

On College Oral English Teaching Based on Group Discussion

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Abstract: In the process of college oral English teaching, group discussion plays an important role in improving students' various abilities and helping them master more learning skills. When organizing group discussion activities, teachers should base on students' learning level and classroom communication habits. According to the specific situation of college oral English teaching in China, this paper analyzes the role of group discussion learning in college oral English teaching from five aspects, and puts forward the application of group discussion mode in college oral English teaching from four links: topic setting, discussion, communication and summary.

1. Introduction

In recent years, with the deepening of the new curriculum reform, more and more attention has been paid to the cultivation of students' oral communicative competence in college English teaching. With the acceleration of global integration, the status of English is more important, and college students also need to improve their practical ability of English. In the educational reform, teaching methods and teaching evaluation play an important role. In the teaching of college oral English, the most concerned problem of all English teachers is how to help students perceive the fun of learning and promote students to achieve better development.

2. Functions of Group Discussion in College Oral English Teaching

2.1 Conducive to Cultivating Students' Cooperative Spirit

At present, with the rapid development and progress of society and economy, the competition in various industries is extremely fierce. College students need to have a sense of teamwork if they want to get a foothold in the society. In the group discussion learning activities, they should attach great importance to cooperation. In order to ensure the efficient completion of learning tasks, learning groups need to carry out division and cooperation activities. Each student is responsible for different modules, but they can't do without mutual help. In college oral English teaching, the use of group discussion is helpful to cultivate students' cooperative spirit.

2.2 Conducive to Improving Students' Interpersonal Communication Ability

In people's study, life and work, interpersonal communication plays an important role. When students graduate from school and enter the society, they will find that the social environment is very complicated, and the people and things they contact are different from those of the school. In this case, students are easy to have certain anxiety. Through group discussion learning, students with different personalities can be combined to carry out learning and communication activities, which can improve students' tolerance and enhance their interpersonal communication skills.

2.3 Conducive to Improving Students' Innovation Ability

In the final analysis, social competition is talent competition. The development of talents is inseparable from innovation activities. In order to help students better adapt to the society, schools need to attach great importance to the cultivation of students' innovative ability. In the process of

college oral English teaching, the use of group discussion learning can gather students with different learning ability, and there are certain differences in students' interests and knowledge. In the learning task, students can find solutions to the problems based on a variety of perspectives, so as to realize the collision of ideas, which is helpful to cultivate students' innovative ideas and improve their innovative ability.

2.4 Conducive to Cultivating Students' Autonomous Learning Ability

Through group discussion learning, students' passive learning habits can be changed into active learning habits. After the assignment of learning tasks, students will carry out learning activities on their own. In order to help their group to achieve better results, all members will actively participate in oral English learning. In the problem discussion, they can express their own views and actively listen to others' opinions, so as to promote the development of students' autonomous learning activities, enhance students' sense of achievement, and contribute to the improvement of learning efficiency.

2.5 Conducive to Creating a Good Learning Atmosphere

In the traditional oral English classroom teaching activities, the classroom atmosphere is relatively dull and teaching methods are relatively simple, so that students can't take the initiative to participate in, and the communication between teachers and students is relatively less, which affect the improvement of students' oral expression ability. Through group discussion learning, the classroom atmosphere can become more democratic and harmonious, and the enthusiasm and initiative of students can be mobilized.

3. Application of College Oral English Teaching Based on Group Discussion

Through the analysis of the role of group discussion learning in college oral English teaching, the specific application of group discussion mode in college oral English teaching is as follows:

3.1 On the Topic Setting Link

In the process of topic setting, generally, two forms are mainly used to select and determine the topic. The first is that the teacher will directly provide some certain topics to the students, and the students will choose the topic for discussion. The second is to collect topics from students in the form of audition. If the first form is used, the teacher should have a clear grasp of the specific English level and interests of all students, so as to ensure that the selected content can produce certain attraction to students and enable students to fully express their own views. At the same time, it should also be in line with the students' English expression ability. Only in this way can more and more students be attracted to participate in the discussion activities. If the second form is used, teachers need to carry out relevant work seriously because students have high interest in the collected topic, which is easy to attract students to actively participate in. However, most of the topics are students' sudden whims, so teachers need to make a systematic consideration of the topic to determine whether it is suitable for classroom discussion activities, or whether most students can understand it. Therefore, teachers should seriously do relevant differentiation and control work. In a word, in the process of topic setting, teachers need to carefully select and determine discussion topics to enhance the scientific and rationality of teaching design.

3.2 On the Discussion Link

In the link of discussion, it does not mean that students can carry out discussion activities at will while teachers just stand idly by, but need teachers to participate actively. In the process of discussion activities, teachers need to take the initiative to participate in the students, which can play a certain role of supervising and guiding students, especially to encourage students who do not

like to speak actively to take the initiative to join in. At the same time, teachers should also give full play to their leading role. In the process of college oral English teaching, it is common that students' speeches deviate from the topic in group discussion mode. In the face of this situation, teachers need to find out the problem at the first time and introduce the students into the correct topic through their guiding role. Teachers need to provide scientific answers to the questions that students face in the discussion activities. In the process of discussion activities, students have many questions. In order to avoid the impact on students' enthusiasm and initiative, teachers need to treat students' questions correctly and answer questions carefully. It is worth noting that in the group discussion activities of students, teachers should not participate too much. Too much participation will have impact on students' discussion time, and is not conducive to the development and promotion of students' thinking, affecting their thinking of problems, which is contrary to the original intention of group discussion.

3.3 On the Communication Link

In the communication process, in general, a representative will be selected in each group, and the student will represent the whole group to carry out a summary speech on the topic discussed. After the group's concluding speech, other groups will ask questions about the relevant contents of the speaker's statement, and the question and answer activity will be completed by other members of the group. The communication link can strengthen the language communication activities among students, promote their ideological exchange activities, enhance students' self-confidence, and help students carry out follow-up learning activities.

3.4 On the Summary Link

The teacher is responsible for completing the relevant contents of the summary. In the summary section, the teacher should carry out relevant evaluation activities on the specific performance of the class. In the process of evaluation, teachers need to focus on praising the advantages of students, and the criticism should be moderate to help students fully realize that their unremitting efforts have been recognized by teachers. At the same time, teachers should also make students realize their own defects and problems in the performance of this class. According to the performance of all groups, teachers should try their best to carry out relevant evaluation activities, even if there are few praise words, or carry out critical evaluation activities to ensure that all students can know that the teacher has observed the performance of all students. If the teacher only praises the group with good performance, it will reduce the enthusiasm and initiative of other groups to participate. In the future group discussion activities, these group members are likely to have slack psychology. In the discussion activities, some students tend to have more obvious ideas, or have vague understanding, or have radical ideas. Therefore, teachers need to quickly carry out clarification and correction activities, which is conducive to the cultivation of students' scientific world outlook, outlook on life and values, and can point out a more correct direction for students' future life.

4. Conclusion

The application of group discussion mode in college oral English teaching can improve students' leadership and cooperation consciousness, and enhance students' personal communication and problem-solving ability in the process of strengthening cooperation among group members. In short, in the process of college oral English teaching, the use of group discussion mode can significantly improve the effectiveness of teaching activities, accelerate the smooth development of teaching work, and lay a better foundation for the follow-up teaching activities.

References

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