

Innovation of Role Experiential Teaching in College English under the Background of China's Accreditation of Engineering Education

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ABSTRACT. *Accreditation of Engineering education is an important guarantee for the professional education industry to prepare for the quality of education, and is also an important part of Chinese higher education. Its student-centered core concept determines the student's learning outcomes and is a powerful proof of the effectiveness of professional education. The background of accreditation of Engineering education has put forward new requirements for college English teaching. Role experiential teaching method has high application value for innovative college English teaching, but certain measures should be taken in the teaching process to ensure the improvement of teaching level and teaching effect.*

KEYWORDS: *Accreditation of Engineering education; College English; Role experience teaching*

1. Overview of accreditation of Engineering education background

Accreditation of Engineering education is an important part of higher education in China. It is usually conducted by professional professional associations in conjunction with educators in the field. The subject of this accreditation is the professional certification body and the object is the professional education offered by higher education institutions. Its purpose is to ensure the quality of preparatory education for relevant talents to enter the professional profession. The core idea is to focus on students (practitioners of future professional careers). Accreditation of Engineering education is of great significance to enhance the adaptability of talent training to professional development and further improve the quality of higher education in China. Under the background of accreditation, the survival and development of a major or even a university are closely related to professional certification, and the effectiveness of professional education needs to be reflected by students' learning achievements. This situation puts forward higher requirements for college English teaching. Educators need to innovate teaching methods and establish more effective teaching models to improve students' learning effect and English application ability.

2. Role experience teaching of college English under the background of accreditation of Engineering education

The core idea of accreditation of Engineering education is student-centered. To a large extent, it is necessary to judge the effectiveness of professional education through students' learning outcomes. Therefore, in the context of accreditation of Engineering education, college English teaching requires a student-based and more effective innovative teaching method. The role-experience teaching method is a new teaching method to adapt to this requirement. The role experience teaching method is based on the integration of relevant knowledge between teachers and students. Students play the corresponding roles in the simulated scenarios set by the teachers to obtain the experience, so as to achieve the understanding and digestion of knowledge and improve the ability of knowledge application. In fact, the use of the role experience method in teaching is not without precedent. It has been widely used in popularized teaching, such as college students' mental health counseling, ideological and political education, and history. Practice has proved that the role-experience teaching method has a high application value for innovative college English teaching. Through this teaching method, students' learning effect and language application ability can be improved. At the same time, it is also beneficial for teachers to understand students' learning status and language expression ability through evaluation, and strengthen communication and cooperation between teachers and students as well as students and students[1].

2.1 Establish a long-term and stable teaching and research theme

The role experience teaching method can fully reflect the subjective position of the students and the leading role of the teachers. It has the advantages of enhancing students' initiative, stimulating students' enthusiasm for learning, and improving students' ability of thinking, analysis, innovation and practice. However, the role experiential teaching method is a brand-new teaching mode in College English class. The improvement of teaching level and teaching effect also needs to be achieved by screening teaching themes and constructing teaching modes in line with students' actual situation. This process can not be separated from long-term and stable teaching and research themes. Under the guidance of long-term and stable teaching and research themes, teachers should propose research topics through the perception of English teaching, the study and reference of educational theories, and the analysis of specific English teaching phenomena. Through this method, the experiential teaching of college English characters is promoted in the process of theoretical exploration and actual construction.

2.2 Improve the professional quality of the instructors

On the one hand, the role experiential teaching method requires a high level of subject selection and activity design. In order to select the appropriate theme and design the corresponding activities, teachers need to have a profound knowledge of

the subject and be able to grasp the whole course comprehensively. On the other hand, the freedom of role experiential teaching requires teachers to have abundant teaching skills, to control the overall situation in the actual teaching process, to correct and guide the phenomenon of students running away from the topic and deviating from the topic in a timely and correct way; at the same time, teachers should also have a good command, so that students can give full play to their initiative in the learning process and enhance the effect of role experience. One of the new requirements of role experiential teaching is to strengthen the training of teachers. Teachers must keep learning and improve their professional quality, so that they can make good use of role experiential teaching method in college English teaching[2].

2.3 Create the appropriate role atmosphere

Before the implementation of role experiential teaching, teachers should choose the appropriate environment and scene to create an appropriate role atmosphere. In the practice of role experiential teaching method, attention should be paid to reducing the influence of surrounding interfering factors on the experiential environment. In terms of basic hardware requirements, we must first choose a more spacious environment suitable for students to play, and secondly ensure sufficient teaching time. By simply decorating the environment and creating an atmosphere that corresponds to the content of the experience, students can feel immersive. In this way, students can be more quickly and easily integrated into the role atmosphere, stimulate their own experience and enthusiasm, and achieve better teaching results[3].

2.4 Expanding experience contents at different levels

Role experiential teaching content should be familiar to college students and should be combined with the teaching content of college English courses. The depth of the content should be appropriate to the students' level. Considering the differences in the professional, level, quality, and personality characteristics of students participating in role-experienced teaching, it is necessary to expand the level of experience content. The hierarchical expansion of the role experience content can be divided into vertical and horizontal aspects. From the vertical perspective, determining the role experience content that matches the student's profession and level according to the grade and professional level can make the effect of the role experiential teaching easier to control. In the horizontal direction, teachers can design a variety of role experience activities for roles and situations, so that students can choose a role experience activity that suits them more according to their own interests and wishes.

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