

A Brief Analysis on the Optimization of College English Course Activities

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ABSTRACT. *English course activities are the key link of teaching success or failure, and are of special significance to the improvement of students' Comprehensive English ability. This paper analyzes the principles of course activity design and how to arouse students' participation consciousness*

KEYWORDS: *Course activities, Culture and interest, Vocabulary solitaire, Motivation*

1. Introduction

Classroom is the most important place in college English teaching, and classroom activities are the key link of success or failure. A successful English lesson should be able to stimulate students' initiative and participation consciousness to the maximum extent. The teacher should not be limited to teaching the students some basic words, phrases or sentence patterns. How to let the students really change their ideas, from the traditional passive knowledge receiver to the active participant of classroom activities, and really put what they have learned to use? It has long been a difficult problem for English teaching in China.

In February 2004, the High Education Department of the Ministry of Education promulgated the "College English Curriculum Teaching Requirements". According to the Teaching Requirements, the teaching goal of college English is to cultivate students' Comprehensive English application ability. Especially listening and speaking skills. The new teaching mode should embody the principle of the integration of practicality, culture and interest in English teaching. Classroom teaching activities are the carrier of teaching and the design of reasonable teaching activities plays a decisive role in improving the quality of teaching. Therefore, English teachers should carefully prepare lessons, make overall plans, change the former exam-oriented education mode, and further optimize college English classroom activities by taking students as the center.

2. Principles Should Be Followed in the Design of Classroom Activities

2.1 In Our Previous College English Teaching

The teaching methods were mainly grammatical analysis, translation of difficult texts and explanation of key words. Students listened to the teacher to explain the texts and memorized the language points the teacher said. Nowadays we emphasize the cultivation of listening and speaking ability, but the change of students' concept needs a process. How to help the children growing up under the traditional exam-oriented education mode to adapt to the new teaching mode, which requires the design of classroom activity theme to be close to the students' life, but also related to the learned texts and language points so that students can have something to say when they participate.

2.2 Variety of Forms the Situation of Students' English Learning is Very Complicated

In the same class, some students have strong communicative competence, while others feel that they can do nothing but work out problems. Teachers must understand the situation of students in all aspects, so as to take into full consideration the different needs of students in the design of classroom activity form, and strive for the richness of activity form. Students with strong presentation skills can be encouraged to set an example. Sometimes it is OK to design some difficult activities, such as: impromptu speech, vocabulary solitaire; For students with poor communication skills, encouraging them to stand up bravely and answer a question in a complete way is no small progress and should be affirmed in a timely manner. Teachers should try every means to create a relaxed learning atmosphere, encourage students to express their ideas boldly, and improve pronunciation and intonation in constant practice.

2.3 One of the Biggest Challenges Teachers Face is How to Motivate Students and Reduce Their Anxiety

Students with strong sense of anxiety should be encouraged, guided and inspired. Chinese students often have strong dignity, if they can't answer correctly, they refuse to speak, this just made a big mistake. In addition, classroom activities should give students a certain amount of preparation time. Because most students can not freely express their thoughts anytime and anywhere, if not given time to prepare. They will feel nervous, produce serious anxiety, affect communication, so that the impact of learning enthusiasm and learning results. With full preparation, students are likely to play beyond their abilities, enhance their confidence, generate new motivation, and improve their enthusiasm and enthusiasm for learning English.

2.4 The Most Taboo for Innovative Lectures is Monotony. If the Teacher's Lesson Preparation is the Same

Every time the content and form are the same, nothing new and exciting, is bound to cause students tired, so, must break the old rules, get rid of the new. There is an absolute need for surprise and change in the classroom, and good teachers balance predictability with unexpected change. English teachers should keep abreast of the most cutting-edge information and timely convey it to students. This depends on adequate preparation for the class, trying every means, and even racking their brains. Prepare more novel contents and forms, and make choices according to the situation in class.

3. Specific Ways to Carry out Classroom Activities

There are a variety of ways to carry out activities, in the teaching to do a good job, to do: first, to choose good materials, set the content, according to the level of students, interest to choose the appropriate way of activities. For example, liberal arts students are relatively more interested in communicative activities, while science students may prefer logical activities. Therefore, teachers are required to study the text well and select relevant materials before class. Use a variety of questions in class to inspire and arouse students' interest. Encourage them to actively participate in the language environment and the role of communication. In course activities. The role of a teacher is fluid. Teachers not only impart knowledge, but also are the organizer, initiator, model, monitor, collaborator and evaluator of classroom activities. Change as the situation, in different types of activities have their own focus. Only when teachers play multiple roles at the same time can they meet the needs of students and maintain the smooth progress of course activities.

3.1 Individual Activities in This Activity

We should pay attention to create a relaxed classroom atmosphere as far as possible not to use roll call. In order to reduce the English foundation poor students psychological pressure and fear anxiety mood. Students can answer a question with a few words, or they can speak independently and express their opinions on something. According to the difficulty of the activity topic, students are given a certain amount of preparation time to encourage students to think independently, show themselves, and exercise their courage to speak English in practice. More affirmation and praise, so that students have a sense of achievement, and then enhance the interest in learning English; Teachers can also identify the strengths and weaknesses of each student on the spot, so that they can teach students according to their aptitude.

3.2 This is Often Used in Pairs for Dialogue Exercises or Role Plays

But it is advisable to show the students the relevant video clips first to familiarize them with the relevant phrases and sentence patterns. Then set up a simulated situation and ask the students to make up dialogues with their partners. Finally, two or three groups of students with good performance can be encouraged or invited to perform on stage. Therefore, English learning is no longer a matter of rote memorization, but of active learning and application. Students speak English between two people, someone guides the topic, and it is easy to get into the role. Teachers should fully recognize the efforts of students at the same time. Analyze the success and deficiency of students' performance, and encourage students to do better next time. This kind of classroom activity can effectively activate the atmosphere and stimulate the enthusiasm of students.

3.3 Group Activities Are Not Suitable for Large Class Classroom Teaching

Easy to cause classroom disorder. But teachers can be flexible. Group activities are not suitable for large class classroom teaching, easy to cause classroom disorder. But teachers can be flexible. For example, assign tasks before class and check them before class next time. Should pay attention to the collocation of personnel, according to the learning situation reasonable grouping, arrange group leader and recorder. We should give full play to the active role of the strong students while taking care of the passive ones. The activity task also wants elaborate set juice, have fun. or example, make up a little story, the scene is a meal, the actors have the boss, the waiter, a couple with -4, child. Through the assignment of students' own roles, five students' enthusiasm was mobilized.

3.4 Group Activities Can Be Used for Questions That Are Easy to Answer or for Checking the Answers

The advantages are that students can get quick answers to questions, thus saving time, relaxing students and creating a warm classroom atmosphere. If most students do not pay attention in class, some other forms of group activities can be selected, such as a challenging game, a word solitaire, the word said by the latter student must begin with the letter at the end of the word said by the former student. Through this kind of game, students themselves will find their vocabulary is too small. Listen carefully in class and take notes. Take the initiative to remember the words after class, without the teacher's supervision

4. Conclusion

The optimization of English classroom activities can not be achieved overnight. It needs the communication between teachers and students after class and the close cooperation in class. Successful classroom activities require great efforts from

teachers. It takes a long time to accumulate knowledge. Make full preparation before class I ii, reflect on and summarize experience after class, and collect students' feedback information through multiple channels. It is believed that the optimization of college English classroom activities will better help college students who have grown up under the traditional teaching mode to adapt to the current English teaching, improve their listening and speaking ability, learn to draw lessons from one example and apply what they have learned.

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