

An Analysis of College English Teaching Models in Applied Undergraduate Colleges Based on Output-oriented Approach

Haotian Qiu

Wuchang Polytechnic College, Wuhan, Hubei, 430200

Abstract: The output-oriented approach coincides with the training goals of application-oriented undergraduate talents. Its core essence is based on market and social orientation to train talents suitable for modern society and market needs. The talent training goal of application-oriented undergraduate colleges is to cultivate application-oriented talents who meet modern needs based on market demand and pay more attention to the cultivation of students' knowledge application ability. Therefore, this paper will deeply explore the English teaching mode of application-oriented undergraduate colleges based on the output-oriented method, with the purpose of exploring the teaching reform idea with the output-oriented method as the core.

Keywords: Output-oriented method; Applied undergraduate; College English

Under the background of economic globalization, with the increase of exchanges between countries, the training of English talents has become the key work in the field of education, and the training of English talents in applied undergraduate colleges is more important. Different from academic and research-oriented talents, the training of talents in applied undergraduate colleges is more inclined to the practical application of knowledge, which is in line with the current output-oriented concept of talent training. It is urgent to abandon the old and single mode of English teaching in the past, and devote to teaching innovation, and strive to achieve a new breakthrough in college English teaching by analyzing the concept of output-oriented method.

1. Define the teaching objectives and build the student-oriented teaching model

Clear teaching goals are the basis of college English teaching in application-oriented colleges. The output-oriented approach emphasizes that the goal of teaching is to cultivate students' practical English application ability rather than just mastering language knowledge. Therefore, the teaching objectives should be set around the actual needs of students, including the cultivation of students' listening, speaking, reading, writing, translation and other abilities, so that they can flexibly use English to communicate in real life. In addition, the teaching goal should also focus on cultivating students' intercultural communication ability, so that they can adapt to the communication environment under different cultural backgrounds. In order to achieve these teaching objectives, it is the key to construct the student-oriented teaching model. The traditional teacher-centered teaching mode often ignores the initiative and creativity of students, resulting in the lack of enthusiasm of students in learning, while the student-centered teaching mode emphasizes the student-centered, gives full play to the principal role of students, and allows students to actively think and explore in the learning process. Under this model, teachers should become the guides and collaborators of students' learning, stimulate students' learning interest and motivation by designing diversified teaching activities and tasks, and guide students to actively participate in the learning process. In the process of constructing the student-oriented teaching model, teachers should pay attention to the individual differences of students and teach according to their aptitude. Each student's English foundation, learning ability and interest are different, so teachers should develop personalized teaching plans according to the actual situation of students to meet the needs of different students. At the same time, teachers should also pay attention to the cultivation of students' independent learning ability, encourage students to conduct independent learning and development in extracurricular time, so as to improve the overall level of their English application ability. In addition, in order to better implement output-oriented teaching, teachers also need to constantly update

their teaching concepts and methods. With the continuous development of educational technology, more and more teaching methods and tools have been applied in classroom teaching. Teachers should actively learn and master these new technologies and methods and apply them in actual teaching to improve teaching effect and quality.

2. Change the teaching concept and select the teaching content

The development of The Times has promoted the renewal of the concept, and the progress of the concept can better guide the practice. Along with the gradual implementation of the education reform in our country, new types of educational concepts continue to emerge. The output-oriented method is a novel educational concept. The change of teaching concept is the premise of the implementation of the output-oriented method. The traditional teaching concept is often teacher-centered, focusing on the instilling of knowledge and the training of test-taking skills, while ignoring the cultivation of students' subjective status and practical application ability, while the output-oriented rule emphasizes the student-centered, focusing on the cultivation of students' language output ability and independent learning ability. Therefore, application-oriented undergraduate colleges should abandon the traditional teaching concept, establish a student-centered modern education concept, pay attention to the actual needs and development potential of students, encourage students to actively participate in classroom interaction, play the main role, and improve their English application ability. At the same time, the choice of teaching content is the key to the realization of the outcome-oriented method, and the choice of teaching content directly affects the improvement of students' learning effect and application ability. Application-oriented undergraduate colleges should select English teaching content closely related to the subject field according to the professional characteristics and actual needs of students, and at the same time, they should pay attention to the practicality and interest of teaching content. To stimulate students' learning interest and enthusiasm. In addition, the teaching content should also be challenging to develop students' innovative thinking and problem-solving skills. In the process of changing teaching concepts and selecting teaching contents, application-oriented undergraduate colleges need to strengthen teacher training and teaching management, teachers should constantly update educational concepts and teaching methods, and improve the ability to use output-oriented method. At the same time, schools should strengthen the monitoring and evaluation of teaching quality to ensure the continuous improvement of teaching effect.

3. Take the market as the orientation and optimize the curriculum

For application-oriented undergraduate colleges, the market is the vane of talent training. The school should conduct in-depth research on the market to fully understand the current market demand for talents, so as to adjust the curriculum to meet the market demand. This is not only the basic task of application-oriented undergraduate colleges, but also the key to improve students' employability and professional quality. It is also the concrete practice of the output-oriented concept, and in this process, it is necessary to fully understand the connotation of the output-oriented concept. On the one hand, it is the demand of the market for talents, and on the other hand, it is also the demand of students for knowledge learning and future careers. Therefore, market-oriented optimization of curriculum provision is an inevitable requirement for application-oriented undergraduate colleges to implement the output-oriented concept. The output-oriented method emphasizes taking the actual needs of students as the starting point and aiming at improving students' English application ability. Through task-based and project-based teaching methods, students can learn in practice and improve in application. This teaching method not only helps stimulate students' learning interest, but also effectively improves students' English practical application ability. Market-oriented curriculum is the key to college English teaching in application-oriented undergraduate colleges, and market demand is the vane of talent training. Therefore, we must pay close attention to market dynamics and understand enterprises' demand for English talents. On this basis, the curriculum can be optimized to increase the course content closely related to the market demand. At the same time, emphasis should be placed on cultivating students' intercultural communication ability to adapt to the multicultural communication needs in the context of globalization. In the process of optimizing the curriculum, we should also pay attention to the innovation of teaching methods. The traditional teacher-lecture-based teaching method can no longer meet the needs of modern English teaching. Therefore, we should actively explore new teaching methods to stimulate students' interest in learning and improve teaching effect.

4. Update the talent evaluation criteria and establish a scientific evaluation system

With the development of economic globalization, the importance of English teaching has become increasingly prominent for application-oriented undergraduate colleges and universities. The traditional talent evaluation criteria often focus on students' test-taking ability, ignoring the cultivation of practical application ability and comprehensive quality. Therefore, English teaching in applied undergraduate colleges based on output-oriented method needs to update the talent evaluation criteria and establish a scientific evaluation system to better meet the needs of social development. First of all, the output-oriented method emphasizes students' practical application ability. Traditional English teaching often overemphasizes the learning of basic knowledge such as grammar

and vocabulary, while ignoring students' ability to use English in practice. Output-oriented teaching requires students to master basic knowledge and pay attention to practical application at the same time. Therefore, talent evaluation criteria should pay more attention to students' practical application ability. Secondly, the establishment of scientific assessment system needs to pay attention to students' learning process and comprehensive quality. In addition to the evaluation of students' learning outcomes, students' performance in the learning process should also be paid attention to. At the same time, comprehensive quality is also an important aspect of the evaluation of students, which can be carried out through classroom observation, group discussion, project practice and other ways to fully reflect the comprehensive quality of students. In addition, the introduction of multiple evaluation means is also the key to establish a scientific evaluation system. The traditional English teaching evaluation often takes examination as the main means, and this single evaluation method is difficult to fully reflect the true level of students. Therefore, self-evaluation, peer evaluation, teacher evaluation and other evaluation methods can be introduced to evaluate students' learning situation more comprehensively.

5. Concluding remarks:

English teaching in application-oriented undergraduate colleges based on output-oriented method needs to constantly update educational concepts and innovate teaching methods, which can not only better improve students' ability to apply English knowledge, but also help improve students' ability to innovate and think, so as to meet the needs of social development. In addition, by paying attention to students' learning process and introducing multiple evaluation methods, a more scientific and comprehensive evaluation system can be built, which will inject new vitality into English teaching in application-oriented undergraduate colleges and universities, and is of great significance for improving students' core English literacy.

References:

- [1] Feng Guohua. Research and Practice on Output-oriented Blended Teaching Model of first-class College English undergraduate courses [J]. English Square, 2023, (34): 83-87.
- [2] Chi Yulian. Construction of College English Flipped Classroom Teaching Model based on output-oriented Approach [J]. Journal of Changchun University of Education, 2023, (05): 94-99.
- [3] Li Hongling. An exploration of output-oriented College English Teaching model based on separate classes [J]. Liaoning Economic Vocational and Technical College. Journal of Liaoning Economic Management Executive College, 2023, (05): 178-180.