

Analysis of the Ways of Bilingual Teaching Reform under the Background of University Transition

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ABSTRACT. *Bilingual teaching is an important teaching method for local colleges and universities to cultivate professional application-oriented talents. Under the background of transformation, it is necessary for application-oriented colleges and universities to carry out bilingual teaching reform. This paper probes into the top-level design of bilingual teaching in local colleges and universities, the construction of curriculum system, the teaching staff, the adaptation of teaching materials and the evaluation system that affect the quality of bilingual teaching, and puts forward relevant countermeasures.*

KEYWORDS: *Local colleges and universities; Bilingual teaching; Reform*

1. Introduction

Developing bilingual teaching in Colleges and universities can not only improve students' linguistic and thinking abilities, but also broaden students' international horizons, cultivate students' innovative abilities, enhance students' professional qualities, and enhance their competitiveness in the talent market at home and abroad. Improving the quality of teaching is the eternal theme of the development of local colleges and universities. The depth of teaching reform is curriculum reform. In this paper, the top-level design of bilingual teaching in local colleges and universities, the construction of curriculum system, as well as the impact of bilingual teaching quality of teachers, textbook adaptation and evaluation system are discussed, and relevant countermeasures are put forward.

2. The Background of University Transition and the Necessity of Bilingual Teaching Reform

With the economic development entering a new normal and the continuous adjustment and upgrading of industrial structure, the relationship between talent supply and demand has undergone profound changes. Structural contradictions in higher education have become prominent and homogenization tendencies are serious. To effectively alleviate the employment difficulties of graduates and the low quality of employment, it is necessary to change the current situation of excessive academic talents and shortage of technical talents, vigorously strengthen the application. Training of technical talents.

The state pays more and more attention to education. In February 2014, the executive meeting of the State Council deployed accelerating the development of modern vocational education. The meeting requested that a number of ordinary undergraduate colleges and universities be guided to transform into applied technology-oriented ones, and determined the task and measures for accelerating the development of modern vocational education. In October 2015, the Ministry of Education, the National Development and Reform Commission and the Ministry of Finance jointly issued the Guiding Opinions on Guiding Some Local Undergraduate Universities to Transform into Applied Universities, aiming to guide a number of qualified local undergraduate universities to transform into applied universities from the policy level. The transformation and development of local undergraduate universities to application-oriented universities is not only the demand of the times, but also the intrinsic demand of universities to consolidate their self-existence value. It is also the realistic need to improve the satisfaction of universities. It is the only way for local undergraduate universities to achieve dislocation development. This is a major reform measure of the overall layout of higher education in China, and also a turning point to reconstruct the higher education system and change the governance mode. It has aroused widespread concern of the society and become a current research focus.

Global integration and social and cultural diversity have accelerated the demand for complex senior professionals, and also led to the internationalization of higher education. Since the 1980s, many key universities in China have carried out

bilingual teaching reforms in order to cultivate high-quality talents who can face the world. In 2001, the Ministry of Education issued "Some Opinions on Strengthening Undergraduate Teaching in Colleges and Universities and Improving Teaching Quality", which guided and promoted the development of bilingual teaching in China's colleges and universities. In 2004, the Ministry of Education took bilingual teaching as an example. One of the observation points of undergraduate teaching evaluation indicators; from 2007 to 2010, the Ministry of Education issued many documents to encourage and promote bilingual teaching in Colleges and universities. As a new and important teaching mode, bilingual teaching has been widely promoted in domestic universities for more than ten years. More and more universities have offered rich and distinctive bilingual teaching courses.

The key to the transformation of local undergraduate colleges and universities is to clarify the orientation of running a school, to condense its characteristics, to change its mode of running a school, and to actively serve the local areas. Its fundamental meaning is to encourage some local undergraduate colleges and universities to start from social needs, combine their own location advantages and industry advantages, vigorously train and export applied technical talents who can engage in front-line operation and service posts, and to engage in these jobs and posts, it is necessary to be able to use English or other languages for professional learning, communication and communication. International economic integration needs a large number of compound talents who know both professional and foreign languages. There are many students with good English foundation, strong ability and high pursuit in Colleges and universities. They strongly yearn for rich and high-quality bilingual courses. At the same time, school-enterprise cooperative teaching needs to carry out bilingual teaching, so as to improve students' professional practical ability and innovative thinking ability to adapt to school-enterprise cooperation. High quality of employment. Therefore, under the background of transformation, it is necessary for applied universities to carry out bilingual teaching reform^[1].

3. Current Situation and Problems of Bilingual Teaching in Local Universities

In order to optimize the allocation of higher education resources and enhance the efficiency and competitiveness of running schools, in December 2008, 14 colleges

and universities in Anhui Province established the Alliance of Applied Undergraduate Universities in Anhui Province, which carried out ideological sharing, Resource Co-construction and win-win. Chuzhou College is one of the important members of the alliance. In 2014, Chuzhou College became the Construction School of "Anhui Local Applied High Level University". The curriculum construction and teaching quality of its undergraduate education partly reflect the current situation of teaching in Anhui Applied Undergraduate Colleges.

In recent years, in order to better meet the requirements of the contemporary society for the professional quality of College students, the school has actively tried to carry out bilingual teaching and teaching reform. For the first time, bilingual teaching courses have been offered in the 2010 edition of talent training program. According to the courses involved in the 2014 edition of talent training program of the school's various specialties, the curricula for bilingual teaching are listed in Table 1.

Table 1 Courses for bilingual teaching^[2]

Serial number	Bilingual Course Name	Major
1	Computer Communication and Network	Electronic Information Engineering
2	International accounting	Financial management
3	International economics	International Economy and Trade
4	International Marketing	International Economy and Trade
5	International Business Negotiations	International Economy and Trade
6	International Marketing	Marketing Management

The bilingual teaching in this school is at the initial stage. It is only offered in some colleges and specialties. There is no special bilingual curriculum construction project and funding. Compared with the bilingual teaching in key colleges and universities, local colleges and universities are at the stage of trial and exploration in both theory and practice. The situation of bilingual teaching is not optimistic. There are many problems in the quality of teaching: 1. insufficient awareness of the importance of bilingual teaching, lack of careful design and guidance of bilingual teaching plan, lack of scientific demonstration of teaching plan, imperfect guarantee mechanism, and organizational management. There is also a lack of clear working ideas. 2. Teaching conditions are difficult to meet the needs: lack of teachers, lack of

professional bilingual training, lack of work experience or overseas learning experience, poor foreign language listening and speaking ability and weak comprehensive ability; students mainly come from areas where the quality of education is relatively weak, students' English proficiency is uneven; lack of appropriate textbooks, most courses use. The original textbook does not conform to the reality of our country in structure system and emphasis, and is not consistent with the requirements of the syllabus. 3. The evaluation system of bilingual teaching is not perfect: the monitoring of bilingual teaching is not enough, there is no perfect monitoring system of bilingual teaching quality evaluation, that is, there is no special bilingual teaching inspection, listening and teaching supervision system, and there is no special student evaluation system and graduate tracking investigation system^[3].

How to put the practice of bilingual teaching in local universities into practice and realize its value? Under the background of University transformation, it is urgent and urgent to pay attention to the problems existing in bilingual teaching in local universities, explore the countermeasures to solve the problems, and explore the holistic reform and innovation strategies of bilingual teaching.

4. Analysis on the Reform Measures of Bilingual Teaching

Under the background of transformation, it is necessary for local applied universities to carry out bilingual teaching reform. In the process of bilingual teaching practice, there will be some difficulties and problems. In order to solve these problems, we should solve them from the following aspects, so as to develop and improve the bilingual teaching path suitable for ourselves and improve the quality of bilingual teaching.

4.1 Strengthening Top-level Design and Constructing Bilingual Course System of Science

Local colleges and universities should closely revolve around the local economic and social development needs and the overall goal of training applied talents, redesign (institute) talent training programs, integrate bilingual education into the talent training curriculum system, strengthen overall coordination, innovate

management mechanisms, and further promote and implement bilingual teaching reform. At the same time, every major should carry out bilingual teaching needs analysis, understand social needs, understand learner types, learning motivation and so on, so as to achieve a targeted goal; strengthen cooperation with industry enterprises, according to the requirements of graduates' knowledge, ability and quality, refine vocational and post ability analysis, optimize bilingual curriculum settings, and effectively support students' ability training; every major can also actively support students' ability training. Introduce high-quality resources from industries and enterprises, and jointly develop characteristic bilingual courses^[4].

We should deal with the scientific connection between bilingual teaching and college English and ESP so as to form an organic whole of the three courses. We should plan the bilingual teaching curriculum plan reasonably according to the inherent logical relationship and difficulty degree of the courses. Its semester, teaching requirements and teaching content should be from easy to difficult, from simple to complex, gradual and gradual transition, with emphasis on training and teaching. Students' innovative ability in bilingual thinking. Bilingual teaching is a continuous organic and orderly process, but the effect of offering one or two courses alone is not obvious. All majors should combine the reality, take professional elective courses as the main line, take into account professional basic courses, construct a bilingual curriculum system of "three-dimensional integration" to cultivate students' general, professional and comprehensive abilities, and gradually find out a bilingual teaching program suitable for their major. Finally achieve the teaching objectives^[5].

4.2 Highlighting Professional Quality and Building a Team of High-quality Bilingual Teachers

The key factor for the success or failure of bilingual teaching is the quality of bilingual teachers. Because of the single traditional teacher training mode and inefficient English teaching, bilingual teachers are seriously lacking. The quality of bilingual teachers has become a bottleneck in the development of bilingual teaching and needs to be solved urgently. Bilingual teachers should have special professional qualities. First of all, they should have a unique knowledge structure of bilingual education, including systematic subject knowledge, strong English application

ability and broad basic knowledge of dual culture. Second, they should have scientific bilingual teaching tact, be able to integrate classroom teaching content, rationally distribute the two teaching languages in the classroom, and pay attention to creating a bilingual teaching environment. Need to have lofty career ideal of bilingual education, love bilingual education work^[6].

In the construction of bilingual teachers, local colleges and universities should first fully recognize the important role of bilingual teachers in improving the quality of personnel training, incorporate the construction of bilingual teachers into the overall planning of the development of school teachers, formulate scientific training programs for bilingual teachers, and establish and improve the training mechanism and mode of bilingual teachers. Secondly, we should reform the teacher appointment system, change our concepts and actively expand the channels of teacher recruitment. In addition to introducing highly educated and high-quality talents from well-known universities at home and abroad, we can also actively utilize the excellent talent resources outside the school, flexibly employ excellent enterprise and institution personnel as part-time teachers, and build a bilingual teaching team with high teaching level, reasonable structure, strong practical ability and combination of specialized and part-time teachers. Finally, we should establish a long-term and coherent training system as soon as possible, carry out bilingual teachers'on-the-job training in all directions and in various forms, make full use of existing teachers' resources, support and encourage bilingual teachers to enter relevant foreign enterprises, foreign affairs institutions or groups for on-the-job training, visit and train foreign universities, or hire foreign teachers to teach and teach in schools, so as to ensure the quality of bilingual teachers. The quality has been really improved and the teaching staff has been rationally optimized^[7].

4.3 Developing Local Textbooks and Improving Effective Teaching Evaluation System

Textbooks are the carriers of bilingual teaching and the main thread for teachers to organize and carry out the whole teaching activities, which determines the knowledge system and level of bilingual teaching. The foreign original textbooks can not adapt to the reality of higher education in our country in terms of structure system and emphasis. Local colleges and universities should pay attention to the

scientific localization of foreign original textbooks, combine internationalization with localization, pay attention to absorption and innovation, and make the original textbooks better serve the teaching of local colleges and universities. Firstly, we should fully investigate the characteristics of students' needs in the market, design textbooks according to students' professional foundation and foreign language proficiency, and determine the proportion of English and Chinese according to students' actual cognitive level. We can try to adopt the mixed annotation model of English and Chinese so as to facilitate students' thorough understanding of the original text and self-study. Secondly, according to the national conditions and professional characteristics, the textbook structure is designed. In the process of adaptation, the textbook structure is moderately supplemented and deleted, compared and revised, or simplified and reorganized in accordance with the curriculum content and the needs of different majors.

The smooth development of bilingual teaching requires the establishment of a standardized and effective teaching evaluation system. A sound bilingual teaching evaluation system can standardize the management of bilingual teaching in local colleges and universities, promote the development and implementation of bilingual teaching, and ensure the effectiveness of bilingual teaching. Bilingual teaching is different from traditional teaching. In addition to retaining traditional teaching indicators, such as teaching plans and syllabus, the evaluation index system of bilingual teaching quality should focus on summative evaluation and process monitoring. Teaching conditions, teaching process and teaching effect should be included in the evaluation system of bilingual teaching quality. Teaching conditions include teachers' professional quality, teaching ability and foreign language. Level, students' foreign language proficiency, professional quality and bilingual teaching awareness, as well as the matching degree of textbooks and abundant resources, the teaching process includes whether the teaching content is clear, accurate, localized, the key and difficult points are prominent, whether the bilingual integration degree in the teaching method is appropriate, and the teaching effect can be evaluated from the aspects of examination evaluation, expert evaluation and students' self-evaluation^[8].

Curriculum reform has become the focus and center of teaching reform in local applied universities. The clear direction of deepening curriculum reform is to

continuously optimize the curriculum system and improve the pertinence and effectiveness of teaching according to the requirements of professional posts for knowledge, ability and quality. This paper discusses the top-level design of bilingual teaching in local colleges and universities, the construction of curriculum system, the teachers, the adaptation of teaching materials and the evaluation system that affect the quality of bilingual teaching, and puts forward relevant countermeasures, hoping to give some inspiration to the reform and sustainable development of bilingual teaching in Colleges and Universities under the background of transformation.

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