

# Innovation and Practice of College English Course in Applied Art Universities

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**ABSTRACT.** Higher education in the new era puts forward higher requirements for personnel training. In the process of personnel training, application-oriented undergraduate colleges should train compound talents with high comprehensive quality and strong application ability to serve social and economic development. The transformation of local universities to application-oriented has promoted the reform of college English curriculum system. Only according to its own characteristics, keeping up with the pulse of the times and making necessary innovations in curriculum setting can art majors in emerging colleges make great breakthroughs. How to implement English Teaching in art colleges is a new topic for English teachers. According to the orientation and training objectives of College English course in Application-oriented art universities, this paper puts forward some suggestions on the integration of English Teaching for art majors, so as to adapt to the development of industry and regional economy and society, and meet the needs of application-oriented talents training and learners' personalized learning.

**KEYWORDS:** Art major, Applied talents, English course

## 1. Introduction

Art college students are a special learning group, they have unique personalities and professional learning characteristics. The cultivation of art talents occupies a very important position in the entire education system, national economic construction and the promotion of social civilization progress [1]. However, art college English teaching has always been on the edge and disadvantaged position of English education, and has not been able to attract the attention of most English teaching workers, so that in many colleges, art English teaching has fallen into embarrassment [2]. College English courses are an indispensable part of applied undergraduate education. There are also various problems in the process of adapting to the application transformation of local undergraduate colleges. my country's applied arts undergraduate colleges account for a large proportion of colleges and universities. Its advantage lies in being close to the local area, closely linked to the regional economy and regional culture, and its talent training goals are closely related to serving the local economy [3]. In the aspect of cultivating compound and applied talents in art, English teaching for art undergraduates has not played its due role, and there are many shortcomings such as unclear goals, insufficient attention, unreasonable curriculum and so on, which have long been in a dilemma [4]. Since there is no comprehensive, systematic and authoritative application-oriented undergraduate college English teaching system in China at present, it is urgent to build an application-oriented college English curriculum and teaching model [5].

The fierce competition has put forward higher requirements for the English level of art graduates. Therefore, how to implement English teaching in art undergraduate colleges is a new topic for the majority of English teaching workers [6]. Application-oriented undergraduate colleges must change their teaching concepts, seek their own characteristics of the art curriculum, and implement the service of local economic development, explore the scientific curriculum teaching system, and improve the goal of talent training [7]. High school English teachers must start from the instrumental characteristics of language learning, combine college English teaching with professional knowledge, so that students can calmly use the language of English in the professional field, and can promote and promote this professional field through English learning Learning [8]. According to different majors studied by college students, construct an effective college English classification guidance curriculum system to achieve the purpose of further improving the comprehensive language application ability of college students. This should be an important goal of applied university language teaching [9]. The majors of arts in Xinxing College can only achieve major breakthroughs if they follow the pulse of the development of the times according to their own characteristics and make necessary innovations in the curriculum.

## 2. Problems in College English Curriculum in Application-Oriented Universities

Foreign language education in colleges and universities has sent a large number of talents and teachers to the country. Although China's foreign language education has made great achievements, there are still some shortcomings. In the advanced learning stage of college English, the new syllabus should pay attention to combining the personal interests and career development goals of art students, and offer various expanding courses for students to choose. Application-oriented undergraduate education is a branch of vocational education in higher education, with the fundamental goal of training applied talents needed by local economic and social development and serving local regional economic development. Its notable feature is to apply what you have learned and take application as the basis. College English course is a part of humanistic general education in colleges and universities, which is instrumental and humanistic [10]. As far as the instrumentality of college English courses is concerned, it is the promotion and expansion of English teaching at the basic education stage. In the traditional college English teaching, the talent training model with pure language ability as the key teaching content can no longer meet the needs of the development of the times. The application-oriented undergraduate college English course emphasizes that while learning language knowledge, students pay more attention to cultivating their language application and practice skills, highlighting the practicality, practicality and professional characteristics.

Many fields of professionals trained in our country cannot use English proficiently to absorb international cutting-edge information and scientific research results, and cannot effectively carry out work and research in foreign languages. For all local application-oriented undergraduate colleges, curriculum positioning and talent training goals need to be set according to local regional economic development needs and their own characteristics. Teaching teachers need to understand the course background, teaching mode, course design concept, etc. [11]. In the lecture, we should not only focus on the cultivation of the application ability of arts and sports students, but also emphasize their learning process. Many existing college English teaching is still in the basic English teaching stage, and its content cannot be naturally connected with the teaching content of the industry English stage, the teaching of industry English cannot be penetrated into the entire teaching process, and the college English curriculum cannot be improved to a special level. Use English stage. Because students of arts and sports majors have a weak English foundation and have difficulty teaching in English, highlight the key points and difficulties, pay attention to the similarities between English and Chinese, use the mother tongue to learn the target language, realize the positive transfer of Chinese in English learning, and improve learning Efficiency and teaching effectiveness.

### **3. Countermeasures of Curriculum Setting**

#### **3.1 Expanding Courses**

In the traditional English teaching mode, the teacher's teaching to the students is only a one-way teaching process. The dominant position of the classroom is the teacher, and the students are in a passive learning position. And the lack of interaction between teachers and students in the university campus, the relationship between teachers and students is relatively loose, students in learning problems can not be solved by teachers in a timely and effective manner. The communication and interaction between teachers and students are mostly limited to the classroom. The lack of communication and communication between teachers and students is difficult to achieve effective communication between teachers and students. Because students need to have a certain level of English in order to participate in the activities of traditional English second class, so those students with low English level will feel nervous in class and dare not speak boldly in public. Due to the limitation of teaching time and the number of students in the traditional classroom teaching, the full communication and information exchange between teachers and students are virtually limited. For students, the teacher's general teaching content and their own personality problems can not match, that is, can not produce the role of stimulation or on-demand. It is difficult for students to get into the state quickly after a short period of class practice. Many students are not active in class activities, and it is time to finish class in a flash. Lack of teaching interaction between teachers and students will make students' learning situation can not be confirmed in time, poor students can not get effective guidance, which is not conducive to college students' mastery of English related knowledge.

Teachers should play a guiding role, organize students to have group discussions, create a good learning atmosphere, so as to promote the improvement of teaching efficiency. Teachers are in the dominant position in the classroom, students' progress is slow, it is easy to have a psychological conflict with the English curriculum, it is difficult to achieve the best teaching effect. Students' learning self-efficacy is enhanced, can truly feel their own progress, will be more and more intense efforts to study, expect to make greater progress, thus forming a virtuous circle in learning. The new teaching mode should be supported by the combination of new media and modern information technology, especially the new media network technology, so that English teaching and learning can develop towards the direction of personalized and autonomous learning without the limitation of time and place to a certain extent.

For application-oriented undergraduates with relatively weak English foundation, besides ensuring the basic language course as the main teaching content, it is necessary to highlight and strengthen the comprehensive language

ability improvement course and language ability development course. Teachers should not only have relevant English knowledge, but also have interdisciplinary knowledge, find out the correspondence between majors and English, and have a more comprehensive and profound understanding of English teaching objectives, teaching contents and teaching methods. College English extension course is a group of courses suitable for students' individual needs, which can not only improve English language knowledge and skills and professional English application skills, but also cultivate students' professional quality and improve their academic level. Its diversified and personalized evaluation methods can allow students to participate in the evaluation, find out the existing problems in English learning and their advantages and disadvantages, and improve them in time, and finally achieve the goal of promoting learning by evaluation [12]. Expansive curriculum module highlights and strengthens professional and technical courses, emphasizing the cultivation of students' application and practical ability in teaching, so that students can not only acquire language application knowledge and skills, but also improve their professional English level and comprehensive language practical ability in the process of language learning. The teaching content should bring forth the old and bring forth the new, and transform the new and outstanding academic achievements at home and abroad into college English courses in applied art universities in time.

### **3.2 Instructional Design and Application Effect**

The main strategy to promote college English teachers' professional development lies in strengthening the construction of college English teaching team, encouraging teachers to cooperate with each other and promoting personal professional development through team development. Teachers' acceptance of new theories and models, teachers' relatively simple knowledge structure, and teachers' uneven participation in information technology ability will all affect the actual effect of teaching implementation. English teachers should have excellent English basic skills and educational theories, and understand students' psychology and the basic rules of second language acquisition. A qualified college English teacher must first have systematic knowledge of modern linguistics theory, solid language professional skills, necessary knowledge of foreign language acquisition theory and foreign language teaching methods [13]. In English teaching, teachers should consider that the same teaching method has different teaching effects for different students. Teachers must understand the differences of students' cognitive styles so as to choose different teaching methods according to different cognitive styles. Cognitive structure directly participates in the interaction with new knowledge, which not only determines whether new learning can be produced, but also determines the maintenance and transfer of new knowledge in new situations.

We compare the number of effective words in the pre-test and post-test between the experimental class of Applied Art Colleges optimized by teaching mode and the control class of traditional mode. The data are shown in Table 1 and Table 2.

*Table 1 Comparison of The Effective Word Count of the Pre-Test Composition of the Experimental Class and the Control Class*

Class	Mean value	Maximum value
Experimental class	71.3	125
Control class	72.6	120

*Table 2 Comparison of The Effective Word Count of the Post-Test Composition of the Experimental Class and the Control Class*

Class	Mean value	Maximum value
Experimental class	82.4	138
Control class	73.8	122

Individual explanatory power data from three dimensions of effective learning environment show that learning behavior and situational support have significant explanatory power on learning effect. However, the data show that the interpersonal support coefficient is not significant. As shown in table 3.

*Table 3 Estimated Results Of Effective Learning Environment Construction Corpus on Learning Effect*

Constant	Standard error	Standard coefficient
Learning behavior	1.18	0.462
Interpersonal support	0.71	0.065

Scenario support	0.26	0.124
Learning effect	0.31	0.071

The results show that English teachers and students in applied art colleges have improved their English writing ability significantly after adjusting the teaching reform ideas proposed in this paper. Therefore, college English teaching should follow the principles of guiding learning by classification and teaching students in accordance with their aptitude, so as to meet the actual needs of individualized teaching. English teaching in art universities must set a clear teaching goal, with the ultimate goal of cultivating students' English application ability, and let teachers take English listening and speaking as the key and difficult points in English teaching according to this teaching goal. Due to the differences in economic fields and uneven development among different regions, there are also great differences in the concepts of college English teaching. In terms of teaching environment and curriculum, English teaching in colleges and universities lacks a real language teaching environment, which makes the English knowledge acquired by students unable to be expressed in language in the employment process, which leads to the students trained by colleges and universities not meeting the requirements of enterprises for graduates' English application ability. The innovation of college English teaching mode should keep pace with the development of the times, keep pace with the times, and meet the new requirements of the new employment situation for college students' English application ability. It is necessary to change the teaching methods properly in language learning, so as to help students discover the fun and improve their enthusiasm and enthusiasm for learning. The process of teaching and learning itself is an interactive process. If teachers only provide information in one direction without attracting students to participate in online teaching activities, the teaching effect will be greatly affected.

#### 4. Conclusion

The brand-new applied undergraduate college English curriculum system makes the application-oriented undergraduate English teaching and professional English integrate properly, meets the objective requirements of applied talents training, meets the urgent needs of society for applied talents with multi-dimensional abilities, and realizes interaction with social needs. Outward Bound Curriculum is a curriculum group suitable for students' individualized needs, which can improve students' academic level and professional quality, and meet the needs of students' professional study and future work. The construction of college English classified guidance curriculum system is a systematic, complex and interdisciplinary project, which requires the joint efforts of teachers and students. In English teaching, teachers should consider that the same teaching method has different teaching effects for different students. Teachers should change their teaching ideas, adjust their mentality, and adopt teaching methods and evaluation methods suitable for the new syllabus. Carrying out college English curriculum reform among art undergraduates can fully mobilize students' English learning enthusiasm, improve students' learning initiative, strengthen college English teaching effect, and enrich teaching content.

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