

Research on Curriculum Reform of English Pedagogy in Colleges and Universities Under the Background of the New Era

Caihong Yang*

No.1 Middle School of Jinchang, Jinchang 737100, Gansu Province, China

*Corresponding author: Caihong Yang, chineserainbow123@163.com

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Abstract: With the fast development of our country's social economy, higher education faces the essential task of cultivating talents with international competitive power. English is a common language of international communication and its status in higher education is particularly important. However, the traditional English teaching model is unable to meet the needs of talent training in the new era. Therefore, it is of great significance to research the reform of college English pedagogy curriculum. This paper takes the college English pedagogy curriculum in the new era as the research object, analyzes its current situation and existing problems, and puts forward corresponding reform strategies.

Keywords: New era; Universities; Education courses; Teaching reform

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1. Introduction

With the deepening of globalization and the rapid development of information technology, the importance of English as an international language has become increasingly prominent. Under such a background, the teaching reform of college English pedagogy is particularly critical. The topic of how to make English pedagogy better meet the needs of the times and train English pedagogy talents with international vision and cross-cultural communication skills is important in the current English pedagogy curriculum reform in colleges and universities.

2. Current situation and problems of college English pedagogy curriculum

2.1. Overemphasis on theory

A comprehensive review of the current curriculum of pedagogy universities in China shows that theoretical courses dominate and practice curriculum is relatively few. This situation makes it difficult for students to apply the knowledge to the actual teaching scene in the learning process, which affects the teaching quality. This phenomenon not only limits the possibility for students to transform their theoretical knowledge into practical

skills but may also leave them lacking the resilience to cope with real-world teaching challenges.

2.2. Slow updating of teaching materials

Some English pedagogy textbooks in colleges and universities are outdated and cannot reflect the development trend and new ideas of English pedagogy in the new era. Old textbooks mean that students cannot access the latest ideas and practices of English pedagogy in the learning process. This not only limits students' knowledge of English subjects but also makes them lose the opportunity to learn about the latest international developments. With the deepening of globalization, English plays an increasingly important role in international communication, and mastering English has become a necessary basic skill for contemporary young individuals. Therefore, English pedagogy can no longer be limited to outdated teaching materials but should keep up with the pace of the times and focus on cultivating students' cross-cultural communication skills ^[1]. In addition, the use of outdated textbooks is inconducive to stimulating students' consciousness of innovation. Under the background of the new era, innovation ability has become an important embodiment of national competitiveness. English pedagogy should give full play to its role in fostering students' innovative abilities. However, due to the outdated content of teaching materials, students are not exposed to new knowledge and ideas, which limits their thinking and makes it difficult to generate sparks of innovation.

2.3. Simple teaching methods

In the current teaching of English in colleges and universities in China, many teachers still rely excessively on the traditional method of lecturing. This teaching method can meet the demand for knowledge transfer to a certain extent, but it has obvious shortcomings in stimulating students' interest in learning, cultivating innovative thinking, and improving students' enthusiasm. In contrast, innovative teaching methods such as interactive and heuristic methods have significant advantages in stimulating students' interest, promoting teacher-student communication, and cultivating students' independent learning and innovative spirit. However, these innovative teaching methods are rarely applied in actual teaching ^[2]. On the one hand, the traditional teaching method leads to a dull classroom atmosphere. In this teaching mode, teachers are the transmitters of knowledge, and students only need to passively receive it. This kind of one-way knowledge transfer makes the classroom lack vitality, and students are prone to being tired of learning. In the long run, students' interest and enthusiasm in learning will be affected. On the other hand, the traditional teaching method neglects the individual needs of students. Each student has his own learning characteristics and needs, and traditional teaching method fails to meet these differences. Plus, it is difficult for teachers to pay attention to each student's learning situation and for students to discover their potential in this teaching mode, thus limiting their development. In addition, the traditional teaching method also has shortcomings in cultivating students' innovative abilities and practical skills. Under this teaching method, students mainly rely on the teacher's explanation and textbook knowledge and lack the opportunity to think independently and solve problems, leading to students feeling powerless in the practical application of English knowledge and difficulty coping with the changing needs of society.

2.4. Neglect of the process evaluation

In the current higher education system of China, the evaluation methods of many English pedagogy courses have certain limitations. Specifically, these courses focus too much on final exam results and pay insufficient attention to students' performance and progress in the learning process. This kind of evaluation, which is dominated by test scores, easily leads to the phenomenon of "education to the test," which is inconducive to a comprehensive and objective assessment of students' actual abilities. First of all, overemphasis on the final exam results can cause students to be anxious in the learning process, excessive pursuit of scores, and neglect of

the cultivation of practical English application skills. This situation may result in students obtaining high exam scores without the ability to use English flexibly in real life and work, which makes English education fall into the embarrassing situation of “high scores but low ability”^[3]. Secondly, this kind of evaluation will cause teachers to pay too much attention to students’ test scores in the teaching process, while ignoring students’ individual differences and actual needs. As a result, the teaching content is easily limited to dealing with the exam, and it is difficult to improve students’ English level. It may also cause teachers to focus on students’ achievements when evaluating students, ignoring their efforts and progress in the learning process. In addition, too much reliance on final exam results can affect students’ motivation to study. Since test scores play an absolute role in the evaluation system, many students may cram before exams in an attempt to boost their scores through short-term memory^[4]. This way of learning not only fails to improve students’ actual abilities but may also cause them to quickly forget what they have learned after the exam.

3. Strategies of teaching reform of English pedagogy curriculum in colleges and universities under the background of the new era

3.1. Optimizing the curriculum and enhancing practicability

In terms of curriculum provision, universities should appropriately reduce the proportion of theoretical courses and increase the number of practical courses. First of all, schools can design a series of teaching practice activities, so that students can experience the teaching process in a real education environment, understand the teaching difficulties, practice their teaching ability, and encourage students to combine the theoretical knowledge learned in the classroom with practical teaching through teaching practice, so as to improve the teaching quality. Secondly, educational research is an effective way to improve students’ teaching ability. Schools can encourage students to participate in educational research activities so that they can understand the current situation of education, find problems, and put forward solutions. Such practice can not only enhance students’ educational concepts but also improve their educational innovation ability^[5]. In addition, classroom observation is also an important part of practical teaching. Through the observation of excellent teachers’ classes, students can learn how to use teaching methods and strategies to mobilize students’ enthusiasm and create a good teaching atmosphere. This way of learning helps students to form their own teaching style in future teaching. In addition, schools can actively create teaching practice bases both on and off campus to provide students with richer opportunities for practice^[6]. These bases can provide students with places for education and teaching practice so that they can continuously improve their education and teaching ability in actual practice. At the same time, schools can also establish cooperative relationships with enterprises, primary and secondary schools, and other institutions, so that students can understand the reality of education in practical work and improve the quality of education^[7].

3.2. Updating the content of textbooks to keep up with the times

In the new era, China’s higher education faces the important task of training talents with international vision and creative consciousness. For this reason, the selection of English pedagogy textbooks is of great importance. The content of textbooks should cover the new ideas and methods in the field of English pedagogy, as well as the latest developments in the reform of English pedagogy in China and abroad, so as to help students have a comprehensive understanding of the development trend of English pedagogy.

To achieve this goal, the compilation and selection of textbooks should focus on the following aspects. Firstly, textbooks should fully reflect the development history and achievements of English pedagogy in China. By summarizing the past educational experience, students can understand the arduous course and fruitful

achievements of China's English pedagogy reform, and their sense of responsibility to love the motherland and serve society is stimulated ^[8]. Secondly, textbooks should pay attention to the international development trend of English pedagogy. In the context of globalization, as an important tool for international communication, English pedagogy concepts and methods are constantly being updated. Textbooks should focus on the new trend of international English pedagogy and provide students with a broad vision and rich learning resources ^[9]. Thirdly, the teaching materials should emphasize the cultivation of innovation and practical skills. Innovation consciousness and practical skills are important qualities of talents in the new era. Teaching materials should guide students to apply English knowledge to practical work by designing innovative teaching activities and practical projects and cultivate students' innovative spirit and practical ability ^[10]. Fourthly, the content of teaching materials should be forward-looking. In the face of the ever-changing educational environment, textbooks should predict the development trend of English pedagogy in the future, and provide students with ideas and directions for future education and teaching. This will help students better adapt to the needs of society and become internationally competitive talents.

3.3. Innovating teaching methods and enhancing classroom vitality

In order to meet the development needs of the new era, the curriculum reform of pedagogy is urgent. In this process, teachers should actively explore interactive, heuristic, and other innovative teaching methods to improve the quality of pedagogy teaching. For example, interactive teaching methods emphasize the interaction between teachers and students, which can effectively stimulate students' interest and enthusiasm in learning. In this teaching mode, teachers are no longer the transmitters of knowledge, but the mentors who guide students to explore and discover problems. By organizing group discussions, case studies, role-playing, and other activities, teachers can guide students to actively participate in the teaching process and cultivate students' ability to think independently and solve problems ^[11]. Additionally, heuristic teaching methods focus on cultivating students' innovative thinking and independent learning ability. Under this teaching mode, teachers should be good at tapping students' potential and guiding them to explore independently and think positively. By raising inspiring questions, they can stimulate students' thirst for knowledge, so as to improve students' learning results ^[12]. In addition, the application of modern information technology has also provided strong support for the curriculum reform of college English pedagogy. Modern information technology means such as network teaching platforms and online educational resources provide students with diversified learning resources and help broaden their knowledge horizon ^[13]. At the same time, these means can also realize personalized teaching, meet the learning needs of different students, and improve the quality of teaching.

3.4. Improving the evaluation system and focusing on all-round development

The evaluation of English pedagogy courses in colleges and universities should abandon the practice of overemphasizing exam results and establish a diversified and whole-process evaluation system. On the one hand, classroom performance should be included in the evaluation system. Classroom performance can directly reflect students' active participation in the teaching process and their mastery of the teaching content. Teachers can evaluate students according to their performance in speaking, discussing, and asking questions in class ^[14]. On the other hand, practical activities are also an important means to evaluate students' English skills. By participating in various English practice activities, such as English Corner, speech contests, drama performances, etc., students can apply what they have learned to practice and improve their English application skills ^[15]. The evaluation of the results of these practical activities can better reflect the students' comprehensive English quality. In addition, the completion of homework is also an important indicator to evaluate the effect

of students' English learning. By evaluating the quality, speed, and innovation of students' homework, we can understand the effect of students' independent learning after class and their attitude toward learning^[16]. In the new evaluation system, the final exam score is only one of the comprehensive embodiment of students' English skills, and no longer occupies an absolutely dominant position. By comprehensively evaluating students' performance in all aspects, teachers can more accurately understand students' actual abilities and development needs, and provide targeted guidance for students' personalized development.

4. Conclusion

Under the background of the new era, the teaching reform of the college English pedagogy curriculum has important practical significance and theoretical value. Through the implementation of reform strategies such as strengthening the combination of theory and practice, innovating teaching methods, and improving the curriculum evaluation system, the teaching quality of English pedagogy can be effectively improved, and English education talents with international vision and cross-cultural communication skills can be cultivated. At the same time, the teaching reform of English pedagogy in colleges and universities needs to be further explored and practiced in order to meet the needs of the times.

Disclosure statement

The author declares no conflict of interest.

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