

A Study on the New Model of English Education Based on Educational Dramatization

Lin Na

Xi'an Peihua University, Xi'an, Shaanxi, China, 710125

Keywords: Education acclimatization; English education; new model

Abstract: The development of industrial integration is an important phenomenon in the process of economic and social development in China, and the concept of "information technology +" provides a new way to achieve better integration between different industries. The development of information technology also brings new opportunities for the innovation and development of English education model. The application of information technology is a means to realize the integration, transformation and upgrading of education industry and high-tech industry. It is an inevitable requirement for the development of quality education in China to improve the efficiency of education and improve the educational model, and to enhance the application effect of modern educational technology.

Language is a tool for communication. It is the basic need for learning English on Strengthening the practical training of English. If we blindly despise English practical skills training, and we only pay attention to the test scores, this is not conducive to the improvement of students' comprehensive quality, so English teaching will also go to a "dead end". Nowadays, with the deepening of global economic integration and the continuous improvement of dramatization level, English teaching must seek reform and breakthrough, which will make its own teaching mode and level better adapt to the development of the information age.

1. Problems in the process of English education's turning breakthrough in the information age

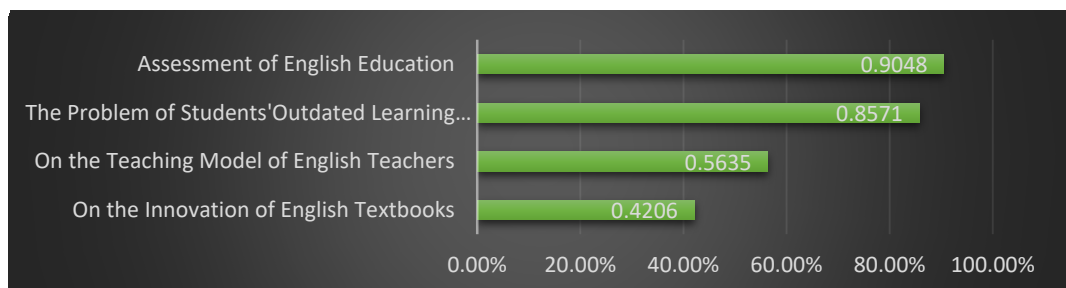


Figure 1. Problems in the Process of English Education's Turning Breakthrough in the Information Age

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

1.1 Assessment of English education

In the analysis of some college English assessment and evaluation, it is found that only some teachers have a complete understanding of the four major parts of the newly published core literacy of English disciplines. Most teachers believe that scientific and effective evaluation is very important for the cultivation of students' core competence in English^[1]. The evaluation papers, assignments and daily records are all the evaluation methods with high teacher utilization rate. The overwhelming majority of teachers' procedural evaluation is based on unit test evaluation results and assignments. Some teachers express that they will combine the opinions of teachers, students themselves and their peers in the evaluation. However, most of the teachers say that a multi-subject evaluation has not formed an effective evaluation system. It only stays at the level of ordinary students' communication, and it does not affect the process evaluation and nominative evaluation of students. That is to say, the so-called multi-subject evaluation is only a flow form. Moreover, most teachers only pay attention to their hearts, and the cultivation of thinking quality and the construction of cultural character can not be highlighted in the daily classroom. And in the final assessment, teachers will still use the traditional assessment methods to test students, which will seriously affect the cultivation of College Students' practical English skills.

1.2 The problem of students' outdated learning ideas

Under the background of acclimatization, students' learning concepts are related to the development direction of College English teaching. After all, English teaching needs the efforts of schools, teachers and students, so that we can better promote the reform and development of College English teaching. However, from the perspective of actual development, without a congenial language environment, students spend most of their time learning language knowledge in class, but some students do not ask questions to teachers in class at all, which makes it difficult to form a good atmosphere for interaction between teachers and students, and has a great impact on the establishment of students' positive attitude when using English. In practical teaching, it can also be found that there is an inevitable relationship between the active participation of students in the classroom and the improvement of teachers' teaching efficiency and students' own learning effect^[2]. Therefore, the reform and development of students' ideas is of vital importance to the reform of College English teaching. Therefore, facing the obsolete learning concept of students, we need to take reasonable measures to solve it.

1.3 On the teaching model of English teachers

Traditional English teaching has formed a teacher-only learning mode, in which students only listen, memorize and learn mechanically. However, students neglect the practical significance of English as a language. This makes students lose their real interest in learning. Classroom organization of traditional teaching concepts has become accustomed to taking teachers as the main body. Students have become the object of accepting language only^[3]. Teachers turn living language learning into alphabetical memory work, but they neglect the training process of language ability, and eliminate students' real interest in learning English in continuous inculcation. As a result, a vicious circle of "strangeness-ignorance-numbness isolation" has been formed, and English achievement has become the bottleneck of comprehensive achievement. For College students, English is not only to pass the exam, but also to learn practical skills in English, so as to provide better ability support for future career development. In this way, in the process of College English

teaching, the traditional English classroom teaching mode has been difficult to adapt to the requirements of English learning in the information age. It is necessary to carry out scientific, physical and chemical reform, otherwise it will seriously affect the scientific cultivation of college students' English practical skills.

1.4 On the innovation of English textbooks

Under the background of information age, universities need to make full use of the advantages of information technology and strengthen the development of digital textbooks. Although the major educational institutions, network platforms and publishers are actively developing digital textbooks, it is still in its infancy to the development of English digital textbooks. The difficulties faced by English digital textbooks are shown in Table 1.

Table 1. Difficulties in English Digital Textbooks

	Percentage
Schools do not pay enough attention to it.	94.44%
The technology is not yet mature.	70.63%
Cooperation is not in-depth.	56.35%

❖ Schools do not pay enough attention to it.

Most colleges and universities are still mainly based on paper textbooks. They can obtain corresponding digital curriculum services by purchasing paper textbooks. They lack initiative in the development of textbooks^[4].

❖ The technology is not yet mature.

Although technology has been able to create simulated scenes, few digital textbooks are involved.

❖ Cooperation is not in-depth.

The construction of English digital textbooks has not been able to connect platform suppliers, teachers and industry experts, so as to achieve the common construction and maintenance of textbooks. At present, most colleges and universities have not achieved comprehensive network coverage, and the use of limited environment and other reasons have limited the development of digital textbooks to a certain extent. Under the influence of such a series of problems, the innovative development of English textbooks will inevitably be limited, which is not conducive to the scientific development of English teaching^[5].

2. The expansion strategy of college English education model under the background of dramatization development

2.1 Determining the application model of information technology based on the objectives of English education in colleges and universities

College English curriculum involves many knowledge points, each of which contains its own teaching objectives. Different teaching objectives have different requirements for the choice of teaching media. The setting of teaching objectives in the new English curriculum standards of Chinese universities can be divided into general objectives and phased objectives. Among them, the overall goal is to highlight the cultivation of students' knowledge and skills. In the process of teaching practice, teachers must pay attention to students' values and emotional attitudes, and find appropriate methods and teaching process. Phased goals from the "reading", "writing" and "oral

communication" and other aspects of the requirements, information technology and different teaching objectives are effectively integrated. For example, the application of audio-visual media in oral communication training enables students to perceive emotional interaction while learning relevant communication styles, and we should enrich students' learning experience through multiple sensory experiences.

2.2 Choosing appropriate information technology according to the differences of teaching objects

The teaching object is the main body in the teaching process. The acquisition of knowledge and information by the teaching object directly affects the teaching efficiency. Therefore, the application of information technology in College English teaching should pay more attention to the fit between teaching practice and teaching objects. From the perspective of educational psychology, students of different ages have different stages of physical and mental development, different levels and modes of knowledge understanding, and different reflections on information technology learning. College students are more inclined to direct and specific teaching media, excluding teachers from using too simple teaching media in the teaching process. In terms of learning content, it also tends to be abstract and challenging in theory and knowledge learning. Therefore, teachers should select appropriate teaching media by analyzing students' physical and mental development characteristics.

2.3 Rational use of modern teaching technology based on the characteristics of teaching contents

In the new curriculum standard of College English, it emphasizes the students' accurate understanding of English and the necessary application methods and skills in real life. From the current situation, some teachers rely too much on multimedia means and neglect the role of traditional media, resulting in too much problems. Therefore, the choice and use of teaching media should be combined with the specific needs of teaching content. For example, English teaching covers four aspects: writing, reading, speaking and comprehensive learning. Teachers must fully consider the corresponding teaching content and characteristics when choosing specific teaching media. For example, reading teaching pays attention to cultivating students' concentration and comprehension ability. Teachers can avoid students paying too much attention to media content and reducing their attention by adopting teaching plans in class.

2.4 Give full play to existing teaching conditions

The use of teaching media is directly related to teaching conditions. Therefore, appropriate media technology should be selected according to the teaching resources, teaching environment, economic situation and management level. It can not only enhance the role of the media, but also reduce the cost of media use. In the course of investigation, it is found that universities with superior economic conditions are more diverse in choosing modern teaching technology and equipment. For example, colleges and universities, which use computer multi-access equipment more widely and whose economic level is relatively backward, still tend to use traditional teaching media. Applicability of teaching media in College English teaching needs to meet the characteristics and requirements of College English teaching objects, teaching objectives, teaching contents, teaching conditions and other factors.

3. Conclusion

The application of information technology in English teaching can significantly improve the teaching efficiency. This paper analyses the expansion of College English education mode under the background of information technology development, with a view to making better use of information technology in English teaching and improving the teaching efficiency of English courses, so as to better cultivate students' core English literacy.

References

- [1] Lu C, Ding D, Chou W. *Study on the Regional Disparities of ICT in Education: Based on the Data Analysis of ICT in Education from Hubei Province, China*[C]. *International Symposium on Educational Technology*. 2017.
- [2] Li Q, Chen B, Huang J, ET AL. *A Study on Grouping Strategy of Collaborative Learning Based on Clustering Algorithm*[C]. *International Conference on Blended Learning*. 2017.
- [3] Bhang X, Lu C, Di W. *A Model Based on the Factor Analysis for Assessing the ICT Development in Basic Education and Regional Comparison*[C]. *International Conference on Educational Innovation Through Technology*. 2017.
- [4] Li L, Lu C. *Comprehensive Evaluation Based on VEDI Index Measure of Vocational Education Dramatization Level*[C]. *International Conference on Educational Innovation through Technology*. 2017.
- [5] Li L, Lu C. *Comprehensive Evaluation Based on VEDI Index Measure of Vocational Education Dramatization Level*[C]. *International Conference on Educational Innovation Through Technology*. 2017.