

A study on the cultivation and coordination of basic skills in College English teaching based on skill integration

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Abstract: With the improvement of China's social level, the ties with the international community have become more frequent, and it has become a very important task to train more English talents with strong comprehensive English skills. However, there are still some problems in the current English teaching methods in colleges and universities. They do not effectively integrate students' skills and cultivate their ability to listen, speak, read, write, and translate. To change this situation, we must reform the current English teaching methods, change the traditional teacher-centered teaching mode, establish an integrated teaching mode based on traditional methods and assisted by multimedia and network, and strengthen the training of college students' basic English skills so as to meet the needs of the country and society for talent cultivation in the new era. The analysis and discussion put forward in this paper.

1. Introduction

With China's accession to the WTO and the further expansion of its opening-up, the demand for English talents from all walks of life is growing[1]. College English teaching is not only related to the improvement of the quality of the whole people, but also affects the development of international communication in China. However, in the current college English class, many teachers still follow the previous education mode and only rely on the simple combination of teaching materials to complete the teaching work, and lack of effective penetration and training of several key English skills such as "reading", "speaking" and "writing", thus having a certain negative impact on the actual improvement of students' English ability. How to effectively integrate English reading and writing skills through good teaching methods has become a common concern of college English teachers at present [2].

In the absence of a teacher, students must learn to arrange learning time independently, learn to use multiple media and network teaching resources independently, learn to choose learning materials that are suitable for them, and develop learning plans that suit their own level, so as to stimulate their learning potential and improve The ability to find and solve problems, and to form effective learning methods, improve the ability of autonomous learning [3]. Comprehensive English, as a comprehensive English skill course, is mainly to teach systematic basic language knowledge and comprehensive training of basic language skills through basic language training and text explanation and analysis, so that students can gradually improve their understanding of the text, understand the expression methods and characteristics of various English styles, expand their vocabulary and grasp the sentence patterns commonly used in English, and have basic oral and written skills Expression ability, so as to cultivate and improve students' comprehensive ability of using English for communication [4]. The essence of the integration of industry and College English curriculum is to change the traditional teaching structure and realize the new teaching and learning methods through the new teaching environment, so as to realize the goal of talent training in Colleges and universities [5].

2. Training and coordination of basic skills

The traditional comprehensive English teaching focuses on instilling English words and grammar in the classroom, ignoring the cultivation of students' oral communication ability, resulting in "dumb English" [6]. At the same time, because of the excessive pursuit of "fineness", excessive emphasis on the use of words, words, and sentences, and ignoring the main content of the language of the article, it is difficult to improve the students' reading ability and comprehensive ability, can not really cultivate students' actual English Skills [7].

2.1 Listening and communication skills

Listening is a difficult bottleneck for Chinese students in the process of English learning. According to different materials, listening can be divided into intensive listening and extensive listening. Intensive listening can promote the concentration of attention and improve the awareness of language forms. When doing dictation and detail problems, it can improve the accuracy. Extensive listening can not only obtain more information and knowledge, but also help to improve voice and intonation, Familiar with continuity, deflagration, abbreviation, turbidity, tone change. Teachers should also follow the principle of step-by-step, carefully select listening materials with different situations, themes and sounds, and require students to conduct subtle training after class. The most important thing is that the teacher should introduce some listening skills and the relevant background of British and American culture to the students in time, and teach them how to distinguish sounds in a specific context [8]. Language is a communication tool, an important form of human communication, and a part of culture. When people of different cultural backgrounds conduct today's cross-cultural communication, often because of cultural or psychological differences, communication is ineffective or has the opposite effect. In English teaching, frequent communication between teachers and students is extremely important. It is necessary to break the traditional "one-talk" teaching method, mobilize the enthusiasm of students, stimulate their sense of participation, and encourage students to boldly express their ideas in English [9].

2.2 Cultivate students' reading comprehension and improve their writing skills

In today's era, people are widely exposed to all kinds of information every day. Only through efficient reading can they acquire such knowledge. Fast reading is the process in which students read the contents of this course, which includes the process in which students read the text and teachers and students jointly ask questions and understand the contents of the article. Its main function is to enable students to have a good grasp of the general idea of the article through fast reading, to find and capture some specific information in the article, to speculate on the new words existing in the article according to the context semantics of the article, and to discuss the deep semantics of the author of the article. Writing has always been an incidental part of intensive reading exercises and is a weak link in students' English learning [10]. The establishment of the minimum score of composition in English grade examination requires that we should not only pay attention to exam oriented training, but also pay attention to basic teaching and improve students' practical application level in an all-round way. Use extracurricular time to set up systematic writing lectures, from the writing theme, basic requirements, examination questions, outline of questions to the specific writing methods and common writing sentence patterns of various types of argumentative papers, as well as the common mistakes in writing, so as to achieve the combination of point and face, and with corresponding exercises. At the same time, teachers can also use advanced multimedia technology to drive students to read the text together, and explain the important phrases and grammar of the article to students in this process, so as to make a good knowledge reserve for the subsequent discussion and writing links of students. Throughout the reading teaching process, students' initiative has been brought into play, which is conducive to the improvement of their abstract thinking and creative thinking ability. In the teaching process, teachers should grasp the opportunities of students at all levels to participate in the practice, which is conducive to the connection of various levels and timely solve the problems in the practice.

2.3 Develop students' translation skills and discuss

The cultivation of translation application ability is to enable students to master some basic translation skills through translation practice, to make a detailed comparison between the two languages, and to organize and systematize the knowledge learned in intensive reading class. It is very important for teachers to effectively organize students to carry out translation exercises. Teachers should have certain knowledge of translation to prepare for translation teaching. Pre-reading prediction is an activity that students should prepare before actually reading the text. Its main function is to enable students to make clear their reading tasks and reading objectives. The effective way for teachers to carry out pre reading prediction for students is to arrange students to jointly predict the content to be mentioned in the text by stimulating students' reading interest. Translation practice can use five to ten minutes before each class. For students' homework, teachers should be good at summarizing and commenting on common problems. The process of discussion after reading is also a process of transferring and processing the article information. It is an important output form of students after reading the textbook content. It can not only check the understanding of students in the reading process, but also effectively help students to think independently about some problems in the text, which plays an important role in promoting students' critical thinking. Teachers should arrange students to build a writing outline based on the content points extracted in the previous article reading and the connection of pre-writing training, and apply the new grammar and new words learned in the previous course to writing.

3. Countermeasures for Comprehensive English Teaching Reform in Colleges

3.1 Reform teaching methods

In order to develop the skills to meet the needs of social posts, the comprehensive English teaching mode must be changed from the teacher-centered teaching mode to the student-centered activity mode, highlighting the student's subject status in teaching activities and the leading role of teachers. "Task-driven, project-led" interactive teaching. Teaching practice has proved that carrying out teaching according to tasks and projects can integrate the skills of listening, speaking, reading, writing, and translation, and is the best comprehensive training. The introduction of multimedia teaching methods in college English classroom teaching can overcome some of the shortcomings of traditional teaching methods and is conducive to solving new problems such as the shortage of teachers due to the expansion of enrollment. It is in line with modern pedagogy such as constructivism and reflects the student's subjective status. Taking care of individual differences of students. In terms of teaching content, the past basic courses and examination training can no longer be used as the center, but learning in industry activities can be used. Teachers should learn professional knowledge and combine professional English related knowledge through project activities to enable students to learn autonomously, exploratory and research. Emphasize behavior orientation, encourage students to find problems independently, find ways to solve problems, induce interest in active learning, and enhance awareness of self-participation; At the same time, more students' communication and cooperation ability should be cultivated from emotional intelligence, and students' creative and divergent thinking should be developed. The disadvantages of the traditional classroom teaching method are obvious: first, the teaching method is relatively simple, the teaching process is relatively mechanical, and the teaching content is often separated from the real language environment, which is boring and not conducive to improving students' enthusiasm for learning English. At the same time, the teachers' blackboard writing is too much in the teaching process, which relatively reduces the amount of teaching information, increases the amount of teachers' labor and costs a lot of classroom teaching Learning time. The College English integrated teaching mode, which combines traditional classroom teaching and multimedia network teaching, has outstanding advantages. First, in the process of realizing the complementary advantages of multimedia network technology and traditional classroom teaching, it not only retains the excellent part of the traditional teaching mode, but also combines the advantages of multimedia teaching. The

feedback teaching mode reflects the process of students' autonomous learning based on the network and teachers' classroom teaching through students' feedback after teachers release tasks, as shown in Figure 1.

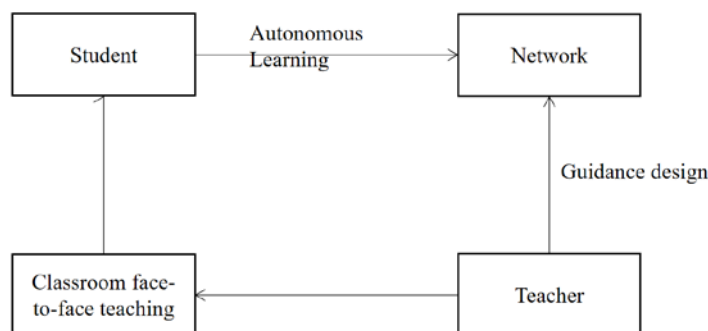


Figure 1 Flow chart of feedback teaching mode

3.2 Reform teaching methods

Now is the information age, it is very necessary to use multimedia in comprehensive English teaching. Multimedia and network teaching can not only make full use of students' visual and auditory organs, improve the intuition of teaching and maintain their attention, but also save time for writing on the blackboard and explaining, increase teaching capacity and improve teaching efficiency. At the same time, it can also provide a large amount of English materials for students to learn, so that students can learn selectively according to their learning level, which is conducive to teaching students in accordance with their aptitude. The use of courseware is combined with blackboard writing. Train teachers on the application of multimedia technology to improve their ability to use multimedia technology. Teachers, not computers, play a leading role in multimedia teaching. Although using multimedia technology to take lessons can increase the amount of information input, large-screen teaching can replace teachers' blackboard writing, but it is impossible to completely deny chalk in teaching. effect. Change and update teachers' teaching ideas and concepts. Teachers should abandon old teaching concepts, study and study various modern educational theories, and guide their teaching with theories. Teachers arrange learning tasks for students according to the content of the text and courseware before taking a new lesson. Students can do pre-class preparation work in the autonomous learning center or through the local area network according to the teaching requirements and the teacher's arrangement. In order to reduce the student's preview time, teachers can also introduce online resources or Internet sites and recommend bibliographies. Teachers use multimedia technology as an intermediary, create a real language learning environment with multimedia, and combine their own lesson preparation content, using teacher's personal charisma and personality charm to integrate traditional classroom teaching essence, and integrate knowledge of practicality, culture and interest into one. For listening, speaking and other training projects that need repeated practice, students can use modern multimedia equipment after class, practice repeatedly, and get timely feedback through self-test. This practice method breaks through the limitation of classroom time, not only adapts to learners of different levels, different learning requirements and purposes, reflects the personalized teaching principles, but also frees up classroom time for teachers. We can use high-tech multimedia resources to fully show the vitality and vitality of the subject of English, and achieve many effects that were not possible with previous education methods.

Table 1 Complement of traditional teaching mode by multimedia technology

Defects of traditional teaching model	Improvement of multimedia technology
Insufficient English locale	Sufficient language environment
Uneven teacher levels	A large number of excellent teaching resources
Very few exercises and classroom activities	Provide multiple tasks and Solutions
Single teaching method	Changes in learning strategies

Single-sided thinking	Cultivate and promote the innovative spirit of students
Limited class time	Flexible coordination of learning time in and out of class

3.3 Reform assessment methods

Curriculum reform puts forward higher requirements for English teachers in colleges and universities, so colleges should make reasonable adjustments to the allocation and development of teachers as much as possible. According to the interest and development desire of English teachers, reasonably allocate them to participate in the professional English teaching of a department, strengthen mutual communication and cooperation with professional teachers, and complement each other's advantages. In English learning, examination is a direct feedback to teachers' teaching and students' learning. It plays an important guiding role in teachers' teaching and students' learning. The introduction of the industry English test system, learn to test, test to use. The examination forms of students can be rich and varied, but they must be connected with what they have learned and used. In order to train practical talents to meet the needs of the society, it is necessary to reform the traditional assessment methods to narrow the distance between English education and social needs, and improve the employability of College English graduates. Therefore, when evaluating students, we should get rid of the simple and original examination results, take the requirements of the syllabus and the teaching content as the basic basis, focus on the assessment of language foundation and application ability, implement the diversification of assessment methods, combine the summative assessment and formative assessment, increase the proportion of the usual results, and learn more from listening, speaking, reading, writing, translation, etc To test the students' actual English communication ability.

4. Summary

College English plays a very important role in the study of non-English majors in China. Its importance is not only reflected in the long and time-consuming course of this course, but more importantly, in the current situation of China's continuous opening up to the outside world, English has become one of the necessary conditions for measuring the comprehensive quality of college students when they are employed. The use of multimedia in teaching has become an irresistible trend in our country, affecting all aspects of college English teaching. Generally speaking, the reading and writing skills of English learning have a very important influence on the improvement of students' overall English level. Comprehensive English teaching must be reformed in order to train English skilled personnel who can adapt to the modern workplace and meet the needs of employers. However, the teaching goal can only be achieved by paying attention to the cultivation of students' communicative ability in English.

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