English Language Teaching Methods Based on the Idea of Production, Study and Research

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Abstract. As a pure language subject, English attaches great importance to the teaching of English language. Language teaching naturally occupies a very important position in English teaching. But by the actual situation of English teaching for schools after extensive investigation, we can easily find there are certain problems in English teaching, especially English language teaching problems stand out, this has to a large extent affected the quality of English teaching and the students' English language learning effect. Therefore, in order to improve the efficiency of English language teaching, it is necessary to clarify the existing problems in language teaching and change the teaching mode and method according to the actual learning situation of students. Due to its comprehensive practicality, the concept of industry-university-research has attracted much attention in recent years. This concept has been gradually applied to various fields, and even permeated into daily teaching. Based on the actual situation of English language teaching, this paper firstly makes a brief analysis on the current situation and problems of English language teaching, and then puts forward the strategies and methods of English language teaching based on the idea of industry-university-research.

Keywords: Industry-University-Research Concept, English Subject, Language Teaching, Strategic Approach

1. Introduction

English is a compulsory subject for students at all stages, whose purpose is to enable students to learn English language knowledge and apply it freely in daily life [1]. With the development of educational reform, traditional English teaching has undergone new changes. However, due to the interference of traditional teaching ideas, some English teachers still retain traditional teaching methods and methods. Under the background of educational reform, teaching problems brought by traditional teaching gradually appear [2-3]. For example, students' English language thinking is weak, and students' English language ability is lack of training. Basically, it is a problem of language teaching. The outline of the national medium - and long-term plan for education reform and development (2015-2035) states that education should "support students to participate in scientific research, strengthen practical teaching links" and "pay attention to the combination of learning and thinking. Advocating heuristic, inquisitive, discussion and participatory teaching; Pay attention to the unity of knowledge and practice. Adhere to the combination of education and teaching and production labor, social practice. In order to implement the above requirements, the concept of industry-university-research should be introduced into the highly practical English language teaching, the traditional teaching methods should be changed, the support for teaching should be strengthened and "learning by doing" should be realized [4-5].

Scholars at home and abroad have also conducted a lot of in-depth studies on English language, especially the research on English linguistic theories and methods has made a lot of achievements and is still deepening. However, through a comparison of a large number of English language teaching, it is

found that scholars' research in this field mostly stays at the theoretical development stage of English language itself and studies on the laws of English language itself [6-7]. However, there is no in-depth study on how to apply English language into practice, and there are few researches on specific teaching methods of English language. Therefore, due to the lack of guidance from relevant theories in the practical operation of English language teaching, the efficiency of English teaching is low and the practical application of English language is difficult. At this time, the research on practical methods of English language teaching is particularly important [8].

On the one hand to make up for this research gap, this paper adopted the sample grouping experiment method, the selection of a large number of samples to group experiment, based on the production concept, and combining the practical English language teaching situation and the actual effect of students' learning English study of English language teaching methods, and based on this proposed many methods for English language teaching strategy. It provides some positive and beneficial guidance for future research on relevant aspects, and is conducive to the improvement of English language teaching methods and teaching efficiency, as well as the improvement of students' English proficiency and ability in practical life [9-10].

2. Method

2.1 Core Concepts

The meaning of industry-university-research is that under the interaction of different groups such as industries, schools and research institutes, each of them takes its own advantages and jointly carries out activities such as research and development, technological innovation and talent training, so as to form a powerful advanced system integrating research, development and production and reflect comprehensive advantages in the process of operation. Industry-university-research cooperative education refers to the educational method that schools and relevant institutions make full use of their own educational environment and resources, as well as their respective advantages in talent cultivation, and integrate the school education that imparts knowledge in class with the production and scientific research that directly acquires work experience and integrates it into talent cultivation. Due to English language teaching has the characteristics of comprehensive, complexity and practical, and also has a high request to the promotion of comprehensive ability, the use of university-enterprise cooperation platform and the construction of practice base, strengthening the inspection of the practice of English language teaching to language teaching, English language theory research and practical application, the combination of theory teaching and language practice, explore the new mode of English language teaching, combining study with social needs as the guidance, to cultivate a group of highly qualified English talents that could satisfy the requirement of society, at the same time to apply the research results of phase of the English language in practical teaching and practical use to you then, Promote the development of English subject.

2.2 Sample Grouping and Comparison Method

This study adopts the method of sample grouping and comparison. That is, the experimental method of grouping and comparing the measured variables to draw relevant conclusions when other variables are the same. Under the traditional English language teaching form, students with the same English learning stage and equivalent performance in a certain school are selected as the research samples to conduct the English language teaching research. The samples are divided into two different

groups, each group has five groups. Five of them are traditional English language teaching groups, and the other five are industry-university-research English language teaching groups.

It is necessary to control the basic consistency between two different groups in teaching facilities, teacher level and other variables, so as to ensure the accuracy of test results. The five groups of traditional English language teaching methods are still the traditional teaching methods. The other five groups changed the traditional teaching method and studied under the teaching method guided by the theory of production, study and research. After a period of time, two different groups of English learning were measured, and the measurement method and content should be exactly the same. After the measurement is completed, the achievements of the members of these groups are recorded and sorted out in detail. Then, the excellence rate of English achievements of each group is calculated. Finally, the comprehensive excellence rate of English achievements of the traditional English teaching group and the English teaching group under the concept of industry-university-research is calculated.

3. Comprehensive Comparison Process

Step1: questionnaire survey and sample extraction. The questionnaire aims at designing the traditional English language teaching methods, results and satisfaction from the aspects of teachers, students and employers. Under the traditional English language teaching, students at the same stage of English learning and at the same level of English learning were selected as experimental samples.

Step2: sample grouping and experiment. The students are divided into two groups: the traditional English language teaching group and the English language teaching group under the guidance of industry-university-research philosophy. The traditional teaching group does not change the original teaching method, the production, study and research group changes the teaching method, combines the study and the practice research.

Step3: result sorting and analysis. After a period of time, different groups were tested on English language learning, and the scores of each group were recorded and the relevant data were sorted out. According to the data analysis, the conclusion is drawn that the effect of traditional English language teaching is far lower than that of industry-university-research philosophy.

4. Discuss

4.1 Comparative Result Analysis

This paper adopts the method of sample comparison to compare and analyze the results of traditional English language teaching and English language teaching under the concept of industry-university-research. By contrast, only about 24% of students reach the excellent level of English in traditional English language teaching. Under the guidance of the concept of industry-university-research, combining language teaching with practical application and research, the excellent rate of students' English is 56%. After comparison, it is found that there is a difference of about 28% in the rate of excellence, which reflects the deficiency of traditional teaching methods in language teaching and requires us to reflect on and improve methods of English language teaching.

4.2 Advantages of English Language Teaching Methods Based on the Industry-University-Research Concept

Considering the concept of industry-university-research and the characteristics of English language application and practice, English language teaching should combine the teaching of

knowledge with the actual use of language. In the process of knowledge imparting, we should first pay attention to the reasonable arrangement of teaching content. English language teaching courses are so extensive that it is impossible for students to do all of them. Therefore, teachers need to arrange the teaching content reasonably and highlight the teaching focus, so as to better develop students' English language thinking and ability. In practice, teachers should pay attention to basic language teaching, which is the key to the development of students' language thinking, language ability and comprehensive English ability. The second is to deepen students' understanding of English language learning and enhance the interaction between teachers and students in class. On the basis of these two points, pay attention to the construction of language environment. From a practical point of view, students' English learning environment at school is not very ideal. Most of the time, influenced by their own Chinese environment, they just use English in class and do not take the initiative to learn English after class. The lack of a good English learning environment has a negative impact on the cultivation of students' English language thinking. In the face of this teaching situation, it is very important to create a good English environment. To create a language environment, we should pay attention to students' interest and stimulate their interest in learning. On the one hand, adopt the life teaching method. Combine the content of the textbook, present the content to the students' actual situation, let the students realize the life in the knowledge, the knowledge in the life and so on. On the other hand, teachers should also encourage students to read and understand books related to the history of English development, and comprehensively understand the culture and social customs of english-speaking countries, so as to help students better understand the thinking of English language. Thirdly, teachers should pay attention to the construction of the environment after class. Teachers can set some thesis topics related to English language teaching and ask students to complete them independently after class. In the process of paper completion, students are required to query and collect materials related to English language thinking, and to collect some English proverbs, English allusions, etc., for chinese-english translation training, so that students can fully understand the cultural differences between Chinese and English. For example, "an eye for eye" translates as "an eye for an eye," and "mouth off" translates as "arrogant, giving back." Students develop the habit of searching and collecting information, which is conducive to the development of students' English language thinking.

5. Conclusion

Generally speaking, English language teaching is the key to English learning. Nowadays, there are a series of problems in English language teaching in China. The most important problem is the disconnection between language knowledge learning and practical application, which leads to the low efficiency of English learning. Lack of English language thinking training science teaching, therefore, teachers should, under the guidance of concept of production, study and research in English language to teach language and practical application of knowledge and practical language research to promote together, change the traditional teaching mode, explore new teaching methods, teaching goal, change the teaching idea, reflect on the teaching process, so as to continuously improve the quality of English language teaching.

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