

Analysis of College English Linguistics Teaching Based on Cultivation of Applied Talents

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Abstract: In the teaching of college English major, the teaching of English linguistics is a basic required course, which has great influence on students' English learning. With the development of society, the teaching of college English linguistics has begun to develop towards the cultivation of applied talents. In teaching, it is necessary to improve students' oral English level and practical ability. Therefore, it is necessary to update the traditional teaching methods and realize the cultivation of talents. However, in the process of concrete practice, there are still some problems that affect the cultivation of applied talents. Therefore, in view of these existing problems, this paper puts forward some corresponding countermeasures.

1. With the continuous development of the current society, the increasing awareness of the importance of training applied talents in colleges and Universities

College English teaching is an important course to cultivate applied talents. Therefore, in the current teaching, teachers should change the traditional teaching concept, implement effective classroom teaching reform, and promote the cultivation of students' practical ability. With the current social development, a large number of English professionals are needed. However, in the current teaching, the effective cultivation of applied talents cannot be realized and the needs of the society cannot be met. Therefore, it is of great significance to take the training of applied talents as the goal of the development of college English language teaching. This also puts forward higher requirements for teachers to actively change teaching concepts, update teaching methods and cultivate applied talents.

2. Problems in College English Linguistics Teaching

At present, college English linguistics teaching is greatly influenced by the traditional teaching methods. Due to the theoretical nature of the course content and the low interest of students, the teaching quality is not high, which has a great influence on students' learning and development. Moreover, students' initiative is neglected in the teaching; the teaching method is relatively single, and there are many problems in the evaluation of students, which leads to students' weak ability of independent inquiry and learning. On the one hand, teachers' efforts have not produced the expected results, and there will be some negative psychological response from students. On the other hand, students' learning objectives are not clear, and they spend a lot of time memorizing and learning

words, but failed to improve their English learning ability. This is mainly manifested in the following aspects:

2.1 English teaching not well connected with students' real needs.

In English language learning, academic content is relatively strong, containing a large amount of information. Therefore, teaching should focus on combining theory with practice to strengthen the cultivation of students' language proficiency. However, in the current college English teaching in our country, many teachers only pay attention to the explanation and induction of theoretical knowledge, rather than make vivid and impressive analysis. It is hard for students to understand the theoretical information, and the interaction between teachers and students is quite limited, which cannot help students solve language problems in time.

2.2 Students' cognitive ability neglected in teaching.

Teachers play a leading role in the teaching process and have a great influence on students' learning, but many teachers neglect the cultivation of students' cognitive ability. Therefore, the teaching process is too theoretical, ignoring the students' understanding and application of knowledge.

2.3 The dominating theoretical information

Too much theories and principles are determined by the nature of Linguistics course itself. What English linguistics covers is mainly the abstract English language, like language structure and theory. Students are limited in their cognitive ability, so it is difficult to draw their deep reflection on teachers' lectures. In the long term, it is quite boring to teach and learn Linguistics, and students feel stuck in their study as they can't make obvious progress even though they have made relentless effort. Then, their confidence in learning the course failed. The progress and development in students' learning linguistics needs long-term accumulation and research.

2.4. The backward current teaching mode

The teaching mode of English Linguistics is similar to the teaching of all other subjects, which centers on teachers' lecturing with students' attending. Teachers are guided by textbooks and teach the theoretical knowledge. For students, the abstract knowledge system is not interesting. Additionally, theory is not into practice in class.

Students seem to accept theoretical knowledge passively, and understanding and interpretation are not the same thing, so it is difficult for students to make a full use of the theoretical knowledge. The linguistics teaching should engage students in the knowledge by taking student-centered approach and stimulating students' interests in leaning the course.

2.5 The neglected importance of linguistics learning

It is important to promote linguistics teaching for English majors in colleges and universities. First, we need to reform the content of teaching. And innovative attempts to enable students to speak English. The knowledge of language is based on understanding framework, and its purpose is to enable students to master the basic knowledge of English and cultivate their language awareness. Therefore, in practical teaching practices, we must pay attention to linguistics, which explains the speech in a specific way like grammar, semantics, pragmatics and other aspects of knowledge for

students in the future, helping them to have a comprehensive understanding of English. Students with strong language awareness will master the laws and structures of English language development.

3. Strategies for College English Linguistics Teaching

3.1 Design an effective teaching environment.

The teaching environment refers to the place where students conduct independent inquiry and study. In the process of teaching, teachers should design a reasonable teaching plan. After explaining certain knowledge, teachers should give students a certain amount of time, carry out specific application training, and strengthen students' understanding of relevant knowledge and theories. For example, when teaching the arbitrariness of English language, students cannot effectively distinguish " sound" and " meaning" in English language, so there are some problems in the process of mastering. Teachers can assign relevant tasks to students so that students can collect materials and communicate and discuss in class.

3.2 Update teaching methods.

In the teaching of English linguistics courses, teachers generally adopt the teaching method. The teaching process is relatively rigid, which is not conducive to the enthusiasm of students. Moreover, students' learning interest is not high, and the longer the time, the students will also have a kind of boredom. Therefore, it is necessary to update the traditional teaching methods and adopt discussion-based teaching methods, which can stimulate students' thirst for knowledge, mobilize students' initiative and realize effective interaction between teachers and students, but will affect the progress of teaching. Therefore, the two methods can be combined in teaching to realize effective teaching.

The cramming teaching in exam-oriented education can only make them in. During the learning process, there is constant frustration in learning. Relevant cultural background, article provenance are introduced. When students understand this article effectively, they encounter some essays. When there are differences in the background, problems can be solved in time. Stratified group teaching is mainly for further stimulation. The initiative of students to participate in English teaching is in the process of communication in order to exercise students' English language application. Because students learn English language literacy and their levels are different, and teachers need further stratified group teaching which is conducted at different levels. Mutual helping reflects well the interaction between students, and at the same time, teachers also need further participation in group discussion. When the learning team is stuck, it is time for teachers to attend.

3.3 Teach in combination with actual life

English learning should be smoothed as long as English language is learned in our daily life. For example, there are many western festivals in China, like Christmas, Valentine's day and others. Let students observe how people in society hold their celebrations. After observing, students are required to do some writings and presentations in the English class. The case-study teaching can be introduced to make students open their mouth and let every student engage in the class.

4. Conclusion

To sum up, linguistics is a practical applied discipline. Only in the integrated way, can teachers

make steady improvements in linguistics teaching, to improve students' practical application ability.

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