

Research on the English Teaching Mode Based on the Cultivation of Applied Talents

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Abstract: The training of applied talents should require students to break the traditional mode of “only reciting, not asking” and “only asking, not answering”. In the social background of “encouraging innovation”, we should not only pay attention to students' practice and innovation ability, the ability to master and use knowledge, but also cultivate students' critical thinking and improve their English application ability. And in the increasingly fierce competition in the social environment, the production of high-quality applied talents is one of the major university personnel training objectives. In order to train students better, English teaching should be reformed accordingly. This paper expounds the existing problems in English teaching, and the reform measures of college English teaching model under the training of applied talents are put forward, in order to improve the quality of English teaching, and in the emphasis on the application of language learning, gradually improve the students' comprehensive quality and ability, in order to achieve the training goal of applied talents.

1. Introduction

With continuous improvement of the educational system in my country's continuously promote the reform of university teaching, The teaching mode of English talent training has changed unprecedently. With the development of economy and society in China, it has become an urgent task for colleges to train applied talents who can apply their professional knowledge and skills to social practice. In 2014, The State Council has proposed guiding a group of ordinary undergraduate universities to transform into applied technology education. How to transform universities to “applied” has become the focus of higher education^[1]. Application-oriented undergraduate courses take “application” as the core, and require the establishment of new subject direction, specialty The teaching structure and teaching system should meet the needs of economic and social development of higher education in the new era, and the course content, course link, course method and other aspects have been upgraded. Improve the teaching level in an all-round way to cultivate application-oriented talents with high moral character and strong social adaptability and competitiveness. However, the reform of the training mode of applied talents in English teaching has paid more and more attention to the cultivation and training of students' learning autonomy and discerning thinking ability. Foreign languages serve as a bridge to communicate with people in other countries, and there is no exception to the demand for applied talents in international trade.

my country's traditional teaching mode of pure knowledge imparting mainly on grammar and translation has largely hindered the cultivation of applied talents in English majors^[3]. As a basic compulsory course, English is evolving from a general language course to an instrumental course, and making students better learn professional knowledge and employment has become its main teaching goal. The cultivation of talents with applied technical skills emphasizes the communicative function of English, and highlights the subjectivity of students' learning, the practicality of teaching content, and the practicality of teaching methods. Under the current situation of parallel teaching of general English and professional English, it is necessary to conduct in-depth research on professional English teaching to make it different from general English, so as to truly cultivate application-oriented talents and enable students to have practical English application ability in professional situations.

2. Requirements for Applied Talents of English Majors

Gao Jiaosi the Ministry of Education promulgated in 2000 “the outline of college English teaching for English majors,” clearly pointed out: “college English major students have a good foundation of English major and rich knowledge of science and culture. They can skillfully use English to engage in foreign affairs and educational work, and are English talents engaged in translation, curriculum, management and inquiry.” In the sectors of economy, trade, culture, science and technology, military and so on, attention should be paid to the cultivation of non-intellectual factors.

In the current job market, the demand for instrumental foreign language talents has dropped significantly, and foreign language graduates with solid language skills and knowledge backgrounds in finance, law, computer, communication, business and trade are favored by enterprises. Look at it this way, the “learning and researching” type of “nerd” in the past can no longer adapt to and meet the needs of the rapidly developing society and market. Application-oriented high-quality foreign language talents^[5]. If the talent training method and teaching mode of the university still stay in the traditional mode, it is tantamount to working behind closed doors in an ivory tower, and the graduates trained can only be unqualified products that are uncompetitive in the market.

3. The Existing Problems of English Teaching Mode

3.1 Teaching Concept Lags Behind

At present, many colleges and universities still take the CET-4 and CET-6 tests as the primary standard for measuring students' English level, and the passing rate as the main indicator Used to measure the level of college English teaching. It can serve for the realization of the goal of talent training at the university level.

3.2 Single Teaching Mode and Teaching Method

Traditional English teaching mistaken English as a rote knowledge class, and believed that English was taught by teachers. The phenomenon of “teacher speaks, students listen; teachers write, students copy; teachers test, students memorize” is still dominant. Therefore, the classroom atmosphere is monotonous and boring, the students' passion for learning is not high, their learning potential is constrained, and the meaning of English teaching is lost^[6]. This indoctrination teaching method makes the interaction between teachers and students less, the classroom atmosphere is dull, and the teaching process is dull and monotonous. Students do not have enough time for independent thinking, cannot actively participate in classroom teaching, ignore students' initiative and application of knowledge, cannot mobilize students' enthusiasm, and hinder students' personality development.

3.3 Poor Practical Application Ability of English

In the process of traditional English teaching, one of the problems that cannot be ignored is that it lays too much emphasis on grammar teaching and neglects the application of students' practical English ability. Students only stay in English learning in theory and cannot promote learning with application, so they cannot generate interest in English learning. Even students who have passed the CET-4 and CET-6 tests are difficult to communicate in English, which cannot reflect the academic level of students in listening and speaking^[7]. This assessment mode results in that students are only willing to spend time and energy doing a lot of test questions, while their comprehensive English application ability, such as oral communication skills, is weak. Many students have poor oral expression skills and are afraid to express themselves for fear of making mistakes.

In addition, There is still a serious disconnect in college English teaching between English ability and professional knowledge, unable to effectively combine students' language ability and professional knowledge, and students' cross-cultural communication ability and general technical communication ability are poor. Therefore, it greatly reduces the employability of students and cannot meet the needs of the society for the diversity of English talents^[8].

4. Exploration of English Classroom Teaching Mode Based on the Cultivation of Applied Talents

4.1 Pay Attention to the Construction of a Diversified Classroom System

If teachers want to better cultivate applied talents, they must get rid of the constraints of traditional education and teaching. In teaching, they should not only pay attention to the teaching of basic knowledge, but also pay attention to the combination of theoretical knowledge and practice, so as to improve the learning enthusiasm of students, so that students learn. Participate in English learning as a learning subject. In addition to updating educational concepts in a timely manner, vigorously introducing "double-qualified" teachers, and strengthening practical links, the highlight is how to improve the classroom model and improve the quality of application-oriented personnel training. In the curriculum system, teachers can let students learn common basic knowledge first, and then learn professional English, such as hotel professional English, tourism professional English, etc. Through the setting of the curriculum system, students can not only master the basic knowledge of English, but also have relatively professional English ability, which is conducive to the use of their own English knowledge in professional learning.

4.2 Pay Attention to Student-Centered Teaching Research

In English teaching, in order to better cultivate applied talents, classroom teaching should be transformed from the previous teacher-centered teaching model to the present student-centered teaching mode change, so that students can truly become the master of learning and actively participate in learning. In English teaching, Teachers should pay attention not only to the teaching of basic knowledge, but also to the improvement of students' English ability, which mainly includes students' ability to accurately use the English knowledge they have learned, obtain corresponding information, constantly expand interpersonal relations, and express themselves skillfully^[9]. In this model, the development of education and teaching is mainly student-centered, creating a corresponding learning atmosphere for students. Students actively participate in the language environment of English learning to communicate in English and improve their English application ability. A teaching model centered on thematic learning. On the basis of stimulating students' interest in learning, teachers guide students to improve their English reading, speaking, listening, and writing abilities. Students mainly learn relevant knowledge in the way of speech, and strengthen the application ability of English knowledge through speech or writing. As for this student-centered teaching system, an example of feedback education model is given, as shown in Figure 1.

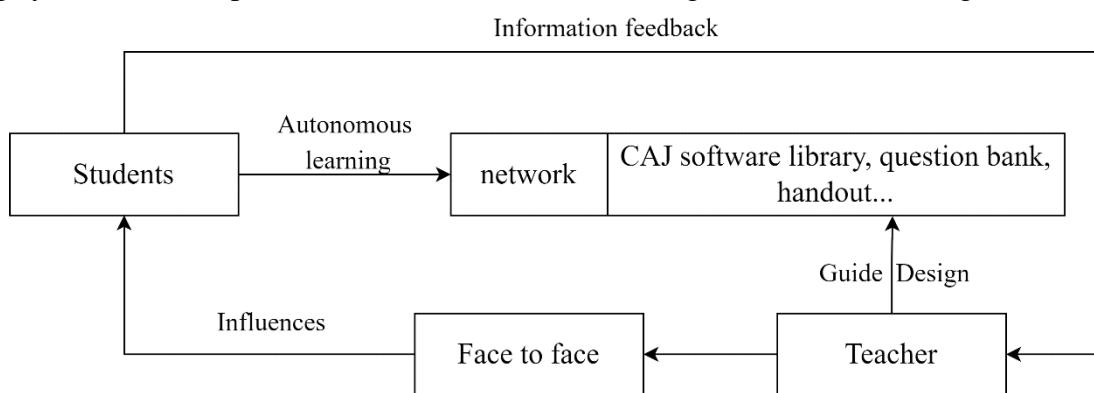


Fig.1 Flow Chart of Feedback Education Model

4.3 Rich Teaching Resources and Diversified Teaching Content

With the development of the information age, students receive information resources from various aspects in their learning, so as to better meet the different needs for information. Teaching content reflects the needs of the market, and students will be interested. Teachers' own industry experience and teaching experience are insufficient, and teaching will inevitably lag behind^[10]. Therefore, collecting more industry latest business information, inviting industry insiders to participate in and guide the selection and arrangement of teaching content, so that teachers and

students can learn first-hand practical industry knowledge and conditions, will inevitably increase the practicability and credibility of teaching content. To sum up, the English teaching model of application-oriented talents training can be summarized as the flow chart shown in Figure 2.

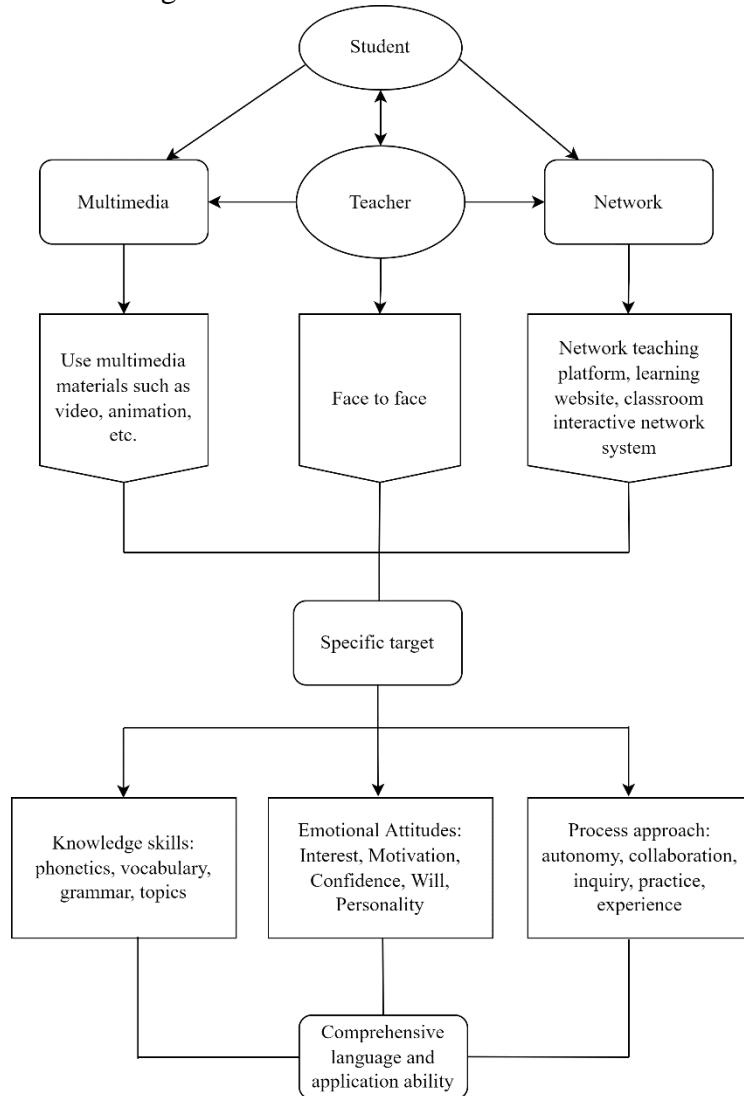


Fig.2 The Overall Flow Chart of the English Teaching Model Based on the cultivation of applied talents

5. Conclusions

The talent training mode of application-oriented undergraduate colleges should be characterized by application-oriented, reflecting the society's demand for talents, and should be concretely implemented in the actual teaching work. Practice teaching is an important aspect of training students applied talents. Only by innovating the practical teaching curriculum model can we efficiently cultivate applied talents that meet the needs of the society. English course, as a basic practical course, needs to be further deepened and reformed to make its contents clearer, So as to improve the overall quality of teaching, in order to achieve the purpose of training applied talents. In the process of implementing the teaching model to cultivate applied talents for English majors, the deficiencies in teachers' professional level, relevant industry knowledge, student sources, task setting and implementation, teaching conditions, and practice bases are some of the constraints that restrict this teaching method and talents. The unfavorable factors for further in-depth, improvement and improvement of cultivation are all to be further discussed by experts and scholars.

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