

Analysis on the Effect of English Education Reform Strategies in Colleges and Universities from the Perspective of Multi-Cultural

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Abstract: Under the background of the deep interaction between countries, the phenomenon of multiculturalism and mutual integration is bound to appear gradually in the world field. It is worth noting that there are some colleges and universities when the development of English education, not the multi-cultural perspective of the importance and necessity of English education reform. Therefore, the analysis and discussion of the reform strategy of English education in colleges and universities from the perspective of multi-culture is particularly important, which can help the formation of new ideas of English teaching in colleges and universities, and also better ensure the students' mastery of multiculturalism.

1. Introduction

With the gradual development of scientific and technological level, the network has become the first way of information dissemination, and the speed of information transmission is accelerating, in this context, the cultural exchange and mutual integration between countries are gradually realized, and the multiculturalism situation is thus formed. From the point of view of the actual situation of current social development, an inevitable trend of the form of cultural exchange in the world is multiculturalism, and as the teaching of English majors in colleges and universities with certain international characteristics, the content of information about multiculturalism should be consciously infiltrated into English teaching to ensure the gradual formation of students' more perfect world cultural values. But from the actual situation of some colleges and universities at present, it is not based on the multi-cultural perspective in the process of English major teaching, so it is difficult to guarantee the formation of students' multi-cultural values.

2. At Present the Problem of English Teaching in Colleges and Universities Lies in

2.1. Lack of Visible Multicultural Infiltration

In order to fully integrate the multi-culture and infiltrate into the classroom teaching, the main factor of multi-culture infiltration is not obvious. Some students in colleges and universities often do not know or understand the multi-cultural concept and meaning, and some students often understand through other publications or network resources. From this phenomenon, it can be found that there are corresponding problems in the process of English teaching in colleges and universities, or that teachers do not fully understand the role of teaching and English language culture. Therefore, in order to ensure that the effectiveness of classroom teaching can be effectively improved, but also to be able to provide a certain degree of professional and comprehensive English teaching to students, colleges and universities should pay more attention from the aspect of teacher training, in order to help teachers to study the multi-cultural forms and manifestations, fully integrate the multi-cultural elements into classroom teaching to ensure that the problem of multi-cultural infiltration is not obvious to be effectively solved.



Figure 1 Multicultural infiltration to enrich classroom teaching

2.2. There is no Distinction Between Intercultural Knowledge and Diversity

Cross-cultural related knowledge is also involved in the multi-cultural perspective. The obstacle point between languages is a full embodiment of cross-cultural, that is to say, the existence of completely uninteractive parts in two language systems will gradually form a culture. From the point of view of students, in the case of cross-cultural judgment and application ability to master, can promote students to a certain extent of understanding of multiculturalism. Although some teachers have integrated the cross-cultural content into the English classroom, it is worth noting that there is no in-depth analysis and discussion of these two cultures, which leads to the phenomenon that students can not fully grasp the corresponding application ability although they have a certain understanding of the cross-cultural connotation, so it is difficult for students to realize the distinction between the content and the multi-cultural content quickly[1]. In this teaching process, the phenomenon of confusion often exists in the students' dual language knowledge point of view cognition, in the face of this situation, teachers should actively improve this phenomenon to help students learn and the learning environment is clearer.

2.3. Too Much Attention to Textbook Teaching to Cultivate Students' Language Worldview

Compared with the teachers of basic education, the teaching task of college teachers is more extensive, simply speaking, it is the teaching emphasis of basic education teachers to provide help to the students' English language and culture foundation, and teaching students to learn high quality and high difficulty knowledge points and broaden students' horizons are the teaching emphases of college teachers. However, from the point of view of the actual English teaching situation of most college teachers at present, the teaching plan and teaching rhythm in the teaching process are often based on the text content as reference, too standardized and formalized to carry out classroom teaching. In this context, even if teachers provide more professional teaching programs to students, it will also make the students' learning perspective limited in the textbook environment, can not ensure that students are familiar with and understand the current multi-cultural environment, but also should be difficult to give full play to their own English through a broad perspective. Therefore, in order to ensure the comprehensive improvement of students' comprehensive ability of English application, teachers should actively improve their teaching methods and provide multiple and more flexible teaching services to students.



Figure 2 Avoid teaching students according to their aptitude to promote their overall development

3. Strategies and Effect of English Education Reform in Colleges and Universities from Multi-Cultural Perspective

3.1. Awareness First, Effective Multi-Cultural Impression

Under the condition that the students do not deeply understand and understand the concept of multi-culture, the main task of the teacher's teaching process is to change the consciousness and arouse the enthusiasm of the students' multi-cultural understanding, and then to supplement the concept and content, and to assist the students' cognition and understanding. In particular, teachers can choose some materials with low difficulty and other cultures in the teaching process, and then lead students to have a preliminary understanding and understanding of other cultures. Under the condition of the students' initial cognition of other cultures, the teachers use the advanced educational thinking actively, display the Chinese culture and English culture fusion words under the multi-cultural perspective, promote the students to perceive and recognize the multi-culture, and help the students to distinguish the words and forms basically. After that, the teachers' advanced education can be further carried out under the background of the gradual understanding of the multi-culture.[2]. For example, in the course of teaching, the teacher should not abandon the main form of education in the textbook directly, the teacher can guide the students through the reading of the textbook content, the search of the multi-cultural words and sentence content, and gradually guide the students to explore independently, so as to help the students to establish the multi-cultural cognition firmly.

3.2. Students Mainly, Actively Establish Independent Inquiry Structure

The independent inquiry ability and the independent demand of the college students are basically available in the university stage, so the teachers should do the proper letting go in the process of teaching, in which the teachers can leave some multi-cultural content to the students, and then ask the students to explore and organize the relevant information through the diversified information access. Specifically, in the classroom teaching, the teacher can organize the corresponding cultural exchange meeting actively, through the classroom exchange meeting requires the student to search for some medium fruit and the other country culture fusion content in the after-class time, the teacher can tell the student to search the content form without restriction, the product content presentation and the text form presentation, etc. In this model, the teacher's teaching focus is to guide the student's multi-cultural element capture, and at the same time, the student participates in the learning initiative to carry on the movement, in the student will collect the independent multi-cultural information to carry on the display above the classroom, It will affect the students' memory of different countries and Chinese cultural exchange nodes gradually deepen, and then promote the students to use the multi-cultural information they have accumulated in the school effectively in the future, and lay a good foundation for the promotion of students' professional level and post competitiveness.

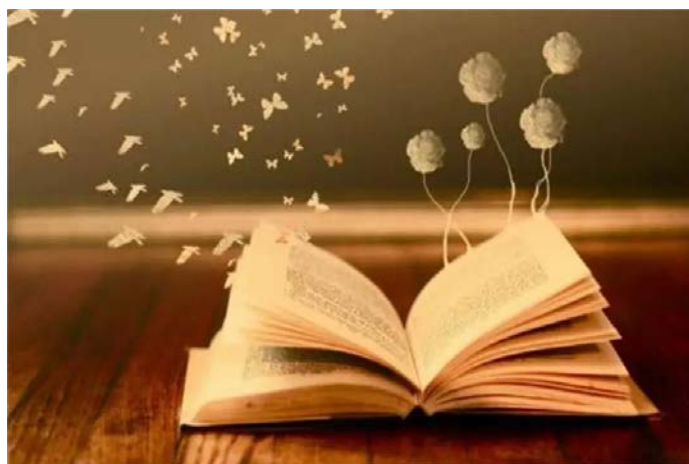


Figure 3 Self-learning inquiry to improve students' learning level

3.3. Continuous Inquiry and Teachers Establish Long-Term Learning Mechanism

Dynamic attribute is a prominent feature of multi-culture, so it can be said that all the knowledge points may be updated in a certain time node under the multi-cultural perspective. Based on this, we should pay attention to the multi-cultural characteristics in the process of English teaching in colleges and universities, and prepare for the deep learning at all times. In the course of teaching English majors in colleges and universities in the past, the school will assist the teachers in their study and provide some foreign learning and communication opportunities to the teachers. With the gradual realization of the teachers' multi-cultural teaching concept, the development of English classroom teaching and students' learning is mainly based on the teachers' personal consciousness[3]. Therefore, the exchange of experience among university teachers is particularly important, at the same time, the attention to the Belt and Road initiative and participation in the joint cultural summit of various countries can also provide important help for teachers to learn. With the help of these methods, the new multi-cultural knowledge can be formed, and the teachers can acquire these new knowledge in time, and their own understanding and examination can effectively organize the knowledge content, and then carry on the rapid transmission to the students, help the students to improve the level of multi-cultural understanding step by step, realize the simultaneous establishment of the multi-cultural understanding ability of teachers and students, and ensure the gradual innovation and development of English classroom in colleges and universities.

3.4. Improving Teaching Method and Realizing Interesting Teaching

The teaching method has a direct effect on the teaching effect. Based on this, English teachers in colleges and universities should actively explore new teaching methods to avoid repeated use of single teaching methods. For example, in the transmission of multi-cultural information, based on the application of teaching methods such as traditional professors and clues, the teachers help students to establish the multi-cultural impression through listening and exploring, and then apply the situational teaching method to the teaching. In this process, the teachers demand to base themselves on different countries and interpret and display the specific multi-cultural content based on the way of English communication.

4. Conclusion

This paper analyzes the problems existing in the process of English education in colleges and universities, and then discusses the reform strategies and effects of English education in colleges and universities from the perspective of multi-culture.

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