

On the Formation and Significance of Constructivism in College English Teaching

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Abstract: From the perspective of constructivism, knowledge, learning and education have important guiding significance in promoting college English teaching reform, laying a good theoretical foundation for it, and injecting new vitality into breaking the traditional college English teaching mode.

Italian thinker Vico pointed out: "Just as the truth of God can only be understood after God exists and combines himself, the truth of human beings can only be understood by the construction and shaping of human behavior." Since Vico, with the continuous efforts of western scholars such as Piaget, Bruner and Vigowski, constructivist theory has formed a relatively complete theoretical system, and has gradually become one of the important theories in the academic theory and teaching practice of pedagogy. With its unique theoretical quality and innovative teaching concept, Constructivism has injected new vitality into the teaching reform of Contemporary Colleges and universities.

1. Constructivist learning view

Constructivist learning concept mainly includes four dimensions: active constructive learning, social interaction, cooperation and situational learning. Situations, collaboration, communication and meaning construction are the four elements of constructivist learning concept. Among them, "context", "collaboration" and "communication" are the conditions and processes of learning, while "meaning construction" is the goal of learning^[1]. As shown in figure 1.



Figure 1. Constructivist Learning View

❖ The active constructiveness of learning is the first dimension of constructivist learning concept.

Constructivism considers that learning is not the process of teachers' knowledge transfer, but it is the process of learners' active interpretation of information and construction of knowledge meaning. In this process, with the help of necessary learning materials and mutual help of teachers and classmates, learners form their own knowledge and understanding, and they actively construct their own experience structure and knowledge significance^[2].

❖ Social interaction of learning is the second dimension of constructivist learning concept.

Constructivism considers that learning is a process of internalization of relevant knowledge and skills through the participation of a certain social culture. In this process, learning communities (including learners, assistant scholars, such as teachers, expert counselors, etc.) need to share various learning resources with each other, complete certain learning tasks, and ultimately form certain norms and texts^[3].

❖ Cooperative learning is the third dimension of constructivist learning concept.

Constructivism holds, because learning is the learner's understanding of knowledge and the construction of meaning. Therefore, there is no single answer to our understanding of things and knowledge. Different learners understand things and construct meanings in their own knowledge background and way of understanding. Therefore, the understanding and understanding of things are limited to one aspect, not the whole thing. Therefore, constructivism emphasizes that in the process of learning, students and teachers, students and students need to constantly strengthen the sense of cooperation, and carry out "meaning construction" in cooperation.

❖ Situational learning is the fourth dimension of constructivist learning concept.

Constructivism holds that no knowledge can exist abstractly without a specific social and cultural context, any knowledge and skill learning has a certain "situational nature", learning must be related to a certain social and cultural background, it must be combined with situational social practice activities.

2. The Formation and Significance of Constructivist Learning View in College English Teaching

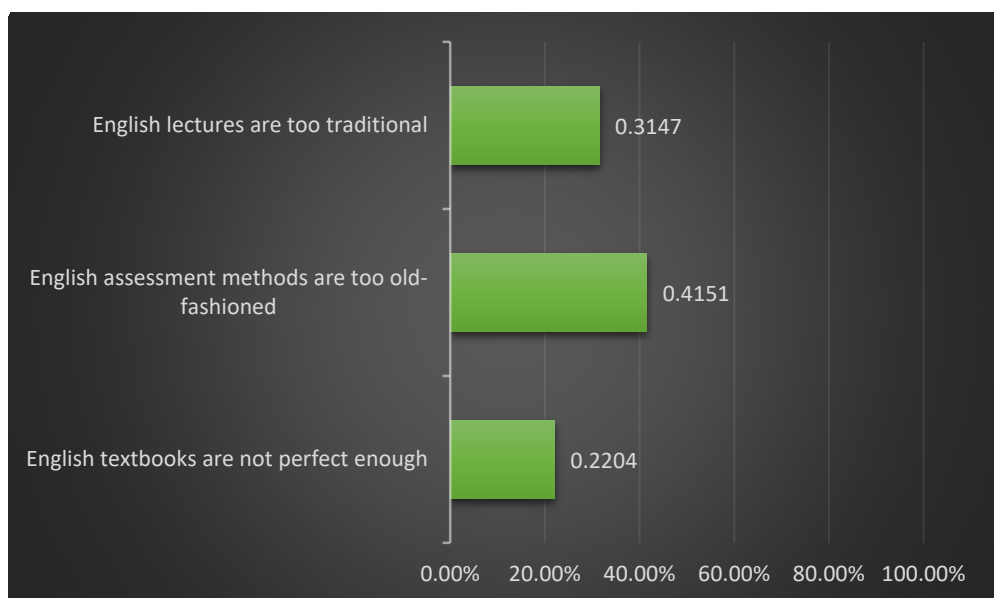


Figure 2. Problems of Constructivist Learning View in College English Teaching

As shown in figure 2, constructivism still has some problems in College English teaching. Therefore, in order to cultivate students' English application ability, it is necessary to reconstruct contemporary knowledge concepts, abandon traditional education concepts and strive to cultivate students' comprehensive quality. The key to cultivating students' English application ability is to positively establish students' central position in the teaching process^[4].

2.1 Respecting the subjective status of students

Based on the constructivist learning concept, if we want to cultivate students' ability to apply English, we should ask English teachers to change their teaching concept as soon as possible. The establishment of students' autonomous learning model represents that the role of teachers, as information and knowledge providers, has ceased to exist in the past. In the process of students' autonomous learning, teachers are the helpers of students' learning, which meets the requirements of constructivist learning concept for teachers' identity. For English learners, they should depend on their own abilities, according to their own actual situation, independently define their learning objectives, improve their learning process, plan their learning independently, and inspect their learning effects independently, so as to place themselves in the main position of learning consciously. Therefore, in the process of students' learning English, language teachers should actively encourage and help students to gradually change their learning concepts and turn passive learning into active learning. At the same time, English teachers should let students occupy the dominant position in the classroom, so that every student can participate in teaching activities wholeheartedly, so as to stimulate students' motivation for English learning, so as to achieve the purpose of cultivating students' English application ability^[5].

2.2 Make full use of network resources and technology

Constructivist learning theory points out that knowledge acquirers can learn independently in the learning environment. In the process of English teaching, students' learning goals can be established by using various information sources such as books, courseware and network information. In the process of building students' knowledge system, making full use of network resources and technology will provide convenience for students' learning and create a learning environment for students to learn English independently. Therefore, network resources and technology can provide students with an environment of autonomous learning based on the constructivist view of learning. English teachers can also provide students with online resources and technology to answer questions, solve doubts and guide teaching, enrich students' means of acquiring English knowledge, and cultivate students' English application ability.

2.3 Students' awareness of using learning methods

Through the analysis of constructivist learning concept, we can see that the process of learning is not passive acceptance of knowledge, but it requires students to screen, and summarize their knowledge based on their real life experience and environment, so as to further improve their understanding ability. Students should have a positive and good interaction with their English learning environment, so that they can integrate the new and old knowledge through scientific methods. Constructivist learning view advocates students' individualized learning. The focus of learning is to help students construct and improve their own learning methods. English teachers should guide students' learning methods. In this process, English teachers should firstly let students explain what their learning methods are and what commonly used learning methods are, and how they use them. Then they should help students understand how to choose different learning methods

in different situations. At the same time, they should explain the reasons why they choose different learning methods in the process of learning English. Let's introduce some scientific and reasonable learning methods to students. This requires English teachers not only to attach importance to students' acquisition of knowledge, but also to cultivate students' awareness of using learning methods. We help students achieve their learning goals and improve their learning methods, so as to cultivate their ability to apply English.

2.4 Developing self-regulated learning motivation and stimulating learning interest

Constructivism clearly shows that only by cultivating students' observation and exploration ability in the learning process, students can become active builders of knowledge structure. In this process, English teachers should encourage students to collate, analyze and summarize the learning materials related to English learning. They should boldly put forward guesses and actively verify their own abilities for the various problems encountered in the learning process. Students should take the initiative to connect their real life with the English knowledge they have learned. By using English knowledge in real life, they can cultivate their English application ability. If a student wants to cultivate his autonomous learning ability, he must have sufficient learning motivation. Students' learning confidence and motivation determine whether they can carry out autonomous learning and whether the effect of autonomous learning is good or bad. Students' motivation for English learning is reflected by setting English learning goals, collecting and sorting out English learning resources, and planning English learning programs. These ways coincide with the constructivist view of learning. English teachers should actively cultivate students' motivation to study independently, so as to stimulate students' interest in learning English, students have interest in learning English.

3. Conclusion

To sum up, we should cultivate students' English application ability based on constructivist learning concept. We should change teachers' traditional teaching concept. We should regard students as the focus of teaching and respect students' principal position. We should vigorously cultivate students' thinking ability and innovative spirit. We should make full use of network resources and technology to cultivate students' motivation for autonomous learning, so as to enhance students' interest in English subjects. We should abandon the traditional indoctrination teaching method and actively guide and encourage students to participate in the process of teaching activities. At the same time, the improvement of English textbooks should not be neglected. Teachers should improve the content of English teaching so as to make students' knowledge coverage more comprehensive.

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