

On the Construction of English Major's Practice Teaching System Based on the View of Diversified Talents

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ABSTRACT. *The diversified needs for talents put forward new requirements for practice teaching, which requires the systematic construction of practice teaching system to meet the social needs and the personalized needs of students. This paper discusses the construction of the practice teaching system of English Majors in details through four ways: optimizing the objective system of practice teaching, reorganizing the form and content of practice teaching, innovating the evaluation system and improving the guarantee system of practice teaching, so as to improve the practice teaching continuously and build a complete and scientific practice teaching system.*

KEYWORDS: *the View of Diversified Talents; English major; Practice teaching system; Construction*

1. Introduction

Hu Wenzhong mentioned in 2014: "We need to rebuild the teaching of English major, try to achieve the diversification of educational levels, educational methods and educational objectives, improve the quality of English major education comprehensively, and cultivate innovative English professionals to meet the needs of the country and society." [1] The continuous change of our society and the economic environment put forward diversified demands for talent cultivation. The development of English major should also adapt to this new era. It needs to change with the demand and adapt to the diversified development trend to meet the needs of modern society and market for English professionals [2]. The National Standard for the Teaching Quality of Foreign Languages and Literature (hereinafter referred to as the "The New National Standard") also mentions that "foreign language majors aim to cultivate talents with good comprehensive quality, solid basic foreign language skills and professional knowledge and ability, who can still master relevant professional knowledge, adapt to the needs of China's foreign exchange, national and local economic and social development, various foreign-related industries,

foreign language education and academic research." All kinds of foreign language professionals and compound foreign language talents needed. " [3] It can be seen that the diversified needs of the society for foreign language talents are highlighted, so English majors education should also fully integrate the diversified needs of the society to cultivate compound talents. As an important part of higher education, practice teaching plays an important role in the cultivation of students' ability, especially in Colleges and universities which emphasize the cultivation of applied talents. All these issues, such as "how to integrate the View of Diversified Talents into practice teaching", "how to highlight the application-oriented talents training objectives of English Majors in Colleges and universities", "how to integrate diversified abilities training into talents cultivation", "how to highlight the characteristics of talents cultivation in Colleges and universities in diversified abilities training", and "how to make talents cultivation more in line with social needs", have become the challenges faced by colleges and universities in recent years.

2. Construction Principle

2.1 The General Principle – Diversification Principle

Professor Peng Qingdong pointed out that "The View of Diversified Talents is the logical starting point for exploring the reform and innovation of English teaching in English Majors and the formulation of national quality standards." [4] English Majors have entered the era of diversified and multi-level innovative foreign language talents training mode[5]. Therefore, the construction of practice teaching system for English Majors should generally follow the Diversification Principle.

First of all, diversification is reflected in the diversification of practice methods. The implementation of practice projects should be multi-faceted and diversified, which can be extended from class to after-class. It can not only be closely combined with the course, but also be independently developed into a project, which can be either a simulation project or a real enterprise cooperation project [2]. Teachers can also use a variety of teaching methods in the process of guiding practice, with teachers as the leading role, guiding students to use a variety of tools to complete practice projects, and forming a multi-dimensional interaction mode. Teaching places should not be limited to the classroom, but should be adjusted according to the needs of practice projects, which can be extended to after-class and even the enterprises.

Secondly, diversification is also reflected in the diversity of practice teaching content. The forms of practice in class and out of class should be diversified, so as to fully explore students' enthusiasm for learning and meet students' personalized needs. Thirdly, diversification should be reflected in the diversification of ability cultivation. In addition to solid language application ability, New National Standard also mentions the cultivation of students' literary appreciation ability, cross-cultural communication ability, speculative ability, as well as certain research ability,

innovation ability, information technology application ability, independent learning ability and practice ability. In addition to the relevant courses in the talent cultivation program, the design of practice projects should also be integrated into the cultivation of students' above relevant abilities so as to improve students' multi-faceted abilities to become qualified applied talents and compound talents. Finally, diversification should also be reflected in the diversification of evaluation. The diversification of practice mode, content and cultivated ability should correspond to the diversification of evaluation form. It's indispensable to combine the process assessment and the summative assessment scientifically and reasonably in practice teaching, especially to implement the process assessment is particularly important. In the process of students' practice, teachers record students' performance to make reasonable evaluation on students, and summarize in time so as to improve constantly. At the same time, teachers can guide students to participate in self-evaluation and mutual evaluation to help students to further understand their learning situation and improve constantly.

2.2 Systematic Principle

Practice teaching should be carried out reasonably to establish the practice teaching system scientifically and reflect the effect of the practice teaching. No matter from the management level or the curriculum practice level, the integrity and systematic principle of the practice teaching system should be implemented. All the three elements in practice system including the practice objectives, practice contents and quality assurance must be taken into overall account to mutually and coordinately influence each other in order to build a scientific multi-level, multi-dimensional and diversified practice teaching system in colleges and universities.

2.3 Hierarchy and Step by Step Principle

In the practice teaching system, the design of practice projects should be stepwise to carry out hierarchy and step by step principle based on the relevant curriculum and the grade characteristics, following the rules that the practice should start from English basic skills practice to professional skills practice, from single skills practice to comprehensive skills practice. The arrangement of all parts in the practice system should not only reflect the connection between the course teaching and practice teaching, which means that they are not just put together, but also reflect the clear hierarchy of the system. The theory teaching and practice teaching are not just relatively independent, but interrelated and interactive. The practice projects should be designed from the easy to the difficult, integrating class projects into after-class projects and school projects into enterprise projects to realize the integration of projects, reflecting the gradualism of practice projects from class to after-class and school to out-school, gradually improving students' practice and application ability in different stages and levels, so as to realize the sequence and continuity of practice teaching system.

2.4 Applicability and School-based Features Principles

The main goal of applied colleges and universities is to cultivate applied talents. Therefore, practice teaching should fully reflect the applicability principle, focusing on the cultivation of students' application ability in related majors. At the same time, in order to stand out in the same colleges and universities, the local market and economic needs the school-based characteristics should be taken into consideration. Colleges and universities can introduce the ability training of school-based characteristic courses into practice teaching projects to cultivate more outstanding applied talents with school characteristics for the local market.

3. Approaches to the Construction of Practice Teaching System for English Majors

In order to realize the diversified transformation of the cultivation of English Majors in Colleges and universities, it is necessary to further construct and complete the practice teaching system for talents cultivation, which requires the innovative optimization and reconstruction of the practice teaching on the original basis. By further optimizing the objectives of the practice teaching system, innovating the forms and content of the practice teaching, reorganizing the evaluation system of the practice teaching and improving the guarantee system of practice teaching, so as to ensure the construction of a more scientific and reasonable practice teaching system.

3.1 Optimizing the Objectives of the Practice Teaching System

The objective of practice teaching, as an indispensable part of the program of cultivating talents, should adapt to the development of social economy and market demand, and conform to the law of discipline development. First of all, practice teaching, as the transition of theoretical courses to application, should fully integrate theoretical knowledge in carrying out practice projects, so that theoretical knowledge can be used in practice projects. Meanwhile, the practice teaching objectives of English Majors in colleges and universities need to internalize the connotation of the talent cultivation objectives in the New National Standard. By fully investigating the needs of society, market and enterprises in combination with the local regional economic characteristics and the development direction and characteristics of the universities, considering the individual development needs of students, colleges and universities should optimize the original program of cultivating talents and the practice teaching objectives. Colleges and universities can integrate the school-based courses into their objectives of talents cultivation according to their own characteristics and features, and fully consider serving the local economy according to the location of the school, and take the development of the economy with local characteristic as one of the bases for setting the cultivating objectives.

3.2 Innovating the Form and Content of Practice Teaching

Under the guidance of the New National Standard, English curriculum presents more dynamic, diversified and personalized characteristics. Colleges and universities should keep pace with the times based on the New National Standard to improve students' professional skills, social practice ability and innovation and entrepreneurship ability. The innovative construction of practice teaching system should be employment-oriented by taking the cultivation of students' application ability as the basis and the stress in the future practice teaching should be multi-form, and phased in four-year colleges. First of all, the curriculum should be optimized and the school-based practice projects must be built. On the basis of fully investigating the social market and the needs of enterprises, the original projects which are unreasonable, outdated or lack of practicality should be abandoned, and experienced enterprise personnel should be introduced into the practice teaching. Secondly, the form of practice teaching should be optimized and more diversified. Diversified practice teaching forms lay much stress on the individual needs of students, which can stimulate students' interests and students' potential. It's helpful to cultivate students' diversified abilities. The teaching of English major courses can be combined with the after-class activities. The introduction of the after-class activities in the course teaching will help students to make full use of their proactivity to participate in more practical activities. In addition, subject competition or examination for certificates can also be introduced into classroom teaching, which can better drive classroom teaching with all these real projects, not only to improve students' enthusiasm for learning, but also better to achieve the purpose of students' practice. Embedding the subject competition into the classroom teaching will be conducive to the realization of the teaching mode of integrating class teaching with after-class activities, to the promotion of students' learning enthusiasm and initiative, and to the further improvement of the diversified interaction mode between teachers and students [2].

In a word, various forms and methods are integrated and developed continuously by linking dynamically, and diversified practice teaching forms are used to enable students to get rid of the limitation of time and space to the greatest extent, so that students can do the practice to the greatest extent according to their own needs in school. Therefore, they can be directly connected with enterprises' needs as much as possible just after their graduation. Finally, a variety of practice projects should be constructed around the needs of students and the direction of employment to improve the practice ability of students. It is proposed in the New National Standard that students' individual development needs should be reflected in the curriculum design. Building diversified practice projects will not limit students to a project that they are not interested in, but give students more choices, which shows the respect for students' individual and personalized needs. These projects can be virtual projects or real projects developed jointly with enterprises. In the practice step, diversified and various practice projects are supposed to be designed to give more students more options aiming at the same level students. All these projects should follow the laws that they must be designed based on the difficulty level and the comprehensive level and gradation. On the basis of realizing the construction of

diversified practice projects, innovative experimental projects can also be implemented. Such projects highlight "characteristics" and "innovation". Compared with the diversified practice project mentioned above, all these projects are more target-oriented, and the students who can participate in the projects need to be selected to guarantee the final effect of training. For example, "speech elite class", "debate elite class" and "bilingual host elite class" [2].

3.3 Reconstructing the Evaluation System of Practice Teaching

Evaluation plays an important role in teaching effect assessment. In the New National Standard, it is required to highlight the feedback function of evaluation, combining formative evaluation with summative evaluation to explore scientific and diversified evaluation forms [3]. Therefore, the evaluation of practice teaching of English Majors in colleges and universities should not only focus on the final results, but also take full consideration of the attitude and progress of students in the process of practice. First of all, the evaluation subject should be diversified. The evaluation subject can be teachers, students and enterprises. In the evaluation process, teachers guide students to carry out objective self-evaluation and mutual evaluation, which can help students to correctly recognize their own and others' work ability and correct their work attitude, so as to improve their work practice ability. Enterprise evaluation can help universities better understand the enterprise's specific requirements of the students, find the shortcomings of the students at this stage, so as to provide objective basis to help revise the talent cultivating program and further optimize the curriculum.

3.4 Improving the Practice Teaching Guarantee System

Practice teaching is an important way to cultivate applied talents, and it is particularly important to improve the guarantee system of practice teaching, so that practice teaching can truly serve the cultivation of applied talents. First of all, the construction of the teaching staff should be strengthened. Teachers should set up the concept of lifelong learning, improve teaching methods and means, enhance the application ability of modern education technology, and cultivate their own awareness and quality of innovation and entrepreneurship. Colleges and universities should provide institutional guarantee. In view of the current situation of the lack of dual-qualified teachers in practice teaching, universities should encourage teachers to participate in various trainings and further studies, and enhance the cooperation and communication with practice bases and enterprises. Teachers can go to enterprises to study, experience and practice to improve their professional practice ability, and thus improve their practice teaching level.

Secondly, the construction of practice bases inside or outside universities should be strengthened. In line with the principle of serving the society and local economy, the contact with local enterprises and the off-campus practice bases should be more established. However, the off-campus practice base is not enough for all students to participate in. At the same time, the construction of off-campus practice base

consumes a lot of human and material resources, and there are certain security risks and certain management difficulties. Therefore, it is necessary to develop and seek more diversified on-campus practice methods. Finally, the evaluation of practice teaching should be carried out and the supervision mechanism should be improved. The process evaluation should be highlighted in practice teaching. The New National Standard also advocates the combination of formative evaluation and summative evaluation, which strengthens more effect of feedback of evaluation. Therefore, the process management and process evaluation should also be included in the teaching evaluation in practice teaching, not only the final results, but also the attitude, participation and progress of students. In addition, taking quality as the most important thing in university education, colleges and universities should establish the quality management supervision group related from both the university level and the department level and further improve the relevant regulation system to realize the quality assurance system of practice teaching of English majors, which integrates quality management, supervision and evaluation[6].

4. Conclusion

Practice teaching as one of most important parts in cultivating talents in the universities, it is particularly important to ensure the effect of it. According to the view of diversified talents, to optimize and reconstruct the practice teaching, the general principle “diversification principle” should be followed, meanwhile, systematicness, gradation and applicability must also be highlighted combined with universities’ characteristics to construct school-based practice teaching content. Colleges and universities can start to realize the complete practice teaching system in four ways: optimizing the objective system, innovating the form and content, reconstructing the evaluation system and improving the guarantee system. But it could not be limited to the above four ways to continuously improve the quality of practice teaching, so as to build a complete and scientific practice teaching system.

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