

# Development Status and Construction of Quality Education in College English Teaching

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**Abstract :** With the rapid development of economic globalization, the national requirements for quality education of foreign language talents are becoming more and more urgent, and the proportion of quality education in English teaching is also increasing sharply, so as to realize the comprehensiveness and nationalization of talent training. Therefore, on the basis of pointing out the existing problems in college English teaching, this paper discusses the content construction of quality education.

**Keywords :** College English Teaching; Quality Construction; Quality Oriented

## 1. Introduction

College English teaching has the responsibility and obligation to carry out and implement quality education, unify science education and quality education, and realize the talent training and talent export mode with national characteristics, so as to promote the virtuous cycle of the education system with national characteristics. At present, most scholars realize the importance of quality education in college English teaching. However, in terms of the current situation of higher education, there are still major problems in quality education. The main manifestations are: lack of awareness of quality education and single content; The curriculum is not scientific enough and the practical ability is insufficient; Teaching methods are rigid and learning motivation is not strong.

## 2. College English teaching quality education background

First of all, the State Council's version of the Action Plan for the Revitalization of Education in the 21st Century clearly puts forward the "cross century quality education project", which opens the prelude to the overall promotion of quality education. As a national strategic decision, quality education has entered a new stage of comprehensive implementation. Secondly, in the final analysis, the contemporary international competition is the quality competition of talents. Only by comprehensively promoting quality education and creating talents with excellent quality, can we comprehensively improve the quality of education and realize the goal of strengthening the country through education. The Syllabus for English Majors in Colleges and Universities issued in 2000 also puts forward clear requirements for the cultivation of quality education. Finally, with the development of knowledge economy, talent quality education has higher and higher requirements for English application ability. The success or failure of international political, economic and cultural project cooperation and competition depends on language and cultural quality to a certain extent. In this sense, cultivating high-quality talents with high English application ability required by the new era is the responsibility entrusted by the times to college English teaching.

## 3. Current situation of quality education in English teaching in colleges and universities

### 3.1 Lack of awareness of quality education and single content

Under the influence of traditional teaching ideas, teachers lack the awareness of quality education, and it is difficult to realize the transformation from single knowledge education to whole person education. Teachers are undoubtedly one of the important elements in the process of education. The lack of teachers' concept of quality education will directly affect the overall

implementation and development of quality education and the output and promotion of quality teaching achievements. At the same time, teachers' biased understanding of quality education will objectively lead to the deformity of talent training. Therefore, in order to fully implement quality-oriented teaching, we need teachers to adjust the teaching orientation.

### **3.2 The curriculum is not scientific enough and the practical ability is insufficient**

In terms of the proportion of curriculum, the existing curriculum still follows the old teaching framework, has insufficient consideration of the content of quality education, which is not deeply involved in the elements of quality education, and the proportion of theoretical curriculum content is significantly higher than that of cultural content. In terms of curriculum subjects, quality education tends to pay more attention to theory than practice, and language input courses are significantly higher than language output courses. As far as the existing curriculum system is concerned, most of the curriculum is mainly reflected in the single language skill teaching, lacking the refinement of cultural connotation, the expansion of thinking mode and the all-round development of comprehensive ability. Therefore, the imperfect curriculum objectively leads to the development of the content of quality education.

### **3.3 Rigid teaching methods and weak learning motivation**

At present, the existing college English teaching has begun to establish the teaching concept of student-centered and teacher-led. However, in terms of specific teaching methods, most teachers still lack methods to enlighten and guide students to expand their thinking ability, and lack methods to stimulate students' learning motivation. Especially in the expansion of the second classroom teaching, how to really convert book knowledge into the achievements of quality education is still an urgent problem to be solved. In this regard, classroom teaching methods obviously need to be adjusted, adopt multi-modal teaching forms, flexibly use a variety of teaching means, and can be realized on the basis of the expansion of students' cognition.

## **4. Construction strategy of quality education in college English teaching**

### **4.1 Revising the syllabus and clarifying the requirements of quality education**

College English teaching should further clarify the guiding ideology of quality education in the syllabus, and refine the specific objectives in the links of teaching purpose, teaching content, basic teaching requirements and practical teaching. On the basis of completing the curriculum teaching objectives, we should make quality education penetrate into all links of teaching and maximize the effect of quality education.

### **4.2 Digging deep into teaching resources and building the theme of quality education**

On the one hand, establish a "three-dimensional" view of teaching materials. Integration of "Internet plus" new media curriculum resources. We should strengthen the collection and sorting of quality teaching materials, teaching courseware and teaching images to form complete quality teaching documents and archives. On the other hand, we should set up the network teaching section, realize the Internet sharing of quality-oriented teaching achievements in a planned and step-by-step way, and provide a platform for students' independent learning, personalized learning and online learning. In addition, in the use of existing teaching materials, we should reorganize learning units. The chapters with high relevance and strong content of quality education are selected and reflected in the syllabus.

### **4.3 Exploring teaching methods and constructing quality-oriented education model**

Quality education should be student-centered and adopt OBE (Outcomes-based Education) teaching mode. Let the student improve the quality consciousness at the same time and infiltrate it. There are many teaching modes in teaching methods. ① Intuitive teaching. Use videos and photo collections to guide students to pay attention to national culture, national rejuvenation and national development prospects. ② Task-based teaching. Design quality education problems, on the basis of cultural differences, we should cultivate cultural consciousness and confidence, and improve cross-cultural communication ability. ③ Situational teaching: by embedding scenes to improve the professional quality of normal university students, we should guide them to establish correct values and make them clear about their future goals. ④ Project teaching. We should construct the independent learning mode of the first class and the second class, organically integrate the course content and international current affairs, and cultivate students' keen political insight, so as to inspire students to think about issues related to the promotion of national culture.

### **4.4 Improving teaching content and integrating quality teaching elements**

In practice teaching, one is to ensure the integrity of quality education. The four teaching links of pre-class preview-topic introduction-discussion in class-reflection after class are relatively unified. Second, we must ensure the intuitiveness of quality

education. Teaching courseware, lecture notes, teaching cases require clear display and expression. Set up a specific situation to lead the students to discuss a question, improve the language output ability. Thirdly, we should ensure the interestingness of quality education. The arrangement of teaching activities pays attention to interaction and communication, arouses the enthusiasm and initiative of students, and seeks the correlation between professional knowledge and quality education, so as to realize the organic integration of knowledge imparting and value guidance, and achieve the goal of moral cultivation through infiltration. Fourth, the process of achievement evaluation. We should integrate quality education into the process of achievement evaluation.

#### **4.5 Improving the assessment system and refining the assessment process**

In order to form a standardized, scientific and refined teaching management, college English courses should improve the original course assessment system and adopt a course achievement evaluation system that combines process, formation and output. Formative evaluation means to encourage the teaching integration of quality education elements, and make it an important index of course goal achievement. The process evaluation refers to the elaboration and systematic construction of quality education as an indispensable teaching content, so as to make it follow the law of teaching and educating and the law of students' growth. Productive evaluation refers to encouraging teachers to refine teaching results, publish relevant teaching papers, and carefully sort out relevant teaching materials, in order to actively prepare for the output of college English quality textbooks.

### **5. Conclusion**

To sum up, in the college students' English quality teaching, we should pay attention to the students' English comprehensive ability training, the teachers should continuously explore the problems existing in the classroom teaching, and correct them innovation design more accord with the actual situation of college English teaching plan, in order to help students improve learning atmosphere, strengthen students' interest, and improve English ability. We should cultivate versatile English talents to meet the needs of social development and lay a solid talent foundation for national development and national rejuvenation.

### **References**

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