Research on English Teaching Mode of Applied Undergraduate Colleges

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Abstract: Starting from the connotation of big data, this paper analyzes the impact on English Teaching under the background of big data, and on this basis, discusses the path of College English teaching reform in application-oriented universities. With the popularization of modern educational technology, the quality of teaching is also improving. The reform of College English teaching urges College English teachers to constantly reform the teaching mode, and it is also an important problem for application-oriented colleges to cultivate comprehensive talents with strong English communicative ability. The development of network technology provides a good platform for the application of flip classroom teaching mode. As a modern teaching mode, the application of flip classroom teaching mode in college English teaching can promote the current college English teaching reform, improve the quality of English teaching and promote the cultivation of students' comprehensive ability. Improve the overall teaching level of science. In recent years, China has continuously deepened its teaching reforms, continuously exploring and practicing in the areas of curriculum settings, teaching models, and teaching evaluation, and achieved initial results.

1. Introduction

In 2004, Ministry of Education of the People's Republic of China, China promulgated the College English Curriculum Requirements, which marked that college English teaching in China entered an important transition period. Based on constructivism theory, it incorporated the teaching concepts of individuation, cooperation, modularization and hypertext [1]. Application-oriented colleges and universities take advantage of the new social economy, and their unique educational goals make the teaching of application-oriented colleges and universities unique. English, which has been widely debated and reformed, is an essential tool for application-oriented college students to enter the society, and its classroom teaching mode should adapt to the development of society and schools [2]. In recent years, China has continuously deepened its teaching reform, continuously exploring and practicing in the areas of curriculum setting, teaching mode, and teaching evaluation, and achieved initial results [3]. With the deep transformation of China's economy, the requirements for application-oriented talents are constantly increasing. The English curriculum model implemented in applied private undergraduate universities needs to be optimized to better meet the current actual needs for English teaching[4] . The development of network technology provides a good platform for the application of flipped classroom teaching mode. As a modern teaching mode, the application of flipped classroom teaching mode in College English teaching can promote the current college English teaching reform, improve the quality of English teaching, and promote the cultivation of students' comprehensive ability [5]. In the era of big data, the time and space limitations of traditional education and teaching activities have been broken, which provides an opportunity for teaching reform. In College English teaching, especially in application-oriented colleges, we should make full use of the advantages of big data to improve the pertinence and effectiveness of professional English teaching.

The Path of College English Teaching Reform in Application-oriented Universities under the Background of Big Data.

College English teaching reform should be based on modern information technology to create a dynamic three-dimensional curriculum system, with the goal of training applied talents, introduce new knowledge carriers, and achieve the unity of teaching goals, tasks and curriculum systems [6]. In order to better support the advancement of teaching reforms, applied undergraduate colleges and

universities should take advantage of big data technology to highly integrate English teaching resources and give full play to their value. In the process of College English Teaching in application-oriented universities, English teachers must follow the principle of "teaching students in accordance with their aptitude", carry out targeted teaching design according to the actual needs of students of different majors, and reasonably choose teaching contents and teaching methods. Teachers should consciously expand the original English subject framework, organically combine English teaching with practical work of various majors, train students' practical application ability through task simulation and project teaching, and help students familiarize themselves with future post work [7]. The construction of voice network teaching resources, based on the needs of blended learning, constructs a three-dimensional teaching material for voice courses, as shown in Figure 1.
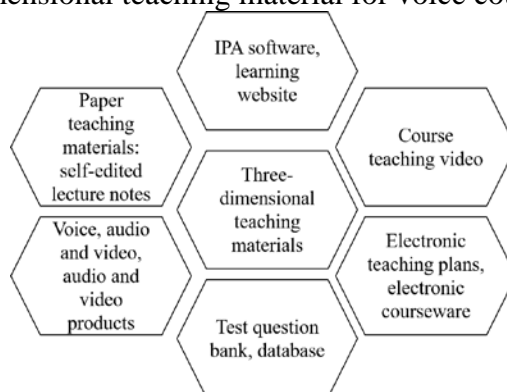

Fig.1 The Construction of English Phonetic Three-Dimensional Teaching Materials

When introducing new knowledge, we should try our best to combine it with practice, from simplicity to complexity, and gradually improve it. Using the network-based teaching mode, this paper puts forward the rigid requirements of student-centered autonomous learning of listening and speaking. Autonomous learning can meet the needs of students to arrange learning time and learning progress according to their own situation, and promote personalized learning. In the process of classroom teaching, a variety of teaching methods are used, such as task-based teaching, group discussion, heuristic, questioning, scenario simulation and so on. The teacher's role is transformed into the guide, organizer and manager of the classroom.

2. Implementation of Applied College English Teaching Design under the Guidance of Constructivism

At present, college English teaching is still greatly affected by test-oriented education, and many colleges and universities use students' test scores in Band 4 and Band 6 as the standard for evaluating students' English learning level, as well as the assessment standard for teachers' teaching level. The quality of training and teaching has had a great impact. Moreover, the phenomenon of comprehensive instillation of knowledge points has also appeared in college English teaching. The teaching atmosphere is rigid, and studelthough the phonetic teaching of English majors has been given a certain degree of importance, most of the English majors of local colleges and universities have opened phonetic courses in the first year of university, and are equipped with special teachers. However, many teachers pay attention to the supersegmental phonemes. The importance of teaching and phonetic communication is not well understood. In addition, for the needs of information technology and curriculum integration, most teachers will upload courseware, teaching plan and other teaching materials to the school's online learning space or curriculum website [8]. However, these online teaching platforms have not been fully utilized. They only serve as the carrier of teaching materials, and do not play a role in cultivating students' autonomous learning ability. Some students with low learning enthusiasm and self-consciousness even do not listen carefully and actively participate in classroom teaching activities. Formative assessment is an important part and driving factor of College English teaching. Its purpose is to motivate students to learn and help them effectively control their learning process. Formative evaluation is embodied in: the score of

classroom self-study achievement display; Learning growth files; Record of self-study in network classroom. The summative assessment is an important way to detect the development degree of students' comprehensive language application ability, and it is also one of the important indexes to reflect the teaching effect. Among them, formative assessment accounts for 40%, and summative assessment accounts for 60%. See table 1:

Table 1 Proportion of Formative Assessment and Summative Assessment

Final review							
Formative evaluation (40%)			Summative assessment (60%)(Final exam)				
Classroom display (80%)	Self-directed learning in spoken and online (10%)	Attendance and homework (10%)	Listening (15%)	Comprehensive (10%)	Reading (30%)	Translation (15%)	Composition (30%)

The teaching resources used in online teaching in various colleges and universities mainly include the following types: course PPT, teaching videos, electronic textbooks, audio, reading materials, simulation software, etc., and most of them are course PPT. The survey shows that the teaching resources used by colleges and universities are mainly based on their own resources, supplemented by other resources, accounting for 54.09% of the teaching resources, 30.73% of the online teaching resources, and 24.60% of the national curriculum resources, as shown in Figure 2.
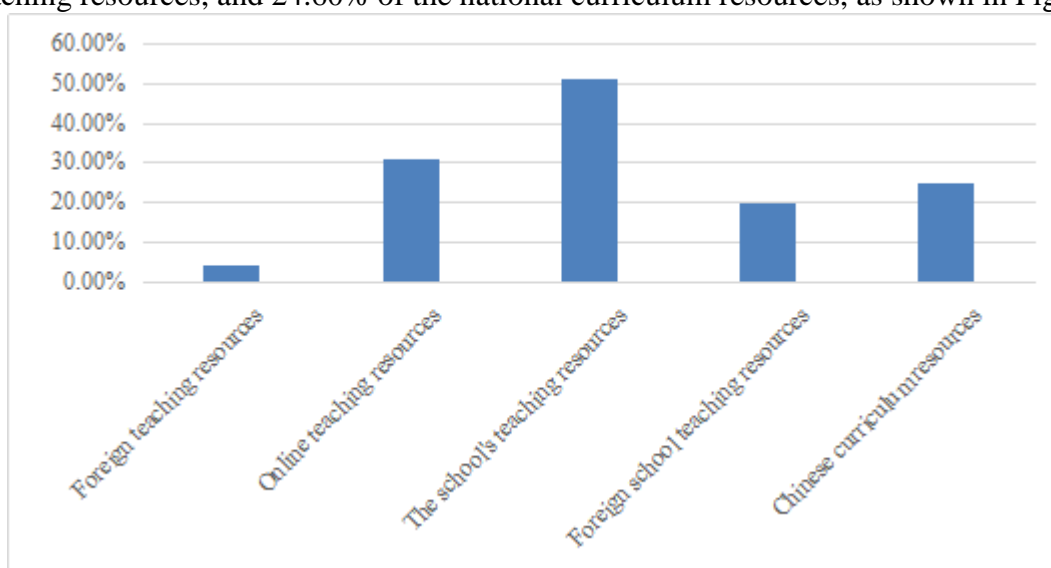

Fig.2 The Use of Teaching Resources by Colleges and Universities

In the process of English teaching, the use of task-based language teaching method provides students with a lot of opportunities to apply English in practice, and creates a very good environment for language acquisition and internalization. College English Corner and English Society can gather a group of people who are interested in English, and regular activities provide opportunities for everyone to exchange English learning experience and experience [9]. In College English classroom teaching, teachers can design teaching activities flexibly to help students digest and absorb knowledge. By creating a listening and speaking situation similar to the real communication environment, students are encouraged to acquire and expand relevant vocabulary and develop their communicative strategy use ability and level.

3. Conclusions

The successful promotion of fine design of college English classroom teaching will further

improve the quality of college English teaching, improve the teaching and scientific research abilities of English teachers, and improve the English application ability and level of college students. Flipping classroom teaching mode is a modern teaching idea and method, and it is also a teaching mode with better application effect according to the current teaching situation. In summary, college English teaching in applied undergraduate colleges should pay more attention to the professional development of students. In the process of teaching reform, modern information technology should be used to integrate teaching resources, optimize the curriculum system, and improve English teaching. Improve students' professional English application ability. Due to the influence of many factors, the problems existing in the process of English Teaching in the current applied private undergraduate university are prominent, which affect the quality of English teaching. Therefore, it is necessary for the application-oriented universities to fully realize the challenges brought by the changes of the times to their own English teaching, comprehensively combine with their own actual English teaching situation, take targeted strategies, and comprehensively enhance the quality of English teaching. In the reform of college English in application-oriented universities, teachers should change teaching ideas, improve teaching organization mode and teaching evaluation system, and truly cultivate applied talents needed by society. It is believed that short steps can lead to thousands of miles. Based on the idea of putting students first and educating people first, with the efforts of all parties, the reform of college English teaching mode in application-oriented universities will be promising, and the English discipline will welcome the recognition and respect it deserves.

Acknowledgement

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