

Application and Practice of Action Oriented Teaching Method in College English Teaching

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Abstract: Action-oriented teaching follows the cognitive rules of education, embodies the concept of modern education, and uses happy education as a means. This way, students can achieve knowledge acquisition, ability improvement, character development and so on. Students are characterized by active participation, targeted teaching objectives, integrity of teaching process and diversity of teaching evaluation. The action-oriented teaching mode breaks the conventional teaching method and pays more attention to the comprehensive application of various advanced teaching methods. The main teaching methods include the case teaching method, the project teaching method, the role-playing method and the simulation teaching method. This research is based on a new perspective, stimulating students' imagination and creativity, promoting students' active thinking, frequent inspiration, and serving the new era of college English teaching reform.

1. Introduction

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. Teachers should start from the completion of a certain task, and guide students to complete the "task" to achieve the teaching objectives. 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 give action orientation to students in different levels. The action orientation mobilizes the learner's original experience with the learning object and enables the learner to develop new experiences as they encounter new learning content. Through action orientation, the learner's old and new experiences are combined to form a new mode of action, and then to acquire professional ability and professional knowledge. In action-oriented teaching, thinking and action are an organic whole, interacting and developing together. Therefore, in action-oriented teaching, action and learning are unified.

College English is the teaching system of foreign language teaching theory, with English language knowledge and application skills, cross-cultural communication and learning strategies as the main content, and a combination of various teaching modes and teaching methods. The goal of college English teaching is to develop students' comprehensive English application ability, especially the ability of listening and speaking, so that they can communicate effectively in English in the future study, work and social interaction, while enhancing their self-learning ability and improving their comprehensive cultural accomplishment in order to meet the needs of social development and international exchanges. College English action-oriented teaching has changed the traditional role of teachers and students. Teachers are the organizers, monitors, helpers and instructors of teaching. In the action orientation, teachers are designers, implementers and evaluators. Students are both the main body of college English teaching and the object of action research. Therefore, action orientation forms a natural bond with college English teaching. The application of the research results in college English teaching can improve students' interest, make

students become the main body of learning, and the teaching objectives are more targeted, which is conducive to cultivating students' English thinking ability.

2. Problems in College English Teaching

There are many problems in current college English teaching, which are briefly summarized as follows:

(1) The concept of education is backward. The educational concept is the rational understanding and subjective requirement of the education subject in the teaching practice and educational thinking activities, including the educational purpose, educational mission, educational object, educational ideal, educational goal, educational requirements and educational principles and etc. Teachers are deeply influenced by traditional teaching concepts. They still focus on the single teaching mode taught by theoretical knowledge. The lack of continuous communication and connection between teachers and students is not conducive to the expansion and internalization of knowledge.

(2) The teaching form is single. When teachers pass English knowledge points, most of them use English textbooks to carry out teaching activities. During the learning process, students passively accept knowledge instilled from teachers. Students receive boring knowledge of English theory, repressed and boring classroom learning atmosphere, and cannot stimulate students' subjective initiative. English is a language subject that needs to be learned in real life and apply theoretical knowledge to real life. Influenced by the form of teaching, it solidifies the way students think.

(3) Learn the passiveness of time and space. The traditional form of classroom teaching determines the involuntariness of learning and accepting knowledge. Students rely entirely on teachers to teach, and there is no more opportunity to choose content, learning methods and learning progress. Different students have different comprehension skills for the same knowledge. When they self-digest and absorb the teaching content after class, they cannot reproduce the classroom teaching situation, and cannot conduct secondary learning on the content of the lecture. The individual differences of students are not taken seriously.

(4) Student participation is uneven. Although cooperative learning has created more opportunities for drills, due to different levels of English learning and personality, in group discussions, students with good personality and better English have more opportunities to speak on behalf of the group. Some students are used to being the audience, liked the phenomenon of "free rider". On the one hand, the English level is limited, which leads to students' inability to speak. On the other hand, the division of responsibilities within the group is not clear, causing some students to express themselves and ignore the feelings of other members.

3. Theoretical Basis on Action Oriented Teaching

Action-oriented teaching is based on "action-oriented drive". It combines cognitive learning process with professional action. Action is the core of action orientation. Teaching should be based on the corresponding theoretical framework. The specific theoretical basis mainly includes the following contents:

(1) Learning motivation theory. Anyone who engages in any activity has a certain motivation, and learning motivation can arouse students' strong intellectual curiosity until they achieve academic success. Use tasks to stimulate students' cognitive motivation, enhance the students' confidence in completing tasks through task analysis, complete tasks to make students have a sense of accomplishment, and encourage evaluation of teachers to strengthen learning motivation. Action-oriented teaching is based on the above psychology. It emphasizes the motivation of students and the incentive role of teachers, creates a specific learning environment or learning situation, and builds a stage for each student to exert their individuality and ability.

(2) Cooperative learning theory. Cooperative learning is a teaching strategy in which groups interact, depend on each other, help each other, and take into account individual performance and accomplish the entire set of common goals. Cooperative learning creates an atmosphere of positive

thinking and exploration through interaction between teachers and students, enabling students to quickly acquire knowledge and skills and cultivate practical talents with innovative thinking. In the process of cooperation, students based on their own knowledge and skills system, explain new knowledge and skills, correct ideas and gain new knowledge and skills. Within the group, the conflicts and confrontations generated by different opinions can help the group members' knowledge and skill system to be reorganized and constructed.

(3) Constructivist learning theory. This theory emphasizes the role of learner experience in knowledge construction, and learning occurs in contexts similar to the real world. Constructivism emphasizes that the process of student learning is a process of actively constructing knowledge, rather than passively accepting external stimuli. Based on existing knowledge and experience, students process and understand new knowledge information, thereby constructing a new knowledge system. Action-oriented teaching is a modern educational thought put forward to meet the requirements of the development of the times. It puts forward the concept that teaching should be transformed from theoretical training to practical teaching, from demonstration teaching to applied teaching

(4) Humanistic education theory. The process of human cognition is both a cognitive process and an emotional process. The primary condition for the realization of teaching objectives is the interpersonal relationship and the intervention of emotional attitudes. Humanistic theory focuses on how to create a good environment for learners to perceive the world from their own perspective, develop an understanding of the world, and achieve the highest realm of self-realization. Emphasis is placed on the student-centered construction of learning scenarios, requiring teachers to create a learning atmosphere that is honest, easy to accept and understand for students in the teaching process, and to promote students' self-worth to form a true self-concept based on full recognition.

4. Characteristic on Action Oriented Teaching

Action-oriented teaching follows the cognitive rules of education, embodies the concept of modern education, and uses happy education as a means to enable students to achieve knowledge acquisition, ability improvement, character development, etc., with the following characteristics:

(1) Students take the initiative to participate. Teachers guide students to actively participate in promoting their independent learning, cultivate interest in participation, and master learning methods. Action-oriented teaching changes the way students learn to passively accept knowledge in the past, creates conditions for students to actively explore and practice, and requires students to actively participate in the teaching process from beginning to end, give full play to the students' specialty, and continuously improve students' professional ability. Students learn in action, feel the joy of the learning process, and experience the sense of accomplishment after the problem is solved, thus improving the ability to learn and the ability to learn.

(2) Teaching objectives are targeted. The teaching goal is a clear statement about what kind of changes will occur in the teaching, and refers to the learning outcomes of the students expected in the teaching activities. The traditional teaching mode is a simple transmission of the teacher's existing knowledge or experience. It only introduces the scenes involved in the teaching materials, and is not forward-looking to the scenes that students may encounter in their actual work. Action-oriented teaching requires students to complete all aspects of the teaching task. The task is set up with the English content used in daily specific activities as the main content. The classroom teaching is targeted, and the real task makes the students feel immersive.

(3) Teaching process integrity. Action-oriented teaching emphasizes the integrity of the teaching process and the work process, that is, "complete action", including planning, decision-making, implementation, inspection and evaluation, and requires students to be hands-on, brainstorming and tempted during the learning process. Therefore, the development of teaching objectives must take into account the three aspects of knowledge, ability and emotion, and promote the development of all aspects of students. Through independent work plans, students complete their work independently, feel the state and procedures of real work, and truly learn practical knowledge and skills.

(4) Teaching evaluation diversity. Teaching evaluation is based on the teaching objectives, value judgments on the teaching process and results, and activities for teaching decision-making. In addition to the evaluation of the knowledge and skills of students, the evaluation method also uses the process evaluation to evaluate the students' behavioral performance. In addition to the objective evaluation of the students by the teachers, students are encouraged to pass the mutual evaluation. And self-evaluation to promote the summarization and reflection of the learning process and learning outcomes, thereby improving their own learning and helping teachers to better optimize the teaching process.

5. Teaching Methods based on Action Oriented

The action-oriented teaching model breaks the conventional teaching method and pays more attention to the comprehensive application of various advanced teaching methods. For the characteristics of college English teaching, the teaching methods adopted by the action-oriented teaching model include:

(1) Case teaching method. In the classroom, teachers provide specific cases, reproduce case situations, and guide students to discuss and think, thus completing English knowledge learning. This is a teaching method with practice as the main body and aiming at improving students' comprehensive quality. This method breaks the traditional teaching mode of traditional teacher-based teaching and student listening, supplementing students' initiative and learning enthusiasm to maximize students' learning interest and motivation. The case teaching method not only enables the students to learn the knowledge, but also applies the English content they have learned to real life.

(2) Project teaching method. Through the cooperation of teachers and students to complete a whole teaching project, the teaching effect of combining theoretical knowledge with practical ability is realized. Project teaching can maximize the potential of students and improve their ability to solve practical problems. In the implementation process, students need to form different teams, and the members work together to complete the teaching tasks and enhance the independent thinking ability. The team communicates with each other in case of problems and solves problems in time. In the commentary session, the students' thinking can be reversed. After the teacher summed up, pointed out the problems that each student had.

(3) Role-playing method. The teacher assigns a scene in which the student plays a role in consolidating the knowledge acquired through the interaction between the characters and cultivating the student's language, actions, and thinking skills. Role-playing in the process of creating a good learning atmosphere, effectively mobilize students' interest in learning and enhance the relationship between teachers and students. At the same time, it is also conducive to cultivating students' behavioral literacy, strengthening their knowledge and improving communication skills between people. This is an emerging approach to English teaching that not only enhances students' enthusiasm for learning English, but also provides more opportunities for practicing speaking.

(4) Simulation teaching method. Under the guidance of the teacher, the reality situation is reduced to the simulation classroom, and a non-traditional teaching method for the simulation lecture is performed using a dedicated teaching instrument. The significance of simulation teaching lies in creating a highly simulated teaching environment, constructing a bridge combining theory and practice, enhancing the interaction and cognition of teaching, interpreting students' behavioral characteristics, and enhancing students' perception ability. The simulation teaching method introduces college English teaching. By recreating the text situation and extracurricular scenario simulation, students are placed in the real language learning atmosphere and communication environment to motivate students to learn English.

6. Conclusion

The action-oriented teaching model permeates main skills in the whole teaching process, which is conducive to improving teaching efficiency and stimulating learning motivation. It is conducive

to cultivating students' teamwork spirit and independent learning ability, and provides a new perspective for college English teaching reform. In the application process, the action-oriented approach advocates the orientation of cultivating students' application ability. Learning tasks must have clear goals. Students should know the results of the tasks and then explore the problems in their own way, complete tasks, and promote the development of thinking skills. The teaching content should reflect the principle of cooperation. The task completion depends on the cooperation of the team members to cultivate the team spirit and cooperation awareness of the students. At the same time, each student plays a certain role in the process of carrying out the task, providing the information he has, enhancing the sense of presence and mobilizing the enthusiasm for learning. The task design should reflect the principle of authenticity, set tasks according to the job responsibilities and professional ability of the job, establish a direct connection between the teaching and the work process, and cultivate students' application ability. The action-oriented teaching model requires two-way communication and interaction between teachers and students. Teachers and students are required to participate in all aspects of teaching. In the two-way communication process, students must respect teachers, teachers must understand students, form a harmonious teacher-student relationship and a good educational atmosphere. The course advocates the use of English communication, cultivates students' English communication habits, pays attention to the development of students' emotional attitudes, not only achieves communication effects, but also improves the level of English communication.

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