

# Construction and Analysis of the Training System of Applied College English Talents

**Xiaojie Huang**

Hubei University of Technology Engineering and Technology College, Wuhan, Hubei 430068, China

**ABSTRACT.** All colleges and universities are studying how to change the teaching mode of English course, and how to establish a new classroom teaching system that can adapt to social development and have strong subject practice ability. The application-oriented university education is a new education mode in the popularization stage of higher education in China. In order to provide services for economic and social development, it is the fundamental way to carry out the education of industry-university cooperation. It has become an inevitable trend for the comprehensive reform of higher education in China to establish a classification system and implement classification management. In order to further improve the learning effect evaluation system of application-oriented university students, it is necessary to conduct a comprehensive investigation on the learning effect of application-oriented university students and improve the learning efficiency of application-oriented university students.

**KEYWORDS:** Applied talents, English teaching, Function transformation, Modular teaching

## 1. Introduction

Bloom, an American educational psychologist, put forward “educational goal taxonomy” in 1956. He divided the education goal system into three areas: cognition domain, active domain and psychomotor domain. In 1964, Krasner, Bloom and so on divided the goal of emotional field into five aspects, namely, acceptance, response, value evaluation, organization, and personality formed by value or value complex. In practical college English teaching in the new era, students are required to be the active receivers of knowledge rather than the passive receivers. Combining compulsory courses and elective courses, such as comprehensive English, language skills, language application, language culture and professional English, can ensure that students of different levels are fully trained and improved in English practical application ability. However, nowadays, most colleges and universities use English teaching materials only in class, which is repetitive and lack of challenges and innovation [1-3].

In recent years, colleges and universities have been pushing forward the reform of graduate English teaching, and have made great progress. However, most of the reform of graduate English teaching only stays in the reform of teaching methods, teaching models and teaching facilities. In an applied university, it is more important for graduate education to meet the needs of rapid social development. However, there are few researches on how to improve the effect of English teaching for postgraduate students in applied engineering colleges. Therefore, only by exploring the English teaching mode of Non-English Major Postgraduates and improving their English application ability, can they better adapt to the market demand and cultivate high-level applied and innovative talents with new thinking mode and innovative ideas. In the selection of reading materials for English majors, the guiding principle is to pay attention to the breadth rather than depth of reading. First of all, we need to ensure the diversity of reading materials. After the scientific evaluation of application-oriented university students through a scientific investigation system, students can better understand themselves, find their own problems and improve themselves. Material selection should include politics, economy, culture, society, history, religion, literature, science and technology, life and other fields.

The University of applied technology takes professional education as the leading factor facing work and life, forms a dual pattern of mutual supplement and common development with ordinary universities, and undertakes multiple missions such as training high-level applied talents, carrying out application research and development innovation, encouraging employment and regional development, and promoting end-of-life learning. Applied talents refer to those high-quality talents who can quickly adapt to various industries and bring benefits to the industry. Such talents have the characteristics of high professional skills, flexible application ability and strong problem-solving ability, and can be called comprehensive and compound talents. After half a century of development, unique curriculum structure and setting has trained a large number of application-oriented talents with advanced skills, which has played a positive role in the rapid and high-quality development of European economy [4-5].

## **2. The Proposed Methodology**

### ***2.1 The Reform of English Teaching in Applied Universities***

According to Swain's comprehensible output hypothesis, second language learners need not only to deal with a large number of comprehensible inputs, but also to produce comprehensible outputs in order to use the language accurately and fluently. In the context of the second language as a foreign language, most of the input and output activities are completed through teaching in and out of the classroom.

Spardi pointed out that all the achievements oriented education system should focus on a fundamental goal, that is, to ensure that all students can achieve success at the end of the learning process, and organize all aspects of teaching around this goal, such as curriculum system, teaching process and teaching evaluation. There are many differences between the students of Application-oriented Universities and those of ordinary colleges and universities. Most of the application-oriented universities are founded by local individuals, so the tuition fees are relatively high. Therefore, the key of results oriented education is to set up a clear blueprint of learning outcomes and create conditions and opportunities for all students to achieve these learning outcomes.

The traditional evaluation of students' learning effect does not involve non intelligence factors such as students' character. Only by changing the current curriculum structure of College English, can we make a breakthrough in the Application-oriented College English teaching. Otherwise, we will go the old way. Therefore, this leads to students can not be more comprehensive understanding of themselves in learning effect evaluation, can not find their own problems in time, and can not be targeted to solve.

From the current situation of Application-oriented College English teaching, most of the teachers still continue the traditional teaching mode, and the focus of their teaching is on the improvement of students' performance. The whole teaching still focuses on theoretical teaching, but neglects the cultivation of students' practical ability. That is, try to select localized and authoritative materials. In the process of reading, students often find out the Chinese meaning of words but can't understand sentences or paragraphs. Only by reading authentic materials frequently can students improve their comprehensive understanding. Under this kind of education background, when students come into life from the classroom, they will find that they do not have the ability to flexibly use what they have learned.

Although the principle of material selection emphasizes breadth, it does not mean that all materials have readable value. Material selection should be close to life and daily reality. Taking literary materials as an example, reading classics can improve students' literary appreciation and artistic sense. The premise of the former hypothesis is that learners have sufficient learning motivation. According to the needs of postgraduate English learning and the actual situation of postgraduate foreign language teaching, we should start from classroom teaching, and strive to create an effective formal language learning environment for students to help them achieve their learning objectives and meet their use needs. When choosing prose and poetry materials, we should select the chapters and paragraphs that are inspiring, infectious and can arouse the resonance of students' inner world.

The training goal of application-oriented undergraduate talents must be application-oriented, enterprise oriented, and future oriented. The final goal of talent training is to improve students' key abilities. At present, the evaluation system of students' learning effect is not perfect. In the early stage of the evaluation of college students, it is unscientific to evaluate students in a hurry without taking appropriate methods to have a deeper understanding of students. Each course listed in the professional training program should serve to achieve this overall goal.

Special purpose English should first carry out a questionnaire survey on non-English major students in our school, and set up a targeted professional English. Through the study of ESP, we can improve students' professional sensitivity and lay a solid professional foundation for their future employment.

### ***2.2 Approaches to Practical College English Teaching***

With the continuous development of the times, English teaching has been constantly reformed, and the teaching concept has been constantly updated. If teachers still play the role of traditional teachers, it will undoubtedly limit the effect of practical college English teaching to a great extent. The traditional classroom learning based on classroom language input is transformed into the interactive problem-solving classroom between teachers and students. To form an objective attitude for a long time is also an effective way to improve language ability, even oral ability, in the relatively weak English language environment. Cultivate students' learning ability and ability to practice, think and solve problems. Teachers take strict and effective formative evaluation to track, record and feedback students' extracurricular learning, so as to promote students' learning.

In the face of this situation, combined with the actual needs of graduate students for English learning, in order to improve the teaching effect, it is necessary to consider the implementation of hierarchical and professional teaching mode.

In teaching practice, we should not only consider the individual level differences of students, but also consider their professional characteristics. The core of application-oriented talents is “using”. The teaching system of application-oriented undergraduate must emphasize the cultivation of practical ability. And the cultivation of ability needs to rely on suitable teaching activities, through a large number of exercises and training to achieve. On the one hand, targeted teaching can better meet the learning needs of students. On the other hand, the combination with professional knowledge can stimulate students' learning motivation and lay a more solid foundation for their future study and research.

With the continuous development and update of modern information technology, our classroom can be seen everywhere, and learning can happen anytime and anywhere. The evaluation results of College Students' learning effects have a great relationship with scholarships, postgraduate entrance examination and postgraduate guarantee, which is related to the vital interests of students. Therefore, it is necessary to ensure the transparency of each link in the evaluation process and improve the scientificity and fairness of the evaluation results. Combined with the flipped classroom model, students can make group micro learning videos after class in the form of team learning according to the PPT, video and task requirements distributed by teachers in the group, and return to the classroom to show the learning videos of the group at the specified time. We will strengthen the teaching of professional English, strengthen the training of graduate students' English writing skills and academic communication skills, set up elective courses based on skills and knowledge, and implement the training mode of combining English communication ability with professional knowledge. When teachers evaluate students, they show strong subjectivity. Specifically speaking, teachers adopt unified teaching methods, and there is little communication with students in class and after class.

The project-based curriculum is guided by several important questions that closely link content standards and advanced thinking with real situations. The project teaching method focuses on the process of students' participation in the completion of the project, so the learning process becomes a creative practice activity participated by one person. In the process of project practice, students understand and grasp the knowledge and skills required by the course, experience the hardships and fun of innovation, and cultivate the ideas and methods of analyzing and solving problems. In the traditional Application-oriented College English teaching mode, teachers play the role of knowledge transmitter, classroom order maintainer and student evaluator, which is difficult to meet the needs of modern teaching and needs to be reformed in time.

### ***2.3 The Reform of English Teaching and the Transformation of Teachers' Functions***

The continuous reform of applied large-scale English teaching and the transformation of teachers' teaching roles can enable teachers to make teaching plans and strategies according to the actual situation of students. Each course group is set up for different ability training objectives. The general English module focuses on training students' basic English ability, while the special English module focuses on training students' professional English ability and professional English ability. According to the characteristics of the Applied Engineering University, and guided by the applied skills, the traditional teaching mode is changed, and the cooperative discussion teaching strategy is put forward. According to the basic ability requirements, compulsory courses are offered, and optional courses are provided to meet the needs of ability development. In the process of students' evaluation, a reasonable evaluation form is set up to meet the different needs of students' professional study, postgraduate entrance examination, employment and personal interest and development.

Combined with the specialty characteristics of applied engineering colleges, the construction of practical application case database of professional English should be increased to promote reading and writing, cultivate students' professional English cultural literacy, and achieve the improvement of graduate students' English teaching effect. In addition to the traditional teacher evaluation, we can also use the machine evaluation system, such as oral English test system, English writing test system, etc., to evaluate students' oral and writing tasks. In this process, in order to ensure the scientificity and fairness of the evaluation, it is necessary to comprehensively collect the final results, usual results, experimental results, awards, classroom performance, personality characteristics, life style and physical quality of students. Introduce peer evaluation to promote students' learning communication. We can even take the subject competition as a part of the evaluation, and make a comprehensive evaluation of students' learning from multiple angles and layers.

Classroom activity is an important factor affecting the quality of practical college English teaching, which requires teachers to attach great importance to it and change their teaching role as the organizer of teaching activities in time. When organizing teaching activities, we must fully consider the students at all levels, such as personality differences, knowledge differences, etc., and design more targeted tasks, so that every student has the opportunity to perform and develop in the classroom. In this way, we can see different images from the eyes of different subjects and get different evaluations, which is conducive to improving the quality and level of the evaluation of the learning effect of application-oriented university students.

### **3. Conclusion**

There are still many problems in the learning effect evaluation system of application-oriented university students, and the evaluation content is not comprehensive enough. Based on this advanced concept, the application-oriented college English teaching should focus on the orientation and clarify the real needs of college English teaching on the basis of full investigation. To ensure the effect of college English teaching, so that students can be based on the fierce social and international competition in the future, to promote the individual always in a state of sustainable development.

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