

Design on College English Curriculum Teaching based on Action Oriented

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Abstract: As a bridge, teaching design combines English learning theory with educational practice, which can provide a basis for teachers to develop English teaching programs. Action-oriented teaching is more focused on the role of students, emphasizing the mobility of students in the teaching process. In order to carry out action-oriented college English teaching, this article is guided by the basic theory, following the basic principles of situationality, human nature, structure, system and feasibility, according to the steps of teaching design, the teaching goal setting, learners feature analysis, teaching content analysis, teaching process design, teaching method selection and teaching evaluation design. The research results in this paper can help the reform of college English teaching, which improve the quality of college English teaching and students' comprehensive English application ability.

1. Introduction

College 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. As the main content of college foreign language education, college English is a compulsory public foundation course for non-English majors in undergraduate education. It plays an irreplaceable role in personnel training. College English teaching should follow the rules of foreign language learning. According to the characteristics of teaching content, fully consider the individual differences and learning styles of students, and apply appropriate and effective teaching methods. The choice of teaching methods should reflect flexibility and adaptability, with the aim of improving teaching effectiveness and improving learning efficiency. College English classroom teaching can adopt teaching methods such as task-based, cooperative, project-based and inquiry-based, embodying the teacher-led and student-centered teaching concepts, and transforming teaching activities from "teaching" to "learning". The realization of the teaching process is changed from paying attention to the "teaching purpose" to paying attention to the "study needs", and forming a teaching normality with the teacher's guidance and enlightenment and the students' active participation. With the continuous innovation of college English education in China, teaching design has been widely used in college English teaching, and the effectiveness of college English teaching has also increased significantly.

The instructional design is based on the requirements of the curriculum standards and the characteristics of the teaching objects. The teaching elements are arranged in an orderly manner to determine the vision and plan of the appropriate teaching plan. It generally includes teaching objectives, teaching difficulties, teaching methods, teaching steps and time allocation. Teaching design is very important for college English teaching, specifically in three aspects: First, teaching design as a bridge, combining English learning theory with educational practice, can provide a basis for teachers to develop English teaching programs, effectively solve college English practical problems in teaching. Second, improve the results of college English teaching. In the process of college English teaching, teachers not only use teaching design to create a good teaching environment, but also highlight the students' learning goals and pass on all English knowledge to students. Teaching design can make teachers more clearly English teaching objectives, and use

scientific and reasonable means to teach English to students, which can promote the teaching effectiveness of college English. Third, improve teachers' English teaching ability. In teaching design, teachers need to fully grasp the learning characteristics of students, and develop different teaching programs for different students to stimulate students' enthusiasm for learning. This process can help teachers better understand the students' English learning and make corresponding adjustments to the teaching design.

Action-oriented teaching is based on the "action-oriented drive". In the teaching process, the students' main role and the leading role of the teachers are fully exerted, and the students' ability to analyze and solve problems is emphasized to achieve the teaching goals by guiding students to complete the "task." From the process of students receiving knowledge, knowledge comes from practice, and they receive perceptual knowledge in practice. After repeated practice, they can rise to rational understanding and return to practice. Action-oriented teaching requires teachers to break down large tasks into small tasks in teaching, and teachers should give action orientation to students in different levels. Based on the action-oriented teaching process, student knowledge construction is realized in the process of discussing tasks, analyzing tasks and completing tasks. Compared with the traditional teaching mode, action-oriented teaching is more focused on the role of students, emphasizing the "action" of students in the teaching process, namely, participation, interaction and practicality. Teachers only play the role of guidance, supervision and demonstration. In the process of teaching and learning, through the guidance of teachers and the interaction between teachers and students, the theoretical knowledge and practical skills are finally realized. The action-oriented teaching process relies on instructional design. This paper studies the action-oriented college English curriculum design, helps college English teaching reform, and improves the quality of college English teaching and students' comprehensive English application ability.

2. Basic Principles on Teaching Design based on Action Oriented

Basic principles of action-oriented instructional design

(1) The principle of situational. As the main principle of instructional design under the guidance of action-oriented theory, it has been widely used in college English teaching. In the process of teaching, teachers focus on teaching objectives and create real or simulated teaching situations according to teaching tasks and teaching content. Enhance students' interest in learning through interesting situations, and thus generate learning motivation. The creation of the situation should select examples or scenarios around the student that are of interest and that meet the cognitive level.

(2) The principle of human nature. Human nature refers to the human spirit and the main spirit of calling people. Teaching reform should cultivate students' ability to collect and organize information, discover problems and think problems, analyze problems and solve problems, lifelong learning and innovation, and survival and development capabilities, and recognize the strengths of each student, develop their potential, and develop their strengths so that each student has the skills. It is not only people-oriented, but also factors that affect student learning.

(3) The principle of structure. The essence and core of "cognitive learning" is the reorganization of "cognitive structure". Teaching should be carried out around the cognitive structure of students, and the consistency of thought methods should be maintained. With core knowledge as the connection point, it is easy to learn, understand, understand easily, and use, and can effectively reduce the burden on students; form a conceptual network system, connect smoothly, easy to remember and retrieve; have self-growth vitality, easy initiate new ideas and new methods in new situations.

(4) The principle of systematic. Instructional design is a systematic project consisting of the analysis of teaching objectives and teaching objects, the selection of teaching content and methods, and the evaluation of teaching. Each subsystem is relatively independent, interdependent and mutually constrained to form an organic whole. Each subsystem should be coordinated with the entire teaching system, so that the whole and part of the dialectical unity, system analysis and system integration, and ultimately achieve the overall optimization of the teaching system.

(5) The principle of feasibility. To achieve reality in teaching design, two feasible conditions

must be met. First, it meets the subjective and objective conditions. Subjective conditions should take into account the age characteristics of the students and the level of knowledge available, as well as the level of teachers. Objective conditions should consider factors such as teaching equipment and regional differences. Second, it is operational. Teaching design should be able to guide specific practice. Teachers and students are very convenient to use, presenting more knowledge points, convenient storage and simple use environment.

3. Design on College English Curriculum Teaching based on Action Oriented

The action-oriented college English curriculum design is to integrate the action-oriented concept into the instructional design process, including the following six steps, as shown in Fig. 1.

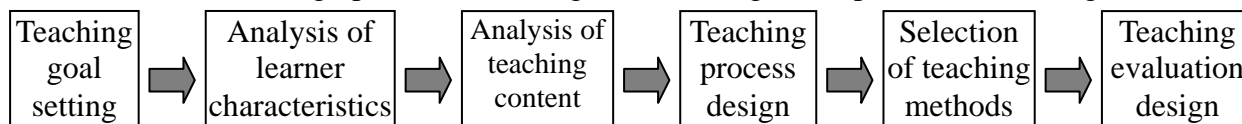


Fig. 1. Steps of Design on College English Curriculum Teaching based on Action

(1) Teaching goal setting. The teaching goal is the result or standard expected by teachers and students through teaching activities. It is a clear and specific expression of what the learner will be able to do after teaching. It mainly describes the changes in behavior that learners expect to produce through learning. The teaching goal determines the teaching direction. In the teaching design, whether the teaching goal is clear or not directly affects whether the teaching can be carried out in a predetermined and correct direction. The College English Curriculum Requirements clearly states that the goal of college English teaching is to develop students' comprehensive English application ability, especially the ability of listening, speaking, reading and writing, so that students can be effective in English in future study, work and social interactions. At the same time, it will enhance students' self-learning ability and improve their comprehensive cultural literacy, so as to better adapt to the needs of social development and international exchanges in China. In addition to cultivating communication skills, language learning also needs to cultivate cultural awareness and advanced concepts, and master advanced technology, so it is necessary to inspire students to think independently. The ultimate goal of college English learning is to serve the national strategic planning. Therefore, it is necessary to combine the language learning with the majors, enhance the professional ability of students, and use English to help students consolidate their professional skills.

(2) Analysis of learner characteristics. Students are the main body of learning, and whether the teaching design is consistent with the characteristics of the learners is the decisive factor in determining the quality of instructional design. Therefore, the design conforms to the learner's instructional design, and a comprehensive analysis of the learner's characteristics must be performed. College students show further maturity in the development of intelligence. Thinking has a higher abstraction and theory, and it is gradually developed from abstract logical thinking to dialectical logic. The purpose and system of observing things are further enhanced, and the details of the essential attributes of things can be grasped according to the procedure. The organization, profoundness and criticality of thinking have been further developed, the independence is strengthened, and the attention is more stable and concentrated. The scope of attention has also been further expanded. College students have more clear values in their emotional aspects, and they have a strong sense of social participation. They are convinced that their own strength can accelerate social progress and development. Learning motivation tends to be belief-type, and self-regulation has also been based on a stable personality. The impact of grades on the use of learning strategies is not significant, but the impact of majors on the use of learning strategies is significant. College students already have a certain level of English, but some students have low motivation and their attitude needs to be further strengthened.

(3) Analysis of teaching content. The teaching content is the main information transmitted during the interaction between learning and teaching, including curriculum standards, teaching materials

and courses. The teaching content needs to be scientific and ideological. The teaching should also consider the basic and coherence of the teaching content. It should pay attention to the connection between old and new knowledge, and pay attention to the combination of theory and practice. There is still a big difference in the language level of non-English majors in universities. Students with higher key institutions and higher English proficiency can compress or even cancel foundation English classes and increase the hours of professional English. Students with lower levels of English entry need to go through the foundation English stage. While doing foundation English education, we should also increase the general education curriculum to cultivate cross-cultural understanding and intercultural communication skills. The content of foreign language general education courses, teaching and studying humanities and social sciences in English language, as well as western culture as the main content, is no longer a simple language skills class, but a course with rich cultural connotations. Foundation English and foreign language general education can only make college English education stay at the general requirements, but also develop to a higher level, namely professional foreign language and academic English, to adapt to the requirements of internationalization. Professional foreign language and academic English are professional education that meets the special needs of learners. The content is related to certain specific subjects, occupations and activities, with a focus on developing language application skills.

(4) Teaching process design. The teaching process is the procedural structure in which the initiation, development, change, and end of teaching activities are continuously developed in time. In the teaching process, the teacher has the purpose and plan to guide the students to actively carry out the cognitive activities, consciously adjust their own interests and emotions, and gradually master the cultural science knowledge and basic skills to promote students' intelligence, physical strength and social morality, aesthetic taste, and in order to establish the development and foundation of the scientific worldview for students. Formulating a scientific and rational teaching process is the key to promoting the implementation of the action-oriented teaching model. The action-oriented college English course teaching process consists of four stages: first, the self-learning stage. Students learn independently based on the orientation program, master simple knowledge, and have a holistic understanding of knowledge. The orientation program is a teaching text shared by teachers and students. Second, the knowledge transfer before class. The pre-class tasks focus on inspiring students to solve problems, guiding students to actively explore, discover the rules, and summarize them. Third, internalization the extension phase. Teachers use the least amount of time to concentrate students' attention, explain key points, difficulties and key points, and gain an overall understanding of subject knowledge points. Fourth, summarize the improvement phase. Teachers help students to sort out what they have learned, and students who have the ability to learn can arrange interesting, challenging and innovative learning content.

(5) Selection of teaching methods. Teaching methods include teaching methods and learning methods. Teaching methods must be based on learning methods; otherwise they will not achieve the intended purpose because of lack of pertinence. Teaching methods play an important role in teaching effectiveness. The usual teaching methods are mainly teacher teaching, the single teaching is boring, the students are passively listening, the information exchange is one-way communication from the teacher to the students, the students are in a passive position, and the learning interest is difficult to be stimulated. Action-oriented teaching requires the use of advanced teaching methods, including: First, the project teaching method, the knowledge content in the traditional disciplinary system is presented in the form of several teaching projects. Teachers and students organize and develop teaching around the teaching project, and achieve the complete project. Second, the case teaching method, through the discussion, thinking and analysis of a series of specific cases containing problems, and propose various solutions to the problem, inducing students' creative potential. Third, the situational teaching method, the teacher creates a vivid and specific scene with a certain emotional color, which causes the students to have a certain attitude experience, helps the students understand the teaching materials, and enables the students' mental function to develop. Fourth, the simulation teaching method allows students to simulate the role of professional positions,

complete tasks according to the actual working procedures, and consolidate and expand professional knowledge and cultivate professional skills in the simulation operation.

(6) Teaching evaluation design. Teaching evaluation is a process of judging the value of the teaching process and results based on the teaching objectives, and serving the teaching decision-making. It is a process of judging the actual or potential value of the teaching activities. Teaching evaluation can guide the whole teaching process, can give correct guidance to students' learning direction, analyze the problems existing in teaching, help teachers and students discover problems in teaching and learning process, and improve in time. The methods and subjects based on action-oriented teaching evaluation are diversified, and the evaluation content and process are open and dynamic. The specific evaluation method can be combined with the following three types: First, the process evaluation, pay attention to the procedural results of the student's intelligent development in the teaching process, make timely and effective judgments on the students' learning, identify the problems, and affirm the achievements. Let students clarify the goals of future study. The second is the formative evaluation. Through the teacher observation, discussion, activity record, questionnaire survey, student self-evaluation and student mutual evaluation, the formative evaluation aims to the students' learning behavior, learning ability, learning attitude and cooperation spirit to be evaluated continually. Third, the summative evaluation is an evaluation of the results of the teaching, and the evaluation of the results after the completion of the teaching activities. After the end of one semester of teaching, the evaluation of the final result is a final evaluation.

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