

Research and Application of English Teaching in Agricultural Majors in the New Period

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Abstract: Under the background of the new period, the English teaching of agricultural specialty has received extensive attention. Based on this, this paper briefly expounds the characteristics of agricultural professional english teaching, analyzes the problems existing in agricultural professional english teaching under the background of the new period, and puts forward the effective strategies of agricultural professional english teaching under the background of the new period from the aspects of focusing on application-oriented english teaching, conforming to the times and reforming the form of teaching and the assessment of innovative courses.

1. Introduction

With the development of economic globalization, English proficiency is particularly important, it is the main language of communication between people, agricultural colleges and universities should fully realize the importance of English teaching, pay attention to the cultivation of English application ability, and enhance students' market competitiveness. To this end, the author combines their own teaching experience, put forward the following suggestions.

2. Characteristics of English Teaching in Agriculture

2.1. Each Chapter has an Expanded Reading

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Figure 1 features of English teaching materials for agricultural majors

There are twelve chapters in the English textbook for agricultural majors, and it can be found that each chapter of the textbook contains the imported part, and each chapter contains three texts,

the text is closely related to agricultural knowledge, and in each chapter, the third article is the most interesting, taking the third chapter as an example, this chapter mainly describes the food-related content. In the third text of the seventh chapter, the reader is introduced to ten rare and delicious foods, which can stimulate students' interest in reading, and the third article in each chapter can broaden students' horizons and help students understand the text deeply, so that students can exchange views with each other in class and share more knowledge related to the subject on the basis of giving students cognitive level [1].

2.2. The Objectives of Each Chapter are Different

In English textbooks for agricultural majors, the three texts in each chapter require students to master different contents. Usually, the first article in each chapter needs teachers to give full play to their leading role, explain the key contents of the first text in detail, help students solve the problems of each word and grammar, and let students make clear each phrase and phrase. Generally speaking, the study difficulty of the first text is moderate, after learning the first text, the students can form a preliminary understanding of the content of this chapter, accumulate certain English vocabulary and phrases, master the expression method of oral English, and facilitate the later knowledge learning. After learning the first text, the teacher can arrange for the students to learn the second text by themselves. The purpose of the second article in each chapter is to strengthen the students' impression of the content of the unit and to guide the students to study deeply. The main purpose of the text is to broaden the students' knowledge horizon, and the goal of the study is no longer to let the students analyze and master the words and phrases of the article, only to ask the students to understand the content of the text, to increase the students' knowledge, and also to have no reading questions in the textbook, but to design the discussion and communication part after the article. Therefore, the third text is a more ideal part of adopting the flipped classroom teaching mode, which can enable the students to master more resources and help to ensure the quality of agricultural professional English teaching. [2].

2.3. The Materials are Equipped with Listening Materials

The English textbook for agricultural majors has a complete set of listening CD-ROMs, which contains the reading pronunciation of each chapter of the text, and also includes the phonetic materials of the words, which facilitate the students' self-study. By avoiding the problem of asking the English teacher's pronunciation in the classroom by self-study before class, the students can save the time of classroom teaching, give students enough time to carry out their own thinking and study, and help ensure the quality and efficiency of classroom teaching.

3. Problems in English Teaching for Agricultural Majors in the New Era

3.1. Lack of Attention to Professional English Courses

In most agricultural high schools, professional English belongs to a professional elective course, most students mistakenly think that this course is of little significance to their own development, belong to an optional course, due to the influence of this idea, professional English is relatively low selection rate, attendance rate is small, the enthusiasm of classroom participation and teaching results are not particularly ideal. Professional English has a great influence on the future career of college students, and the improvement of English ability is very important for those who plan to take the postgraduate examination. For those who plan to go abroad for further study, the ability of foreign language application is a threshold that they must face, so the importance of professional English learning is self-evident.

3.2. The Teaching Ideas and Methods are Relatively Backward

Most English teachers of agricultural majors still follow the traditional teaching ideas and methods in the process of teaching, and it is often teachers who occupy the main position in the classroom, which seriously affects the enthusiasm of students to participate in the classroom and is not conducive to arousing students' interest in learning. Although some teachers have applied PPT in

the actual teaching process, they only use it as a substitute for blackboard, so it can be seen that the ideas and methods of professional English teaching should be innovated.



Figure 2 Teaching method is not ideal and students' participation in class is not high

4. Effective Strategies for English Teaching in Agricultural Majors in the New Era

4.1. Application-Oriented English Teaching

In the process of English teaching, reading teaching has always been the key and difficult point of teaching, but in the English examination paper, most of the selected reading materials belong to the popular science class, the review class and the summary class, and the professional English teaching needs to choose the most cutting-edge articles related to the major as the reading materials. In the teaching activities of agricultural professional English, it is necessary to cultivate students' ability to retrieve information in a short time. When students learn English, listening and speaking are relatively weak links, but under the examination-oriented education, they ignore the study of students' oral ability. Although students learn English for a long time, most students' English is still at the level of dumb English and deaf English. English teachers in the actual agricultural professional English teaching activities, need to let students make it clear that English belongs to a language, learning English is to communicate, so that it can establish the correct concept of learning English. There are also some students who have a wrong understanding of English learning, and feel that if they have enough English vocabulary, their English proficiency will improve significantly. In essence, vocabulary does not mean how many words are memorized, it refers to how many words will be used in communication. Some scholars point out that if a person can use a thousand words skillfully, then he can communicate with others normally, there are many ways to accumulate vocabulary, such as watching English movies, or using smartphones and the Internet to browse English websites and so on. The writing of agricultural major English can be divided into two main categories, one is the article of daily life, the other is the paper of science and technology. Students will come into contact with different forms of writing in their study activities, master the use of common vocabulary and grammar, and feel the difference between British English and American English [3].

4.2. Innovative Forms of Teaching Adapted to the Times

In addition to the above mentioned content, the teaching of agricultural professional English also needs to adapt to the development of the times to make corresponding changes. First, we need to actively carry out scene teaching based on application orientation, and simulate what kind of teaching scene will be encountered in the future work. For example, the author arranges students to write an academic report in class, students can choose different topics on their own, find English literature or other materials, then make them into PPT, and then organize the language, start the simulation report in class after a period of practice, and then be commented on by teachers and other students. Through such a teaching form, on the one hand, it ignites the enthusiasm of students to participate in classroom learning, on the other hand, it also makes students further improve their English ability in the process of practice. Second, professional English teaching should also give full play to the value of information technology, English teachers should encourage students to actively use intelligent app or online dictionaries and so on, for example, in the translation teaching link,

need to shift the focus to google translation results, further improve the accuracy and scientific translation.



Figure 3 Active use of modern information technology in Teaching

4.3. Assessment Methods for Innovative Courses

Agricultural professional English teachers need to make clear the goal of teaching, focusing on improving students' English application ability, and to achieve this goal, they need to pay attention to the examination and inspection of professional English. Teachers should innovate the examination method of the course, dilute the final examination results, take the usual examination, classroom performance, attendance rate, homework completion, interview score and the score of simulated speech as the reference, the final grade is 30% of the total score, the proportion of the average assessment score in the total score is 70%, adopt the semi-open-book assessment model, students can use English dictionary or network tools to complete the test paper, through this teaching mode, can exercise students' practical ability to use language.

5. Conclusion

To sum up, at present, the teaching of agricultural professional English has problems such as insufficient attention and backward teaching ideas and methods, which affect the quality and effect of English teaching. Therefore, English teachers can fully refer to the above English teaching strategies, stimulate students' interest in learning, further enhance their comprehensive English ability, and promote students' good development.

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