

Teaching mode reform of audiovisual courses for college foreign language majors from the perspective of talent market demand

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Abstract: The future competition is the competition of talents, high efficiency is an effective way to train applied talents, teachers should uphold the concept of training talents for the country in the teaching process, adhere to the principle of student-based, talent market demand and students' individual needs from the perspective of curriculum teaching optimization and improvement. Based on the talent market demand, this paper discusses how to improve and optimize the audio-visual courses for college foreign language majors.

Keywords: Talent market demand; Effective foreign language; Audio-visual courses; Teaching reform strategy

1. Introduction

As an important part of college foreign language curriculum, audio-visual courses are also one of the main channels to improve students' sense of foreign language and their ability to practice foreign language. Nowadays, the country and society expect colleges and universities to cultivate more compound and applied talents^[1-3]. Based on this goal, foreign language teachers should reshape foreign language audio-visual teaching and education objectives and teaching system. College students enter colleges and universities through layers of selection, so they have strong comprehensive ability, a certain reserve of basic foreign language knowledge and independent foreign language learning ability^[4-5]. During the construction of foreign language audio-visual curriculum system, teachers should consciously provide students with independent exploration space, and further optimize their independent foreign language learning ability and comprehensive application ability. This paper analyzes and discusses how to optimize foreign language audio-visual courses based on the demand of market talents.

2. The demand for foreign language talents in the talent market

Economic globalization is the inevitable development trend in the future, and the international competition will become more and more fierce. Foreign languages are one of the common languages in the world at present, and mastering foreign languages is conducive to the communication and cooperation with different countries, which can greatly improve the competitiveness of individuals in the international and talent market^[6-7]. The country and society expect foreign language talents to have a strong ability to practice and apply foreign languages, to communicate with people from other countries and to write relevant documents in foreign languages. Under this background, simply improving students' basic knowledge of foreign languages and basic expression ability is difficult to meet the needs of market talents. Teachers should help students improve their independent foreign language learning ability, foreign language practical application ability and lifelong foreign language learning habits in foreign language audio-visual teaching, and combine foreign language audio-visual teaching with students' chosen major to improve their comprehensive foreign language ability.

In general, effective foreign language teachers should pay attention to the cultivation of students' comprehensive application ability in foreign language teaching, so that students can use foreign languages to solve problems and difficulties in future social communication, study and work, create new values and adapt to the needs of international communication. Listening and speaking are the main means in the process of foreign language practice. Therefore, foreign language teachers should focus

on cultivating students' listening and speaking ability in audio-visual teaching, optimize and improve the teaching mode based on the demand of market talents, and cultivate students' creative ability, practical ability, entrepreneurial ability and re-employment ability through innovative foreign language audio-visual teaching. Strive to cultivate students into compound and applied talents.

Second, the teaching model optimization of college foreign language audio-visual courses

3. Realize the transformation of teaching subjects

Teaching subject refers to the party that plays a leading and decisive role in teaching activities^[8]. Under the traditional teaching model, teachers play the role of teaching subject, but their teaching effect cannot meet the demand for talents in today's talent market, so it needs to be reformed. Foreign language audiovisual teachers should realize the transformation of teaching subjects as soon as possible. According to the latest teaching policies, teachers should recognize students as teaching subjects and return their teaching subjects to students. In the final analysis, education is an activity to train talents, and the object of education is students. The problem for teachers to solve is how to train students into talents needed by the country and society and how to train students into ideal talents. In order to achieve this goal, teachers should review, optimize or reconstruct the foreign language audiovisual mode based on the market talent demand standards and students' personal characteristics.

From the perspective of training composite and applied talents, foreign language teachers should construct classroom teaching mode with the goal of cultivating students' comprehensive application ability of foreign language^[9-10]. Foreign language teachers should take themselves as the organizer and guide of foreign language audio-visual teaching, take students as the main body of teaching, judge the gap between students' current situation and the standards of applied foreign language talents according to the actual situation of students, start from the perspective of narrowing the gap, take communication exercises as the main teaching means, and take students as the individual as the center, establish a teaching system. In the audio-visual teaching, foreign language teachers should adhere to the test-oriented teaching mode and adopt innovative foreign language teaching mode, cultivate students' ability to integrate Chinese and Western cultures, inspire students' thinking, mobilize students' innovative consciousness and creativity, and enhance students' learning enthusiasm and foreign language practical application ability.

4. Optimize the teaching content

Foreign language teachers should not only change the roles of teachers and students in foreign language audio-visual courses, but also optimize the teaching content according to the target needs of talent training. Students' listening and speaking ability as well as their understanding of the differences between Chinese and Western cultures need to be acquired and accumulated through learning. Therefore, teachers should provide them with rich learning resources in classroom teaching to let students know what to learn and how to learn. Only in this way can students' listening and speaking ability be effectively improved. Foreign language teachers can integrate the teaching content according to the training objectives of interdisciplinary talents, students' actual learning situation and foreign language textbooks when designing the teaching content of visual lectures. Teaching materials are the main basis for teachers to carry out teaching, but not the only basis. Under the background of modern teaching, teachers should learn flexible teaching and practical teaching, and optimize the teaching content according to the goal of talent training and the actual needs of students. In the process of specific teaching content design, teachers can carry out in-depth study on the textbook content to extract the effective teaching elements, and collect and integrate more extended and practical content through network channels and book channels according to the needs of interdisciplinary talents and students' cognitive characteristics, and combine it with the textbook content to integrate the whole new teaching content.

For example, teachers can expand the content that can promote the improvement of students' application ability and meet the characteristics of students' interests based on the central content of the textbook. Generally speaking, foreign language Listening textbooks include three parts: Listening in, Outside view and Inside view. Oral English teaching materials include four parts: Talking point, Starting point, Pronunciation and Presentation skill. Single listening teaching or single oral teaching is slightly monotonous, lacking of changes and new ideas, which is easy to lead to students' learning fatigue. Teachers can integrate the listening content and oral content, intersperse oral practice into the

listening learning process, so that they can integrate with each other, further enrich the teaching content and attract students' interest. Generally speaking, a unit of foreign language teaching content needs to be taught within three class hours to ensure the teaching progress of the semester. Therefore, when designing the teaching content, teachers need to reasonably allocate the integrated foreign language listening and speaking teaching content to three class hours, which can not only ensure the learning effect and efficiency of students. It also ensures that teachers can complete the corresponding teaching content in a semester.

5. Enrich and innovate the teaching model

With the development and maturity of network information technology, it has been widely applied in the field of education and has played a good teaching effect. With the help of information technology and network platform, teachers can carry out a variety of innovative teaching models. Diversified and innovative teaching can attract students' interest in learning and cultivate students' core qualities of different disciplines. From the perspective of compound talent cultivation, teachers need to improve students' language sense ability, foreign language expression ability, innovation consciousness, creativity, cooperation and communication ability, and the ability to solve practical problems and create value with the help of foreign language ability in foreign language audio-visual courses. Innovative foreign language audio-visual teaching based on information technology and network platform can help teachers solve relevant problems. Achieve teaching objectives.

In the traditional efficient foreign language listening and speaking teaching mode, teachers mainly play listening recordings and guide students to answer questions through listening content. The teaching interaction between teachers and students is insufficient, the classroom atmosphere is dull and monotonous, and students are easy to think in class learning. Inattention is the main culprit affecting students' learning efficiency. The traditional teaching mode of listening and speaking is not ideal. In order to solve this problem, foreign language teachers should reasonably use information network platforms to carry out diversified teaching. For example, teachers can use PPT, mind mapping and other tools instead of blackboard writing to effectively solve class time and improve the utilization rate of class time. Teachers can also use the information network platform to construct a variety of foreign language listening and speaking teaching modes, such as online-offline mixed teaching, situational teaching, micro-class teaching and MOOCs teaching.

For example, teachers can make use of the micro-class video function of multimedia to integrate the traditional listening content and oral content, and make it into a comprehensive teaching content that integrates sound, sound and picture. Teachers can make use of the video teaching content to create a lively classroom atmosphere to attract students' interest, and also guide students to role-play according to the video content. In this process, students' foreign language listening and oral expression ability can be effectively improved, which is conducive to the early growth of students into composite and applied talents.

6. Incorporate workplace elements into your classroom

Some college students choose employment after graduation. Therefore, teachers should start from the perspective of these students, strengthen their professional ability, professional quality and professional attitude, and improve their ability to adapt to the future society and be competent for relevant posts. The enterprise environment is completely different from the school environment. In the school environment, students need to supplement their basic English knowledge and form a more open way of thinking to prepare for entering the society. In the corporate environment, students need to use the knowledge, experience and ability gained during their study to solve practical problems in the work. The comprehensive ability acquired by students during the study period is not enough to solve all the problems in the work. Therefore, students still need to maintain the attitude of learning and progress in the work process.

Based on this, teachers should cultivate students' lifelong English learning habits and improve their comprehensive professional quality in audio-visual English teaching. In order to achieve this goal, teachers can move the actual working environment of enterprises into the classroom, take a real work problem as the project task, and guide students to solve the problem and complete the task independently. Each student is different in solving problems and completing tasks. For example, some students like to solve problems independently while others like to cooperate with others to solve

problems together, teachers should point out their strengths and weaknesses according to their actual performance, provide accurate guidance for students and improve their problem-solving ability. The most important thing is for teachers to let students understand that no matter which way they use to solve problems, they need to be within the legal and moral scope, so as to comply with professional norms and have professional quality.

7. Carry out mixed online and offline teaching

The present age is the information age, and the competition in the future is the competition between information and technology. Therefore, English teachers should cultivate students' awareness of science and technology and information in the audio-visual teaching process. In the post-epidemic era, the online teaching model has been widely used, and has played a very good teaching effect in the teaching of all subjects. Students' English listening and speaking ability can be improved not through a certain English trial class, but through long-term learning and practice. Classroom learning time is limited, so teachers need to guide students to use their spare time to carry out English listening and speaking practice. Each student has a different plan for their spare time, and English listening and speaking practice requires at least two people to have a conversation, so it is easy for students to find practice partners. Teachers can help students solve relevant problems with the help of online and offline mixed mode. In offline classroom teaching, teachers can try to create more opportunities for students to practice English listening and speaking, such as designing conversational classroom situations, creating English dialogue stories and so on, and try to cultivate and improve students' English language sense and oral expression ability. After class, teachers can build an online learning platform, and all students can communicate independently through the online platform. In this way, students can use their spare time to form a team with classmates who also have plans for English listening and speaking practice. Each team can build a study group with the help of online social platforms and carry out English listening and speaking practice in the group. In this process, they can not only learn from the classroom dialogue materials for practice, but also design their own practice dialogue, which can not only help students effectively use their spare time, but also improve their comprehensive English ability.

8. Conclusion

At the present stage, the market expects university teachers to train students to be compound and application-oriented talents. Under this background, teachers should reform and optimize the teaching content and teaching mode according to the actual learning situation of students, so as to improve the comprehensive application ability of students.

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