

Research on Innovation of Foreign Language Learning Model in Colleges and Universities

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Abstract

With the rapid development of knowledge economy and high technology in the 21st century, it is necessary to cultivate a number of high-quality compound foreign language talents. However, the passive and receptive classroom foreign language learning mode is not conducive to the cultivation of this new type of foreign language talents. Therefore, it is necessary to innovate the mode of foreign language learning in colleges and universities, encourage students to actively participate in classroom teaching activities, establish a democratic teacher-student relationship, make the classroom "dynamic", organically combine the existing learning experience with innovative learning methods, improve the comprehensive quality of teachers and students, and essentially improve the effect of foreign language classroom teaching.

Keywords

Foreign language talents; Learning mode; Innovation.

1. Introduction

Educators generally believe that students are the main body of learning, so we should give full play to students' subjective initiative, and change from how teachers teach to how teachers fully mobilize and guide students to learn. Therefore, the core of foreign language teaching lies in students' "learning" rather than teachers' "teaching". [1] Through college learning practice, especially foreign language classroom learning, we deeply realized that in order to master the initiative of learning, existing learning experience and innovative learning mode should be organically combined to give new connotation to foreign language learning. Therefore, we put forward three foreign language learning models and their measures in order to provide enlightenment for future foreign language learning practice and research.

2. The Present Situation of Foreign Language Learning

Linguist Code once said: effective language teaching should not go against the natural process, but should adapt to it; Should not hinder learning, but should contribute to and facilitate learning; Students should not adapt to teachers and textbooks, but teachers and textbooks should adapt to students. The core of foreign language teaching lies in students' "learning" rather than teachers' "teaching".[2]

At present, influenced by exam-oriented education, most college students majoring in foreign languages only imitate mechanically and learn passively in class, lacking the consciousness of innovative learning. At the same time, the teaching method of teachers is single, mainly focusing on the traditional way of teachers speaking and students listening, ignoring the cultivation of students' innovative spirit and practical ability. In addition, there is a lack of education on students' learning methods such as independent exploration, cooperative learning and independent acquisition of knowledge, and less attention is paid to students' learning attitude and personal emotion.

In the college stage, in addition to the necessary language skills training and imitation, it is more necessary to combine the cognitive ability and thinking ability of college students to teach and learn, pay attention to cultivate students' independent analytical, comprehensive and critical thinking ability and creative ability, and explore ways and modes to cultivate innovative talents in foreign language teaching.

At present, foreign language teaching in colleges and universities is transforming from "passive" to "independent", from "closed" and "unitary" to "open" and "multi-element". [3] Independent and innovative foreign language learning has become a key teaching task in colleges and universities, and cultivating excellent foreign language talents with independent learning ability has become the requirement of The Times.

3. Innovative Models of Foreign Language Learning

3.1. Classroom Active Learning Model

Some people think that the classroom is the teacher's main position, classroom learning is a passive, receptive learning. Otherwise, we think that classroom is the main body of students' self-study and the source of students' individual initiative and inner motivation for learning. We innovate the learning mode, must discuss to solve and change this kind of indoctrination classroom malpractice. In order to make classroom learning, active thinking, expand learning thinking space, stimulate their inner learning interest, we must change the concept of learning in the classroom, innovative learning mode, and its innovative learning method applied to the whole classroom learning.

The classroom active learning model proposed by us is a scheme that maximizes learners' subjective initiative on the basis of the traditional learning model. We divide it into three parts: before class, during class and after class.

Before class, students should read and consult materials in advance, seek good classroom learning in advance and plan in advance. The practice of college learning has proved that this kind of planning is very necessary for classroom learning and receiving new knowledge, and it can not be ignored. It can help students better grasp the content of teaching materials, master learning objectives, and even collect and organize relevant learning materials.

In class, students need to immerse themselves in the classroom. On the one hand, under the leadership of the teacher to actively participate in classroom activities, do while listening, while remembering, while understanding, while application; On the other hand, through their own subjective initiative, they can learn vocabulary sentence patterns to "draw inferences from one another", and have a harmonious dialogue with classmates and teachers, so as to master new knowledge.

After class, we can review the film and video materials related to it with the help of the reading room, computer media, network and so on, so as to achieve the purpose of review and rethink. This is an ideal way of learning that gives full play to students' subjective initiative. However, in reality, it may be impossible to achieve the ideal state due to various factors. Specific solutions will be introduced in the measures section.

3.2. Classroom Independent Inquiry Model

If the knowledge source of the above classroom active learning mode is the teacher, the classroom independent inquiry mode is the opposite. The knowledge sources of classroom independent inquiry mode mostly rely on students to consult books and materials. That is, before class, students search for knowledge to be taught in class through books, the Internet and other channels for collection and integration; In class, students act as the teacher to teach or report individually or in a group. Finally, the teacher makes a summary and evaluation and

points out the areas needing improvement. An innovative model in which students modify after class and give the teacher 6.

This model is a beautiful idea. Firstly, since foreign language learning is mainly about listening, speaking, reading and writing, it requires both input and output of knowledge. Therefore, the interaction between students and teachers is bound to be frequent, which tests how teachers can keep the interaction with students and continue to follow up the learning progress under the situation that the initiative is occupied in class. Secondly, due to the exam-oriented education system in Our country, many students study only for the exam, in this case, many students are unwilling or ashamed to open their mouth. In view of this situation, how to mobilize the enthusiasm of students, let students dare and willing to express, it is we need to continue to study and discuss.

3.3. Network Guided Learning Mode

Both of these learning modes are for the classroom. But we understand that with the development of modern information technology, After China has entered the information society of rapid development, we need to do not only "learn", but also "learn". Setting up a "lifelong learning concept" is no longer a hot word. In recent years, the rapid development of information technology and the continuous updating of educational means make it easier to acquire resources and exchange information, and promote the development of foreign language learning in a more active and personalized direction. [4] Therefore, we put forward the network guided learning model that extends to extracurricular activities, although it overlaps with the above classroom independent inquiry model in the use of the Internet. However, it mainly discusses the study of extracurricular learning in addition to classroom learning.

The network-guided learning mode means that on the basis of teachers opening a large number of learning resources to students to help them acquire pre-prepared knowledge, students can choose to improve themselves, deepen their learning or learn other fields in their spare time according to their own needs. And with the support of learning software, learning platforms and social software, students can connect different ideas and achieve knowledge innovation and dynamic development of learning content through communication within the community. This kind of learning mode can make students' independent learning attitude and ability to practice. In this process, learners can constantly expand the boundaries of knowledge and promote the development of autonomous learning to depth. Similar to the above mode of independent inquiry, teachers' management and evaluation of students in this network environment is a big problem. We may constantly overcome this problem by enhancing interaction and increasing evaluation mechanisms, which need to be verified by relevant scholars.

4. The Implementation of Measures

4.1. Give Full Play to the Main Role of Classroom Education

In order to implement the classroom active learning mode, students need to have a deep understanding of the textbook knowledge and learning content. Adequate preparation before class is an important guarantee for the smooth progress of class. Secondly, students need to clear teaching objectives and tasks, teachers should accurately tell students how to carry out classroom activities, so that the class can be orderly, [5] teachers gradually delegate power to students, so that students in the process of mastering the classroom from simple to difficult, gradually master the whole classroom. In addition, the college also needs to provide students with help with teaching equipment and open the public reference room to make students' after-class review more efficient and convenient.

4.2. Create A Harmonious Atmosphere Between Teachers and Students

To implement the mode of independent inquiry in class, a good teacher-student relationship is needed to support it, so that teachers and students can accurately grasp the course progress and timely answer students' questions in the case of identity exchange. Secondly, more students need to participate in the initiative, the extent of students' initiative is difficult to grasp, therefore, the implementation of a variety of incentive mechanisms, improve the enthusiasm of students is the most important.

4.3. Pay Attention to the Auxiliary Function of Teaching Equipment

In order to implement the network guided learning mode, it is inevitable to need a large amount of cost input, and good hardware and software support. The online learning model is more new, so many assessment models are not yet sound, and it is common for students to skip classes, put their computers aside and do other things on their own. Therefore, on the basis of providing software and hardware, we should also improve the online learning assessment system to improve students' enthusiasm.

5. Conclusion

In order to adapt to the changing times, the traditional foreign language learning model has been changed to stimulate students' interest in language learning and improve their language expression ability and learning ability. The proposed classroom active learning model, classroom independent inquiry model and network guided learning model provide a new perspective and reference for foreign language learning in the new form. However, there is still a long way to go to change the traditional foreign language learning model. [6]

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