

A Cultural and Philosophical Study of College English Teaching Reform

Wang Liguo

School of Foreign Languages, Jilin Agricultural Science and Technology University, Jilin 132101, China

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Abstract: the idea of college English education today should be to cultivate students' ability to learn English autonomously. However, the current college English teaching in china is generally characterized by high consumption and low efficiency. Both sides have made great efforts and studied enthusiastically, but the learning effect is not ideal. In English language teaching, the concept of "role" refers to the role played by teachers and students in the teaching process. Linguists agree that teachers should play different roles in different teaching activities. And with the change of teaching activities and teaching aims, the role of teachers should change accordingly. The goal of college English teaching is not only to train bilingual talents, but also to cultivate bicultural talents. College English teachers should introduce cultural information consciously and purposefully in classroom design. Only by enhancing the students' cultural sensitivity and the ability of cross-cultural communication, can they transport cross-cultural talents for the exchange of science and technology, culture and trade among different nationalities.

1. Introduction

With the implementation of the policy of reform and opening to the outside world, the communication between our country and the outside world in politics, economy, science and technology, culture, education and so on is becoming more and more frequent, and translation work has become indispensable [1]. It is very important to cultivate and improve the students' translation ability in the course of translation teaching in universities. At present, some foreign language teachers in China have made many attempts and efforts to improve the students' translation ability.

For example, Li Ruilin et al. 2002, Xiao Long Pian, Xu Jun 2000, Wei Ling Zhan 2001. The author will discuss how to improve the students' translation ability as a breakthrough point to promote the teaching reform of translation course according to the foreign language teaching in our college and the actual situation of the students. This paper probes into the construction of a comprehensive model of cultivating students' English and Chinese language competence and their applied ability, so as to cultivate practical English talents who can meet the needs of the society.

21th century is an international era of knowledge economy [2]. The challenge we face determines the training objectives and specifications of English majors in colleges and universities in 21th century: these talents should have solid basic skills and broad knowledge. Relevant professional knowledge, The English syllabus for English majors in colleges and universities (hereinafter referred to as "syllabus") provides us with a clear goal. "The cultivation of English majors in colleges and universities has a solid foundation of English language and a broad range of languages." And be able to use English skilfully in foreign affairs, Education, trade, culture, science and technology, military and other departments engaged in translation, teaching, management, Basic theories of translation and similarities and differences between English and Chinese, as well as common translation skills. Be able to translate English texts or paragraphs of medium difficulty into Chinese.

The translation is faithful to the original text and the language is smooth. "[3] With the progress of the times and the transformation of the teaching system, the content and form of teaching must change

with it [4]. However, in translation teaching, there are generally four major deficiencies: 1) students' lack of translation ability and 2) the obsolete and monotonous content of translation textbooks. Translation theory is weak and lack of attention to the text. (3) The teaching methods and teaching methods are the same. 4) The examination methods always adopt the same method---closing the final paper.

As we all know, quality education is the core of the current Chinese educational concept. Around this core, educators have launched a lot of attempts on how to improve the quality of education. Stratified teaching is undoubtedly the most typical teaching method under quality education.

With the expansion of enrolment in colleges and universities in recent years, the sources of students are becoming more and more complex and their English proficiency is uneven. In view of this situation, if we continue to use the “one-size-fits-all” teaching model too much emphasis on uniformity, it is bound to be further and further away from the requirements put forward by the State Education Commission, and it is bound to fail to meet the requirements of college students eager to improve their English proficiency. Therefore, in college English teaching, it is necessary to determine “stratified teaching, classified instruction,” It is necessary to break the traditional single teaching mode and improve college English teaching substantially.

In this study, we investigated the influence of the stratified English teaching method in Capital normal University on students' interest in learning. Is it as perfect as people think it is? What other problems does it have? The study assumes that students pass the college entrance examination together and take the same exam as Capital normal University, but because of their different English skills, they are assigned to English classes of different grades, for students who have better English proficiency and are assigned to better classes. They naturally embrace this result and can stimulate their interest in learning and make greater progress. This will inevitably have a negative impact on the psychology of students who are assigned to poorer classes. It is bound to fail to achieve the original design intention of English teaching.

There is a common understanding among people engaged in college English teaching that foreign language ability is one of the most important factors that guarantee students to grasp foreign languages smoothly . One of the problems we have generally encountered is that the teaching of foreign languages (mainly in English) is not quite satisfactory in the whole course of teaching in our country. We don ' t need to show that each student has personality characteristics and its own psychology , intelligence development track , student ' s individual and teaching difference is each teacher knows [5]. But for the student ' s personality differentiation method that is , different teaching method does not have the teaching Materia same time, we should embody the three dimensional goal in the teaching goal, that is, knowledge and skill, process and method, emotion attitude and value, and make the best teaching goal scientifically. Can realize with the least teaching time and energy, obtains the best study effect.

2. A Probe into the Introduction of Cultural Information in College English Teaching

The promulgation of the long - term educational reform and development planning framework (2010 - 2020) in the country marked a new historical starting point for our country ' s education . This important historic document is the direction for the reform and development of our country's education in the next ten years. Second, the present outline points out that China's educational reform and development should “perfect the modern educational system with Chinese characteristics”. Under the overall goal, the goal of the study of college English teaching should be to establish a foreign lingoes in teaching and learning process is also inevitable to fundamentally. Under the new teaching model, teachers are not only knowledge, but in the process of teaching different play different roles.

The teaching goal of college English is “to cultivate students' comprehensive English application ability ... to improve their comprehensive cultural literacy,” according to the requirements of College

English course teaching (try out). In order to meet the needs of social development and international communication in China, the purpose of college English teaching is not just language teaching, but more importantly culture teaching.

In a broad sense, culture is the sum of all material and spiritual wealth created by human society. In a narrow sense, culture mainly refers to the spiritual wealth created by human beings, especially customs, religious beliefs, philosophy and art, Values, etc. Language is a tool for people to communicate, closely related to culture. Language is the carrier of culture, reflecting the characteristics of culture. There is a close relationship between language and culture. It is precisely because of the existence of language that cultural inheritance can become a historical reality.

Deng Yuncheng, in his foreword to language and Culture, Mr. Liu Runqing clearly pointed out that “to learn and use a foreign language, one must understand the culture closely related to the foreign language. If one has a good knowledge of grammar, one can make sure that the sentence structure of the foreign language is correct.” Familiarity with the relevant cultural knowledge will then help to ensure that a foreign language is used properly. “[6].

The purpose of learning a foreign language for college students is to understand the foreign language and culture. After the students have mastered the foreign language and culture, this knowledge system will also enhance their understanding of the language and culture of their own nation. In the practical teaching work, college English teachers should attach importance to the introduction of cultural information, stimulate students' interest in English culture, expand students' knowledge, and improve students' cultural sensitivity and intercultural communication ability, as is shown by equation(1).

$$p(s(k) | a(k)) = \frac{1}{\sqrt{2\pi M^{-1}}} \exp \left[-\frac{(s(k) - \mu_{s|a})^2}{2M^{-1}} \right] \quad (1)$$

With the development of economic globalization, foreign language talents, especially English talents, are playing a more and more important role in the process of economic development and cultural exchange. In 2012, for example, in the women's shot put event at the 30th London Olympic Games, the Chinese team failed because of language problems, thus losing the precious bronze medal, while countries such as Japan, Switzerland and other countries succeeded in each appeal. The failure has undoubtedly increased the pressure on English teaching in Chinese colleges and universities. The Ministry of Education's Humanities and Social Sciences Research Base, The Chinese Foreign language Education Research edge of this course into students' practical ability. Improve students' oral English communication skills, no longer afraid of real communication.

3. Optimization of College English Teaching Process and Improvement of Teaching Management

College English is set up in almost all higher vocational colleges in China. Non-English majors in higher vocational colleges are different from other major students and have particularity. There are great differences in students' psychology and the direction of their graduation, and there are also great differences in classes were randomly selected, and one of them was interviewed from the English A, B and C class teachers.

In order to investigate the interview questionnaire written in advance in the teaching of English stratification learning environment for students and emphasizing individualized learning. To cultivate students' comprehensive ability of English application, especially the ability of listening and speaking, the change of goal will inevitably lead to the change of teaching concept.

$$E\{w(kT_0), w^T(jT_0)\} = Q(kT_0)\delta_{kj} \quad (2)$$

The concept of teaching can no longer be confined to the former “teaching”, while ignoring “learning”, the teacher becomes the main body of teaching, and the students' dominant position is not reflected; they only pay attention to inculcating knowledge and training memory. In order to achieve the goal, we must change the teaching concept, gradually let the students become the main body of learning, actively and creatively learn, and give play to the leading role of teachers. Under the guidance of this teaching concept, it is necessary to further promote the reform of classroom teaching so as to ensure and improve the quality of teaching so as to achieve the teaching objectives. This paper discusses the reform of college English teaching concept from three aspects: teaching method and teaching evaluation. 1. Teaching content: based on textbooks, supplemented by extracurricular supplements.

As college English teachers in the 21st century, we know that just teaching students a few articles in textbooks is far from meeting the needs of modern students. Extracurricular learning involves listening, reading, speaking and writing. On the one hand, extracurricular learning includes listening, speaking and reading arranged by our English teachers in our classroom. On the other hand, it also includes English corner organized by the school, English speech show, word contest, and classic English movie appreciation and so on. On the one hand, it expands the students' knowledge. On the other hand, it also stimulates the students' interest in learning, and achieves the purpose of learning. At the same time, the extracurricular teaching content chosen by our teachers should also keep pace with the times, so that students will be willing to spend their time studying after class.

That is to say, the poor ability to respond to words, that is, to attach importance to foreign language skills. This attitude is not only needed, And important. Because learning depends not only on motivation, but also on those forces and intentions that have been demonstrated through experiments. In addition, the learning process is relaxed and enjoyable under the combined action of more developed intellectual qualities, Grades come naturally, which in turn arouses interest in learning.

1) Selective use of textbooks. In teaching, teachers should enhance the flexibility of English teaching, constantly update the teaching and learning methods, and make the teaching materials available to me. Some of the contents of the current college textbooks are slightly dull and unitary. At this point, it is necessary for teachers to create situations, to turn static words into lively communicative activities, so that students can understand, understand and use the language in speaking, playing, singing and performing. There is little information in the textbooks and there is not enough new meaning in the teaching materials. Selective learning: supplement the original material, increase audio-visual content, and help to develop a sense of English and interest in learning.

2) Based on the Consult and Organize Materials, But Also Gives Them the Opportunity to Show Themselves on the Podium. Get Exercise.

3) Combine the College English Level Examination and the Professional Examination Content, Develop the Students' English Listening, Speaking, Reading and Writing Ability.

4. A Cultural and Philosophical Study of College English Teaching Reform

First of all, teachers are the planners, organizers and participants of classroom teaching activities. Teachers should design, organize and arrange a variety of activities according to the requirements of teaching objectives and students' actual level and needs. Reasonable and effective teaching content and activities to develop students' comprehensive English application ability. In organizing classroom teaching activities, the teacher is not as a bystander, but as a participant to participate in the activities directly. Give inspiration, help and advice when students need it.

Secondly, the teacher is also the promoter and helper of learning. In the new teaching mode, the teacher's duty is no longer just to input the language to the students. We should pay more attention to the output of students' creative language skills. Teachers should encourage students to use the language knowledge they have learned and communicate effectively with their classmates and teachers in

specific situations. When students encounter various problems and difficulties in the process of learning and in classroom activities, such as double activities, group discussions, etc., teachers should be able to provide students with timely help as a source of information needed by students.

Third, teachers are the builders of language environment and the explorers of students' potential. Teachers should be able to create opportunities for students and create the best language environment, so that students can maximize their potential in this environment. Through language learning and application, gradually improve their language level and language skills.

The most common way to introduce culture is to introduce the background knowledge of the text. From 2003 to 2010, our school has been using the new edition of College English by Shanghai Foreign language Education Press. The first part of each unit is Pre-reading Task, usually about European and American traditional culture and popular culture, to songs, short stories, and the author has used the new edition of college English (a comprehensive course). For example, in the first unit of volume 1, growing up, Pre-reading Task introduced the classic song "Beautiful Boy" by John Lennon, a member of the Beatles. Not only can most students who were not familiar with Beatles get to know the most famous band in the history of rock and roll, it also increases their understanding of popular culture in Europe and the United States, and introduces culture in the form of songs and popular culture, which can be accepted by students and resonated with them.

$$X(k+1) = \Phi(k, m(k))X(k) + w(k, m(k)) \quad (3)$$

The teacher led the student to extrapolate his understanding of growth from John Lennon's songs, thus naturally transitioning to the unit's focus on Text A- "Writing for myself". "Writing for myself" is no exception. Its author, Russel Baker, won the Pulitzer Prize for American journalism and literature for his autobiography *College English Curriculum and Teaching objectives* (Cai Jigang 2011) and some thoughts on *College English Teaching* (Wang Shou-ren, Wang Shou-jen, A study on Autonomous Learning ability based on Network Multimedia College English Teaching Model (Fu Fangling, Fangling).

Yang Jianghan 2007. On formative evaluation and its inspiration to college English teaching and testing (Hu Xi, Yang Zhiqiang 2003). Therefore, we can focus on the reform of college English teaching mode. From 1999 to 2012, we can search a total of 188 records by subject. It includes the modern network technology and the reform of college English teaching mode (Zhu Yumei's 2006), as well as the research on the educate. Therefore, it is necessary for teachers to embody individuation in teaching. Here we may propose a new topic: teachers should regard individualization of teaching as a sense of understanding students' personality characteristics and promoting their development. Because this is the only realistic means of enabling students with potential but no interest to develop their abilities-the attitude of the teacher is too important for the development of the students. Develop ability and teach students according to their aptitude.

5. Conclusion

1) The modern society is full of opportunity, competition and opportunity to go on stage to sell oneself. This kind of competition should be cultivated in daily study and life and become habitual consciousness. Teachers should correct students' conservative attitude and jealousy, inculcate the correct concept of life, noble ideology, and mobilize students in practice. Make them full of vitality, positive, bold performance, not afraid of the role of competition, to adapt to the requirements of modern life.

2) Setting up the customizing mechanism of cooperative learning related papers after English class, giving full play to students' main position of learning. Cooperative learning requires students to ask questions and explain their views to others. This can not only increase the chance for students to apply their learning to practical use; It can also increase their interest in learning, improve their learning

ability, and enable them to accept different perspectives, broaden their horizons and promote the development of their thinking, because of the emphasis on the active participation of each member of the group in learning activities, And each member has a lot of enthusiasm, and the learning tasks are shared, brainstorming, expressing their opinions, and everyone is doing what they can, so that problems can be solved easily. In group learning, we encourage each other. Encourage each other, strengthen the courage to overcome difficulties, at the same time, learn how to care for and help others, evaluate others, that is, learn to recognize the strengths of others, tolerate the shortcomings of others, learn from others modestly, Listen to others. It melts each member into the collective and strengthens the collective consciousness.

3) Pay attention to classroom teaching feedback. Teachers should understand students' learning situation and adjust teaching procedure from feedback information, students should know their own knowledge and ability development and correct mistakes from anti-lock information, and pay full attention to classroom teaching feedback. Dealing with students' feedback information correctly is an important part of improving teaching efficiency and optimizing English teaching. The content of optimizing English teaching process can be described as endless, and the key to success or failure of English teaching lies in teachers. In order to meet the challenge posed by the new curriculum with high quality teaching, teachers should pay attention to the classroom teaching and improve their comprehensive quality in all directions. College teaching emphasizes the vanguard and innovation, which requires the teachers to be familiar with the teaching content. To clarify the requirements of teaching standards, closely track the new trends of English teaching development, renew teaching concepts, form advanced teaching ideas, and at the same time, require teachers to delve into the syllabus, make clear the teaching objectives and requirements, and continuously broaden the scope of knowledge. Only in this way can we optimize the process of English learning and improve the quality of college English teaching.

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