

# Research on College English Curriculum System Construction and Teaching Reform

Jinghong Wang, Dapeng Li

School of International Exchange of Jilin Animation Institute, Changchun, Jilin, 130012, China

**Keywords:** College English, Curriculum System Construction, Teaching Reform

**Abstract:** Course teaching is the most important way to implement teaching objectives. The teaching of college English courses in China has experienced different periods and reforms. Based on the practice of college English teaching reform, this paper discusses the necessity of the reform of college English teaching and its reform paradigm.

## 1. Introduction

Since the resumption of the college entrance examination in 1977, China's college English curriculum has undergone several different reforms. The first reform was from 1985 to 1986, when the Ministry of Education approved the reform of "Public English" to "College English". The landmark achievements of this reform are the publication of the College English Syllabus [Ministry of Education Higher Education No. 04 Document] and several sets of national college English series textbooks. The second reform is the period from 1991 to 1994, the landmark achievements of the reform is "College English Syllabus common vocabulary (grade 1-4)," CET outline and sample questions ", " CET Examination outline and sample questions. The third reform was from 1998 to 2001. During this period, a series of changes occurred in college English. The signs of reform can be divided into curriculum content and curriculum system, revision of syllabus, four-year continuous line, multimedia courseware, and college English. The construction of test questions database and the reform of college English teaching mode [1]. This is a more comprehensive reform. The fourth time is from 2001 to the present, this reform, "in a sense, it is not just a reform, but also a revolution in college English teaching over the past two decades... and it has shaken the entire English education in our country. The reforms have achieved remarkable results, but there are also many problems. The academic circles need to sum up their achievements, reflect on the teaching of college English courses, and explore new ways to teach college English courses. This paper combines the practice of college English teaching reform in the school to discuss the necessity of the reform of college English curriculum and its reform paradigm, in order to seek advice from Fangjia.

## 2. The Necessity of the College English Teaching Reform

The realization of the strategic reform of the college English curriculum is an urgent requirement for the innovative development and sustainable development of the college English curriculum, and is the inevitable logic of the development of college English curriculum. Basic education in China has undergone fundamental changes in recent years. The curriculum value, curriculum nature, curriculum concept, curriculum design and curriculum goal reform of the compulsory education English curriculum standards have laid the foundation for learner language development for the reform of college English curriculum. The "new curriculum reform" closely focuses on the basic concepts and contents of the "Basic Education Curriculum Reform Outline", and takes the concept reconstruction and institutional innovation as the basic premise, and reconstructs the "school culture" from the practice of "opposing culture" to "dialogue culture". "Step by step, the curriculum paradigm will be reformed from "test-oriented education" to "quality education." In the new High School English Curriculum Standards, the country requires 3,300 vocabulary for high school graduates, 3,500 words for high school graduates, and 4,500 vocabulary for outstanding high school

graduates, which seems to be college English. Level 4 vocabulary requirements. At present, the "985 Project" and "211 Project" university students have a large percentage of English students who have reached the level of College English. They do not study college English. It is no longer a myth that they have taken College English. Students learn English. Demand is the main reason for the reform of college English teaching. The revised Standards strives to more fully reflect the socialist core value system, and clearly articulates a core concept and value system in the preface, curriculum nature, basic concepts, curriculum design ideas and general objectives: The purpose of the English course is In the process of developing students' comprehensive language use ability, they will cultivate students' good moral quality and social adaptability, improve the overall national quality, and promote scientific and technological innovation and cross-cultural talent training [3]. Under the national social reform, the reform of college English curriculum must re-recognize the value and requirements of college English. Today, the reform of Chinese society has gradually been reflected in the political, educational and cultural aspects. As part of Chinese education, the College English course has been undergoing reforms along with the reform of Chinese society. Judging from the development of productivity-restricting education and the implementation of curriculum, today's college English curriculum is an inevitable outcome of social and economic development. The mission and purpose of the teaching of college English courses is to foster the formation of a learning society, serve a learning society and lifelong education, learn from foreign advanced culture, and provide rich and diverse intellectual support and talent services for local economic construction and social development [2].

"Long-term Education Reform and Development Plan (2010-2020)," pointed out: to strengthen international exchanges and cooperation. Adhere to openness to promote reform and promote development. Carry out multi-level and wide-ranging educational exchanges and cooperation to improve the level of international education in China. Drawing on advanced educational concepts and educational experiences, we will promote the development of education reform in China and enhance the international status, influence and competitiveness of China's education. Adapt to the requirements of the country's economic and social opening up, and cultivate a large number of international talents with international vision, international rules, and ability to participate in international affairs and international competition. The college English course is not only a language course, but also a quality education course that broadens knowledge and understands the world culture. It is also instrumental and humanistic. Its goal is to cultivate students' comprehensive English application ability and train students to adapt to China's social development and international exchanges. Need. College English teaching must meet the goal of talent training and meet the needs of the country for talent development and education reform. The localization and internationalization of college English teaching is the inevitable result of curriculum development reform. The reform of the national language education policy is the foundation of the target value of the college English curriculum. The reform of curriculum policy in our country, from "elitism education" to "popular education", includes the educational ideas behind the curriculum policy and the reform of the curriculum system that reflects such policies and ideas. In the past, the elitist education implemented in China seems to be incompatible with the information age of today. The basic concept of the new concept of educational democracy marked by "quality education" is that all citizens enjoy equal quality basic education on an equal footing. The college English curriculum in the context of popularist educational ideology seeks to adapt the curriculum to the students rather than adapting the students to the curriculum. Its basic characteristics are as follows: First, pay attention to the culture of foreign culture, traditional culture and basic ethics; Second, master the world's common knowledge, cultivate communication skills, technology application ability, strengthen global awareness, and highlight local feelings; Third, cultivate creative thinking ability And lifelong learning ability; Fourth, the flexibility of learning content, learning time, learning space and learning style. The reform of college English teaching is the most fundamental need in line with the reform of China's educational production mode.

### **3. The Position and Nature of College English Courses**

As far as the orientation of college English courses is concerned, the Guidebook clearly states that "University foreign language education is an important part of higher education in China, and it is of great significance to promote the coordinated development of college students' knowledge, ability and comprehensive quality. College English is the most foreign language education in colleges. The main content is the compulsory public foundation course for most non-English majors in the undergraduate education stage, which plays an irreplaceable role in personnel training. The university English course should be based on the national standard of undergraduate professional teaching quality and refer to this Guide. This positioning not only establishes the irreplaceable role of college English courses in the talent training system of colleges and universities in China, but also leaves room for the specific opening of college English courses in colleges and universities, fully demonstrating the openness of the Guide to the orientation of college English courses. Its openness shows our objective understanding and full respect for the differences in the goals of running colleges and universities, as well as the specific training objectives of the faculty and the individualized development needs of students [3].

As far as the nature of college English courses is concerned, the Guide describes: "College English is a part of humanities education in colleges and universities. It is both instrumental and human. In terms of instrumentality, college English is the basic education stage. The main purpose of teaching improvement and expansion is to further improve students' ability of listening, speaking, reading, writing and translating English based on high school English teaching. The instrumentality of college English is also reflected in special purpose English, students can learn and Academic or professional English related to professional or future work, with the ability to communicate in academic or professional fields. As far as humanity is concerned, one of the important tasks of the College English course is to conduct cross-cultural education. The core of humanity is people-oriented. Promote the value of people, pay attention to the cultivation of people's comprehensive quality and comprehensive development. The core values of socialism should be organically integrated into the content of college English teaching. Therefore, it is necessary to fully explore the rich humanistic connotation of college English courses and realize the organic unity of instrumentality and humanity. "(Excerpt from "Guide") University English Constantly clear and determined course of nature, is a summary of decades of teaching practice, is in response to the current needs of social development, but also the majority of scholars continue to explore the formation of consensus. The "Guidelines" further clarify the connotation of the instrumentality and humanity of the College English course, which undoubtedly helps us to resolve what a college English course should teach, how much to teach, how to teach and other old problems, and provide a solid basis for the construction of the college English curriculum system. . Grasping the nature of things, the specific work is done.

### **4. Basic Strategies for College English Curriculum Construction and Teaching Reform**

According to the information provided by the official website of the Ministry of Education, as of 2014, there are 1 202 undergraduate colleges in China. Different universities have different goals for running schools. Even different majors or different students of the same university have different foundations, improvement and development in specific teaching. The care of the unique personality of schools, majors and students will inevitably lead to the diversity of the cost-based college English curriculum system. The diversity of the curriculum system and the diversity of courses within the same curriculum system will effectively eliminate the stalemate in the past.

Human practice tells us that there is always a gap between "knowledge" and "action", so people always advocate the use of education, the idea of knowing and doing. As always, the Guide emphasizes the teaching of English language basics, and emphasizes the importance of learning from the teaching objectives, curriculum and assessment methods. The introduction of the "can do" concept from the EU language framework and the pursuit of knowledge-based accessibility will be

one of the prominent trends in the construction of this university's English curriculum system. Therefore, the organic combination of "knowing" and "going" will be the focus, highlights and breakthrough points of this round of college English curriculum system.

Introduce cross-cultural education when characterizing the curriculum system, highlighting people-oriented, promoting people's value, paying attention to people's comprehensive quality and overall development, emphasizing a series of core humanistic connotations such as socialist core values. The concept of interculturalism is itself recognition and respect for the differences and diversity of human civilization. The Guide identifies intercultural communication as one of the three important teaching contents of college English, which fully reflects the humanistic trend of this round of college English curriculum construction. The goal is to reflect the strong humanistic care of the Guide, its full respect for people, and the manifestation of humanity. The humanities research that advocated people-oriented and challenged the gods in medieval Europe originally began in Greek and Latin studies. The emphasis on the humanity of this round of college English reform can undoubtedly be regarded as a return to humanity in response to the needs of social development [4].

Comply with the current deepening connotation construction of China's higher education, take the road of individualization and characteristic development, and strive to create a world-class trend. We write this article on the occasion of the official release of the Guide, starting from the establishment of the status and nature of the college English curriculum. The basic connotation and thoughts of the "Guide" on the setting of college English courses; through the comparison between "Guide" and "Requirements", further reveal the basic characteristics and trends of this round of college English curriculum construction, in order to provide the colleges with the "Guide" Provide reference for the implementation of the college English course construction. What we need to emphasize is that the entire university English course has formed a system. The specific public teaching of each university should also form a system. However, each student does not have to go through every aspect of the system at the time of specific study. Each student only needs to choose what he or she needs in the whole system.

In the new era of innovation and mass entrepreneurship, the new round of college English teaching reform is both entrepreneurial and innovative [5]. The content of college English teaching can't be simply equated with the specific curriculum. The schools with the basic goal starting point may have to integrate the special-purpose English and cross-cultural elements into the teaching of "General English". It is not necessary or have time to set up special "intercultural communication". "Class or "Special Purpose English" class; applied undergraduate colleges with some basic goal starting points may not necessarily have to open a "general English" class. Integrating general English related content into "professional English" is not necessarily a feature; How to coordinate the "general English" and "academic English" at the starting point school, especially the teaching or course opening of "General Academic English" is also the key to embodying the characteristics; integrating the intercultural communication, general academic English, etc. Content; adjusting teaching content, reconstructing English extensive reading, and incorporating ESP elements, these are all innovations.

## 5. Conclusion

With the adjustment and clarification of the content of college English teaching, the adjustment of the knowledge structure of English teachers is comparable to that of a new venture. However, special-purpose English is not intended for English teachers, all of which are military science and technology, attacking "professional", and the position of English teachers should be fixed in "English". Our efforts can only be spent on "English". The acquisition of other necessary peripheral knowledge related to English teaching can only be a icing on the cake. Law professors speak English in English and English teachers are not the same thing. These are also the attention we should pay attention to in this round of college English teaching reform.

## References

- [1] Cai Jigang. Compressing College Basic English and Improving the Efficiency of Language Learning——On the Reform of College English Curriculum in Key Universities [J]. Foreign Languages, 2002(5): 10-16.
- [2] Cai Jigang. Cohesiveness and Forward-looking of the Teaching Requirements for College English Courses (Trial)[J]. Foreign Languages, 2004(5): 10-17.
- [3] Cai Jigang. Reflections on Some Problems in College English Teaching [J]. Foreign Language Teaching and Research, 2005(2): 83-91.
- [4] Cai Jigang. Comprehensive English or Academic English——A Directional Problem That Must Be Faced Forward [J]. Journal of Northeast Normal University (Philosophy and Social Sciences Edition), 2012(1): 94-96.
- [5] Han Baocheng. Reconstructing College English Teaching Objectives and Perfecting College English Curriculum System [J]. Journal of Northeast Normal University (Philosophy and Social Sciences Edition), 2012(1): 89-91.