Analysis of College English Teaching in Application Oriented Colleges and Universities Based on the Effect Oriented Concept

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Abstract: In order to cultivate more and more applied talents, promote the employment rate of college students, and improve the National English level, this paper, through theoretical analysis, reading and understanding the relevant literature, combined with practical work experience, through the design of teaching objectives, improving the curriculum evaluation system, and Innovating Curriculum teaching methods, achieves the effect-based teaching purpose.

Keywords: Effectiveness oriented; Application oriented colleges and universities; College English

1 Introduction

Effect oriented mainly refers to the knowledge-based and innovative teaching methods and methods in teaching. Yang Fan[1] pointed out that in the construction of College English curriculum, we need to clarify the construction concept, clear the curriculum content, and in teaching practice, we need to use hybrid teaching to observe the value and effect of Online English teaching, through the analysis of data and the examination of students Nuclear analysis shows that we need to combine online English teaching with the teaching philosophy of colleges and universities, deeply integrate information technology and curriculum design, and comprehensively promote the improvement of teaching quality; Zhao Fangfang[2] pointed out that the need to realize the reform type national development strategy of English Curriculum in Application-oriented Colleges and universities is the need of social development, in order to solve the social problems and the actual needs of development. Starting from the construction of curriculum system, we should improve the curriculum evaluation system, change the teaching concept, and promote the teaching quality; Chen Shengya[3] pointed out that the reform of College English teaching system is the inevitable demand of social development. First of all, we need to continuously innovate and develop college English curriculum, and we need to solve the problems in this process, such as inaccurate curriculum positioning, ignoring the dominant position of students, insufficient teachers, the contradiction between curriculum quality and demand, and ideological and political teaching, so as to achieve better practical results With the reform and development of College English curriculum, more applied talents are trained for the society; Ren Jiali[4] proposed that in the process of effect-based teaching, we need to clearly point out the direction and implementation path of talent training, optimize the curriculum structure, change the curriculum learning mode, teach students in accordance with their aptitude according to the specific situation of students, and build a perfect evaluation mechanism, so as to better cultivate excellent talents and build a first-class university.

2 Teaching design of College English course based on effect oriented concept

2.1 Teaching goal design

The teaching objectives of College English are generally divided into three parts Knowledge goal, skill goal and emotional value goal. The realization of educational goals not only means that teachers have achieved the preset educational goals, but also means that learners have achieved the goal of comprehensive progress in learning through comprehensive learning, and have achieved the expected goal through continuous learning. The content of College English education goals determines the direction of education goals, and the implementation methods and paths of education goals affect the results of education goals. Although English teachers focus on setting teaching goals, they lack the awareness of evaluating the achievement of teaching goals. Teachers will reflect the teaching situation after class, but rarely participate in the realization of teaching objectives. The evaluation methods of teachers are single and lack of evaluation system. Holistic teachers often use questions, homework or tests to assess students' achievement in knowledge and skill goals in a single way. Despite the lack of effective assessment tools to achieve emotional value goals, teachers usually do not actively design and use experience and their own observations to guess the realization of English education goals. If there is no evaluation, then the teaching goal will become false. Teachers must first establish the evaluation consciousness of realizing the teaching goal, read the relevant literature about teaching theory, and actively reflect it in and out of the classroom[5]. Secondly, it is necessary to standardize classroom narrative behavior and find effective evaluation methods or ways. At the same time, teachers take the lead in establishing the standards of College English curriculum evaluation system, doing a good job in teacher evaluation and guiding students to do a good job in student evaluation.

English teaching needs classroom expansion. Based on the nature of the course and the source of students, the expansion process should break the traditional teaching mode, innovate the expression of course content, and with the help of MOOC, micro course and flipped classroom teaching methods, the computer of network assisted language learning needs to explore the realization of supporting language learning. The mobile language learning mode is constantly upgraded, which effectively integrates online and offline education, establishes a multi-dimensional mixed language learning environment for students, and makes the autonomy of foreign language learning content and individual learning methods more prominent and effective. Students' self inquiry learning ability can comprehensively improve their language ability and work adaptability.

2.2 Curriculum evaluation

Improve the curriculum evaluation system and improve students' autonomous learning ability. At present, the evaluation of many university extended courses is basically carried out by teachers, and the difficulty and reliability of other courses are also unbalanced. A complete evaluation system is one of the key links to achieve the educational goal of English Teaching in Colleges and universities. In the construction of extended subjects, schools should establish a multi-element evaluation system combining procedure evaluation and comprehensive evaluation according to the characteristics of extended subjects. Process evaluation mainly refers to the progress and integrity of teachers' extracurricular learning tasks. Participate in various activities, such as teaching activities and regular test results, and strengthen the supervision and management of students' learning process through effective monitoring of students' self-learning behavior and process, so as to improve their self-learning ability. Through the combination of formative evaluation and comprehensive evaluation, we strive to establish an objective and fair comprehensive evaluation system of expanding curriculum and improve the education system of expanding curriculum.

2.3 Course teaching method

Under the guidance of the effect-oriented education concept, College English curriculum focuses on students' achievements. Output determines the quality of teaching and reflects students' mastery of knowledge. Teachers need to improve teaching methods to show learning effect. "There are no specific teaching methods or learning methods in effect-based College English teaching, but they use various innovative teaching methods (or learning methods) in practical teaching methods[6]." Through long-term development and research, new English

teaching methods have been formed, and different learning types and learning methods have been developed. The results based College English curriculum for practical operation and deliverable should contain four elements: Context, collaboration, communication, and constructivism promote the construction of meaning. In order to improve the efficiency of College English learning, appropriate teaching methods should be adopted in the process of making each effective element.

First of all, as far as the situation is concerned, teachers can use the situation to create a strong learning atmosphere for classroom teaching. The effect of creating a situation is usually very realistic, and the format is usually presented in the form of video, audio, pictures, music or imitation, which will arouse students' interest. This kind of teaching method can be used at the beginning of classroom teaching, and can also be used when students need to improve their attention to achieve good learning effect.

Secondly, in terms of cooperation and communication, we can use group discussion method and group assignment method, so that students can develop their own skills in the team, improve the ability to interact with team members, and develop English communication skills. "Encourage college English teachers to innovate in the classroom. In particular, it is an effective way to increase language output and group activities." In College English classroom and extracurricular activities, teachers organize students to complete group and group learning tasks. Cooperative learning can be required to formulate team tasks and enhance the effectiveness of cooperative learning.

Thirdly, as far as the meaning of construction is concerned, constructivism holds that all students actively participate in educational activities and actively establish knowledge, and the correct guidance from the outside world plays an important role in establishing the meaning of students. In the course of College English, it is necessary for students to construct their knowledge correctly and form a correct knowledge system. Constructivism advocates many learning methods and emphasizes the consistency and promotion of semantic construction before and after learning. In College English education, teachers and students should pay attention to the preparation before the beginning of the course, the coordination of guiding learning and the

integration after class, so as to improve the learning effect. At the same time, schools and teachers must try their best to create an environment in which students can use English knowledge in the workplace in the future. Universities and relevant departments can actively contact social enterprises and find opportunities for students to exercise, which further helps to enhance students' knowledge and increase their learning motivation.

3 Summary

To sum up, based on the effect-based concept of College English teaching, we need to integrate the effect-based concept into the whole process of English teaching, from the design of curriculum teaching objectives, curriculum evaluation, curriculum teaching methods and other three aspects, to improve the quality of English Curriculum Teaching in Application-oriented Colleges and universities, and take the effect-based teaching as the keynote in teaching, which can better promote English teaching To improve the quality of classroom teaching, cultivate excellent talents and provide more applied talents for the society.

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