

A Study on the Application of Situational Approach in College English Teaching

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Abstract: Situational teaching method is a new teaching mode that has emerged with the educational reform in China. The core of situational teaching method is to help students better understand and remember knowledge and improve their ability to apply knowledge by constructing corresponding situations. This paper will discuss the application of situational teaching method in college English teaching, aiming to further explore its application in classroom teaching by analyzing the advantages of this teaching mode, and better serve educational practice.

Keywords: Situational teaching method; College English; Apply

Under the background of education in the new era, more attention is paid to the construction of learning atmosphere, and a relaxed and pleasant learning atmosphere can better promote the improvement of students' learning efficiency. On the one hand, the formation of such learning atmosphere lies in the construction of harmonious teacher-student relationship, and on the other hand, it is about the construction of context.

1. The application principle of situational teaching method in college English teaching

1.1 Principle of subjectivity

The principle of subjectivity emphasizes that in the application of situational teaching method, students' subjective status should be fully respected and their subjective initiative and creativity should be brought into play. To realize this principle, teachers need to change the traditional teaching concept from teacher-centered to student-centered, pay attention to the needs and interests of students, and guide them to actively participate in situational teaching. At the same time, teachers should also actively create situations conducive to students' learning, provide rich teaching resources and practical activities, so that students can feel the practical application of English in a real context. The principle of subjectivity is one of the important application principles of situational teaching in college English teaching. By fully respecting students' subjective status and giving play to their initiative and creativity, the quality and effect of college English teaching can be improved more effectively. At the same time, teachers should continue to explore and innovate the implementation of situational teaching methods in order to adapt to the needs and characteristics of different students and promote the continuous deepening of college English teaching reform.

1.2 Heuristic principles

The principle of inspiration emphasizes that in the teaching process, teachers should stimulate students' curiosity and thirst for knowledge by creating inspiring situations. In college English teaching, teachers can design various situations closely related to the actual life in combination with the content of textbooks, so that students can use English to communicate in a simulated real environment. Such teaching method can make students deeply feel the practicability of English learning, and thus stimulate their enthusiasm and interest in learning English. At the same time, the inspiration principle requires teachers to pay attention to cultivating students' thinking ability and innovation ability when creating situations. Teachers can set some challenging problems or tasks, guide students to deep thinking and analysis, and encourage them to come up with their own insights and solutions. At the same time, teachers can also use modern teaching methods such as multimedia to provide students with more abundant information and resources to help them expand their horizons and cultivate innovative spirit.

2. The application strategy of situational teaching method in college English teaching

2.1 Cultivate students' inquiry ability in thinking context

As a modern educational teaching concept, situational teaching method emphasizes teaching activities in simulated real situations, so that students can master knowledge and skills in practice. In college English teaching, the application of situational teaching method is particularly important, which not only helps to improve students' English application ability, but also cultivates students' ability of inquiry in thinking situations. In order to better implement situational teaching methods, teachers need to do a good job of preparation. Teachers need to understand students' cognitive characteristics and interests, and design teaching situations and tasks that meet students' actual conditions. At the same time, teachers need to master certain teaching skills and methods to guide students to actively participate in situational teaching activities. In addition, teachers need to constantly reflect and summarize teaching experience, and constantly optimize teaching methods and strategies. The application of situational teaching method in college English teaching is of great significance. By creating a real language environment, cultivating students' inquiry ability and stimulating students' learning interest and enthusiasm, situational teaching method can effectively improve students' English application ability and cultivate their inquiry ability. Therefore, college English teachers should actively explore and practice situational teaching methods in order to better promote the all-round development of students.

2.2 Improve students' English listening in game situations

In college English teaching, situation teaching method has been widely concerned and applied. In this process, the creation of game situation plays an obvious role, which can greatly stimulate students' learning interest and promote them to actively participate in English listening learning. In order to give full play to the role of game context in improving students' English listening, teachers should pay attention to the design of game context close to students' real life and arouse students' resonance and interest when applying situational teaching method. Teachers can design game situations that meet the actual needs of students according to their age, interest and cognitive level. For college students, some game situations related to campus life and social hot spots can be designed, so that students can feel the practicability and fun of English learning in the process of participating in the game. At the same time, teachers should pay attention to the diversity and innovation of game situations. A single game situation is easy to make students feel bored and affect the learning effect. Therefore, teachers should constantly try new game forms and situation designs to attract students' attention and stimulate their interest in learning. Can introduce some interactive, challenging game elements, for example, can carry out the "you are my idol" game, divided into boys and girls, boys close their eyes after the performance, girls choose their idols, and then stand behind the idol, boys open their eyes, see how many fans behind them, add how many points. And then the girl plays. Same rules. Finally, choose the most popular boy and girl. In addition, teachers should also pay attention to giving students appropriate guidance and feedback in the game context. In the game process, teachers should pay attention to the performance and needs of students in time, and give them necessary guidance and help.

2.3 Enhance students' sensory experience in the movie context

As a teaching method that emphasizes practical application and situational simulation, the application of situational teaching method in college English teaching has received increasing attention, especially the application of situational teaching method in movie situations, which is of great significance to improve students' sensory experience and promote language learning and cultural understanding. The movie situation provides a real and vivid language environment for students. By watching the original English movie, students can come into contact with the authentic English pronunciation, words and expressions, so as to enhance the perception ability of English pronunciation, intonation and speech speed. At the same time, the dialogues and scenes in the film can help students better understand the use of English in daily life and improve their oral expression skills. In order to give full play to the important role of film context in situational teaching method, teachers need to carefully plan and select English movies suitable for students' English level and interest, and guide and explain them in a timely manner during the viewing process. In this way, students can not only improve their English ability while enjoying the movie, but also make them feel the fun and sense of achievement in English learning. When choosing English movies, teachers should take students' age, English level and interests into full consideration. For beginners, you can choose some children's movies with simple content, clear dialogue and interesting plots, and for students with higher English level, you can choose some movies with moderate language difficulty and rich cultural connotations. At the same time, teachers should also pay attention to the theme and values of the film to ensure that the film selected can convey positive energy and guide students to form a correct world view and values. At the same time, in the process of watching the film, the teacher's guidance and explanation are very important. Teachers can guide students to pay attention to the language points, cultural background and plot development in the film through questions and discussions. At the same time,

teachers can also explain and demonstrate the difficulties and key points in the film to help students understand and master relevant English knowledge. In addition, teachers can also use the plot and characters in the movie to design some interesting interactive links, so that students can learn English in a relaxed and pleasant atmosphere. In addition, in order to further improve the learning effect of students, teachers can also design some innovative teaching activities based on the movie context. Teachers can organize students to play roles, so that students can use their English knowledge to communicate and express themselves in the process of simulating the plot of a movie. Some film-related writing tasks can also be designed so that students can exercise their English thinking and expression ability in writing. These activities not only help students improve their English application ability, but also enable them to have a deeper understanding of the ideas and emotions conveyed by films.

Concluding remarks:

The application of situational teaching method in college English teaching has significant advantages and potential. By constructing corresponding situations and innovating teaching methods, it can not only stimulate students' learning interest and enthusiasm, but also effectively improve their practical English application ability. Therefore, the majority of English educators should actively explore and practice the application of situational teaching method in college English teaching, so as to contribute to the cultivation of high-quality talents with international vision and cross-cultural communication ability.

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