

The Reform of Experiencing Teaching in College English teaching and study

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Abstract. College English teaching in the traditional form overemphasizes the importance of results, and to some extent ignores the individualized training of students. In particular, college English is more important to students. To meet the needs of the new curriculum reform, the introduction of Experiencing teaching can better cater to the psychological characteristics of primary school students in college English teaching. Therefore, experience teaching has been widely used. This paper summarizes the theoretical basis of Experiencing teaching, understands the powerful theoretical support of Experiencing teaching. It analyzes and expounds the college English Experiencing teaching in detail, and points out that it adheres to the principle of student-oriented, scientific knowledge and real life as the background in practice.

Introduction

The most important way to develop a student's core literacy is teaching. In the modern teaching, the situation of "full house irrigation" still exists. The teaching method adopted by teachers is still the teaching method. The unreasonable use of many teaching methods and the unsatisfactory teaching effect are not uncommon [1]. Experiencing teaching requires students to fully understand the beauty of knowledge and discover the meaning of life under the guidance of teachers, thus developing their own moral character and ability. It can be seen that Experiencing teaching is the development trend of future education, and it is also an important means to promote quality education and develop students' core literacy.

English courses are different from other subjects. In addition to the concepts, meanings and other knowledge that require mechanical training, there are also rich cultural and emotional connotations that require students to experience the opportunities of internalization [2]. However, in the actual English course teaching process, the phenomenon of teaching according to the traditional method is still widespread [3]. The overall idea of Experiencing teaching can meet the needs of college English teaching [4]. Through the analysis of English teaching objectives, experience teaching can be carried out effectively. Through the connection between college English teaching and experience teaching, students can master the English knowledge in their experience and apply what they have learned in practice. Effectively improve students' comprehensive ability [5].

Therefore, college English teaching can achieve better growth. This kind of teaching method can enable students to more effectively understand and recognize the unique charm of the teaching subject, and then invest in the teaching and learning, and constantly improve their comprehensive teaching ability. Therefore, experiencing university teaching is actually a way to achieve emotional education for college students, so that students become the main body of the classroom, not teachers [6].

Experiencing Teaching Method

Experiencing teaching combines the students' own characteristics and learning rules, and restores the teaching content through the form of scene reappearance, so that students can experience innovative teaching concepts and forms. Experiencing teaching is people-oriented and respects the value and meaning of students. While paying attention to the quality of teaching, we pay attention to the physical and mental development of students and experience the meaning and beauty of life. Experiencing teaching takes life as the core and respects the uniqueness, autonomy. It

is an effective way to liberate itself. As the basis of individual knowledge, it is based on the development of healthy psychology and good moral character. Experiencing learning refers to letting students experience the operation, interpretation and application process of actual problems in the process of learning from the existing practical experience, and on this basis, actively construct knowledge and obtain learning methods. The meaning of experiencing learning is that students actively participate in the whole process of learning, and can gain new cognition and perception from the experience.

Weuffen S L expounds Experiencing learning as a process of cycle [7], experiencing a review and reflection of the experience, and then a theoretical ascension, that is, rational thinking, and application planning for learning [8]. In this way, in the learning cycle, the learner adjusts himself, experiences the understanding, summarizes and practices, and its learning cycle theory is shown in Figure 1.

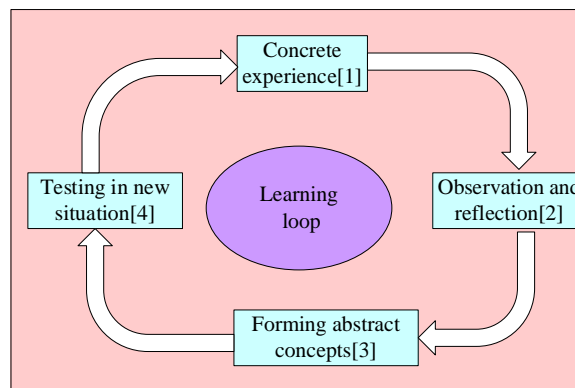


Fig.1. Experiencing teaching learning cycle theory circle

The basic characteristics of experiencing learning are as follows:

Investigation and Research on College English Experiencing Teaching

With the development of quality education, Experiencing teaching has gradually gained attention. However, due to geographical differences, the teaching conditions of the schools are different, and the degree of implementation of Experiencing teaching is also different [9]. Through the investigation of two different schools, the current situation of Experiencing teaching is analyzed, and the reasons for Experiencing teaching are analyzed and summarized.

1. Investigation on the College English Experiencing Teaching

The students who participated in the survey were major first-year English majors. The basic situation of the questionnaire is shown in Table 1.

Table 1 The feedback of Questionnaire

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	208	49.7	49.4	49.5
	Female	211	50.3	50.6	100
Student	Freshman	204	48.6	48.8	48.7
	Second grade	213	51.4	51.2	100
The age of English teacher	50 to 60 years old	97	23.4	23.8	23.6
	40 to 50 years old	112	26.5	26.3	26.4
	30 to 40 years old	103	24.7	24.5	24.6
	20 to 30 years old	52	12.6	12.5	12.4

As can be seen from Table 1, 211 boys and 204 girls participated in the survey. Among them, 203 questionnaires were collected, 104 boys and 99 girls. The first questionnaire was 214 males and

103 males and 111 female students. Tables 2 and 3 below are the repetition rate test.

Table 2 Statistics

N	Valid	417
	Missing	0

Table 3 Indicator of each last matching case as Primary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary Case	417	100	100	100

2. KMO statistics and repetition rate test

The KMO (Kaiser-Meyer-Olkin) test statistic is an indicator used to compare simple correlation coefficients and partial correlation coefficients between variables [10]. Mainly used for factor analysis of multivariate statistics. The KMO statistic is between 0 and 1. When the sum of the squares of the simple correlation coefficients between all variables is close to 0, the closer the KMO value is to 0, the weaker the correlation between the variables, and the more uncomfortable the original variables are. Kaiser gives a common KMO metric. Above 0.9 means very suitable [11]. 0.8 means suitable. And 0.7 means general, 0.6 means not suitable. Below 0.5 indicates that it is extremely unsuitable. Its KMO schematic is shown in Figure 2 below.

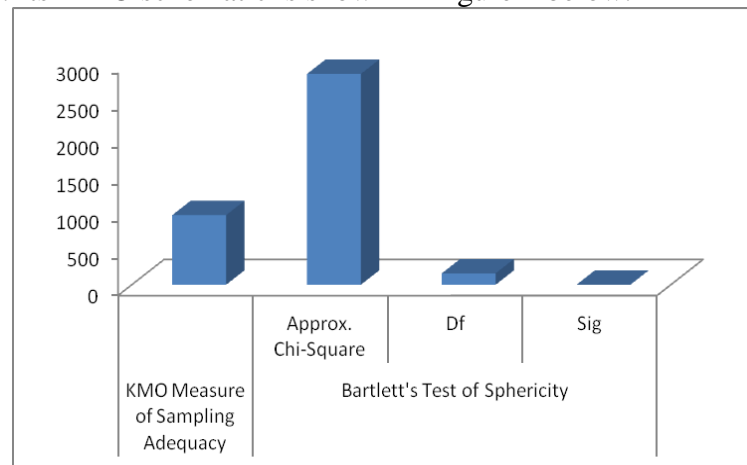


Fig.2. KMO and Bartlett's Test

As can be seen from the figure 2, the initial KMO is 0.940 and the data is good for further analysis. Figure 3 shows the total difference interpretation.

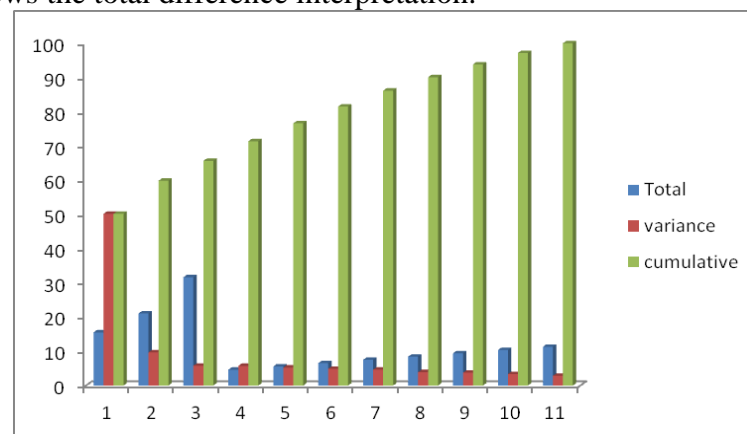


Fig.3. Initial feature value

According to the analysis of the map, delete question 1 according to commonality, get the factor commonality, structure matrix as shown in Table 4.

Table 4 KMO and Bartlett's Test

KMO Measure of Sampling Adequacy		940
Bartlett's Test of Sphericity	Approx. Chi-Square	2847.128
	Df	153
	Sig	0

Reform of Experiencing Teaching in College English Teaching

1. Increase evaluation methods and attach importance to student development

In this stage, the teacher serves as the staff of the company's human resources department, and uses the English to conduct company briefings, job descriptions, etc., and meticulously explains the job search methods, job postings, job resumes and job application applications, and summarizes the company profile. Then the class teacher gave an overall evaluation of the class performance of the students. The reliability analysis is as show as Table 5:

Table 5 Case Processing Summary

		N	%	Credibility factor	N of Items
case	valid	416	99.7	900	11
	Excluded	1	0.3	762	9
	Total	417	100	258	5

2. Organize practical activities and connect with real life

Teachers with better teaching quality have rich teaching strategies in teaching. Especially in key provincial universities, the educational theoretical foundation of teachers is more solid, and teachers have more opportunities to participate in teaching and training and exchange of teaching experience. Therefore, teachers pay more attention to the selection of teaching strategies in teaching, rather than imparting knowledge mechanically. However, the teaching level in ordinary high schools is not high, and the implementation of Experiencing teaching is not paid enough attention. Through questionnaires and exchanges with teachers and classmates, it can be found that ordinary high schools are obviously lagging behind in experimental classes, situational creation, and self-made teaching aids.

Teachers organize practical activities, linking physical knowledge with real life, not only can promote students to consolidate knowledge, develop logical thinking ability, but also cultivate students' ability to apply knowledge, appreciate the value and charm of knowledge, and stimulate students' love for life. The variance analysis is as shown in Table 6.

Table 6 Empirical Teaching Feedback Variance Analysis

		N	Mean	Std. deviation	Std. Error	95%Con-fidence Interval for Mean		Min num	Max Num
						Lower Bound	Upper Bound		
Teacher teaching strategy	Freshman	204	2.2548	0.3587	0.2578	2.2214	2.3358	1.45	3.58
	Sophomore	214	3.9154	0.3254	0.2012	3.1585	3.6335	2.71	4.12
	Total	418	6.1702	0.6841	0.459	5.3799	5.9693	4.16	7.7
Student experience feedback	Freshman	204	2.1542	0.8441	0.1264	2.1158	2.1142	1.5	4.25
	Sophomore	212	4.0211	0.1158	0.7512	4.0025	3.0214	1.25	5.33
	Total	416	6.1753	0.9599	0.8776	6.1183	5.1356	2.75	9.58

As can be seen from the above Table, in terms of teachers' teaching strategies, sig is 0.000, and the differences between schools are significant. As can be seen from Figure 1, teachers in the first university use teaching strategies in the teaching process better than the University. In terms of student experience feedback, sig is 0.000, the difference between schools is significant, and the first university student experience feedback is better than the sophomore.

Conclusion

Due to the current teaching status, this paper proposes the implementation steps and teaching strategies of Experiencing teaching. In the teaching process, teachers should first create interesting teaching situations to stimulate students' experience. Secondly, let the students experience the activities, gain an independent experience, and evaluate the students again to internalize the student experience. Under the guidance of industry enterprises, college English teachers should accurately design different levels of talent training models in school. Finally, apply what you have learned to life and strengthen your experience. In addition, teachers can use a variety of ways to Experiencing

teaching, improve professionalism and promote their own development.

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