

A study on the theoretical basis of english education and teaching in the new era

Cong Qian

Dandong No. 2 High School, Dandong, China
1300018828@pku.edu.cn

Abstract: *In order to promote students' subjective initiative in English education, this paper studies the theoretical basis of English education and teaching in the new era. This paper discusses the current situation of English teaching in the new era, and puts forward three disadvantages of English teaching. In order to solve the problems such as students' lack of interest in independent learning, the single teaching model of English education, and the teaching evaluation system of English education does not adapt to the new era, new requirements for education and teaching are put forward through teaching theory. It is clear that the core goal in the classroom should be to cultivate students' interest in autonomous learning, encourage students to actively participate in classroom interaction, and establish a scientific teaching evaluation system.*

Keywords: *New period; English education and teaching; Teaching theoretical basis; English ability*

1. Introduction

Although English learning is not used in daily life, it has become increasingly important in various fields [1]. Good English skills can not only be applied to the business field of foreign trade, but also help students to better read foreign literature in higher education, with a wide range of applications. Since the new era, with the rapid development of electronic information science, people's demand for education has also changed greatly. English education is in urgent need of a huge change to ensure that it can meet the needs of the times [2-4]. Compared with the students in the previous decades, the contemporary students also have a lot of differences in characteristics. The advent of the new media era makes the contemporary students have the characteristics of diversity and diversity. The ways and methods for students to understand the world and learn knowledge are also different from those in the past, which leads to that students are no longer suitable for the original teaching methods. To ensure that students can learn efficiently, they need to adapt to the times more, It also requires an interdisciplinary perspective [5]. Classroom teaching is directly related to students' learning efficiency, and english, as an extremely important subject in higher education, its teaching achievements are also attracting attention. Therefore, based on the characteristics of the new era, this paper studies the theoretical basis of English education and teaching.

2. Current situation of English teaching in the new era

Chinese current English teaching has great defects, mainly concentrated in three aspects. First, students have no interest in independent learning. In most English classes [6], teachers follow the traditional teaching methods, and students can only blindly follow the arrangement of teachers in class and passively receive the knowledge points filled by teachers. From the beginning to the end of the course, the teacher is the last word, students do not have their own thinking and summary of knowledge points, can not build their own knowledge system. The survey results show that students hardly have time to think independently in class, and follow the thinking activities of teachers throughout the whole process, resulting in extremely low learning efficiency. Second, the current teaching model of English education lacks theoretical guidance, is not systematic enough, and the model is too single. This teaching model centered on teachers and textbooks is difficult to be welcomed by students in the new era, and innovation ability and practical ability, which are most concerned by people in the information age, cannot be effectively cultivated in such classes [7]. The single and passive teaching mode will lead to students' weariness of English and make students lose their initiative and enthusiasm in learning English. Third, the current English education teaching evaluation system does not adapt to the new era,

the existing English education is only applicable to all stages of the examination, such as middle and final exams in primary and secondary schools, high school entrance examination and college entrance examination, CET-4 and CET-6 tests in university, IELTS and TOEFL for overseas study, et al. The English class is still dominated by examination results. Teachers only teach grammar when teaching students, and pay no attention to the truly important oral ability and listening ability. Almost all teaching is prepared for such an exam. During the exam, students' mastery of grammar and vocabulary is only evaluated. Some exams will examine students' English dictation ability. Such an evaluation method will lead to students who experience such English learning to do questions intelligently, but lack the ability of practical application. In the long run, classroom teaching will never achieve the expected goal of English education and teaching. The fundamental obstacle to English classroom reform lies in the biased evaluation system of English teaching.

3. Research on teaching theory of English education

3.1. Theoretical Basis

The core of this paper is the constructivist teaching theory, which is "student-centered". Teachers only regard themselves as guides of students' learning, inspire and guide students to know knowledge through various methods, and can flexibly use knowledge to solve problems in life. Through learning, we can build a model of English related knowledge, not only to move knowledge from the outside to memory, but also to expand our own constructivist knowledge model by combining internal knowledge with external knowledge through students' existing experience and understanding [8]. At the same time, students also need to learn how to learn knowledge, and through the traction of classroom knowledge, independently query and expand the content, further promote students' autonomy and creativity in learning, so that students have more subjective initiative.

3.2. Requirements of constructivism teaching theory on education and teaching

The requirements of constructivism teaching theory on education and teaching are described on the basis of the above contents, as shown in Figure 1.

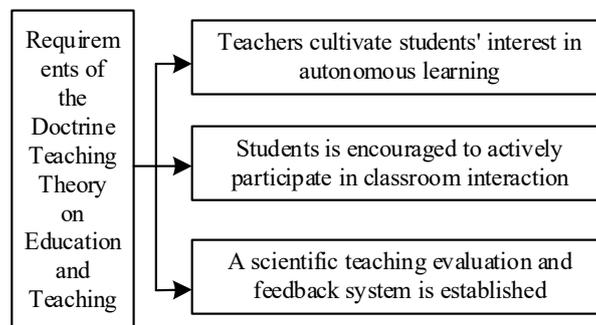


Figure 1: Requirements of the Doctrine Teaching Theory on Education and Teaching

According to Figure 1, the requirements are divided into three points, namely, coaches should cultivate students' interest in autonomous learning, interview students to actively participate in classroom interaction, and Establish a scientific teaching evaluation and feedback system. The requirements are described in detail below.

3.2.1 Teachers should cultivate students' interest in autonomous learning

The core factors of a valuable English class include three points: state, strategy and content. Among them, content refers to the topic of teaching. Each lesson needs to have its own topic to help students understand the content of the lesson more efficiently. Strategy is the teacher's teaching method. In many existing English classes, teachers instill knowledge into students from the beginning to the end, which is extremely inefficient. State is the teacher through some methods to create a good spirit and mood for the students. In the final analysis, these three points emphasize that teachers can make students have a better interest in learning English in certain ways, so that students can maintain a good mental state in class, and master additional knowledge points through self-study after class. "It is easy to understand that it is better to teach people how to fish than to teach them how to fish". This concept can also be used in English education and teaching. Under the constructivist teaching theory, the 45 minutes in

class should be used as a chain to attract students, so that students can be interested in what they have learned and actively inquire about relevant knowledge after class. For example, in the English class, teachers can explain the human history, school education, climate geography, etc. of Britain in detail, and compare the differences between Britain and China in terms of customs, interspersed with the knowledge points needed for this lesson [9]. Students are usually attentive when listening to stories. If students' interests are aroused, students will automatically discuss relevant issues after class, and some students will search for relevant knowledge on the Internet. In this way, the lesson was successful. In a word, the teaching mode of "chalk+textbooks+teachers" is no longer suitable for English teaching in the new era. In the current English education, teachers should use teaching strategies to cultivate students' interest in learning and teach students how to learn independently. Most of the time, knowledge of English grammar or vocabulary should be put in the second place.

3.2.2 Encourage students to actively participate in classroom interaction

In the constructivist teaching concept, the classroom design needs to strictly conform to the teaching objectives, and also needs to ensure that it can arouse students' interest in learning. In class, to help students build a stronger sense of language, teachers should try to use short daily phrases or sentences, such as Please turn to Page 115 Put up your hands if you have any questions. (Raise your hand if you have any questions.) Could you clean the blackboard, please? Would you please clean the blackboard What did we learn last lesson? What did we learn in the last lesson If these sentences are used repeatedly in every English class, students can easily master them and remember them deeply. At the same time, students can also answer teachers' questions in English. For example, when asking whether they are ready for class, students can answer "Yes, sir!".

In the classroom, there is always a situation in the text. At this time, teachers can use the situation construction teaching method to ask students to play each member of the situation. For example, in a chapter of junior high school English, there is teaching about asking directions. At this time, teachers can look up the map of the city on the PPT and mark it in detail. Then find a place at random, let two students use English respectively, and reproduce the situation of asking the way through the form of one question and one answer. Which streets you pass, which turns you turn, and which direction you need to turn are the key points of this lesson. In this way, we can review the relevant knowledge points learned in this lesson, so that students can remember more firmly and will not forget easily. It can also help students improve their oral English and listening ability, cultivate their ability to use simple daily English, exercise their ability to express coherently in the English field, and lay the foundation of knowledge and skills for writing small compositions. In addition, it can also integrate the knowledge points learned in the past and use chain dialogue to help students practice English. Chain dialogue is a very interesting way of English learning. Teachers use English dialogue in groups through questions and answers [10]. Students can also develop different types of dialogue outcomes by adding various components to the dialogue based on what they have learned. In the classroom of English teaching, students' interest in English subject can be triggered and they can actively participate in the classroom activities through this kind of teaching practice of comprehensive listening, speaking, reading and writing.

3.2.3 Establish a scientific teaching evaluation and feedback system

Teaching evaluation is actually a summary of students' learning achievements and teachers' teaching achievements in a certain period of time, with diagnostic function. According to a certain goal orientation, the teaching situation is comprehensively measured, and finally the problems in this stage of teaching are judged through the results obtained, and suggestions for improvement are put forward. Therefore, when setting up the teaching evaluation system, we need to proceed from the perspective of practical application. According to different levels, formulate corresponding evaluation and feedback systems. For a long time, the evaluation standard of English teaching has been extremely extreme. Because of the uneven teaching quality, almost all the evaluation of English teaching level has focused on the examination results, and the heroes are judged by scores. Such an evaluation method is difficult to reflect students' learning achievements and teachers' real teaching achievements. Moreover, the achievement only theory is very easy to dampen the enthusiasm of some students who are not good at grammar for English learning, making them lose their motivation for learning. In order to ensure that the teaching results are outstanding and intuitive, some teachers will concentrate all their energy on the accumulation of knowledge points, completely ignoring the cultivation of interests and hobbies. In order to avoid this kind of accident, when establishing the evaluation system of English teaching, it is necessary to carefully consider the students' English ability in different directions, and include listening and speaking into the scope of the examination. Only in this way can part of the old thinking teachers, in the classroom to increase the corresponding courses. At the same time, teachers also need to

diagnose the finished evaluation results, put forward corresponding modification suggestions on the deficiencies of this evaluation, and get better results in the next evaluation.

4. Conclusion

To sum up, in the new era of the information age, in order to ensure that the country has enough English related talents, this paper makes an in-depth study of English education and teaching theory, and makes a summary of the comprehensive constructivism teaching theory. In this study, the core is to promote students' interest in learning. Through improving students' autonomous learning ability, students' oral and listening abilities are strengthened to enable them to correctly master English skills and achieve autonomous learning under the guidance of teachers. In the following related research, we will deeply explore the innovation of English teaching mode, and provide a theoretical basis for the diversification of English teaching.

References

- [1] Chang Haichao. *A multi-dimensional dynamic study of college students' English learning orientation motivation flow* [J]. *Foreign Language World*, 2021, 5(2):72-80.
- [2] Wang Xuemei. *Facing the World, Building a Platform and Promoting the Development of English Education in China -- A Summary of 2021 China International Conference on English Education*[J]. *Foreign Language World*, 2021,12(5):94-96.
- [3] Xiao Yan, Li Min. *The evolution and development of college English education in China since the founding of the People's Republic of China: stages, characteristics and major problems faced at present* [J]. *Foreign Language Education*, 2022, 43(1):69-75.
- [4] He Qiong, Duan Simei. *An analysis of the current situation of the development of business English education in countries along the "the Belt and Road" - a review of "Exploration of Business Common Language Education in Countries"*[J]. *Research in Educational Development*, 2021, 40(2): Cover 2.
- [5] Liang Junying, Xiang Mingyou, Min Shangchao, et al. *Integrating research with education, connecting the east with the west: Philosophies and paths of the College English Courses Virtual Teaching & Research Center* [J]. *Foreign Language World*, 2022(04):2-7.
- [6] Liu Bin. *Exploration on the Theory and Practice of College English Teaching Reform in a Pluralistic Context -- A review of Research on College English Teaching Theory and Practice*[J]. *Higher Education Exploration*, 2020,8(9):10004-10004.
- [7] BAI Lan. *On the Training of English Talents in the New Era — Taking the Water Conservancy Industry as an Example* [J]. *Water & Wastewater Engineering*, 2022, 58(07):178-179.
- [8] MI Sha, HE Nan. *Innovation and Practice of College English Education and Teaching in the New Media Era*[J]. *Food Research and Development*, 2021, 42 (03):235.
- [9] ZHU Yumei. *Research on College English Culture and Reading and Writing Teaching in the New Era — Comment on "Research on the Theory and Practice of College English Education and Teaching in the New Era"*[J]. *Food Science and Technology*, 2021, 46(01):320-321.
- [10] MA Lina. *Research on the Integration Mode of English Autonomous Learning in the "Internet plus" Era — Comment on the "Exploration of the Integration Mode of English Autonomous Learning and Classroom Teaching in the" Internet plus "Era"*[J]. *China Radio & TV Academic Journal*, 2020(03):135.