

Significant Interaction in English Teaching——College English Curriculum Design from the Perspective of Constructing Socialism

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Abstract: With the continuous development of education and teaching system at present, the implementation of new curriculum standards advocates Constructionist in College English teaching. College English is one of the most basic courses in all majors of colleges and universities. There are still many problems in the actual classroom teaching. Constructionist is a process of building knowledge on the basis of knowledge and learning, emphasizing students' learning initiative and initiative. This paper will analyze the college English curriculum design from the perspective of constructionist teaching mode and put forward corresponding measures.

At present, with the continuous reform of the educational and teaching system, the University English teaching has also formulated new requirements for English course teaching. It has changed from emphasizing English reading comprehension to emphasizing listening and speaking to improve students' comprehensive English ability. At the same time, it has also reformed the traditional teaching methods and paid attention to the initiative and enthusiasm among students in the process of English learning. The teaching mode of construction learning theory focuses on students as the center, emphasizes students' active construction of knowledge, and teachers' knowledge plays a guiding role. Construction learning theory emphasizes learning in a certain teaching situation. In a given teaching situation, students cooperate and communicate with each other, and students construct knowledge consciously^[1].

1. Problems in college English classroom interaction

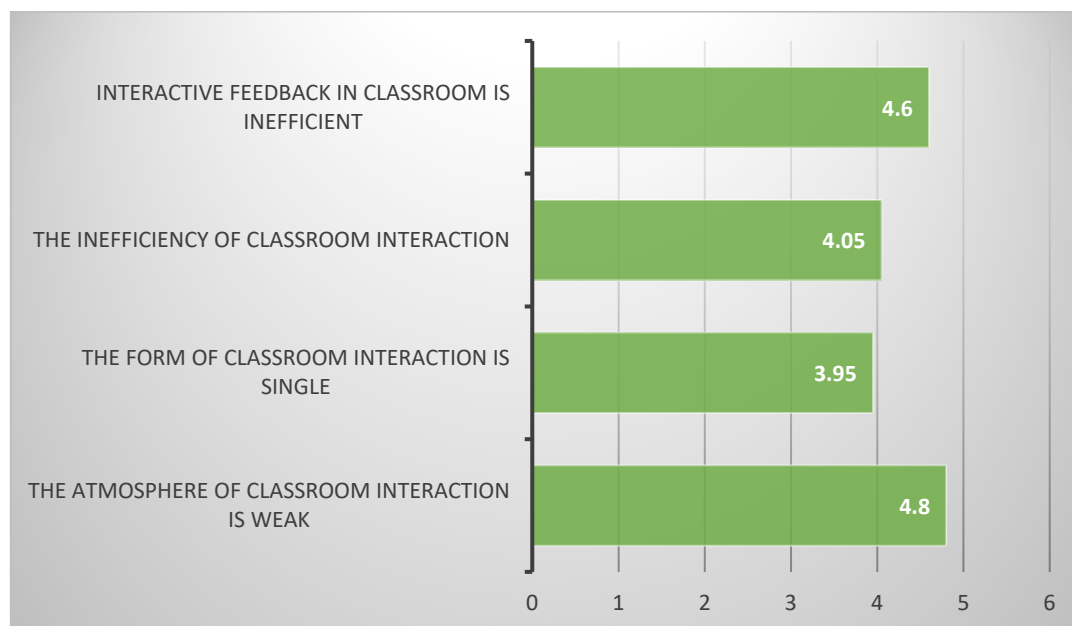


Figure 1. Problems in College English Classroom Interaction

As shown in figure 1, a detailed analysis is presented above.

1.1 The weak atmosphere of classroom interaction

Relevant scholars have discussed the relationship between classroom psychological atmosphere and teaching effect. It is believed that the classroom psychological atmosphere is the group emotional state which depends on whether the classroom teaching process can proceed smoothly. This kind of atmosphere is not only the psychological background of teaching, but also the generation and development in the teaching process. Healthy and positive classroom psychological atmosphere can produce a factor conducive to improving the teaching effect. Bad, negative and even confrontational classroom psychological atmosphere can make teachers and students achieve nothing or regard class as a burden.

1.2 The single form of classroom interaction

Classroom interaction mainly includes teacher-student interaction and student-student interaction. Teacher-student interaction includes teacher talk and teacher questioning, while the form of student-student interaction is more diversified. In the actual college public English classroom, teachers have a short understanding of interactive means, which is too single. The main problems are as follows: lack of interactive means; lack of interactive language situation.

1.3 The inefficiency of classroom interaction

The efficiency of classroom interaction depends on the level of teachers' classroom control ability. Classroom control is the core of education control. It is a process in which teachers consciously guide, restrain and adjust students' behavior (including their own behavior) in order to achieve classroom teaching objectives. Classroom interactive control strategy refers to the process of consciously guiding, restraining and adjusting teachers and students' behavior when using

interactive teaching methods in class. However, in the actual college English teaching, teachers' control strategies are relatively scarce, resulting in the lower efficiency of classroom interaction, which is mainly manifested in the following two aspects: student-student interaction is mere formality; teacher-student interaction has little effect^[2].

1.4 Inefficient interactive feedback in classroom

Feedback is the evaluation information given by teachers to improve and improve students' learning in the language teaching environment. It can be divided into positive feedback and negative feedback. Teachers' feedback strategies in interactive classroom are also an important factor affecting classroom interaction. In the actual public English classroom, there are still some misunderstandings when teachers use feedback strategies, which are mainly manifested in the following aspects: response and error correction in frequency; simple and inefficient feedback.

2. Research on interaction of meaning from the perspective of social constructionist

Man is a social animal. We grew up in a diverse community through social interaction. Recently, many educators have seen the value of social constructionist as a theoretical basis for designing a more effective learning environment. Social constructionist holds that individualized subjects and socialized societies are interconnected. Social constructionist emphasize that learning occurs mainly through participation in social practice in the learning environment. This learning environment includes cooperative interaction, group work and local common social practices, including family life and church activities. Learning is a social product produced mainly in the process of conversation, discussion and negotiation. In addition, social constructionist emphasizes the role of adults and learning partners in conversation and negotiation. Social constructionist point out that students can gradually grasp unfamiliar concepts and viewpoints with the help of adults or peers who are more capable in meaning construction. However, social constructionist does not believe that dialogues and discussions, wherever and whenever they occur, are meaningful for learning. They also emphasize that learning and thinking occur in social situations. An important concept of social construction is real or constitutional learning. Learners take part in learning activities in situations directly related to their real life situations, and these activities can be transferred to a similar cultural context^[3].

When learners and many other people, including peers and experts, engage in real learning task situations, learners will participate in defining tasks, generating viewpoints, sharing resources and viewpoints, negotiating, synthesizing personal and other people's ideas, completing tasks, and further clarifying tasks based on further sharing thoughts and comments. When learners are confronted with doubts or conflicts, they will first discuss problems with others. Then we will try to solve the problem through internal consultation and social consultation. Finally, they get a consistent understanding. This meaningful interaction process requires meaning construction, so learning takes place.

3. College English curriculum design under constructionist teaching model

3.1 University teaching model based on constructionist theory

At present, with the continuous development of network technology and information technology, constructionist theory is gradually applied in education and teaching. The teaching environment of constructionist is also supported by information technology. It organically links constructionist theory with college English teaching. Under the guidance of teachers, it stimulates students' desire

and interest in learning by setting appropriate teaching situations. Constructionist, as a new teaching mode, compares with traditional teaching mode. Constructionist mainly organizes its own psychological activities into a framework.

3.2 The design of constructionist model in college English course

College English teaching is mainly to cultivate comprehensive ability of English and to communicate in their future work and study. College students already have a certain foundation of English. On this basis, they should deepen their practice and practice. By designing contextual curriculum content, students can improve their ability to use English. As shown in figure 2.

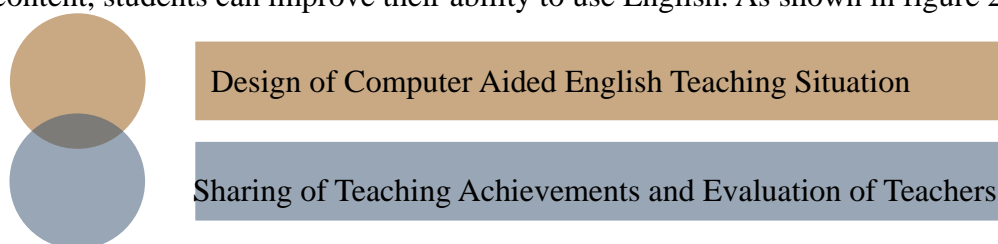


Figure 2. The Design of Constructionist Model in College English Course

❖ Design of Computer Aided English Teaching Situation

In learning the chapter "The tale of cultural translator" in College English in the 21st Century, the main purpose is to understand the differences between cultures. In the process of writing, we can accumulate more cultural materials. Therefore, teachers play network pictures and related movies and videos in the form of multimedia to design learning situations. Students are divided into groups to discuss and summarize the concept of "cultural differences". On the premise of existing personal experience and knowledge, students construct a new knowledge system by constantly communicating and internalizing some knowledge. Teachers show cultural differences between the East and the West by playing pictures or videos. By simulating a scene and designing sentences and knowledge that may be used in the scene, students can demonstrate the simulated scene. In this way, through reviewing and practicing the old knowledge, students can organically link the old knowledge with the new knowledge. A new knowledge system has been constructed to train students' expressive ability^[4].

❖ Sharing of Teaching Achievements and Evaluation of Teachers

For English learning, students need to be in a certain environment in order to better stimulate students' interest and enthusiasm in learning. It is easier to stimulate students' expression by creating teaching situations. Therefore, the creation of teaching system should not only be close to students' personal life experience, but also be integrated with teaching content. Teachers can compare the relationship between Chinese students and their parents with that between foreign children and their parents. Students will be inspired to think deeply about the education problems of Chinese and Western families by discussing with examples. Students should be encouraged to express their ideas bravely, and their oral expression ability will also be trained^[5].

4. Conclusion

To sum up, constructionist theory is a new teaching mode, which is applied to college English teaching. By using multimedia to create a certain teaching situation, so as to strengthen the communication and cooperation between students, students can build a new knowledge system on the basis of existing knowledge, and students can constantly improve their English application ability. On the basis of students' discussion, the teacher evaluates and analyses the problems

existing in the students, so that the students can gradually build up a new knowledge system and constantly improve their understanding of English.

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