

Research on the Reform of College English Teaching under the Background of Training Applied Talents

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Abstract: At present, Chinese higher education focuses on training application-oriented talents. The biggest characteristic of application-oriented talents is that knowledge reserve requires extensive and practical knowledge without fine details. In terms of professional ability, one should be able to be flexible and integrate applications, rather than delving into a specific field of expertise. In terms of comprehensive quality, applied talents are not required to be top-notch and superior, but are required to have high comprehensive cultivation. It can be seen from this that application-oriented talents have richer levels and greater flexibility. The cultivation of applied talents lies between academic talents and skilled talents. Applied English talents should possess both academic and applied abilities. This paper mainly analyses the reform of College English teaching under the background of applied talents training.

1. Problems in College English Teaching

College English belongs to the field of Humanities and social sciences. Therefore, the reform of higher education objectives will inevitably affect its teaching objectives and teaching methods. Only by adjusting dynamically according to the objectives of higher education, can college English teaching make more contributions to the cultivation of high-quality talents. However, there are still some problems in English teaching in our country's colleges and universities at this stage, which are not quite consistent with the concept of cultivating applied talents in higher education, and are specifically manifested in the following aspects:

1.1 Teaching idea lags behind

Although the educational reform in our country has been in full swing for decades, the influence of traditional educational ideas is still deeply rooted. English teaching activities in most colleges and universities still follow backward teaching ideas. Teachers give lectures in class with one book and one pen, and students are in a passive position to accept knowledge. Even though the school stressed the need to reform the English teaching concept and teaching mode, it still remained oral and there was no substantial improvement in the actual English teaching. Traditional English classroom teaching, teachers say, students listen, students' learning enthusiasm is poor, and traditional English teaching focuses more on the cultivation of students' reading and writing ability, ignoring the improvement of listening and speaking ability, so many students learn "dumb English", students' language communication ability can not be improved, and English can not be achieved. The goal of cultivating talents to improve students' language competence and communicative competence seriously affects the effect of English classroom teaching and hinders the improvement of students' comprehensive English literacy.

1.2 The English curriculum is unreasonable

At present, the English curriculum in many colleges and universities is at the general level, and the individual differences of students are not fully taken into account. College students come from different parts of China. The education level of each area is different. There are inevitably great differences in students' basic English abilities. Universal courses are designed to teach all students at the same level. Students with poor English foundation may be tired of learning because of

learning difficulties. Students with good language foundation may think that English learning is not challenging and relaxed, which is not conducive to the development of English teaching activities. In addition, there are also problems in the structure of English courses in many colleges and universities. Apart from the lack of close cohesion between courses, English learning hours are far from enough, and students cannot fully master English knowledge. All these are not conducive to the cultivation of students' language application ability and are inconsistent with the educational concept of “application-oriented talents”.

1.3 The way of college English examination is unreasonable

College students have gone through the college entrance examination and are quite skilled in the examination techniques of examination papers, while college English examination is mainly based on examination papers. Under this background, students naturally pay more attention to the improvement of examination ability, and English learning also adopts rote memorization method. Although students can obtain better examination papers after examination, they neglect the use of English language and the cultivation of social skills. And English exam-oriented education will affect the development of English inquiry courses in colleges and universities. Even if the hours of English teaching are increased, it may not be better to achieve the goal of college English teaching.

2. English Teaching Reform Strategies in Colleges and Universities

In view of the existing problems in College English teaching, it is suggested that the reform be carried out in the following aspects:

2.1 Define the goal of English teaching

Applied talents are the main type of talents needed by the society at present. Under this background, colleges and universities should conform to the development of the times, orient English teaching accurately, and possess abundant English professional knowledge, high-level English communicative competence and the ability to solve practical problems. In College English teaching, we should attach importance to the effective combination of in-class and out-of-class teaching. According to the social demand for comprehensive and innovative English application-oriented talents, on the one hand, we should strengthen classroom teaching, on the other hand, we should encourage students to practice in enterprises in order to improve students' practical ability. In the actual teaching, the teaching mode of “small class system” can be adopted. Students can be divided into multiple classes according to their English foundations. Students can be managed hierarchically and hierarchically. For different levels of students, different levels of teaching content can be used. Improve the pertinence of English teaching and fully respect the subjective status of students. To provide students with more opportunities for expression and divergence, in order to ensure the unity of English teaching and student professional development, students should truly feel that English learning at school is consistent with individual career development goals. For applied talents, improving their English ability is to improve their future professional ability. Therefore, teachers should create a good teaching environment for students in teaching. This environment should be as close as possible to the future working environment of students. College English teachers should give full play to the guiding role and help students to form more practical applications of English. The community conducts simulations of workplace English through various activities of community associations, such as debates in English, contact with professional-related companies for English speaking, and so on.

2.2 Reform the teaching content

In view of the unreasonable arrangement of English curriculum, we can retain the basis of the original classical teaching content, properly increase professional knowledge, so that students can keep abreast of the latest developments in the professional field, such as simulating international academic exchange scenarios, increasing the guidance of professional frontier knowledge and so on, which can not only improve students' response. At the same time, it can also improve students'

listening, speaking, reading and translation abilities. Improve the teaching content in an all-round way, so that students have the ability to use professional English to engage in related professions in the professional field. In the actual teaching process, teachers should carefully analyze the students' acceptance of new and old teaching content, and improve teaching content according to students' feedback. In view of the weak links that most students do not master well, the teacher should analyze the reasons and strengthen the training of this part. Generally speaking, students' English-Chinese translation ability and English reading ability are relatively strong. Attention should be paid to improving students' oral expression ability and written expression ability. Training can be carried out by simulating scene communication, increasing oral expression exercises, and focusing on cultivating students' English writing ability, thus improving students' English knowledge application ability.

2.3 Enriching the teaching mode and enhancing the interaction between teachers and students

In the classroom, the benign interaction between teachers and students is an important prerequisite to ensure the teaching effect. Teachers can more effectively stimulate students' learning initiative, enhance their interest in learning and actively participate in classroom teaching activities by adopting diversified teaching means and scientific teaching mode. For example, teachers can set specific application scenarios of professional English, divide students into several groups, guide students to simulate training according to role assignment according to the role setting of application scenarios, and explain retrieval methods and interpretation skills of English literature to students in class, so as to improve their English literature retrieval ability. Students can learn English while watching movies by playing relevant English versions of movies. Let the students know more English style forms, such as English instructions, English popular science papers, etc., to further improve the students' English-Chinese translation ability, etc. Rich teaching methods can not only enhance the interaction between teachers and students in classroom teaching and improve students' learning enthusiasm, but also highlight the application-oriented teaching concept, base college English teaching on students' reality and truly improve students' ability to apply English knowledge to solve practical problems. In addition, when evaluating students' English learning results, various evaluation methods should be combined to ensure the objectivity, comprehensiveness and accuracy of the evaluation results. English assessment can take the form of students' self-assessment, students' mutual assessment and teachers' comments to realize the organic combination of qualitative and quantitative evaluation, with qualitative evaluation as the main and quantitative evaluation as the auxiliary. Pay attention to the formative evaluation of students and combine it with the final summary evaluation to improve the objectivity of the evaluation.

2.4 Strengthen the construction of double-qualified teachers

Firstly, the school pays full attention to the construction of “double-qualified” teaching staff from top to bottom, creating more opportunities for English teachers to learn and communicate with other peers and teachers, reasonably setting up the age structure and title structure of English teachers' echelon, following the principle of “old leading young”, so that young teachers have more opportunities to turn to the older generation. Learning; as the backbone of scientific research and teaching, middle-aged teachers can be the organizers of various teaching and research activities. In the whole teaching staff, the old, the middle and the young should be matched reasonably to improve the overall level of the teaching staff from various perspectives and methods. Secondly, we should adopt a scientific teaching support mechanism. Encourage English teachers to actively participate in various kinds of teaching research conferences, mixed curriculum training, teaching methods training and textbook training; regularly carry out teaching observation and discussion in the college, encourage teachers to actively summarize and reflect on the experience of teaching reform, apply for high-quality courses at school, municipal and provincial levels; rich teaching experience; The middle-aged teachers who are young and strong will form teaching teams to organize teachers who share the vision of teaching reform and carry out planned teaching reform. In addition, necessary software and hardware support should be provided for teaching reform, such as recording pen, electronic whiteboard, translation software, etc. Finally, implement effective

scientific research support mechanism. Scientific research is the only way for college English teachers to develop to a higher level. Therefore, schools should adopt effective scientific research support mechanisms to create a good scientific research atmosphere in schools. Teachers are encouraged to participate in various academic conferences and training activities for English education majors and to visit famous universities at home and abroad. Encourage teachers to study for doctor's degree on the job; Organize teachers with common interests and scientific research direction, form scientific research teams, organize demonstration meetings for scientific research project application, carry out cooperation and exchange activities of scientific research teams, and apply for scientific research projects at all levels with team strength. Encourage teaching to participate in scientific research projects in first-class colleges and universities, strengthen school-enterprise cooperation, and provide more practical opportunities for English teachers.

3. Conclusion

In a word, training applied talents in higher education is not only the demand of enterprises and institutions for talents, but also the demand of the development of the times and the social economy, and it is also the main driving force for higher education reform. It can be said that the transformation and development of institutions of higher learning have provided a good opportunity for discipline teaching reform. With the development of economy and society, all walks of life have also put forward higher requirements for English talents. English teaching in colleges and universities should be based on the actual situation of the school, analyze the actual needs of students, and combine with the development of regional economy to carry out useful exploration on English teaching objectives and teaching methods. English educators in colleges and universities should break the shackles of traditional teaching concepts, reinterpret English teaching objectives, highlight the importance of cultivating students' ability to use English, and carry out innovative reforms in English teaching objectives, teaching methods, teaching contents and practical choices, so as to cultivate more application-oriented English professionals that meet the needs of the society.

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