teaching

Jiao Xu

Jilin Electronic Information Vocational and Technical College, Jilin, Jilin, 132021, China

Email: 893547581@qq.com

Keywords: Output-Oriented Approach; English Teaching; Application Strategy

Abstract: The output-oriented method has the characteristics of teaching integration. The teaching theory has a high degree of fit with the content and teaching requirements of college English teaching in the new era. Therefore, applying the output-oriented method to the teaching of foreign languages in universities can effectively promote the improvement of students' English learning ability and core literacy. This paper first expounds the meaning of the output-oriented approach, and then analyzes the application of the output-oriented approach, which brings challenges to college English teachers and students. Finally, the exploration of the output-oriented approach in college English is explored. With research and hope, relevant opinions and suggestions can effectively improve the status quo in college English teaching and promote the comprehensive improvement of the comprehensive quality of higher talents.

1. Introduction

The current society has put forward higher requirements for the English knowledge level and application ability of higher talents. Under this circumstance, it is necessary to propose effective improvement measures for the problem of heavy theoretical explanation and light practical training that are common in college English teaching, and to explore more advanced scientific teaching methods. As a new teaching method, the output-oriented method has strong advanced and scientific nature, and it has great promotion value for improving the quality of English teaching and strengthening students' comprehensive English practice ability. It is worthy of in-depth exploration and research on the application strategy of this teaching method in all college English teaching.

2. The Meaning and Significance of the Output-Oriented Approach

The output-oriented approach was originally proposed by Professor Wen Qiufang and is mainly aimed at advanced learners in foreign languages. This teaching method is a teaching theory that is based on the integration of the theory of learning, the theory of learning, and the theory of whole-person education. At the same time, the hypothesis of output-driven and input-promoting is the core content of theoretical research. Development system. In the process of implementing the output-oriented approach, the teacher is the medium and the educational practice is the carrier to achieve the perfect combination of inductive learning and productive use [1]. The application of the output-oriented method in the process of English teaching effectively breaks through the various constraints under the traditional English teaching mode, which effectively improves the various drawbacks in English teaching and has a very positive effect on improving the quality of teaching. In view of the high research value of the output-oriented method, it is worthwhile for all English teachers in colleges and universities to conduct continuous research and exploration in the teaching practice, and explore a set of mature and perfect teaching methods.

3. Challenges Faced by College English Teachers and Students

3.1. Challenges faced by teachers

Applying the output-oriented method to college English teaching can effectively improve various

problems in the traditional teaching mode. For example, in the past teaching mode, the entire teaching process is based on textbooks, and there is a certain lag between the revision of textbooks and the speed of content update and social development. If it is explained in full accordance with the content of the textbook, it is highly likely that it will lead to The focus between teaching and social needs is not consistent, and the quality and efficiency of personnel training are deeply affected. However, in the process of applying the output-oriented approach, teachers are given a more powerful role. In addition to imparting textbook knowledge to students, effective measures must be taken to promote students' learning awareness and develop good learning behaviors. Being able to learn independently and effectively expand the knowledge of teaching materials to ensure that learning outcomes meet social needs [2]. However, the realization of this teaching goal is obviously a systematic project, and it poses many challenges to teachers' personal ability and professional quality. Not only teachers need to have strong English language ability and teaching ability, but also need to have strong innovation ability and professional cultivation, but also have a higher level in teaching management and psychological control. Only in this way can we break through the obstacles and gradually explore a set of effective and effective teaching methods, break through the original inertial teaching thinking, carry out related teaching activities centered on students, and promote the overall improvement of students' English knowledge level and comprehensive practical ability. At the same time, in the process of applying output-oriented teaching method, teachers should also strengthen their guiding ability in combination with teaching content, and maximize the guiding role of output-oriented law, and its function can be effectively played; The school can also set up a special teaching research group based on the actual teaching needs and school goals. The team is mainly responsible for selecting a series of key tasks such as selecting teaching content, formulating teaching plans, designing teaching links and planning teaching tasks, ensuring the scientific and comprehensive input materials in the output-oriented teaching method, and at the same time attracting students [3]. Force, to create a good condition for students to improve their interest in learning, learning ability and learning habits. It is believed that through the application of the output-oriented approach, the teaching effect will inevitably be continuously strengthened and enhanced.

3.2. Challenges faced by students

The application of output-oriented method in college English teaching has also raised many new challenges for students. Specifically, it includes the following two aspects: First, the role of students has changed from passive recipients to active participation. Along with this change, students will inevitably bring a series of psychological challenges and problems in the cooperation between teachers and students. At first, it will inevitably bring some incompatibility to the students' learning process, and I don't know how to cooperate closely with the teachers. However, after a period of adaptation and adjustment, the students will gradually become the masters of the learning process, know how to communicate with the teachers, and the learning results will be significantly improved; at the same time, the teachers should be fully guided. Sexual role, in the process of each classroom teaching, continuously infiltrate the relevant teaching ideas of the output-oriented method to students, in order to improve students' enthusiasm for learning and enthusiasm for learning. On this basis, we will carry out teaching work with higher quality and efficiency, gradually improve students' learning ability, and highlight the good application effect of output-oriented method.

4. Implementation Strategy of Output-oriented Method in College English Teaching

For college English teaching, the application of output-oriented approach has a very positive effect on improving the quality of teaching and the overall quality of students. Because with the implementation and application of the output-oriented method, it can effectively stimulate students' interest in learning, and at the same time encourage English teachers to change their teaching concepts, adjust the focus of teaching work, and accelerate the overall process of college English teaching reform. In the specific teaching practice, the application of the output-oriented method mainly includes the three stages of driving, promoting and evaluating. The general content of each

stage is: the driving stage, the teacher needs to combine the teaching content, create the corresponding teaching scene; in the promotion stage, the teacher needs to explain the main goal and output task of the oral English training to the students, and guide the students to carry out oral English practice; The evaluation phase is an objective and comprehensive summary of recent teaching achievements and learning outcomes to clarify the focus of the next phase of students. The specific teaching steps and implementation strategies for each phase are:

4.1. Drive phase

At the beginning of the formal development of classroom teaching, teachers are required to create a corresponding teaching scene in combination with the teaching content of this lesson, or to develop some corresponding tasks. This teaching scene or task should not only be compatible with the teaching content, but also be related to the student's future career or work practice, emphasizing the close relationship between the English teaching output task and the student's learning effectiveness, and ensuring the output guide method. Effective implementation. Thereafter, the task is assigned to the student, and the student can complete these tasks through group cooperation or individual independent completion. In this process, students can search for relevant learning materials on the online platform to deepen their understanding and understanding of the output tasks. When this understanding reaches a certain level, you can try to complete the output task, and while practicing, summarize and continuously improve the output results; in this process, the teacher can judge the students according to the completion of the output results. A more detailed understanding of English application ability and knowledge level, and then targeted instruction based on output tasks and teaching objectives. Teachers can also create a teaching situation that stimulates the teaching content, so that the students' learning enthusiasm can be fully and effectively mobilized. For example, in the context of a job interview, the teacher first broadcasts some interviews and relevant videos to the students on the multimedia device, bringing the students' thinking into the corresponding situation, and then asking the students some relevant situations. Questions, such as letting students talk about their own learning experiences, special hobbies, personality traits, and so on. In short, if the output tasks are set scientifically and reasonably, it can help students to better establish the knowledge structure and fully mobilize the learning enthusiasm and learning motivation.

4.2. Promotion stage

Under the guidance of the relevant theory of the output-oriented approach, the promotion phase also includes the following three parts: the first part, the teacher uses the language to explain the output task; the second part, guides the students to select the English material, and tests the progress of the study; In part, students conduct their own practice and produce English learning outcomes. In the promotion phase, when it comes to the output task, the teacher needs to make a more detailed and specific explanation and introduction of the basic requirements and specific steps of the output task in the driving phase, so that students can have a deeper understanding of the task. In the first round of guidance provided by the teacher, students should be instructed to select and produce the task-related discourse structure, language form, etc., so as to lead the students to complete the task step by step; in the second round of guidance, the teacher needs to be based on the students. Complete the actual situation of the output task, give corresponding suggestions for modification, and guide students how to improve and improve; in addition, in the entire promotion process, the active role of the Internet platform and the teaching platform should be fully exerted, and the classroom English teaching should be given. Providing a wealth of teaching resources, while improving the quality of teaching, it promotes the improvement of students' interest in learning, from the passive acceptance of the past to the active learning in the true sense. Under this change, teachers also encourage students to try to complete the relevant output work based on a variety of specific situations. In the process of students completing this task, teachers can use a variety of teaching methods such as group discussion, self-recording, and collaborative inquiry to help students develop independent learning and acquire the ability to independently complete relevant knowledge output. At the same time, students can also experience the gap between the output of

English knowledge tasks and their own knowledge reserves in various communicative practices, thus deeply understanding the importance and necessity of knowledge output, and generating a good knowledge of English from the heart. To complete the powerful driving force of knowledge output, this is a necessary condition for developing self-learning habits and improving their own learning ability. In addition, in the promotion phase, the teacher also needs to let the students know the type of output tasks that need to be completed and the corresponding learning content. When these contents are clarified, students can internalize and decompose the learning objectives and infiltrate them into their own learning process, thereby promoting the learning effect and the significant improvement of learning effectiveness. In addition, with the rapid development of information technology in China, computer equipment has been widely used in teaching practice, which provides great convenience for teaching work. In order to further promote the effectiveness of teaching, teachers can make this part of the teaching content into micro-video, let students watch in the form of micro-courses, and inject fresh vitality into traditional classroom teaching. This not only saves classroom teaching time, but also helps students to obtain more sufficient time for independent learning and inquiry, so that the output task can achieve higher quality.

4.3. Evaluation stage

After experiencing the driving phase and the promotion phase, an objective and timely evaluation of the implementation effect of the output-oriented approach is needed. In this stage, the teacher needs to compare and analyze the completion of the output task with the initial learning objectives and learning tasks to ensure the scientific rationality of the task implementation process. On the other hand, it is necessary to combine the teaching content to complete the output. The problems in the task process are refined and decomposed, and then through various network information channels, the students can complete the positioning and analysis of the input materials, and clarify the material content, basic language structure and language expression. On this basis, the students are guided to carry out systematic learning, practice and memory, further grasp the knowledge of English and promote the comprehensive ability of English. After that, the teacher needs to evaluate the student's learning outcomes and the completion of the output tasks, and then provide personalized guidance for the students in combination with the evaluation results, in order to deepen the students' understanding of their own learning. In order to make targeted adjustments to the future learning process and better accomplish other output tasks. In the way of evaluating language output, it mainly includes two types: delayed evaluation and immediate evaluation. It turns out that combining these two evaluation methods can effectively improve the quality of evaluation. According to the basic principles of the output-oriented teaching method, it is necessary to put the output tasks and evaluation conclusions of the students into the student's portfolio, which provides an important reference for the subsequent teaching guidance.

5. Conclusion

In the current college English teaching work, the application of the output-oriented method is still only in the trial and preliminary operation stage. In the practice of English teaching in the university, the application rate is not very high. Therefore, a systematic theoretical system and practical system have not yet been formed. College English teachers lack a mature and effective teaching experience as a guide in the process of using the output-oriented approach to teaching practice. This requires the college English teachers to pay attention to the summary and refinement of teaching experience, especially to reflect and adjust the unreasonable points, find the root of the problem, and then propose effective improvement measures to make the whole teaching process more scientific and reasonable. More importantly, an established and sound output-oriented teaching strategy will be established at an early date to provide scientific guidance for college English teaching and improve the training efficiency and quality of higher education in China.

References

- [1] Qiu Lin. Research on the process-oriented design of the language of “output-oriented approach”. *Modern Foreign Languages*, 2017: 386-396.
- [2] Fan Yaru. The Teaching of College English Reading and Writing under the Guidance of Output-oriented Method. *New west*, 2017(2):132-133.
- [3] Lu Haixia “. Output-oriented method” in the application of college English digital writing teaching. *Journal of Harbin Vocational and Technical College*, 2017 (6).