

The Spatial Construction of Compound Foreign Language Ability around the Axis¹

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Abstract: The core principle of the teaching concept of “turning around the axis” is to pay high attention to the development of students’ ability. In order to effectively implement the training goal of foreign language compound talents, promote the teaching reform of first-class foreign language talents training, and explore the space construction scheme of foreign language + professional students’ composite talent ability, it is an innovative way to solve the current “new foreign language” talent training. The specific scheme of spatial construction takes the ability spatial classification as the breakthrough, takes the ability-oriented classroom construction and the ability-oriented achievement evaluation design as the path, and finally achieves the ability-oriented teaching, curriculum and classroom.

Keywords: Flip concept around the axis; Foreign language compound ability; Ability space; Ability classroom; Ability design

Foreword

Under the background of new liberal arts, foreign language majors are transforming to “new foreign language”, and the focus is mainly on the rational allocation of compound talents and the matching of social needs. In fact, the problem of ability training should be paid more attention to. Under the pressure of foreign language courses, the completion of teaching tasks is the completion of knowledge push.

Foreign language teaching only pays attention to the cultivation of the indoctrination of students' knowledge, which belongs to the feeding type, but focuses on the cultivation of students' ability, which belongs to the active knowledge seeking and exploration type. If the two are placed on the rapidly changing world stage, the ability of the talent is better than the traditional knowledge type. The core of testing the quality of talent training is the composite ability. The concept of "flipping the teaching focus and highlighting the ability training" is in line with the demand of the composite ability of foreign language talents.

1. The reference significance of the "four concepts"

After the release of Stanford University 2025 Plan in 2015, [1] has caused a hot discussion in the higher education circle, but few reform research and practical achievements have been published in the reform of foreign language teaching in China. The plan proposes to break through the limitation of time and space, to establish the university of “Open Ring”, to “pivot”, to highlight the ability cultivation, to realize self-oriented education, to break the discipline boundaries and collaborative innovation, to subvert the restrictions of the traditional higher education model and realize the diversification of talent cultivation.

1.1 Interest stimulates enthusiasm, and practice feeds back to knowledge

“Open ring university” advocates study + employment + re-study + re-employment. . . Open learning concept, employment difficulties.

With the help of school replenishment, the academic shortcomings through the return to employment. On-campus and off-campus practice helps to stimulate the cognitive enthusiasm and learning desire of foreign language major students. The driving force of knowledge persistence comes from the mutual promotion of teaching training and practice.

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1.2 The overall situation drives the word “can” first

The concept of “turning around the axis” refers to “putting the development of students’ removable skills in the core position of teaching and learning, setting up training programs and teaching reform around ability training, and cultivating talents in the new era to meet the needs of society”^[2].

Traditional foreign language teaching classroom belongs to language skills standard, language knowledge teaching, language expertise, etc. , taking foreign language tool skills and related knowledge background as the main training goal. In the face of the training needs of compound foreign language talents, the concept of “turning” of “ability first before knowledge” provides the idea for the exploration of teaching reform. Foreign language is another professional tool to explore, and the tool pays better attention to the function. Just as Dai Weidong, a well-known foreign language educator in China, believes that the training of compound senior foreign language talents should take language ability as the core, application ability as the focus, and innovation ability as the driving force (Dai Weidong 2017)^[3].

The training of foreign language talents should catch up and surpass, meet overlapping challenges, meet the needs of transformation, and meet the people’s educational expectations. Based on the flipping goal orientation training, guided by socialist values, based on knowledge construction, and taking ability as the guide, we explore and try to construct the teaching concept of ability space.

1.3 Information guidance, independent planning

In the face of the current diversified ways of learning knowledge learning, "adaptive education" not only presents the survival and challenge of foreign language teaching under the current background, but also pays more attention to the self-development needs of students.

Students is to choose the main body, growth main body, planning, creative subject, play to the initiative of students, with the aid of online education platform, combined with big data, AI intelligence, and other functions, free to choose traditional classroom cannot provide interest courses and learning mode, not only conforms to the present adaptive education development reality, also provides students with the analysis evaluation and planning and development platform.

1.4 Mutual learning, cross-boundary learning

With the expansion of adaptive breadth and the deepening of independent learning consciousness, the multi-disciplinary cross-learning ability and personalized learning mode that are not confined to foreign language professional barriers create the concept of “cross-border learning” and continuous learning. “Breaking disciplinary boundaries and making collaborative innovation” is suitable for the training needs of compound foreign language talents in universities, and provides a compound development space for the “ability leading view” of actively seeking knowledge.

2. The ability needed by foreign language compound talents

The key words to interpret “ability” are practice, level, condition and quality. “Ability” first refers to the measure reflected in the completion of a goal or task in practical activities, so the ability can be evaluated and developed, which is closely related to knowledge and literacy. Secondly, knowledge internalization and transfer are the conditions for ability development. There are differences in individual ability level, which is both the beginning and the result of knowledge learning. The level of ability can guarantee the amount of knowledge acquisition. Thirdly, personal belief, concept, vision and other quality assurance ability to maximize. According to the different teaching objectives, the ability space is also different.

With the promulgation of a series of important documents of national higher education, the cultivation of talent ability in universities has been paid more and more attention. Teaching Guide for Foreign Languages and Literature Majors in Regular Institutions of Higher Learning (hereinafter referred to as the Guide)^[4] Inclability requirements in the "training specifications". Among them, taking Russian major as an example, 9 abilities include (professional language) application ability, literary appreciation ability, cross-cultural ability, critical thinking ability, research ability, innovation ability, information technology ability, independent learning ability and practical ability.

There are three "foreign language abilities": professional language application, literature appreciation and cross-cultural communication. The other seven abilities are the ability to learn new things, face the future world and expand the development space, which any professional learners need to have, with transferability, namely "migratory ability"^[5]. In both literature, science, agriculture, medicine and other disciplines, each major has its own “ability space” characteristics, personality and commonness. The cultivation of transferable ability has a far-reaching impact on students’ long-term development. Transfer ability connects foreign language ability and professional ability. Professional ability refers to the relevant characteristic ability ap-

plicable to the research and practical development of specialized disciplines. Professional ability, foreign language ability and transferable ability together constitute the space of compound foreign language ability.

Ability space is a mutual superposition system, which is manifested in the relationship of ability composition hierarchy, superposition, and the connection between ability development and quality and knowledge.

Capabilities can continue to be stratified according to their professional objectives and connotations. The composite ability is the first level, and the second level is divided into foreign language ability, professional ability and transferable ability. Under the foreign language ability, the third level includes the ability of application ability, literary appreciation ability and cross-cultural ability. The fourth level of the former continues to be divided into the written ability and oral communication ability of foreign language majors on the basis of communication form. Ability is also a horizontal expansion system. In addition to professional language expression ability, language use ability can also be expanded to "metaphor ability", "pragmatic ability", "cognitive grammar ability", "rhetoric ability" and so on.

The composite ability of foreign language is influenced and related to each other, the independent learning ability of migratory ability will improve, the language use ability will also increase positively, and other composite professional abilities will also be improved, which indicates that the influence of ability is superimposed. Ability in achieving different goals can not be separated from quality in knowledge, such as, to solve the different cultural backgrounds of Chinese enterprises "go

Obstacles to "going out"; interpreting China's thoughts and actions from the perspective of foreign culture needs to tell Chinese stories and the ability to find, analyze and solve problems, so ability is closely related to quality and knowledge.

Capability is a system engineering, which constitutes a relatively independent space.

3. Space development mode of compound foreign language ability

The development of compound foreign language ability needs the support of multi-dimensional subspace, including course ability sequence space, course ability training space and classroom ability development space, etc. The above subspace is interdependent and restricts each other, forming a reasonable cycle and continuously optimized scheme and implementation environment. The construction of ability space depends on the top-level framework design of teaching reform, and on the other hand, it also depends on the last kilometer of the implementation of teaching reform, that is, the individual teaching reform concept of classroom teachers can only be implemented when it is consistent with the top-level design.

Foreign language ability includes two core elements: foreign language ability and migratory ability. Under the condition of four years of undergraduate education, the compound foreign language major needs to expand the original foreign language ability and the migratory ability into three elements, and the removable ability and the other two elements are developed superimposed. In limited space and time, the reasonable allocation ability in practice are stages, fusion and auxiliary.

3.1 stagewise

In the early stage of the transformation of foreign language ability to the recombination, the composite foreign language ability space shows the modular characteristics, and the language ability and professional ability are developed according to the time order of 2 + 2, 1 + 2 and 1 + 3 academic year. Corresponding to the early language skills course and the second-class professional courses in the later stage, the foreign language ability and professional combination courses are developed respectively.

The early design of early foreign language classroom teaching highlights the teaching characteristics of language ability. The most distinctive feature of traditional professional foreign language teaching is the teaching of "language skills standard", highlighting the skills of "listening, speaking, reading, writing and translation". The common course names include intensive reading, reading, listening, speaking, audio-visual and speaking, translation, interpretation, writing and so on.

Later to strengthen the composite professional ability. The composite professional curriculum system is based on foreign language ability, and several composite professional courses are added in different grades. The course design highlights the professional knowledge, which weakens the connection with the practice of foreign language application ability, and expands the transferable ability in the teaching of professional knowledge.

In the primary stage, the basic foreign language ability is the precursor type, the migratory ability is the catalytic type, and the professional ability is the post-complement type. In the advanced stage, the professional ability and the basic foreign language ability are the parallel drive type, and the migratory ability is still the catalytic type.

3.2 Fusion type

It is integrated to develop language ability and professional ability in teaching. The integrated classroom adopts CB (within

I Rong Ji Shi) teaching method, with foreign language as the classroom communication tool, teaching professional knowledge, at the same time to master the subject knowledge and the foreign language application ability of the major.

This model was tried as early as in the late Qing Dynasty. "Fujian Shipbuilding School is the first higher industrial school in modern China, which is a typical model of 'professional + foreign language'. The school is divided into front and back two classes, the front hall to learn shipbuilding technology, using French teaching; the back hall to learn driving technology, using English teaching^[6].

The advantage of this mode lies in breaking through the bottleneck of cultivating foreign language compound talents and building a two-element teaching environment of "professional knowledge + foreign language skills". Compared with traditional teaching, teaching will pay less attention to the advanced development and attention of foreign language application ability.

3.3 Auxiliary type

This kind of ability development mainly refers to the transmission of professional knowledge and assisting the learning of foreign language foundation. With the development of professional ability as the main part, supplemented by foreign language application ability, such as regional countries, international communication, international affairs, international organizations, international law, finance, tourism, and foreign language superposition, the cultivation of foreign language ability is implicit or reserved, and the development of professional ability and migratory ability is regarded as the core goal. Foreign language skills are equivalent to the reading decoder to some extent, and the depth of the foreign language ability is greatly reduced.

The stage highlights the strong foreign language ability, the fusion emphasizes the foreign language ability tool, and the auxiliary reflects the weak foreign language ability. The above three types reflect the weakening trend of foreign language ability from the strong, weak and auxiliary positions, and are also the three development paths of the current ability training of compound foreign language talents. Under different talent training goals, they can not only share symbiosis, but also influence each other and produce new types of ability development.

The ability space development model is based on the perspective of the campus wall. Restricted by the semester and the personal time of the learning subject, the space development cannot break through the wall temporarily. Therefore, it will inevitably produce the possibility that highlighting a certain ability means diluting another ability. What spatial mode of ability is constructed in teaching depends on the training program, curriculum objectives and classroom teaching objectives.

4. Classroom ability space design

"Foreign language education should cultivate talents who are both conscious and capable of spreading Chinese culture"^[7]. The composite foreign language ability space can only be competent for the mission by breaking through the limitation of the wall. Compound foreign language ability space is a "classroom ability space" focusing on the development of students' ability. The traditional classroom teaching idea is the talent training idea from knowledge teaching to ability development, and the classroom ability space design is the driving process of driving knowledge mastery from ability development.

4.1 Flip classroom mode

Both the concept of "flipping around the axis" and "flipped classroom" pay attention to the development of students' independent ability, and give the learning initiative to students. In the teaching classroom, teachers change from teaching leading status to guiding learners to answer questions for students. In the mixed online and offline flipped classroom, the teaching video of knowledge points is transferred to online for students' independent learning, and the development of compound foreign language ability is transferred to offline physical classroom, where teachers and students jointly complete diversified tasks and projects. Take transfer ability, foreign language ability and professional ability as the primary driving force to drive knowledge learning. The primary driving force that should develop first is the ability to develop independent learning. With the help of the mixed teaching mode, the first priority is to cultivate the independent learning ability, and the parallel development of information ability, language ability, and then gradually improve the practical ability, research ability and innovation ability.

The "student-centered" classroom ability space forms the ability chain before, during and after class. Before class, we especially focus on the development of migratory ability of independent learning. In class, we pay attention to the improvement of basic foreign language ability and professional ability, resolve the key and difficult points, and vigorously develop practical ability, critical thinking ability and innovation ability. After class, we pay more attention to the comprehensive optimization of composite foreign language ability.

In this way, hybrid flipped classroom online and offline form, virtual and physical classroom, free and orderly learning atmosphere, fragments and system knowledge, passive + active learning attitude, knowledge and ability development space,

teaching and flipped teaching form, through migration ability to drive foreign language ability and professional ability spiral in competition and promote each other, to skilled and strong.

4.2 Capability-type classroom design case

The hybrid flipped classroom mode can fully demonstrate the teaching design concept of competence classroom. Taking foreign language ability as an example, the traditional classroom teaching unit design often takes speech as the head, grammar as the belly, and speech expression as the end. As the core symbol of foreign language ability, the speech expression level cannot leave the basis of correct speech output and skilled grammar use. Speech expression ability determines the success of cross-cultural communication ability, and it is also the preset ability to promote the development of migratory ability. In this way, it is necessary to reverse the traditional classroom design, that is, starting from the speech expression at the end, to develop the grammar ability to the belly, and the phonetic ability to the end. Turn the pronunciation imitation and grammar knowledge learning into the online learning, leaving a full design space for the speech expression ability integrating the pronunciation and grammar.

For example, in the early stage of the stage composite capacity space 2 + 2 composite stage, the common design cases include personal display type, interview type, workshop type, etc.

4.2.1 Personal display

Students should complete a certain oral or written task independently, such as interest display, experience sharing, daily life report, etc. After the personal display, the rest of the peers are the teachers' interactive questions and comments. Personal presentation type theme selection

And the time control of the relative freedom, the full display of individual ability.

4.2.2 Interview type

The course unit is designed around the topic, and each unit is one theme. In Russian "sports" project, for example, to "sports star" make Russian interview program, using a certain vocabulary on the Internet to collect all kinds of games, sports, health related introduction, after preparation in the classroom flip discussion, realize the ability of practical use, rather than the classroom skilled type practice, through both questions, really to solve the social problems in sports, thinking about how to solve and in the face of regional events "power game". Relying on the guidance of foreign language theme, explore the ability to explore, integrate basic foreign language skills to realize innovative thinking and the courage to face challenges. In the interview type, there are personal presentation and discourse cooperation between the two sides. Using foreign languages to conduct thinking collision on hot issues, and stimulate the critical thinking ability and problem-solving ability.

4.2.3 Workshop type

The design of flipped classroom is inseparable from the moral education classroom atmosphere and distinctive classroom culture. The more positive energy the classroom design is, the more able the harmonious development of the space is. Workshop type This is a teamwork capability design scheme. According to the special topics, such as language, translation, literature, tourism, foreign affairs, local characteristics, information technology, feedback groups (book suggestions, course suggestions, teachers and students' suggestions, all kinds of problems handling), they can be formed into different groups to implement relevant practical activities. Students tell about and share the gains and losses of the group practice according to their own hobbies. Senior students can also be invited to ask questions, supplements and suggestions; students can comment and propose various practical solutions. This type can fully demonstrate students' knowledge accumulation, speculation and innovation ability. Workshop type gives full play to team ability, cooperate to solve problems, enhance team awareness, improve learning attitude, change learning style, feel learning freedom in mutual appreciation and mutual promotion.

4.3 Ability-type classroom classification and evaluation

The achievement degree of the training goal of compound foreign language ability talents is taken as the key index point to evaluate the course construction and effectiveness. To evaluate and evaluate students' foreign language ability and professional ability as much as possible, and non-quantitative evaluation can evaluate their migratory ability.

4.3.1 Quantifiable capability evaluation

Quantifiable evaluation is divided into scores and grades. The weighted score items of "classroom interaction" can participate in the evaluation of students' foreign language application, cross-cultural communication, literary appreciation ability and compound professional level. Students will observe, think, consult, case participation, etc. , and put forward innovative learning methods, modes, content and other suggestions, and they will get general, good, excellent rating or star rating points.

4.3.2 Implicit quantitative evaluation

Although students' personal quality cannot pass the explicit evaluation of ordinary performance, their attitude and enthusiasm in online and offline activities have become a part of the quantitative evaluation through the weight of classroom activities displayed by the learning activities that students participate in.

4.3.3 Non-quantitative evaluation

Non-quantitative evaluation is the teachers' comment and oral recognition of students' ability in the classroom, which can stimulate students' confidence and growth.

Ability classroom focuses on the wisdom of the big pattern of talent training, and finally cultivates students' ability to solve problems. Flipped classroom provides a platform, breaking boundaries and innovation can liberate the traditional thinking of ability development. Ability evaluation reflects the teaching concept of paying attention to students' ability growth, creates a good ability ecological environment for talent training, and provides the pursuit of open university and lifelong learning for students' development.

5. The designer of the complex ability space construction

From school, curriculum to classroom, from teaching concept to teaching content, from goal to implementation, the cultivation goal of emphasizing ability should be implemented in every link. "Ability space" plays a key role in the construction of curriculum sequence design space, curriculum teaching space and classroom teaching space.

Teachers are the designers and practitioners of the ability view, and ensure the effective operation of the object ability. The key to developing the "ability space" is to innovate the teachers' concept. "We are facing an unknown, uncertain world, in this world, the students have the certainty of things is a foregone conclusion, but how to cultivate students to deal with the future, the survival ability, how to guide them to establish proper target generation in the unknown environment, this is worth our thoughtful valuable question" (store from zhaohui 2022)^[8].

Teachers' perspective focus from the existing classroom to the future students graduate society, with the help of output oriented method, and communities in course teaching, with social development as an opportunity to adjust the classroom teaching goal, reflect on teaching gain and loss, realize digital tracking evaluation, ability development for traction, quality, knowledge, ability, with teaching goal build integration of professional group, such as economic and trade translation team, regional national team, language and literature team, etc. In the future, the modular operation of the team focusing on students' ability development should be a trend to provide comprehensive guidance for students' ability cultivation.

It is the responsibility of teachers to keep up with The Times, take root in teaching, invest energy, pay attention to the reform direction, and help develop talents. Teachers are not knowledge porters or skill trainers, but the leaders of life growth and progress, and are the spiritual traction of taking the lead. It is necessary to teach students in accordance with their aptitude to tap students' potential, stimulate students' initiative, and try to promote the subjective conditions of students' quality progress. Teachers are not the creators of ordinary products, but for the future development of students

Founder, teachers should not only be teachers, to cultivate the spirit of lifelong exploration and interest and vitality of the "future success accumulation" of wisdom teachers.

6. Epilogue

Most people have no knowledge after leaving school. Knowledge is no longer desperately added to. In the era of big data, it makes it easy to find the knowledge they need. Ability should be used in relative addition. In the age of information teaching, the idea of "turning from knowledge" to "ability" puts forward the signal of the development of the traditional foreign language skill teaching. But any kind of reference should be moderate, should not be too exaggerated, otherwise it will become a tree without roots, without the source of water. Teaching is inseparable from the quality, knowledge, ability of either side. The proposal of ability space is precisely to cause the reverse complement design limited to the knowledge classroom, so that students can transition from one-time education to lifelong learning, and help students to establish the concept of learning for the achievement of the future. The only constant in the current era is change. Teachers need to change, students are willing to seek change, and gain the lifelong ability to explore the beads in the change.

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