

An Innovative Study on the Applicability Design Principles of College English Teaching Contents

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Abstract: In traditional college English teaching methods, many are just exam-oriented education, which cannot make corresponding changes for cultivating talents in the new century. However, English teaching should focus on the cultivation of teachers' practical application and oral communicative competence. The innovative teaching model based on this should be reformed with the basic principle of applicability so as to improve the teaching effect. This paper mainly studies the adaptability principle of college English teaching content so as to put forward the teaching plan of designing the adaptability content.

1. Introduction

In most of our universities, many English courses often only pursue the examination results, but ignore the real purpose of learning English. Colleges and universities are the palace of high quality talents for the society rather than nerd gatherings. If people always pay no attention to the essence of teaching content but to pursue the so-called scores, the college English education is quite a failure.

However, the process of reforming the education system in China is accelerating which requires that English teaching in colleges and universities should adapt to the needs of social development and cultivate high-skilled and talented people. Under this background, the reform and transformation of teaching methods and teaching content should be continuously carried out. On the theoretical basis of teaching applicability to promote teaching reform.

2. Problems in English teaching in colleges and universities

2.1 Teacher's old teaching concept

Many college English teachers are often influenced by the traditional teaching thinking mode. The development of teaching thinking is limited. The potential awareness of teaching is the evaluation standard. Teachers often force the students to learn knowledge by the way of traditional teaching which makes students often tired of learning and discourage them in English learning. On the other hand, it leads to the failure in cultivation of high-quality¹, high-skilled talents. It can be said that this traditional teaching thinking exists in most colleges and universities of China, even so far, there are still considerable of colleges and universities insisting on test scores as the only criterion for measuring student learning outcomes.

2.2 Teachers' hysteretic teaching modes

From the actual situation of English teaching mode in colleges and universities across the country, cramming teaching is often adopted on English majors education in many colleges and universities. Teachers only teach English knowledge blindly without thinking or figure out whether the students can learn some techniques or skills. Cramming teaching is only a temporary success, but it has caused the failure of the students, and the students passively accept the knowledge taught by the teacher. In essence, they have not learned the corresponding language skills. Language is only the tool for communication which should not be measured by the standard of test scores. Language teaching can only achieve long-term development in actual communication and

application, and students can only master this tool only in the process of mutual communication, if only blindly with cramming teaching, students can't learn the true essence of this tool, and no need to ask students to communicate with this language.

2.3 Hysteretic teaching content

We all know that Chinese has been endowed with different contents in different times. For example, in the current information age, many new words have been born, and the use and meaning of these words did not exist in the past, which is the contemporaneity of language as a tool. Unfortunately, it is often neglected in English education. Many English teaching books still stay in the old age. The development of the information age has not affected English textbooks at all, and the teaching content of English teachers has not received any development from the information age. This kind of obsolete educational content makes students unable to keep up with the times during the learning process. Even with a wide range of words, they seem to learn Chinese English, but cannot effectively change their language thinking. Language is a kind of culture. If it can't be integrated into English language and culture, it is a failed language teaching, not to mention the application of daily life, work and business.

2.4 The lack of attention to cultivating students' application ability

The goal of English teaching in colleges is the high level of test scores. The important sign of examining English is the test scores that are good or bad, which completely limits the essential requirements of the development of English teaching. To measure the ability of English application in various examinations will make the students communicate in spoken English only on paper. However, if the language is not used in practice, it will never become their own language.

2.5 School textbooks are poorly targeted and do not focus on communication

Many English colleges in China only pay attention to the construction of teachers' foundation, but pay little attention to the change of teaching methods. Equipment and materials for teaching English are often old-fashioned, however, they don't think about how to update and how to find the way they should teach. In the teaching process, students are required to communicate with each other only for ten minutes or less. It is believed that this kind of class which does not pay attention to communication will make students timid when they start to use oral English in their future study, life and work.

3. The necessity of establishing an English teaching system based on language applicability

Under the trend of today's social informatization, many professional teaching methods have changed, and the transformation of college English teaching concepts should also be put on the agenda, and change the single teaching mode. In daily teaching activities, modern teaching resources should be used to improve. To improve the effectiveness of classroom teaching, encourage students to communicate boldly, and use multimedia courseware and equipment to explain the English culture to students, so that students can feel the charm of English language and culture in the classroom, and thus spontaneously willing to communicate. In the listening and speaking session, students should be provided with rich and three-dimensional teaching knowledge, and the teaching links are full of fun, so that students can actively participate in the classroom activities and enjoy this feeling, and through this stimulation, Let students be willing to contact and communicate in daily life and study, from passive acceptance of teaching content to active exploration of English knowledge². This change enables students to feel the charm of language learning more stereoscopically. Through the penetration of the principle of adaptability, English teaching can develop a training policy that meets the students' ability to learn and apply, and combines the characteristics of colleges and universities to create their own college English adaptive teaching methods, so that students can truly become masters of the classroom, and let Students really master the skills of English, rather than simply mastering the subject of English.

4. The adaptive design countermeasures of English teaching content in colleges and universities

In the development of higher English teaching activities, we should adhere to the principle of adaptability and strictly abide by this principle, so as to design teaching content and teaching methods in line with this principle. The principle of adaptability includes two points. First, the content of teaching in the classroom, the design should focus on the principle of student-oriented, and build the classroom atmosphere according to the preferences of students' interests, and motivate students to learn and communicate. Second, we should adhere to the students' actual situation and realize the teaching according to their aptitude. On the basis of design, students are also connected to the classroom teaching content to achieve an efficient classroom.

4.1 Focusing on reservations and inspiring students

We should know that there is a research and discussion process in any discipline. There is a problem of discovery - research problems - asking questions - solving problems. As long as the problems are integrated into the classroom teaching content, it can stimulate students' thinking ability. The development promotes students' enthusiasm for learning and builds a harmonious classroom atmosphere.

Adhere to the principle of adaptability of English teaching in colleges and universities for students, let students with questions for related knowledge learning, so as to guide and inspire students to take the initiative to study and solve the problem³, let students in the learning process found self-value, thereby expanding value experience, and mastering the language skills.

4.2 Going straight to the topic and defining the learning objectives

In the process of English teaching in colleges and universities, teachers should explain the difficulties and knowledge points of the teaching content of this section to students before the class begins, so that students can predict the learning difficulty in advance in the learning process, and make psychological preparation, so as to better master the learning points. However, according to the requirements of the adaptability principle, teachers should teach students in accordance with their aptitude, instead of applying the unified standard to all students, they should let students have a deep understanding of the teaching content in stages, and ensure that students can start the next section of teaching smoothly, laying a solid foundation for later learning.

4.3 Creating a specific teaching situation to achieve teaching through lively activities

According to the design scheme of college English adaptive teaching content, teachers should provide students with a good teaching atmosphere, so that every student can adapt to the teaching process.

In the content of teaching activities, teachers can skillfully design teaching situations, let students in-depth, and actively participate in interactive activities, such as in the teaching with teaching games, movies, let the students can quickly immersed among them, and make it easy for the teaching goal smoothly, also provides the student show good English basis teaching atmosphere.

In short, for the teaching of higher English in China, the problems of English teaching are not only in colleges and universities, but also in the middle school and even in the primary school. How to turn the English subject into a skill, this requires college English educators seriously think about how they can better adapt to students' learning situation and apply the principle of adaptability to cultivate students' oral English communication skills, so that students can truly bring this skill into society, instead of taking this book enter the society.

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