

An Overview of Practical College English Teaching

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Abstract: With the development of Chinese economic education, the demand for English professionals is increasing, and English professional development also faces many new challenges. In order to adapt to the experience and market demand under the development background of the new era, it is necessary to pay attention to the training of English talents, analyze the training mode of practical English majors in college, understand the current situation and existing problems and realize the innovation of practical English teaching in college. This paper analyzes the current situation and strategies of college practical English teaching, hoping to provide more suggestions for college students' English teaching and promote its reform.

Keywords: University; Practical English; Teaching; An overview of the

English is a tool of communication, especially with the internationalization of economic development, English has become an important communication language at present. The main purpose of English teaching is to enable students to acquire more knowledge and improve their ability in the process of communication^[1]. Practical college English teaching needs to be combined with the specific situation, and should fully consider the current development requirements to adopt a variety of strategies, students as the center, use a variety of tools to carry out teaching activities, improve the effectiveness of teaching, ensure the smooth progress of teaching activities.

1. Current Situation of practical College English teaching

1.1 Classroom teaching is teacher-centered and students' subjective initiative is not strong

The idea of practical college English teaching is that teachers record the knowledge of English learning on the blackboard and transfer the relevant knowledge points to students for important words and paragraphs. This teaching method is old and has been used for a long time. Although students can master the relevant knowledge by memorizing and reciting, this method also has many drawbacks. In the process of college practical English learning, teachers take the lead, so students just passively accept it, which leads to students' weak subjective awareness of learning. In this process, students can hardly form interest in English knowledge and cannot actively explore relevant knowledge^[2]. In particular, students lose the courage to question in the process of learning. They have great faith in teachers, knowledge from textbooks and teachers' theories, which leads to their lack of questioning spirit. Some problems may occur in learning, which will affect students' innovation ability and their future work and study. If there are some wrong questions in the material, they may blindly believe the relevant mistakes that cannot be deeply explored, and they will not innovate by themselves to translate and answer them from their own perspective.

1.2 Teaching methods and behaviors are not unified

Practical college English teaching pays attention to the diversity of methods, so that students can learn independently and improve their learning enthusiasm from the perspective of students. However, this learning method will impact the traditional teaching mode, and teachers are not easy to accept this method^[3]. Traditional teaching ideas and behaviors have been unable to adapt to the current background of practical college English teaching activities, so it is necessary to form new theories and ideas, there are still some problems in the current practical college English teaching, the reform progress is relatively slow, and many traditional theories and methods can not be changed. For some teachers, it is difficult to carry out their work, and these teachers are not willing to change for the sake of students. The teaching method is often to adopt the traditional method to guide students, which leads to more problems in the current teaching work. In particular, college students accept new ideas quickly, so there may be some conflicts with teachers, which

will affect the development of practical English teaching activities in college.

1.3 Lack of understanding of practical teaching

Practical college English teaching attaches great importance to the teaching of theoretical knowledge, but such knowledge cannot arouse students' curiosity, and may be boring in the process of learning, which will affect students' enthusiasm for learning. Teachers tend to pay too much attention to the cultural connotation and logical thinking in the teaching of students. Therefore, in the specific teaching process, they cannot connect knowledge with students' life together, which leads to poor adaptive teaching effect and failure to better understand knowledge, which may lead to more problems. Practical college English teaching is highly practical and needs to focus on conversation and communication, but it is not practiced enough in actual teaching. Therefore, students may learn a lot of theoretical knowledge, but cannot apply it to practical communication. As a result, students only learn by rote and cannot communicate with each other, which is unfavorable to professional talent training. Many students often learn a lot of knowledge, but in the process of daily communication do not have the courage to communicate, do not know how to express, which leads to teaching failure.

1.4 Insufficient training of innovative thinking

In practical college English teaching, students' innovative thinking is not cultivated enough. Many students only learn all kinds of knowledge according to the guidance of teachers, and their own learning ability is not strong. Moreover, doctors without innovation often learn according to the knowledge of books and textbooks, so there are many problems in their own learning, and they cannot make innovation, which will affect their future work and study^[4]. In the process of college practical English learning, it is necessary to independently learn relevant knowledge and have the ability to innovate. In the process of communicating with others, it is necessary to innovate and apply this kind of thinking to work. However, current students are not able to meet this requirement.

1.5 Students' ability evaluation is single

In practical college English teaching, the evaluation of students' ability is relatively simple. At present, the evaluation of students' learning results is mainly based on their grades, and the evaluation of students' oral expression ability is insufficient, so the accuracy of the evaluation results cannot be guaranteed^[5]. In particular, many students are not strong in writing English knowledge, but they are very familiar with the cultural background, language sense and the problems that need attention in the expression of various scenes. In the process of the specific examination, they do not know enough about the paper, which may lead to low scores. However, such talents have strong expression ability and can meet the current communication requirements. However, the current college English test cannot evaluate the professional ability of such talents, which will also affect the future development of students. In practical college English teaching, teachers' evaluation of students' ability is insufficient in teaching, which is only used for evaluation, but not helpful to the improvement of teaching activities.

2. College practical English teaching strategies

2.1 Teaching activities should be student-centered, and teachers should guide students

In practical college English teaching, it is necessary to stimulate students' potential of independent learning, and teachers need to help students carry out various activities to enable them to have the ability of independent learning. The improvement of students' independent learning ability can improve their learning effect, independently analyze textbooks to find problems, and notice the differences between them and other students. In this way, they can better carry out learning activities, experience and learning quality. In the process of learning, students can rationally analyze the problems that need to be paid attention to in their own learning, and better understand the meaning of English words^[6]. In this process, college teachers can give guidance to students and let them know the problems that need to be paid attention to in specific learning, so as to ensure the correct learning direction of students. Teachers should also design life scenes, guide students to talk, encourage students to analyze the teaching key points and difficulties while thinking, refine the explanation, leave the extra space for students, so as to improve students' analytical understanding ability, solve specific teaching problems, and exercise students' oral expression ability.

2.2 Combination of theory and practice teaching

Practical college English teaching is the combination of practical and theoretical knowledge teaching, practice is the most critical link, which is the key to training professional English talents. In the process of teaching, teachers should attach importance to the combination of theoretical courses and practical courses, and improve the class hours of practical courses so that students can have

more opportunities to practice their oral expression ability^[7]. At the same time, scenes can be designed in the process of teaching, so that students can practice with each other. Teachers can also analyze the situations that may be encountered in English dialogue, so that students can exercise their oral ability. In this way, they can combine theoretical knowledge with dialogue, which can cooperate with each other to improve the effect of English teaching. In the process of practical teaching, teachers can combine the tools on the network to choose appropriate communication scenes, and also design appropriate scenes for students with different oral expression abilities, so as to exercise students' practical ability and improve their oral expression ability, which is of great significance for the cultivation of students' practical ability.

In the training of students, college teachers should attach importance to pronunciation training for ordinary students, so that students can proficiently use pinyin rules and correct pronunciation of international phonetic alphabet and correct intonation of English. In the preparation process, students should read the materials with low difficulty coherently^[8]. Students gradually improve their ability to conduct daily communication training, can skillfully express the content of the text in the dialogue, and can carry out simple answers in life, the master of English words need to be more than 1800, can simply write letters and practical essays. For students with strong ability, they can exercise their grammar and lexical ability, improve their vocabulary grasp, and pay attention to listening exercise, so that students can understand more words, especially improve the speed so that students can understand words and sentences at different speeds, so as to improve their own listening ability.

2.3 Carefully design classroom questions

In practical college English teaching, teachers need to choose appropriate questions to ask students, so that students can improve their own cognitive ability and establish their own thinking mode, so as to exercise students' divergent thinking. In practical college English teaching, classroom questioning should be student-centered, and students should be guided to the right track to avoid teaching activities deviating from the right direction and failing to achieve the expected teaching objectives. In question design, teachers need to fully study the textbook, prepare lessons carefully, and add some interesting links in this process, so as to enhance students' interest in learning English and improve the teaching effect.

2.4 Exercise students' innovative thinking

Under the current educational background, the knowledge of college practical English is constantly updated, and teachers also need to carry out teaching activities according to the background of The Times. Only the cramming teaching mode can neither satisfy the students' learning desire nor improve the teaching effect. Teachers should encourage students to think creatively in teaching, and guide students to think positively and attach importance to knowledge absorption in specific teaching, and extend it appropriately. In this way, they can improve their own learning ability and greatly help students' professional development. English teachers should not only let students know how to learn English, but also learn to learn English by themselves, summarize experience and analyze how to learn professional knowledge, create grammatical situations and other issues that need attention, so as to acquire knowledge more quickly and improve students' independent learning ability.

2.5 Flexible arrangement of homework

In the English teaching of college students, we should pay attention to the arrangement of homework, which is the key to improve the teaching effect. Homework is also to consolidate students' learning knowledge and improve their independent learning ability. The assignment arrangement should respect the individual differences of students instead of being one-size-fits-all, and different grading standards should be adopted to encourage students to complete homework and improve the quality of homework^[9]. In specific teaching, students can exercise different postures. For example, in the teaching of table manners in China and the West, the differences between Chinese and Western teaching and teaching can be analyzed. However, in specific teaching, students should also focus on understanding the culture of Western table manners, so as to learn more knowledge, and improve their learning ability through practice. Students who have the conditions can organize a party, so that they can practice their oral communication skills, understand the Western table manners, so as to improve their learning quality.

2.6 Use multimedia and other tools to assist teaching

In the process of practical college English teaching, it is necessary to adopt a variety of methods, especially in the new situation with the increase of teaching tools, teachers need to reasonably use these tools to carry out teaching activities, so as to stimulate students' psychology from various aspects and concentrate their attention. Teachers can use multimedia equipment to teach, stimulate students through sound, pictures, video information, so that students can have a strong desire

for knowledge, have a stronger interest in English learning, so that they can really devote to English learning. Teachers need to encourage students to constantly explore in English, especially in the process of practical English teaching to constantly innovate, so as to stimulate students' interest and enhance their innovation ability. With the help of multimedia, teaching activities are diversified and teachers should enrich their own teaching methods and thinking modes. This transmission mode is easier for students to understand and accept, and information technology can improve the transmission effect and reduce its restrictions^[10]. The application of multimedia tools in practical college English teaching can improve students' subjective initiative, which is consistent with the teaching ideas under the current background, can improve the teaching quality and solve the specific problems existing in practical college English teaching. By using multimedia tools, students can learn more professional knowledge and explore the problems that need to be paid attention to in various conversation scenes, which can improve students' professional ability. The analysis of the dialogue between different words and people in different scenes is consistent with the current teaching ideas, which is a way to promote the improvement of students' practical ability.

2.7 Adopt a variety of methods to evaluate students' abilities

In practical college English teaching, teachers need to adopt a variety of methods to evaluate students' abilities, so as to get more accurate results. In particular, students should be centered in the assessment process, and their practical ability and theoretical ability should be evaluated. Teachers can evaluate students through visual and oral expression, daily curriculum performance, and so on, so as to get more accurate results. In particular, it is necessary to pay attention to the students' ability to combine theory and practice in the evaluation, so that the society needs professional talents. Teachers need to pay attention to the training of such talents, and train all students into professionals who can communicate verbally and understand theoretical knowledge, so as to send more English talents for related fields and promote the economic development of our country.

Before evaluating students, teachers should understand the performance of students' professional ability in learning, etc., evaluate students' ability through various information, and allow students to self-evaluate, so as to understand students' self-cognition, which will be of great help to teachers' teaching activities and guidance of students. After evaluating students, teachers need to reflect on and analyze the shortcomings in the teaching of students in the class. For students with weak learning ability, they should find reasons from themselves and students. Only in this way can they improve their own teaching quality, improve their own teaching methods and promote the improvement of their own teaching ability.

2.8 Improving the teaching staff

In practical college English teaching, experienced teachers should be lecturing, a teacher training system should be established, and a team of teachers with strong ability should be formed gradually. Only in this way can teaching activities be carried out more effectively and new teaching methods be introduced into practical college English teaching to improve teaching quality. In the process of college practical English teaching, we should pay attention to introducing excellent teachers, effectively cope with the current teaching tasks, carry out various activities according to the teaching plan, and innovate the teaching model. Only in this way can we promote the curriculum reform of college practical English teaching and transform English teaching into practical English. Practical English teaching has a high requirement on teachers' professional ability, which requires teachers to change their functions, make full use of various teaching resources to carry out teaching work and promote the new teaching model.

Conclusion:

To sum up, there are many problems in the current practical English teaching in college mainly because the traditional teaching methods cannot meet the teaching requirements, and the lack of understanding of the improvement of students' oral communication ability in practical English teaching affects the teaching quality, which requires changing the practical English teaching methods and improving the oral English teaching effect. In college practical English teaching, individual factors should be fully considered, teaching activities should be carried out in combination with the background of economic and international development, and professional English talents should be cultivated. Practical college English teaching should stimulate students' curiosity, encourage students to innovate, let students have the courage to express, and improve the quality of practical college English teaching through various methods.

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