

Situational Teaching Method and Its Application in College English Teaching

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Abstract: In order to give full play to the role of situational teaching method in college English teaching, based on constructivist theory, this article analyzes the applied principles: communicativeness, creativity, hierarchy, openness, and inquiry; summarizes the types of situations: life situation, games situation, physical situation, competition situation, performance situation and music situation; puts forward the application strategies: designing problem situations to stimulate students' English learning motivation; creating an equal teacher-student relationship and correctly understanding the status and role of teachers and students; designing situations based on teaching content and students' characteristics; using modern education technology to create situations to mobilize students' multiple sensory experiences; using textbook content to activate situations to help students understand the differences between Chinese and Western cultures.

1. Introduction

Situational teaching method refers to that in the process of teaching, teachers purposefully introduce or create vivid and specific scenes with certain emotional color and image as the main body, which causes certain attitude experience of students, so as to help students understand the teaching materials and develop their psychological functions. The core is to stimulate students' emotions. Constructivism holds that subject, situation, cooperation and resources are four conditions to promote teaching, especially the important role of situation in meaning construction. Constructivism also believes that learning is always related to a certain social and cultural background, and regards creating situations as one of the most important contents of teaching design. The learning situation should be combined with the actual situation, because the real situation field is vivid and rich, which can enable students to master more knowledge. Only in the real situation, with the help of social interaction and the use of necessary learning resources, can students actively and effectively construct knowledge.

Language is always associated with context. The situational teaching based on constructivism conforms to the cognitive laws of foreign language learners and creates real situations for students to construct knowledge. According to the law of language acquisition, simple grammar learning must be combined with a large amount of language input to enable students to master the law of language use. Therefore, it is necessary to let students carry out a large number of language activities as much as possible, increase the chance of language exposure, and create a real environment for language use. Situational teaching attaches importance to the main role of students, unites cognition and emotion, activities and environment, learning and application, which plays an indispensable role in cultivating learning motivation, enriching various experiences, developing creative ability, cultivating noble moral sentiment and aesthetic emotion. The implementation of situational teaching method in English teaching has successfully promoted the bilateral practical activities of teaching and learning, changed the way of course presentation and questioning, enriched the teaching content and adjusted the structure of teaching activities. With the deepening of English teaching reform, traditional teaching methods have been difficult to meet the requirements of modern foreign language teaching. The research and practice of linguistics, psychology and pedagogy show that situational teaching method must be widely used and popularized.

2. Application Principles of Situational Teaching Method in College English Teaching

Teachers, as promoters of student learning, provide support for students' knowledge construction. In the process of college English teaching, through the creation of rich and diverse teaching situations, students can achieve the memory and preservation, understanding and application, evaluation and transfer of English knowledge in specific language situations. In specific teaching practice, the following principles should be followed:

(1) Communicativeness principle. Communicativeness of language is the essential function of language. Learning English is to master the ability of "listening, speaking, reading and writing" to exchange information and emotions in real situations. By creating situations, students' ability to use language knowledge and skills in English communication can be cultivated. In college English teaching organized by communicative principles, teachers should provide more opportunities for language practice, encourage students to use English boldly, and transform theoretical knowledge into practical ability in communication.

(2) Creativity principle. The development connotation put forward by situational education includes the overall development of psychological quality such as knowledge, ability and intelligence, as well as emotional will. The core is the development of thinking, especially the creativity of thinking. Creativity is the unique comprehensive ability of human beings to produce new ideas, discover and create new things. By creating contexts that transcend specific structures and functions, students become language creators, thereby enabling them to enrich their knowledge and achieve communicative goals while inspiring their creative potential and developing their ability to solve problems creatively.

(3) Hierarchy principle. Teachers should design situations with reasonable steps, consider the students' existing knowledge level, and use the students' knowledge structure and thinking level as the basis to make the problem consistent with the students' "Recent Development Zone". The design of the problem should go from shallow to deep, from easy to difficult, and gradually advance students' thinking to new heights. For complex and difficult problems, teachers should create problem situations step by step, design hierarchical problem groups, reduce the difficulty of problems, and avoid presenting isolated problems directly to students.

(4) Openness principle. English teaching should not only enable students to master knowledge, but also effectively cultivate students' ability to analyze and solve problems. The open problem situation can make every student have the opportunity of performance, analysis and thinking, broaden the learning space of students, and leave more room for thinking. It is beneficial for students to use the existing knowledge and skills to explore multiple ways and methods to solve problems, so as to cultivate students' logical thinking ability and non logical thinking ability, divergent thinking ability and aggregate thinking ability.

(5) Inquiry principle. In the process of teaching, teachers should create a situation or way similar to scientific research, so that students can actively explore, discover and experience in the way similar to scientific research under the guidance of teachers. This spirit should be carried out in English situational teaching. Teachers should create a good atmosphere of inquiry, place students in the situation of inquiry, stimulate students' desire for inquiry and attach importance to the process of inquiry. Students should participate in classroom teaching as knowledge discoverers, researchers and explorers to solve practical problems.

3. Types of Creating Situations in College English Teaching

Successful foreign language teaching should create more situations, bring students to a specific realm of classroom art, and create a diverse and communicative learning atmosphere. In order to create a real and natural English teaching situation with appropriate difficulty, varied forms, lively and interesting and engaging life, one or more of the following types can be used in teaching:

(1) Life situation. Language is closely related to life. Language serves life and life enriches language. Based on the relationship between language and life, teachers should carry out language teaching that can show life situations, create life-like teaching situations, start with the lives that

students are familiar with, find appropriate entry points, enter the state of language learning in life, and improve language applications ability. When creating a living English teaching situation, two points need to be paid attention to: combining English teaching content and combining the existing life experience.

(2) Games situation. Game teaching has enriched and tedious English learning activities, so it has always been loved by all kinds of students. Teachers should aim at the characteristics of students' hobby games, create practical teaching situations through wonderful games, stimulate students' interest in English learning, and promote cooperation and communication between students. Teachers need to give full consideration to the rationality of game settings and the standardization of operations. The game chosen by the teacher should not only be for fun, but also for students to learn the language and master the laws of the language while playing.

(3) Physical situation. The physical demonstrations carefully prepared for teaching can enhance students' perceptual knowledge, make the entire teaching process vivid, vivid and intuitive, deepen student impressions and strengthen student memory. The real objects are mainly real-life objects and teaching aids, including pictures, slide projectors, voice recorders, televisions, video players, networks and multimedia and so on. Some objects are difficult to bring to the teaching scene, but teachers can use pictures to replace these objects. Pictures are simple and easy to carry, and intuitive images can play a role in rendering.

(4) Competition situation. Holding competitions is an effective teaching method commonly used in English teaching to consolidate teaching effects and tap the potential of students. Commonly used competition forms include calligraphy, reading aloud, speeches and performances, etc. During the competition, students' quick reaction ability and agile and thorough logic ability can be trained, the desire to win is stimulated, and the students' sense of competition and the ability to adapt to society in the future are cultivated. The results show that after introducing competitions, students' creative thinking is stimulated and the teaching effect is more effective than mechanical teaching.

(5) Performance situation. Teachers should take students as the main body, let them integrate into roles, and guide them to learn English from situational performance. Teachers should make students the main body of classroom teaching and help students develop a sense of language through a large number of practical activities such as perception, experience and imitation. The teacher should show the role of the textbook in front of the students, let the students become actors or spectators and integrate them into the context described in the textbook, so that the students are particularly excited and emotional because they can both hear and see, and teaching is full of drama, so impressed is the inevitable result.

(6) Music situation. Teachers should let the beautiful melody enter the English classroom, so as to give the students a beautiful feeling and cultivate their noble sentiments. In English teaching, teachers use music to render teaching situations, use music to arouse students' emotions, make English and music perfectly integrate, stimulate student interest, and achieve good teaching results. Specific methods include: introducing new lessons with the use of music to construct situations, using songs to help understand themes, using lyrics to help students memorize content, and allowing students to appreciate the beauty of the meaning of the article through music reading. Teachers assign music to the introduction or concluding part, which creates emotional resonance and makes the English classroom more aesthetically pleasing.

4. Strategies of Creating Situations in College English Teaching

The use of situational teaching requires a "development" perspective to comprehensively propose teaching tasks, optimize teaching plans, choose a way to create a situation according to the teaching task, class characteristics, and teacher's personal qualities, and use the strategy to create a situation to lay the foundation for situational teaching. The strategies for creating context in college English teaching proposed in this article are as follows:

(1) Designing problem situations to stimulate students' English learning motivation. Motivation is a psychological tendency or internal drive that inspires and sustains an organism's actions and directs them towards a certain goal. The motivation of learning motivation refers to the use of

certain incentives in a certain teaching situation to make the formed learning needs to change from a potential state to an active state, and form the enthusiasm for learning. Creating problem situations can stimulate students' learning motivation. Teachers should ask questions with a certain degree of difficulty, so that students feel both familiar and unable to use existing knowledge to solve them, thereby arousing the enthusiasm of thinking and learning motivation. Creating problem situations in the process of English teaching requires teachers: to be familiar with textbooks, master the structure of textbooks, and understand the connection between new and old knowledge; to understand the students so that the new learning content and the students' existing knowledge level constitute an appropriate span; to creating problem situations in the process of English teaching requires teachers to create problem situations in a variety of ways and run them through the teaching process.

(2) Creating an equal teacher-student relationship and correctly understanding the status and role of teachers and students. Situational teaching should be carried out in an atmosphere of equality and harmony, to ensure harmonious teacher-student relations, to allow students to be in a voluntary state in the process of situational experience, and to stimulate higher enthusiasm in learning. Teachers should be good mobilizers of learning, guide students' learning paths, and promote learning through effective means. Because students have individual differences, differences in knowledge structures, differences in life experiences, and differences in emotional values, they may deviate from contextual teaching goals in the process of constructing a knowledge system. Therefore, teachers must give timely guidance to improve students' language ability. Teachers must provide services wholeheartedly, teach students according to their individual characteristics based on their full understanding of students, listen patiently to student opinions, value changes in student emotions, care about student life, treat students with an equal attitude, and create a happy learning environment for students .

(3) Designing situations based on teaching content and students' characteristics. English teaching content is the basis and foundation of context teaching, and context content should be consistent with English textbooks and classroom teaching content. Teachers should carefully analyze the content of the teaching materials, sort out the key points and difficulties, and choose appropriate context types, topics, and methods based on student interests, knowledge structure, understanding level, learning ability, and emotional experience, and arrange them reasonably to attract students' attention. Teachers should pay attention to the connection and progression between situations to ensure the continuity of students' thinking. The situation design should also take into account the characteristics of the students, aiming at the limitations of classroom teaching in time and space, create situations from different angles, as close to life as possible, accurately apply the knowledge learned to actual life, improve English communication skills, and consider the needs of students at different levels, so that students can better participate in the situation.

(4) Using modern education technology to create situations to mobilize students' multiple sensory experiences. Modern information technology with multimedia and network as the core makes knowledge no longer be transmitted in a single text form, but be transmitted through hypertext that integrates multiple media such as sound, pictures and videos, thus changing human thinking way and learning way. Multimedia is scientific, advanced and intuitive, and has become the most effective tool for setting up English teaching situations. It can transfer a large amount of knowledge, stimulate the students to have a strong desire for exploration, mobilize students' various senses to participate in learning activities, so that students' emotions are always in an excited state, and their enthusiasm for thinking is fully exerted. There are many ways to create situations in English. Modern educational technology has unique advantages. It uses intuitive image effects to attract students to enter the situation, causes students to have a positive emotional experience, and uses the information provided by the situation to construct knowledge.

(5) Using textbook content to activate situations to help students understand the differences between Chinese and Western cultures. Knowledge of textbooks is very abstract for students, so teachers need to dig up textbook content, create teaching situations, and turn static things into dynamic characters in life. The current compilation of English textbooks is based on cultivating students' interests, and the context content is very rich, and the content of the text is closely related

to students' daily life. Teachers can use the form of competition to allow students to make or prepare various props, and develop oral expression skills through group performance. In addition, language is an important carrier of culture, and the relationship between language and culture is inseparable. Understanding culture must understand language, and understanding language must understand culture. Scenario creation should strengthen the transmission of Western cultural background knowledge. Teachers use multimedia to play contextual dialogues such as asking directions, seeing a doctor, inviting, apologizing, and dating to enhance intercultural communication skills and avoid cultural misuse in communication.

5. Conclusion

“Situation” has become a popular discourse of contemporary cultural thoughts and cutting-edge scientific discussions. “Situation teaching” has naturally become a topic of great concern in the field of education and teaching. The learning situation must be combined with the real situation. Since the real situation is vivid, concrete and rich, students can effectively construct knowledge in the real world situation by using social interaction and using effective learning resources. Teachers should make full use of vividness, image, and specific situations to guide students to learn English knowledge in the experience and improve their English application ability. In the process of English teaching, teachers should integrate words, deeds, and emotions to make English teaching more intuitive, interesting, and scientific, so that students' intellectual and non-intellectual factors can be developed in harmony and their learning passion in Englishfully can be mobilized, and their interest in learning can be developed.

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