

Diversification of Teaching Methods in Oral English Course for College Teachers

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Abstract: The importance of oral English course is self-evident to the profession of teachers. Therefore, in the teaching process of college teachers' oral English course, teachers should build a systematic and perfect training model, combine the content of teaching materials, teaching forms, students' actual learning conditions, and create and apply different teaching methods, so that teachers' oral English teaching can be more in line with students' actual learning conditions, and build an efficient classroom. This paper expounds the principles of establishing the training model of teachers' oral English course, analyzes the disadvantages of the traditional teaching model, and finally explores the specific teaching methods.

1. Introduction

The requirements of the developing society for teachers' professional talents have become higher and higher. Therefore, teachers' colleges and universities are paying more and more attention to this course. The limitations of traditional teaching methods, to a certain extent, hinder the development of teachers' oral teaching level and students' actual oral level, which is difficult to effectively meet the actual teaching needs. The development and updating of teaching means have greatly impacted the traditional teaching means in colleges and universities. Therefore, how to adopt effective teaching means to promote students' learning level is an important problem to be solved in teaching.

2. An analysis of the relevant principles of the training model of teachers' spoken language course construction

2.1. Principle of practicality

Teachers can adopt many different types of training methods when teaching oral English courses, and each method has different characteristics, advantages and practical values. However, in actual teaching, it is often difficult for teachers to use these methods more flexibly, and the main reason for this is that these methods have relatively weak practicability, which makes the operation of teachers more complex. For example, when teachers are teaching oral content and educational oral content, the way of educational practice is generally regarded as a more appropriate way of learning and training. However, the existing problems such as the difficulty in operating effective guidance and evaluation, the lack of appropriate guidance personnel, and the difficulty in achieving effective

tracking greatly reduce the practicality of this way. Based on this, when teachers choose and adopt the training mode of students' practical courses, they should effectively improve their practicality[1].

2.2. Participatory principle

The number of college students is often large, but the number of oral class hours is small. Therefore, it is difficult to effectively meet the requirement that all students have sufficient training opportunities. Based on this, college teachers should start from different angles and levels, while using conventional teaching methods, they should use modern online teaching and other information technology equipment, so that students can have more opportunities for learning, training and practice, and achieve full participation in activities.

2.3. Process principle

The improvement of students' oral expression ability requires long-term learning and training. Based on this, college teachers should abide by the principle of thinking from easy to difficult when arranging students' training content. They should formulate the difficulty requirements separately before, during and after the training, so that students can effectively improve their oral expression ability in the process of training participation[2].

2.4. Blending principle

The course training of college teachers' spoken language involves many aspects, and the more important ones are: basic skills of oral expression, reading and recitation, scientific voice skills, basic forms of oral expression, speech, teaching spoken language, teacher education spoken language, etc. It is difficult to present these training contents in a very comprehensive way in the classroom. Therefore, teachers should make more scientific and reasonable arrangements for them and appropriately increase the training density. For example, college teachers can add the cooperation mode of "judges and guests" to the training process, so that every student can get a training platform and more opportunities. When a student shows his learning achievements in the group, the rest can listen as judges, and analyze and summarize the advantages and disadvantages of his educational language application based on the expression content and skills to put forward their own suggestions[3].

2.5. Interest principle

In college teachers' oral English teaching, teachers can apply vivid and interesting ways to stimulate students' interest in learning and promote their concentration. For example, teachers can let students take the way of recording videos, so as to promote teachers to further effectively detect students' training results, and also record them into students' overall scores. In addition, it can also stimulate students' participation in various extracurricular training activities and promote students' oral expression ability in a more all-round way.

3. Analysis of the disadvantages of traditional teaching methods in oral English course

The content of the rules of spoken language application is more and more abstract, while the teaching methods adopted by traditional teaching methods are lack of intuition and visualization, so that students can form a more one-sided understanding. Copying the regular things in the textbook to carry out teaching will cause the classroom to be dull and boring, which will make students lack the

initiative to learn, and the training time will be insufficient. The absorption of new knowledge will be hindered, leading to the loss of their interest in learning. The oral English class has a strong practicality, which will make it difficult for students to really participate in practical activities, so there are big teaching drawbacks. In this mode, the language environment that can be created in the classroom is relatively insufficient for students, and it is difficult to improve their learning enthusiasm. In addition, the level of students' oral expression is also difficult to be effectively improved.

4. An analysis of the relevant strategies of college teachers' oral English teaching

4.1. Establishing discipline system

Any course is never an isolated existence, and often has an inseparable relationship with other disciplines and courses. The courses offered in front should lay a foundation for the development of later courses, so that relevant courses can play a complementary role in the cultivation of qualified talents. If students want to express their spoken English effectively, they should have a good ability to determine the expression center, effectively master the organization and expression of the expression, and learn to make reasonable and appropriate choices about the content and materials.

In general, the cultivation of students' oral expression ability is the final result of teaching and training in various disciplines, and also requires more experience accumulation. Teachers' spoken language course is not only an independent course, but also intersects with various disciplines and courses such as philosophy, aesthetics, logic, pedagogy, sociology and public relations, among which linguistics, psychology and thinking are the most closely related courses. If we want to carry out the oral English course well and smoothly, the construction of the relevant curriculum system is essential. In the process of building the system, the essence, generation and reception mechanism, classification, style, evaluation and the connection with other disciplines of teachers' spoken language should be analyzed and considered. When constructing each part of the inquiry, teachers should conduct in-depth analysis and research on it, rather than stay in the form and surface. Only in this way can the teaching system of teachers' oral English course be truly and effectively constructed and further improved, so that the development of the course becomes more smooth and effective.

4.2. Adopting multimedia means

Under the background of modern information technology, multimedia technology is gradually infiltrating into human daily life and production, and has a great direct impact on it. Many colleges and universities conform to the pace of the times and purchase and configure advanced multimedia equipment to further improve teaching efficiency. As a means of information transmission, multimedia technology is characterized by its quickness and efficiency. Therefore, its application in teaching can greatly improve students' learning efficiency. In addition, the application of network interactive multimedia to teaching can, on the one hand, greatly broaden the source of teaching materials and effectively increase the amount of classroom information; on the other hand, it can more intuitively present the teaching content and phenomena that are difficult to express or observe under traditional teaching methods. When college teachers apply multimedia teaching methods, the key point is to use intuitive linear and nonlinear teaching methods, so that students can have a deep understanding of the rich teaching connotation. Adopting this method can realize the development of students' left and right brains. It is to avoid the traditional passive learning state, they can develop their own senses in the teaching process, and participate in the practical activities of classroom teaching with a positive attitude.

For example, when teachers in colleges and universities carry out the voice teaching module, they can display the pronunciation parts when making multimedia courseware, and add accurate

pronunciation audio in the courseware content, so that students can grasp the key points of pronunciation in the process of learning, firmly grasp the accurate pronunciation method and position, and then correct speech errors in a timely manner. Taking the teaching of recitation training as an example, teachers can use the video function of multimedia to play famous people's recitation and speech videos, and create a beautiful environment for recitation. Under the influence of beautiful background music, students can deeply feel famous people's recitation and then learn and imitate their strengths. On the basis of facing up to their own reading level, they can promote the effective improvement of the actual reading level.

4.3. Giving play to the advantages and role of the second classroom

If college teachers want students to carry out further oral training, they must organize and carry out a large number of practical training activities after class. That is, in addition to learning and training in the classroom, teachers also need to strengthen students' oral training outside the classroom. Therefore, only by effectively combining the training inside and outside the classroom, can the teaching purpose of consolidating new knowledge and applying knowledge be effectively realized. Based on this, college teachers can organize and carry out the second classroom activities, and constantly enhance their effectiveness and richness, so that students can effectively cultivate their ability to transform knowledge into skills, finally achieve the cultivation of good language quality, and further consolidate their learned knowledge.

For example, college teachers can organize students to carry out some activities and competitions between classes and grades, such as recitation competitions, speech competitions, debate competitions, etc., their relevant abilities can be more effectively exercised in the practical activities of the second classroom, and the teaching of oral English courses can be further extended to extracurricular activities. In addition, it can also organize community activities to enrich students' extracurricular training, such as the establishment of a Putonghua Study Club to effectively improve students' Putonghua level, or the establishment of a reading club to help students grasp the skills of reading aloud, so that they can read articles with emotion in practical activities, thus playing a role in cultivating sentiment. Through the organization and development of colorful club activities, students' interest in oral English learning can be stimulated to a great extent, so as to effectively improve their oral English level. In addition, college teachers can also organize students to participate in social practical activities, such as leading students to observe in kindergartens and primary schools, and imitate what they have learned to fully mobilize their subjective initiative in learning.

4.4. Improving the curriculum evaluation system

In the process of daily evaluation of teachers' oral courses, college teachers can adopt the combination of oral and written examinations. The written test is mainly to investigate students' knowledge of general oral theory and teachers' skills of professional oral. The content of the test can include Putonghua, professional oral skills, general oral skills, etc. In addition, teachers can adopt the combination of human testing and machine testing when evaluating courses. For example, the machine testing method can be used to test Putonghua. On the one hand, it can help students understand their current learning situation, oral English level and other issues, and further improve them based on this. On the other hand, it can greatly reduce teachers' teaching pressure, and we have more time to understand the students, analyze and optimize the teaching content and teaching methods. However, content such as general spoken language, teaching spoken language and characteristic spoken language are not suitable for the way of machine testing, so teachers should use the way of human testing.

In addition, when constructing and adjusting the evaluation system, college teachers should not

only carry out objective and systematic evaluation from their own perspective, but also guide students to conduct self-evaluation and reflection. In addition, they can also conduct mutual evaluation within groups based on groups, so that the evaluation content becomes more comprehensive, and students can improve their own level and ability in this process. In addition to adopting and applying different evaluation methods, teachers should also build a normalized, phased and systematic evaluation system, conduct objective evaluation by stages and projects based on the combination of teaching content, and integrate the final examination with the usual scores to promote the comprehensiveness of detailed evaluation of students. In addition, college teachers should also actively promote students' participation initiative in language competitions both inside and outside the school, so as to understand the evaluation of different subjects in this process, and then have a more comprehensive understanding of their own advantages and disadvantages. At the same time, they can also achieve their own effective growth and further development in the process of participating in practical activities.

5. Conclusion

To sum up, under the new educational situation, college teachers are faced with problems in the teaching of their teachers' spoken language courses. In addition, it takes a long time and more energy to build and optimize teachers' spoken language courses. As one of the compulsory courses for teachers' majors, college teachers should build and optimize the teaching of teachers' spoken language courses by multiple means, and constantly innovate on the basis of keeping pace with the times, so as to further promote the improvement of students' teachers' professional quality.

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