On the Application Strategy of "Scaffolding" Teaching Model in College English Teaching

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Abstract: scaffolding "Teaching (MESI) mainly comes from the in-depth study of constructivism. The application of this model in College English teaching is mainly assisted by multimedia. It belongs to a new teaching method in the new era. In view of this, in order to ensure" scaffolding "in College English teaching "Teaching advantages can be brought into full play. This paper mainly analyzes the theoretical basis, teaching advantages and principles of the application of the teaching model, and puts forward specific application strategies on this premise.

1. Introduction

under the guidance of constructivism theory, the application of "scaffolding" teaching method in College English is mainly to implement teaching in an auxiliary way after combining the function of multimedia. In recent years, with the continuous popularization of Internet and multimedia technology, English teaching has gradually realized the era of information teaching. Under this background, English teachers need to further explore modern educational technology. For Scaffolding Teaching, the current view with high recognition is to provide corresponding help for students according to their individual needs. At the same time, it is also necessary to find the right time and remove the assistance in time when their ability is improved. From the analysis of teaching essence, scaffolding teaching can guide students to construct a knowledge understanding framework, which belongs to the fundamental needs of students to improve their subject ability and master knowledge. Therefore, in the application of this teaching model, College English teachers need to decompose the original complex knowledge system and learning tasks, so as to promote students to have a deeper understanding of relevant knowledge."

2. .Theoretical Basis for the Application of "Scaffolding" Teaching Mode

The concept of "nearest development area" is the main direction derived from the "scaffold" teaching idea, and constructivists are also based on this concept and use the "scaffold" used in the construction industry as the visual metaphor of the conceptual framework of the whole teaching model. Its ultimate essence is to take the "conceptual framework" as the scaffold of the whole learning link, and it can also be regarded as the "scaffold function". The teaching goal of this teaching model is to continuously improve the students' subject intelligence level until teaching is truly at the forefront of development. The "scaffolding" teaching is mainly composed of five

aspects: first, scaffold construction, which mainly establishes the conceptual framework according to the learning theme and the concept of "nearest neighbor Development Zone"; Second, situational introduction, which is mainly to set up corresponding situations and guide students to participate in situational themes; Third, independent exploration. This part of teachers should give full play to their role of inspiration and guidance, let students carry out independent analysis and exploration around the learning content, and strive for their ability to continue to improve in the knowledge "framework"; Fourth, collaborative learning, in which groups of students constantly negotiate and discuss in groups, so as to ensure that they can more systematically master the knowledge they have learned, so as to complete the construction of meaning; Fifth, effect evaluation. This link is mainly a unified evaluation of the final learning effect, which mainly includes two ways of self-evaluation of individuals by learning groups and students [1].

From the perspective of teaching requirements, constructivism emphasizes student-centered, so teachers should make it clear that they are only knowledge imparters. Under this idea, they should comprehensively break the disadvantages and constraints of the traditional teaching model, and build a new teaching model in College English curriculum. The "scaffolding" teaching can be regarded as a teaching method derived from this idea. Under the application of multimedia equipment, teachers can better complete the course teaching. "Scaffolding" teaching is basically to decompose the complex tasks in the actual teaching and divide them into many steps to form a "scaffold", and there is an upward relationship between each task step. At this time, teachers need to appropriately increase the difficulty of teaching and promote the development of students' comprehensive ability to more standards under the influence of scaffolding.

3. Application Advantages of "Scaffolding" Teaching Model in College English Teaching

The use of "scaffolding" teaching in College English can greatly improve students' subject learning ability and English achievement. Based on the analysis of the improvement of cognitive ability, the correct application of MESI needs modern means such as computer and multimedia as teaching support, so as to promote the full integration of audio-visual education equipment with animation, film and recording, and provide more interest for College English teaching. In this mode, College English teachers can scientifically adjust the teaching content and process according to the students' individual cognitive characteristics and abilities, so as to ensure the effective development of students' cognitive abilities at different levels; Based on the analysis of achievement attribution and learning interest, the application of MESI can make college English courses change from traditional static teaching to dynamic form, and completely realize the effective combination of charts, audio-visual and words. In this way, not only the classroom atmosphere is greatly improved, but also the overall teaching process is more interesting, intuitive and artistic. At the same time, Under this mode, teachers can also provide rich learning materials and practical opportunities for teachers; Based on the analysis of knowledge meaning construction, "scaffolding" teaching can improve the disadvantages of traditional teaching and show the procedural characteristics of the whole classroom teaching. It can not only increase the classroom teaching capacity, but also further enhance the depth and density of English practice, which is very beneficial for teachers to highlight the key and difficult points of teaching and achieve teaching objectives [2]. There will be some gender differences in the final effect of "scaffolding" teaching. After comparing the learning effects of male and female students, it can be found that the improvement of girls' individual ability and academic performance will be more obvious. The reason is that cognitive style differences will have a direct impact on students' performance, and girls are more likely to give full play to their cognitive characteristics in "scaffolding" teaching. Therefore, in the actual teaching process, teachers need to fully consider gender differences and implement targeted teaching according to this

characteristic.

4. Important Principles of Using "Scaffolding" Teaching Mode to Carry out College English Teaching

In the application of "scaffolding" teaching, both the external environment and teachers are to promote the meaning construction of college students. From a certain point of view, English learning is ultimately for meaning construction, while teachers only exist as assistants in the learning process, which is to guide students to establish correct learning motivation and help them construct the meaning of their knowledge. In order to ensure that this model can give full play to its own advantages in College English teaching, teachers need to adhere to four principles and highlight the effectiveness of teaching. First, adhere to the learning objectives with high feasibility. In this principle, English teachers should make it clear that the learning objectives belong to the final starting point and destination of the teaching model. Therefore, when setting the objectives, we must combine with the reality. If the objectives are set too high, it is easy to increase the negative emotions of college students; On the contrary, if the goal is too low and easy to complete, it can not give full play to the incentive effect of the goal. Second, the principle of holistic teaching. The development of multimedia assisted teaching is an organic whole composed of teachers, students, information technology and multimedia equipment. Therefore, for specific teaching links, teachers should properly deal with the relationship of various elements in the system, so as to ensure that all parts can achieve organic cooperation [3]. Third, the principle of subjectivity. With regard to this principle, College English teachers need to make it clear that only when teachers give full play to students' initiative and their own leading role can they ensure the continuous improvement of classroom teaching effect. The equal, democratic and cooperative relationship between teachers and students can fully mobilize the enthusiasm of "teaching" and "learning", and promote the learning state of mutual promotion and collaborative activities between teachers and students. Finally, the principle of learning feedback, "scaffolding" teaching application needs to establish a feedback channel. Only when teachers continuously obtain teaching feedback from the student group can they adjust the teaching content and process more scientifically. Both teachers' feedback and students' feedback should be accurate and timely, so as to ensure the final teaching quality.

5. Specific Application Strategies of "Scaffolding" Teaching Model in College English Teaching

5.1 Set Up Scaffolding Based on Students' Needs

Scaffolding teachers need to be based on the individual needs of students and aim at their comprehensive development. In the specific construction link, teachers can complete this task through a variety of ways and platforms. First of all, the use of multimedia means to build a scaffold. With the development of network technology, many modern equipment have been applied in College English teaching. Compared with the traditional blackboard writing teaching, the current teachers use multimedia means to build a teaching support, which can make the whole knowledge framework more visualized. The knowledge involved in College English textbooks is relatively boring. Therefore, if the teaching links are still explained in abstract words, it will be difficult for the student group to connect with the learned knowledge and experience in a short time and deepen their understanding. Multimedia is different. It can be compatible with sound, text and image at the same time, and it has strong interesting characteristics. Therefore, through its reasonable application in English teaching, transforming English knowledge into dynamic situational short films or animation can make the whole teaching process more vivid and interesting. In this way, students

can make the whole learning process clearer and easier to understand by combining the abstract knowledge in their brain with intuitive images [4]. Taking the explanation of subjunctive mood in English grammar as an example, teachers can use animated characters to describe the specific assumptions of the present, the past and the future one by one. In this way, students can naturally spread their ideas along the learning support built by teachers. Secondly, the framework is built on the premise of cooperative learning, and the following description is made for the educators of cooperative learning. From the essential analysis, cooperative learning is a form of teaching, which requires 2-6 members in each group. The members of the group need to complete a certain learning task and activity together, and the members of the group should help each other, unite and cooperate when participating in the learning task, To ensure high-quality completion of learning activities. Finally, scaffolding is built in classroom teaching. Based on constructivism theory, College English teachers can constantly try to build scaffolding in the way of task design, mainly to enable students to acquire knowledge through the real context and apply it flexibly. For example, in daily teaching, teachers can ask students to conduct unified debate and analysis in groups around a certain problem, and let them master the specific application methods of this knowledge through personal participation. However, during the scaffold construction, teachers should pay special attention to different teaching contents and need to be equipped with different scaffolds. Only when the scaffold construction is stable can we ensure the smooth implementation of the whole teaching. The ultimate goal of scaffolding is to set up a correct learning direction for students and promote them to build an English knowledge system according to their own characteristics.

5.2 Create Teaching Situations Based on Constructivism

Real situation creation is the key to constructivist learning. College English teachers can regard situation creation as the inevitable premise of "meaning construction" and one of the main contents of "scaffolding" teaching model. In practical teaching, relying on the creation of learning situation to carry out course explanation can not only organize students' main cognitive activities more accurately, but also comprehensively guide and stimulate students' individual thinking activities. Its application purpose is to construct the meaning of new knowledge under the influence of positive situation. The so-called problem situation points to the ways and methods to stimulate students to find problem solutions. After helping students eliminate all kinds of difficulties and obstacles experienced in learning, they can get a successful situation at the psychological level. In view of this, in teaching design, the setting of problem situation can be considered from the following two levels: first, the construction of ladder problem situation. This model needs to pay attention to the hierarchy of problem situation. The whole problem design should be from easy to difficult and step by step. At the same time, we should also pay attention to gradually lead the students' group thinking to a deeper level. In fact, the stepped problem situation can be understood as dividing complex problems into many closely connected simple steps or problems to reduce the difficulty of students' knowledge learning. From another perspective, it can also be said that teachers put forward a series of learning problems that are consistent with students' psychological level and cognitive structure around the teaching theme. Through such problems, students can be guided to explore the basis for problem-solving, and let them overcome the learning difficulties of each step, so as to fully master English knowledge [5]. Only when teachers set questions step by step, can they really realize the integration of "teaching" and "learning", and let students have a strong sense of pleasure in the learning process, so as to receive knowledge training more actively. Secondly, the creation of contradictory problem situation, which needs to pay attention to the divergent characteristics of problem situation. In the construction of situational model, teachers should make it clear that high-quality teaching situation can cause students' cognitive imbalance and promote

them to have great psychological contradictions. After carefully designing the teaching contents and activities, teachers can skillfully expose the contradictions of students' established English knowledge structure, so as to guide them to find ways to solve problems by themselves. In addition, by creating learning contradictions, teachers can stimulate them to think deeply about what they have learned and integrate into the learning situation more deeply. However, when students find the contradiction between existing knowledge and new knowledge in their brain, they will form a strong sense of tension in the state of cognitive imbalance, resulting in a stronger sense of tension and eliminate cognitive motivation.

5.3 Strengthen Independent Exploration and Master Learning Rules

Students' active construction of English knowledge system is mainly based on the generalization of knowledge laws and the process of knowledge transfer, and generalization is the basis of knowledge transfer. If teachers want students to be able to flexibly apply English knowledge, they should pay attention to guiding their individuals to complete the process of generalization, so as to actively construct relevant knowledge and form a perfect learning system. Through the comprehensive comparison between traditional teaching methods and "scaffolding" teaching, it can be found that the latter is not to provide the existing learning conclusions to the student group. Under this teaching mode, it is more to use the students' desire to explore and curiosity to guide them to find and solve problems by themselves, so as to draw a conclusion. Under this mode, teachers no longer exist as knowledge instigators, but as teaching guides and collaborators to assist students in knowledge construction. Taking the subjunctive mood sentence in grammar teaching as an example, "if know how it worked, I could tell you what to do", "if I have known it worked, I could have told you what to do", teachers can ask students to study its characteristics and summarize the application law of subjunctive mood by themselves, instead of teachers telling the rules directly, Students can more easily master and apply this series of rules [6].

In the early stage of knowledge exploration, teachers should highlight inspiration and guidance, guide students to analyze the knowledge in detail through language penetration and other ways, and excavate and summarize the application rules contained in each knowledge content. For English knowledge with poor English level or high learning difficulty, teachers can highlight the differences by means of special font marks. In the specific exploration link, teachers can improve it when necessary. At the same time, teachers should constantly encourage students to stimulate their main body's motivation and interest in English learning. In fact, many times of practice shows that compared with traditional cramming learning, it is obvious that the knowledge memory obtained through active exploration is more profound, and the application of the knowledge learned after active thinking is more convenient.

5.4 Carry out Collaborative Learning and Improve Application Ability

In "scaffolding" teaching, independent exploration is not the focus of teaching. When students are actively discovering and solving problems, although teachers should not participate too much, they still need to carry out more systematic teaching instructions and explanations for English knowledge. They should find the right time to confirm, supplement and correct the conclusions made by students, and then ask students to cooperate in learning, It can obtain better language application ability by deducting language forms in the real context. First of all, teachers should design group learning tasks or classroom practice activities that match their learning needs according to students' personality differences and focus on language meaning communication. Its purpose is to enable students to fully reflect social interaction in the form of life situation simulation and real dialogue. At the same time, it can also achieve the teaching purpose of flexible use of

English knowledge. In collaborative learning, students can grasp the learning mistakes in time and correct them. In addition, taking English grammar teaching as an example, through conversation and communication, students can also help them master and use grammar rules more accurately. For example, the practice of subjunctive modal particles guided by "if" can be carried out by the teacher in the way of solitaire game. During the game, the students are required to compete in groups, that is, after the first student completes the master-slave compound sentence according to the regulations, the next student needs to smooth out the content said by the former student and take it as the subordinate sentence content of his own sentence. According to this requirement, the members of the group will do it in turn, The team with the fastest and accurate final completion is regarded as a victory. Collaborative learning in "scaffolding" teaching can not only exercise students' English ability more comprehensively, but also make students have a deeper understanding of the importance of group consciousness.

5.5 Optimize the Effect Evaluation and Promote the Development of Students

Based on the "scaffolding" teaching, College English teaching evaluation should not only regard students' achievement as the only basis for evaluation, but should unify the evaluation of students' learning process and teachers' classroom teaching effect. This evaluation model mainly focuses on the thinking quality and emotional factors of teachers and students, and advocates independent evaluation, focusing on the interactive effect of teachers and students and students in classroom teaching. In addition, since the "scaffolding" teaching application needs to be combined with multimedia equipment, colleges and universities also need to strengthen the practical application of such equipment in course evaluation. After combining the teaching development and actual needs, the school can build a targeted online evaluation platform to promote the whole teaching evaluation more accurate and comprehensive by integrating the advantages of informatization.

6. Conclusion

To sum up, the adoption of "scaffolding" teaching model in College English curriculum can effectively guide students to carry out learning and exploration around relevant knowledge content, and the application of this teaching model can greatly promote the improvement of their cooperation ability and the realization of learning objectives. Therefore, teachers need to have a comprehensive understanding of the application advantages of MESI, and promote its further application by building scaffolds, creating teaching situations, strengthening independent exploration, carrying out collaborative learning, optimizing effect evaluation and other ways.

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