

Research on Constructivism Teaching Theory and English Teaching Reform

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Abstract: Constructivism theory, as a recognized teaching theory in the West, provides a good theoretical guidance for college English teaching in our country, and it is increasingly used in college English classroom teaching. Starting from the teaching theory of constructivism, this article explores its guiding role in college English teaching, hoping to play a certain role in promoting the reform and innovation of college English teaching.

1. Introduction

Learning English teaching reform has gone through more than 20 years since its inception in the 1980s. With the guidance and strong support of education authorities at all levels, and through the hard work of the majority of college English teachers, considerable progress has been made. Compared with the 1970s, the level of college English teaching has indeed reached a new level. However, it should be noted that there are still problems in English teaching such as emphasis on knowledge transfer, negligence on ability training, and shortage of English teachers. In order to further improve the quality of teaching, in April 2003, the Ministry of Education officially launched the “Higher Education Quality and Teaching Reform Project”, and listed college English teaching reform as one of the four major projects, which marked a new round of college English teaching reform projects. At the beginning of this article, the new round of college English teaching reform officially started in 2003. Many factors such as the individualization of foreign language teaching, the three-dimensionality of teaching materials, and the modernization of teaching methods have been placed in the overall teaching reform position. The implementation of “College English Curriculum Teaching Requirements”, the promotion of computer and network-based multimedia teaching models, and the reform of CET-4 and CET-6 are the main contents of the new round of college English teaching reform. This teaching reform is a revolutionary change in teaching mode and talent training mode. It puts forward higher requirements for college English teaching. The reform of teaching mode is the core of the whole teaching reform.

2. Constructivist Teaching Theory

The core of constructivist teaching theory is the learner's “autonomous construction”, which requires teachers to provide reasonable guidance and help to cultivate learners' high learning initiative and enthusiasm. One of the characteristics of English teaching is to enable students to contact, learn and use English from different angles and in different forms as much as possible. Therefore, in addition to the rational use of textbooks, college English teachers should also make full use of other learning resources, such as network resources, multimedia CDs, video materials, and English practice activities. Our task is to build “scaffolding” for students. It is worth noting that the starting point of the scaffolding should be slightly higher than the students' cognitive level. Whether it is the learning of language knowledge and language skills, or the cultivation of cultural awareness and learning strategies, the cognitive structure of students is always undergoing schema changes, that is, assimilation and adaptation. Teachers organize students to find, discover, and use relevant learning in a timely manner. Resources, as far as possible to create a context for students to use language, guide students to develop communication and interaction between students and teachers and students in response to problems, provide students with a climbing bracket, and try to keep students cognitively dynamic. Temporary balance creates a premise for new imbalances and

also provides a platform for promoting students' comprehensive language ability.

The design of the learning environment advocated by constructivist teaching theory generally includes “situation creation”, “information resource provision”, “cooperative learning organization” and other links, which are external factors that induce students to learn and construct independently. Constructivism believes that knowledge has different meanings in different contexts. Creating a good learning context for students in the design of learning environment is one of the important ways to help learners achieve the purpose of meaning construction. “In fact, we cannot teach a language to students, we can only create an environment suitable for language learning for them.” The development of multimedia technology and network technology in the information age has provided a powerful learning environment for the creation of constructivism. Technical support. For college English teaching, teachers have the conditions and responsibility to provide students with a variety of virtual or real learning environments with both pictures and texts, both form and sound, so that students can effectively use the rich and colorful learning environment in this free exploration and autonomous learning atmosphere. Learning resources (text materials, audio-visual materials, multimedia courseware and online information, etc.), through various forms of learning (teacher-student interaction, group discussions, role playing, learning results display and evaluation, online discussion boards, etc.) The ability to use language effectively and understand language correctly.

3. Constructivist Teaching Reform Strategies

The most important thing in the reform of college English teaching is the transformation of teaching concepts and teaching models. Teachers arm their minds with advanced teaching concepts, such as constructivist theory or paraphrase theory, which are relatively mature teaching theories. Using these advanced theories to guide ordinary teaching will definitely improve college English effectively. As for the teaching mode, we should abandon the traditional blackboard and chalk single teaching mode as much as possible, and create a network-based, multimedia teaching mode that cultivates students' independent learning. The second is to improve the teaching methods. Teaching methods that are too single will certainly not stimulate students' interest in learning, and will certainly fail to achieve the goal of cultivating students' autonomous learning. College English teaching under the guidance of constructivism theory is an interactive cooperative learning method with students' autonomous learning as the core and teacher guidance. This kind of cooperative learning method is used in oral discussions, outdoor practice and other teaching activities. At the same time, constructivism emphasizes the use of various tools and information resources to achieve their learning goals. Therefore, teachers and students should make full use of the network platform, network teaching materials, teaching materials, electronic teaching plans and other resource libraries to fully meet the learning needs of different students. Therefore, students choose different learning platforms and learning materials according to their own needs.

4. Exploration of College English Teaching Reform Guided by Constructivism

Constructivism theory believes that students are the protagonists of the teaching process, and that students' knowledge learning is a process of meaning construction achieved by means of communication activities of others in a certain context. It can be seen that the situation plays a vital role in students' learning. However, due to the uneven English learning level of college students at present, students of different levels cannot form a favorable learning situation together for effective communication and learning. Therefore, a hierarchical teaching method can be adopted to create a reasonable situation for college students to learn English. That is to design the teaching content according to the characteristics of students at different levels, and use different methods to teach students at different levels.

In terms of teaching concepts, constructivist theory believes that students are the protagonists of the teaching process, and teachers are the guides and assistants of student learning. Teachers should strive to create various situations and make full use of various situations, and adopt certain methods

and means to stimulate students Try to use the learned knowledge to construct new knowledge in the current situation. Especially in college English teaching, college students are already adults and have the ability to self-construct English knowledge. If college English teachers do not change their ideas and still use traditional teaching methods for a long time, not only will the classroom teaching atmosphere be dull, but it will also greatly frustrate the enthusiasm of college students to learn English and make college English teaching impossible. In terms of teaching methods, the constructivist theory believes that teaching should break the traditional one-way communication method of “teacher asks, students answer”, and a collaborative communication method should be adopted. This kind of collaborative communication includes not only the collaborative communication between teachers and students, but also the collaborative communication between students. Teachers can organize students to conduct collaborative learning under certain conditions, such as discussing teaching, and provide guidance to collaborative learning. For example, teachers raise questions to cause students to think and discuss, and to ask students in the process of discussion, guide them step by step, and make them develop in a direction that is conducive to meaning construction. At the same time, it is necessary to inspire and guide students to summarize and discover patterns. In terms of teaching content, constructivism believes that students' learning should not be limited to a certain textbook. In the current college English teaching, college students are already adults and have the ability to learn independently. In the arrangement of teaching content, teachers should not only teach the knowledge of textbooks, but also guide students to use network resources to carry out autonomous learning of English, such as introducing some good English learning websites and videos to students. In addition, the entire social culture, foreign culture, and problems encountered by college students in real life should be added to the teaching content, which is more helpful to college students' English learning and knowledge construction. Regarding teaching evaluation, constructivism believes that teaching evaluation should be diversified. Fuyu is a special subject that requires students to have various abilities in listening, speaking, reading, writing and translation. College English teaching is a relatively advanced stage of English teaching, and its teaching evaluation should be divided into levels and majors. In addition to relying on test papers of moderate difficulty, oral English should also be included in the test to train college students' practical ability to use English. This diversified teaching evaluation is conducive to the cultivation of college students' comprehensive ability, and is more conducive to college students' further education and employment.

Although constructivist theory believes that the status and role of teachers should be completely changed, this does not mean that the role of teachers is not important. On the contrary, in constructivism and teaching theory, the teacher is the designer of the teaching situation, not only must be familiar with the teaching content, but also guide the students to deeply understand the knowledge and master the learning rules, and play a leading role in the whole teaching. In the stage of college English teaching, the status and role of teachers are particularly important. Because whether it is the follow-up study or employment of college students, the guidance of college English teachers is very important. Therefore, all universities should increase the investment of teachers, especially the teachers of college English teachers, and strive to create opportunities for college English teachers to further study. For example, to carry out inter-school exchanges, encourage Fuyu University to go to neighboring prestigious schools to listen to lectures or lectures by famous teachers. Development in the direction of specialization. If you have the conditions, you can also send college English teachers abroad for further study, learn authentic English and advanced culture, and reform and improve college English teaching from a new perspective.

5. Conclusion

The reform of college English teaching takes the improvement of students' comprehensive ability to use English as its teaching goal, and the classroom and multimedia-based teaching mode as its core content. This is no matter for the professional development of teachers, the improvement of students' comprehensive literacy, or the improvement of teaching quality. All are very helpful. As the commentator said: “University English teaching has never attracted such widespread attention

and discussion as it is today. This in itself shows the significance and hope of college English teaching.” It is true that, like other reforms, new ideas will continue to appear in the future. This is the driving force behind our continuous progress.

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