Innovation of Teaching Development and Reform for English Major in Colleges and Universities

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Abstract: With the development of network technology, the teaching mode of English major in colleges and universities has been unable to adapt to the current social development. Combined with the academic characteristics as well as new social requirements and new standards of English major, the foreign language departments of colleges and universities are constantly trying to reform their English major teaching. Therefore, it is necessary to carry out teaching reform and infiltrate Internet technology into the teaching of English major in colleges and universities. Based on the author's learning and teaching experience, this work first analyzed the challenges faced by English major in the new era, and then proposed an innovative path for the development and reform of English major.

1. Introduction

In the past few years, the construction and development of English major undergo a major change under the background of deepening reform of higher education. The formulation of the National Standards for Undergraduate Teaching Quality in English Major has aroused the attention of the industry delegates to the development of English major and teaching reform [1]. Curriculum and Teaching reform of English major require policy support and guidance, as well as theoretical retreat, but more practical investigation and practical research. Especially with the development of modern network technology, the traditional teaching mode of English major in colleges and universities has become less and less suiTable for the development requirements of the current network society [2-3]. Therefore, it is necessary to change the backward teaching methods and teaching modes, make full use of the advantages of network technology, innovate teaching modes and teaching methods, and combine information technology with traditional English major teaching, such as flipping classrooms, MOOC, micro-courses and other new teaching modes.

2. Challenges Faced by English Major of Colleges and Universities in the New Era

2.1 Teaching means and teaching methods are facing challenges

English classrooms in colleges and universities have always used traditional teaching means and teaching methods. That is, teachers are the main body of teaching activities in classroom teaching, and students are passive receivers of knowledge. Such teaching mode is far from adapting to the development of "Internet +" era. College English teachers should change this backward teaching mode, carry out teaching modes, such as Internet-based flipping classrooms, MOOC, micro-courses and mobile learning platforms, and constantly enrich teaching means and teaching methods to enhance students' interest in learning [4]. The application of Internet technology in the English teaching breaks the shortcomings of time and space limitations for learners, and learners can learn English knowledge anytime and anywhere. The arrival of the "Internet +" era has changed the era of "blackboard and chalk", which is the main means of teaching. Instead, it relies on the modern, diverse and convenient teaching methods of mobile Internet and smart devices to effectively enhance student learning interest.

2.2 Teacher roles and teaching skills are facing challenges

In the traditional English teaching mode of colleges and universities, teachers only need to have good professional ethics and know simple computer operation and courseware production, and they do not need to master too much professional knowledge. However, with the arrival of the "Internet +" era, English teachers in colleges and universities have to change their position in teaching. They should change their original position as knowledge instructors and transmitters into knowledge leaders, promoters and helpers. In order to guide students in learning skills and learning methods, teachers should not only teach knowledge and answer question, but also improve their personal information skills [5]. They should have good classroom organization skills, resource refining capabilities and information technology application skills, so that they can handle the huge amount of learning resources in the Internet age. In the English classroom teaching of colleges and universities, teachers should stimulate students' interest in learning through changing teaching methods, such as gamification teaching methods, group cooperative learning and project-based teaching methods. In addition, teachers should deal with the relationship between advanced teaching methods and traditional teaching methods, and effectively combine the two to achieve the development of the "Internet +" era.

2.3 Learning concepts and learning styles are facing challenges

The popularity of the Internet has greatly enhanced the openness of English classes in colleges and universities. College students majored in English can learn more about knowledge and skills through many ways instead of just relying on teachers and classrooms, and their learning methods are more diverse. Therefore, it is can be said that in the era of "Internet +", the main learning method for college students is self-learning and personalized learning. Combining Internet technology with traditional English classroom teaching has broadened the path of student learning, and at the same time changed the position of teachers in the classroom. Teachers are no longer the controllers of the classroom, but become the guides of knowledge. Students have also changed from passive learning to active learning, and students' learning concepts have undergone a fundamental transformation. In addition, student's learning style has also undergone great changes, which transmits from the original "concentration to listen" to the micro-class explanation and MOOC teaching, greatly enhancing the students' interest in learning [6]. Due to the micro-curriculum, MOOC and flipping classroom teaching, the teaching time and teaching location have changed a lot. Students only need to have smart equipment and wireless network to learn MOOC and micro-courses, which changes the traditional teaching mode of only deciding by the teacher. With the application of the Internet in the teaching of English major in colleges and universities, the communication and interaction between students and teachers have been strengthened. In addition, teachers can also check and monitor students at any time through online monitoring to achieve information exchange and feedback between teachers and students. The characteristics of English major teaching in the era of "Internet +" are ubiquity and immediacy, subverting the traditional "mechanical" and "passive" learning methods, and it is an important teaching reform for English major in colleges and universities.

3. The Innovative Path of Teaching Development and Reform for English Major

3.1 Using the online teaching platform and flipping classroom to implement personalized teaching

Teachers can use the comprehensive teaching platform of FanYa network teaching to view the progress of students' course preparation, completion of the homework, the discussion record, and also the course construction update, basic course information maintenance, interactive activity organization, learning effect evaluation as well as course organization and management. At all stages of study, students can discuss with teachers or other students at any time, and add their own study notes and learning experience at any time for the future review. Through monitoring and screening students' access to uploaded materials, teachers can continuously push the learning

materials, teaching materials and videos provided by Superstar e-books through teacher terminal, which support free online viewing.

3.2 Transforming the single educational institution into the diversified educational organization structure

Under the background of "Internet +", colleges and universities, the carrier of traditional education and teaching, should be fully integrated with various educational institutions with the help of the successful experience of the West to show the diversified forms of educational organizations. It is well known that the world-famous Coursera, Udacity, and edX, three major MOOC platforms, can provide a large number of online courses for learners. As long as learners complete the specified courses and the required credits, they can obtain professional certificates issued by the world's top colleges and universities [7]. It undoubtedly challenges the absolute superiority of traditional colleges and universities in the education and research markets. Students should be encouraged to actively participate in online courses offered by major online platforms. After electing professional courses on various online platforms, English major students can offset credits required by some professional elective courses through providing learning records, so that it can guide students to learn independently and actively improve their professionalism.

3.3 Building a comprehensive practical teaching system and strengthening practical training

The practice teaching link is an important part that can not be ignored in the process of training applied talents. In order to improve the effect of practical teaching, it is necessary to establish a comprehensive and practical teaching concept of "in-campus training and off-campus practice". The practical teaching includes basic professional skills training, such as listening, speaking, reading, writing and translating, as well as various vocational skills development related to foreign language. Professional basic skills training should be accompanied by the use of equipment technology and Internet education information technology in order to strengthen the practical training of language skills courses. In the aspect of vocational skills in-campus training, the scientific work principle of the Yuantong system provides enlightenment of considerable reference value, and it is an effective way to improve the efficiency of professional in-campus practice. Based on this principle, the in-campus science laboratory has been established and implemented in Shanxi Normal University and other colleges and universities [8]. The establishment of the standard system of post work in various industries and the practical operation of the working process can effectively improve the effect of students' professional practical skills training, so that students can acquire effective experience and skills in working positions without leaving colleges and universities.

Colleges and universities should organically link the practical training based on the theory of Yuantong system with the practical teaching of English major, and effectively realize the in-campus training of English teaching, foreign affairs and foreign-related business that students may engage in. In terms of off-campus practice, the teaching mode of cooperation between enterprises and universities should be established to strengthen the depth and validity of cooperation [9]. In addition, the cooperation mechanism for running schools and educating students with the participation of schools, local governments, industries, enterprises and communities should be established to make full use of the advantages of industrial enterprises for talent cultivation conditions and environment and play the leading role of the industry's first-line outstanding technical and management talents in training students, scientific research and improving teachers' professional application skills [10]. Therefore, colleges and universities should establish the operation and management mechanism of school-enterprise and industry-learning integration, and achieve mutual benefit and collaborative development in practice teaching, resource sharing, double-qualified teacher training and other aspects.

4. Summary

The teaching reform and talent training of English major must strengthen the awareness of language application, and effectively improve students' language application ability and

professional practice ability, so that students can use their acquired language knowledge and skills to complete goals and tasks in local economy, culture, education, tourism and other industries. This is not only the fundamental requirement and critical path for the development of English major to application, but also one of the important goals of English major teaching reform.

Acknowledgement

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