Application analysis of task-based teaching method in computer English teaching

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Abstract: This article delves into the application and advantages of task-based teaching method in computer English teaching. In response to the problems existing in the current teaching situation, such as single teaching methods, poor teacher abilities, and poor textbook effectiveness, task-based teaching methods provide solutions such as practical task design, multimedia interactive learning, online cooperation, and innovative teaching content. Task based teaching method helps to stimulate students' interest and initiative, improve practical operation ability, and promote their thinking innovation and self-learning ability. The task-based teaching method provides a more challenging and practical approach for computer English learning, laying a solid foundation for students' comprehensive literacy and future career development.

1. Introduction

Task based teaching method, as an innovative teaching model in the field of education, aims to place learning in a practical and exploratory environment, emphasizing student participation and cooperation. The core concept is to provide students with real and challenging tasks, stimulate their motivation for self-directed learning, and cultivate their problem-solving ability and innovative consciousness. Task based teaching not only focuses on imparting knowledge, but also on cultivating students' abilities and enhancing their literacy. In this teaching mode, students become builders of knowledge, completing practical tasks to deepen their understanding and application of knowledge. At the same time, the role played by teachers has also undergone a transformation, no longer being traditional knowledge transmitters, but rather guides and facilitators, committed to providing students with learning opportunities and environments. The introduction of task-based teaching method has injected new vitality into education, providing strong support for the comprehensive development of students and the cultivation of lifelong learning abilities.[1]

2. An overview of the theories related to task-based pedagogy

The task-based teaching method breaks through the shackles of traditional language teaching, emphasizes the design and completion of practical communicative tasks, takes students as the center, promotes the comprehensive development of language skills, and makes learning Xi more practical and participatory. The definition of task-based pedagogy involves the following key points: First, a task is defined as a goal-oriented language use activity that students complete in a real or simulated

environment. These tasks reflect real-life communicative situations, such as shopping, traveling, or solving problems. Secondly, the task-based teaching method is Xi student-centered, emphasizing students' active participation and cooperation, rather than the traditional teacher's explanation and students' passive acceptance. This pedagogy focuses on the use of language and the development of communicative skills in the course of tasks, rather than the single pursuit of language forms. In task-based pedagogy, the design of tasks is key, and the tasks should be challenging, realistic and oriented, stimulating students' interest and motivation. In the process of completing the task, students are required to use the knowledge of the language they have learned to engage in cooperative discussions, exchange information, and ultimately achieve a specific goal.[2]

3. Problems in computer English teaching

3.1. The teaching method is single

When higher vocational teachers teach English for computer majors, they often adopt the traditional Yiyantang teaching method, which relies on the teaching method of "vocabulary + translation + grammar". This teaching model puts students in the role of passive receptive to knowledge, lacking positive thinking and behavioral feedback. As a result, students showed poor initiative in the process of learning English Xi computer science. Classroom teaching focuses too much on reading and translation, and neglects the cultivation of students' listening and speaking skills. This bias leads to a significant deficiency in students' ability to apply English for computer science majors. They lack the ability to speak and communicate effectively, and are unable to cope with the English application scenarios that are required in the real world. As a result, over-reliance on traditional teaching methods limits students' opportunities to develop their English skills in full development, making it difficult for them to apply what they have learned in practice. Attention should be paid to cultivating students' listening and speaking skills, and creating more practical tasks and communication opportunities, so as to improve students' ability and self-confidence in the application of English for computer science.[3]

3.2. Poor teacher competence

At present, although some professional English teachers have a certain level of professional skills, how to apply these professional knowledge to teaching is still lacking. They are seldom able to skillfully incorporate a wealth of expertise in their teaching process. Therefore, it is urgent to improve the level of English teachers in higher vocational computer majors and strengthen the teaching practice courses. Teachers need to be more innovative and combine their professional knowledge with teaching practice to present the content of English for Computer Science in a more vivid way. At present, the lack of flexible use of professional knowledge makes the teaching process boring and boring, and it is difficult to stimulate students' interest and participation. Therefore, it is urgent for teachers to enhance the importance of teaching practice courses, so as to better transform professional knowledge into vivid and interesting teaching content, so as to better guide students and cultivate their practical application ability. To improve the ability of teachers, it is necessary to pay attention to the innovation of teaching methods and the enrichment of teaching resources. Training and upgrading the teaching skills and knowledge of English teachers for computer science is a key step towards more effective teaching. At the same time, teachers are encouraged to participate in practical projects, industry cooperation, and enhance their practical experience to better share with students and integrate professional knowledge into teaching.[4]

3.3. The teaching materials are not effective

At present, the teaching materials of English for computer science majors are facing a series of problems. First of all, these textbooks lack the modernity and functional communication, and most of them still focus on traditional reading training, lacking the content of professional English communication and communication. As a result, the teaching materials cannot meet the current needs of English information exchange for computer majors, and cannot effectively cope with the practical application of professional knowledge in the industry. Secondly, the content of the textbook lacks a systematic and comprehensive analysis, and fails to cover all aspects of English learning Xi for computer majors, such as the comprehensive cultivation of listening, speaking, reading and writing skills. This one-sidedness makes it difficult for students to face difficulties in the actual computer professional work, because they have only mastered part of the English skills, but cannot fully use English for professional communication and communication. The design of teaching materials needs to pay more attention to the practical application scenarios of English for computer science majors, emphasizing professional communication, communication skills and practical skills. It is necessary to design more contemporary and practical textbook content based on the needs of the industry, so that students can be truly exposed to professional practices in related fields in the process of learning and Xi, and improve their application ability. At the same time, the textbooks also need to cover a more comprehensive range of skills such as listening, speaking, reading and writing, so as to help students develop their English skills in computer science in an all-round way.

4. Advantages of task-based teaching method in computer English teaching

4.1. Stimulate students' interest and initiative

Task-based teaching has shown significant advantages in computer English teaching, first of all, in stimulating students' interest and initiative. This pedagogy stimulates students' interest and curiosity by setting tasks that are close to reality. Students are exposed to problem-solving and real-world tasks, which motivates them Xi learn. Compared with traditional passive teaching, task-based teaching gives students more opportunities for exploration and discovery, so that they can participate more actively in the learning and Xi process. Task-based teaching focuses on student participation and cooperation, and encourages them to communicate, discuss, and collaborate on tasks through group work or project practice. This interactive process not only enhances students' learning Xi, but also develops their teamwork and communication skills. Students are no longer passive recipients of knowledge in their tasks, but constructors and practitioners of knowledge, which stimulates their initiative in learning Xi and enhances the depth and breadth of their learning Xi. Through the design of various authentic tasks, the task-based teaching method can stimulate students' interest in learning Xi and enhance their initiative in learning Xi, thereby promoting their active participation and all-round development in computer English learning Xi.[5]

4.2. Improve students' practical skills

Through task-based teaching, students are not only required to understand and apply knowledge, but also to apply what they have learned in real life. This mode of teaching encourages students to practice what they have learned through the completion of tasks, thus developing their practical skills. In computer English teaching, task-based teaching can design a variety of simulation experiments, project cases or practical tasks, requiring students to use English knowledge combined with computer skills to solve real problems or complete specific tasks. For example, students are

asked to use specific software to complete a project, solve a real-world technical problem, or conduct a virtual simulation experiment. This kind of task design can stimulate students' interest in learning Xi, and also improve their practical and application skills. Through the task-based teaching method, students can feel the application of knowledge in practice, cultivate their ability to solve practical problems, and improve the practical application level of skills. This hands-on teaching method enables students to not only master the theoretical knowledge in the process of learning Xi computer English, but also to apply it to practical work, laying a solid foundation for future career development. Therefore, the task-based teaching method effectively improves students' practical application ability by emphasizing practical operation, so that they can better adapt to the practical work needs in the computer field.

4.3. Promote students' thinking ability and innovation ability

Designing a variety of tasks stimulates students' active thinking and cultivates their innovative thinking and problem-solving skills. In task-based teaching, students need to face tasks in various real-life scenarios, and need to use the knowledge and skills they have learned to analyze and solve them, Xi which stimulates students' thinking and stimulates their desire to explore and solve problems. At the same time, students need to cooperate and discuss in the process of tasks, which promotes the cultivation of their sense of teamwork and innovation ability. Task-based teaching not only focuses on the transfer of knowledge, but also pays more attention to cultivating students' problem-solving ability and innovation awareness. By solving tasks, students need to apply what they have learned to think creatively and come up with new ideas and solutions, which helps to develop their sense of innovation and flexibility.

4.4. It is conducive to the development of students' independent learning Xi ability

The task-based teaching method cultivates students' self-directed learning ability through task design Xi and student participation. Through task-based teaching, students are more active and active in the learning and Xi process, laying a solid foundation for their lifelong learning Xi. In task-based teaching, students need to take the initiative to find ways to solve problems, explore the boundaries of knowledge, and constantly adjust and improve their Xi learning methods in practice. This process of independent inquiry is not only the acquisition of knowledge, but also the exercise of thinking ability and problem solving. Most importantly, task-based teaching provides students with more room for choice. Students are able to choose the appropriate tasks and Xi learning paths according to their interests and abilities. This process of independent decision-making makes students more confident and self-disciplined, and develops their independent Xi and problem-solving skills.

4.5. Optimize the way and content of computer English is taught

The advantages of task-based teaching in computer English teaching are reflected in the optimization of teaching methods and contents. This pedagogy breaks with the traditional rote memorization model and is task-oriented, with a focus on student participation and collaboration. By setting tasks in real scenarios, the teaching content is closer to the actual needs, and the content is more practical and contemporary. The teaching method has changed from passive listening to lectures to active participation, and students continue to explore and practice through task completion, which stimulates the interest and motivation of Xi students. In addition, the task-based teaching method attaches great importance to the cultivation of students' thinking ability and innovation ability, which makes the teaching content more challenging and practical, and provides students with a broader space for development.

5. Application of task-based teaching method in computer English teaching

5.1. Practical task design

Practical task design in task-based teaching is an important application in computer English teaching. Through real-life work scenarios or simulated project tasks, students are expected to apply their knowledge of computer science to solve real-world problems or complete specific tasks in combination with practical skills. This design allows students to understand and apply knowledge more deeply, and is fully prepared for future careers. Practical task design focuses on developing students' practical skills. For example, students are asked to work on a project, solve a specific technical problem, or conduct a virtual experiment using specific software. This kind of task requires students to explore and apply what they have learned in practice, which improves their practical ability and makes theoretical knowledge more practical. The practical task design also enhances students' self-learning and Xi ability, and through the task of facing real scenes, students need to actively find information, analyze problems, and seek solutions, which cultivates their problem-solving ability and self-learning Xi awareness. This task-based learning Xi model is not only the transfer of knowledge, but also the cultivation of students' comprehensive ability, which provides a solid foundation for them to better cope with various challenges in their future practical work.

5.2. Utilize computer-aided task design

In computer-based English teaching, through computer-aided task design, teachers can flexibly create a variety of realistic and challenging tasks according to the level and needs of students. Computer-aided task design provides a broader resource platform for teachers to use Internet resources, multimedia content, and various software to construct tasks for students to practice and explore in a virtual environment. For example, with the help of computer software to conduct simulated programming experiments, create multimedia works, or work on online collaborative projects, these tasks can be more relevant to the actual needs and career development of students. Teachers can customize personalized tasks according to students' interests and learning abilities, Xi and guide students to practice through interactive learning Xi software, so as to improve their enthusiasm and deep participation in Xi learning. In addition, students are able to receive immediate feedback and guidance as they complete tasks, helping them to grasp knowledge more effectively. Computer-aided task design provides more possibilities for task-based teaching, which expands the scope and form of tasks, makes the teaching content richer and more diverse, and is closer to the needs of students' learning Xi. Through computer-aided task design, the task-based teaching method can play a more flexible role in computer English teaching, providing students with a richer and more practical learning Xi experience.

5.3. Task-based teaching in a multimedia and interactive Xi environment

The task-based teaching method in the multimedia and interactive Xi learning environment has brought new possibilities to computer English teaching, which enriches the teaching methods and content presentation forms, improves the interest and effectiveness of teaching, provides students with a more experiential and practical learning Xi environment, and promotes the all-round development of students in the computer field. The multimedia and interactive Xi environment provides a wealth of audio-visual materials, and teachers can use images, audio, video and other forms of materials to present actual computer application scenarios and professional knowledge, which makes the learning Xi more attractive and interesting, and can better stimulate students' interest and attention in learning Xi. The interactive Xi learning environment enhances students' sense of participation and interactivity, and students can participate in classroom interaction by

clicking, dragging and dropping, completing tasks and practicing Xi, which not only enhances students' learning Xi Xi initiative, but also promotes the cultivation of their active thinking and problem-solving ability. In addition, multimedia and interactive learning Xi environments expand the presentation of teaching content. Students are no longer limited to traditional textbooks and blackboards, but learn and Xi through virtual experiments and simulated operations. For example, interactive software can be used to simulate the operation of computer programs, or virtual laboratories can be used to simulate cyber security. This hands-on learning and Xi approach brings students closer to real work scenarios and improves their practical skills and professional skills.

5.4. Innovative teaching methods and content optimization

Task-based pedagogy is task-oriented, emphasizing student practice and collaboration, while being flexible and personalized. Teachers no longer simply instill knowledge in students, but stimulate students' self-directed Xi learning and thinking ability through task design. The task teaching method has brought optimization to the content of traditional teaching, and teachers are constantly exploring new teaching resources and methods, with the help of advanced technology, to present knowledge more vividly and easily understandable, so as to meet the diverse Xi learning methods and speeds of students. Task-based teaching focuses on students' participation and interaction, which can stimulate students' interest and motivation in learning Xi, so that they can understand and apply what they have learned more deeply. By encouraging students to actively explore and collaborate, teachers acquire knowledge through practice and prepare them for future careers.

6. Conclusions

In summary, the task-based teaching method has shown remarkable advantages and potential in computer English teaching. Through practical task design, multimedia and interactive learning Xi, online cooperation and communication, and innovative teaching methods and content optimization, it provides students with a richer and more practical learning and Xi experience. The task-based teaching method focuses on cultivating students' practical ability, teamwork spirit and innovation ability, and enables students to have a deeper understanding of knowledge and apply it to practical work scenarios through innovative teaching methods and content optimization. At the same time, this teaching mode also stimulates students' interest and motivation in learning Xi, and cultivates their self-directed Xi awareness and problem-solving ability. In computer English teaching, the task-based teaching method has shown excellent teaching results, laying a solid foundation for students' comprehensive literacy and future career development. With the continuous development of science and technology and the evolution of educational concepts, task-based teaching will continue to play an important role in cultivating students' practical ability, innovative spirit and teamwork, and provide a broader development space for education.

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