

The Application of British and American Literature in College English General Education

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Abstract: General education is an important direction in the current university education process. It requires non-professional general education for all students, so that students can develop comprehensively and healthily. The promotion of general education concept has an important guiding role in the setting of college English curriculum. It is required to cultivate students' cross-cultural language ability in the teaching process, to meet the needs of talent cultivation under the current new situation, and to realize the teaching of English curriculum and the purpose of training talents. The integration of English and American literary works into the English general education of the university is a new way advocated by the current college English education community. Through this teaching method, college students can carry out effective English texts under the guidance of college English teachers. Students have a strong interest in English reading, so that they can use the English and American literature to conduct active English learning behavior both inside and outside the classroom. In this paper, a control period and an experimental group were set up, and one semester was used during the experimental period. The experimental group used the education method of integrating English and American literature education into the college English general education. The control group was taught in the traditional teaching mode. Through the data analysis and comparison, it is found that after the teaching method of integrating English and American literature education into college English general education, the performance of the experimental group has been significantly improved, and the excellent rate has increased by 10%, and the good rate has improved. 30%, the pass rate has increased by 7%, and the progress is very obvious. In addition, after the teaching experiment, there are 13 people who are very interested in the education model of English and American literature education in college English general education, 15 people are interested. Only 2 people are not interested, 93.3% are interested, and 6.7% are uninterested. Most of the students are interested. Most students hope that the school will continue to use this teaching mode.

Keywords: General Education, College English, English and American Literature, Teaching Model

1. Introduction

Under the background of the continuous development of social and economic construction, the demand for talents is getting higher and higher, which makes high-quality, high-skilled all-round talents sought after by all walks of life. Nowadays, in college English teaching, many English teachers do not pay enough attention to the teaching subjectivity of students. They do not stimulate students' enthusiasm and initiative. In addition, many English teachers have limited teaching methods and concepts. Many teachers are still blind. The use of teaching methods of filling or instilling does not effectively improve the efficiency of English teaching. In college English teaching, few teachers use the concept of general education. College English education is limited to the field of English teaching, which limits the way students think and limits the expansion and innovation of students [1-2]. In the teaching of college English, cultural exchange and interdisciplinary learning and integration have not been better realized. The students are still mechanically learning English words, phrases and sentences, rote and so on. They do not understand and apply English knowledge through cultural studies and interdisciplinary integration. Even if their English level is high, many students have difficulty using and understanding English knowledge [3-4]. In recent years, more and more universities have begun to advocate general education. General education believes that students should first be taught how to express their own characteristics and value their development in terms of morality, intelligence, body and aesthetics. Only by improving the overall quality of students will they contribute more to society and their ability will be higher [5-6]. For a long time, English textbooks in colleges and universities in China have selected some British and American literature materials. On the one hand, by learning

relevant literature knowledge, students can learn English more deeply and effectively. On the other hand, if teachers conduct more in-depth research on English and American literature, their language literacy will be further improved to carry out more effective teaching activities. However, some English teachers think that this process is too time-consuming and feels that the application of literary reading to English teaching is not satisfactory. They think that literary works are mostly difficult to understand [7-8]. In addition, literary works usually involve relevant knowledge, such as historical background, social environment, customs and habits. If you teach one by one, it is time consuming and laborious. In addition, the improvement of literary literacy takes a long time to accumulate and nurture. It seems that reading English and American literary works cannot improve students' English proficiency.

The application of general education concept in college English teaching is an inevitable requirement for the development of economic globalization. In the process of economic globalization, there is a collision and impact between the multiculturalism of all countries in the world. Through the general education of the university, students can learn other subjects and related cultural knowledge in the process of learning English, thus enriching the cultural literacy of students, thus better promoting cultural exchanges between countries around the world and sharing what they have. And improve their cultural literacy. Promote friendship and cooperation between each other [9-10]. More and more experts and scholars are beginning to realize the role of English and American literary works in English teaching. Appreciating classical English and American literary works, including classical novels, poems and prose, has become an important part of the new curriculum Standard English textbooks. The teaching of English and American literature teaching focuses on enabling students to read and appreciate effectively, and to have a certain understanding of the language, plot and meaning of the literary works. Applying English and Anglo-American literature to college English general education, clarifying the important role of college English courses in improving students' comprehensive English ability and humanities literacy, and enhancing their role in cultivating students' humanities literacy, can effectively solve the traditional the single teaching mode has injected new vitality into the boring teaching content. This is the case. In practical terms, various companies in today's society are vigorously introducing high-quality, high-skilled and comprehensive talents. They attach great importance to the comprehensive practical ability of students in social survival and staffing. Therefore, the application of English and American literature in college English general education also satisfies the practical needs of social talent introduction and school employment quality, and infiltrates British and American literature into college English teaching, thus promoting the humanistic education of college students [11-12].

After 20 years of development of cultural quality education, many colleges and universities have begun to explore the reform of undergraduate training mode with quality education and general education as value orientation. Cultural quality education and general education will promote each other and experience the initiation and promotion, reformation and exploration. Further deepen and improve. Armendariz F's researched found that general education showed some new development trends. For example, the general education elective course began to change from quantity to quality, and the general education curriculum continued to expand. Universities and colleges formed a series of high-level under the guidance of the concept of quality education, some colleges and universities took the lead in carrying out the reform of general education such as professional training mode. General education and cultural quality education must advance with the times in both theory and practice, and innovate in the aspects of undergraduate education concept, talent training mode and management system [13-14]. Lowenstein M believed that the level of student involvement in general education and the goal of general education are a problem for many schools. He believes that academic counseling is often seen as a signpost function that guides students through the curriculum requirements. On the contrary, it has the potential to become a place for students to learn intentional general education, especially to see how they combine their own parts. Form a larger whole than the sum of the parts. Because this is a very difficult (albeit rewarding) job for students, it is as challenging to induce them to participate in the work and to induce them to participate in any other aspect of general education. A partial solution may be to consult as a course itself rather than an integral part of external general education [15-16]. Lyu R believed that general education is not only a compulsory course for students to complete a degree. For most universities, general education is the foundation for students to gain university experience. These courses span multiple disciplines, allowing students to experience a variety of topics on the road to graduation. In most universities, programming courses, such as programming, are usually not part of a general education program. The Lyu R studied found that only half of the universities offer any form of programming in a general education program. Lyu R also found that only two-thirds of schools offer any type of computer course as a general education option. Therefore, Lyu R believed that popularizing general education is of great significance to today's

university education [17-18]. In recent years, English and American literature teaching has become a professional course in Chinese universities. It plays a very important role in the professional courses of English and humanities. It can enhance students' aesthetic ability through the appreciation of English and American literature, and enable students to under the influence of penetration, cultivate positive and healthy psychological quality. However, there are some problems in the teaching of English and American literature under the influence of various reasons in colleges and universities. Students' enthusiasm, initiative and creativity are relatively low. The actual effect of English and American literature teaching cannot be effectively played. Shatro B proposed that the current stage should be based on the humanistic concept, strengthen the emphasis on the teaching of English and American literature, infiltrate the humanistic concept into the teaching practice, take the students as the main body of teaching activities, improve the teaching effect, and strengthen the cultivation of students' humanistic spirit [19 -20].

In this paper, by setting the experimental group and the control group, after the one-semester experimental period, the results of the experimental group and the control group are compared, and the results are analyzed. Then, the experimental group and the self are compared, and the experiment is changed after changing the teaching mode. The change of the ability of “listening, speaking, reading and writing” of classmates is analyzed. The influence of the educational model of college English education on the integration of English and American literature education on students is obtained. Finally, the questionnaire is used to summarize the students' educational model.

2. Proposed Method

2.1. About General Education

General education is a university concept, synonymous with liberal education, refers to the education of knowledge and skills in various fields, emphasizing the inheritance of freedom and humanity tradition. It is a broad, non-professional, non-utilitarian education of basic knowledge, skills and attitudes. It focuses on “education” rather than “teaching”, urges students to learn independently, and actively completes the content of the course with broad knowledge and broad vision, and exercises the awareness and ability of general knowledge. General education has received more and more attention in China's higher education. It has been highly praised by universities for its organic integration with public English teaching.

General education includes three aspects: nature, connotation and content. Generally speaking, general education is one of the important components of higher education, and all college students should actively participate in it. The purpose of general education is to cultivate national citizens with full social responsibility and active participation in the economic and social construction of the country. From the content analysis, general education includes a wide range of non-professional knowledge that should be carried out for all college students. Basic knowledge of knowledge learning. According to the guidance of general education theory, students should be taught a lot of professional knowledge in the process of general education, and cultivate students' cultural literacy and humanistic quality in the process of teaching these courses, in the process of learning inter-professional knowledge. The students' independent thinking ability, judgment ability and reasoning ability are cultivated, so that students can achieve a good spiritual perception realm.

Specifically, the connotation of general education includes: First, general education advocates that the educated person is regarded as a complete person, and that the primary purpose of education is to cultivate the healthy personality of the educated. Second, the content of general education is mainly based on the perspective of human cultural knowledge. Through the effective integration of knowledge in multiple disciplines, it provides students with rich knowledge content and broader vision, and thus effectively promotes the integrity of their personality development of. Third, the form of general education focuses on “education” rather than “teaching”, aiming at providing a diversified educational environment for diverse students. Make the goal and content of education into the conscious behavior of the subject of learning [21].

2.2. The Integration of English and American Literature in College English Teaching

Understanding English and American literature is conducive to the development of students' minds, feelings, attitudes, values, etc. It is also conducive to helping students broaden their international horizons and understand foreign cultures. We must pay attention to the importance of British and

American culture, how to enhance students' interest in reading, and the importance of English teachers is self-evident. University teachers should actively play the role of thought leadership, find suitable literary works suitable for college students to read and understand, enhance the self-confidence of college students to learn English, but also consider the depth, difficulty and breadth involved, to ensure the efficiency of college students to learn English, so that students can improve their English.

(1) Encourage students to watch more English and American literature movies or TV series

The rigid textbook "getting alive" can better stimulate students' interest and turn rigid textbooks into flexible and interesting videos and audios, so that students can better understand the English context and exotic culture. It is very important to choose English video. When choosing, teachers should first watch and think, analyze whether it is suitable for students to watch, what can be improved after watching, and the pronunciation of English is accurate and clear. Watching English and American literature videos can better enable college students to improve their vocabulary and context. When college students watch English and American literature videos, they can more accurately understand the practical application of English.

(2) Applying the original language of English and American literature well known to college students in the classroom

At present, in addition to allowing students to watch the original video, the English teachers in higher vocational colleges can also exercise more practical English application skills in the classroom. For example, several students can share and express the English short sentences they learn every day. You can arrange English reading and reading tasks in advance after class. Students use a variety of learning resources such as the Internet and libraries to communicate, discuss, and communicate learning information in a class and under the classroom. Sharing content can be read and prepared in advance, cultivating college students' self-learning ability and learning habits in exploring knowledge. Classroom groups are set up in the classroom to conduct exchanges and discussions, so that college students can practice oral English and exercise their oral English expression skills.

(3) Improve the evaluation system of college students' academic performance

The reference of the evaluation system directly affects the enthusiasm and initiative of college students in learning motivation, behavior and effect of English learning. However, in the process of modern college English teaching, it is necessary to mobilize college students to study English and American literature independently and apply it to English learning. First of all, by increasing the weight of English and American literature in the evaluation of learning assessment, the direction of college students' English learning can be guided; in addition, the method of open evaluation can be added to the assessment system of college students, and the assessment method can be used flexibly. Encourage students to form innovative and unique ideas on English learning, and open up space for students to learn actively. In short, colleges and universities should constantly improve the evaluation system for students, and mobilize the enthusiasm of college students to learn English and American literature, and finally guide students to better study the purpose of college English.

2.3. Ways to Improve the Ability to Read and Understand English and American Literary Works

(1) Develop a habit of self-reading.

Some colleges and universities have taken English and American literature as a compulsory course, but students lack the habit of active learning, and active learning has a successful harvest. To develop the habit of active learning, reading will become a kind of enjoyment; before reading, determine a reading plan, clarify the learning tasks at each stage, consult relevant materials, continuously promote reading, have a detailed understanding of the author, familiar with Create a background, understand the inner spirit of the work, and browse other people's evaluation of the work, so as to correct the attitude of learning.

(2) Focusing on your mind

Reading should be meticulous, go deep into it, and understand the taste of the work, so that you can like the work, remove the fear, establish the confidence of reading, and have a huge harvest.

(3) Patience reading

English and American literary works often have new words and long sentences. Some people are prone to boring feelings. Only after repeated reading can they truly understand the author's intentions.

Some students lose patience in reading and skip some paragraphs or sentences directly, so that they cannot read literary works in full, and it is difficult to have good reading results.

(4) While reading, studying, thinking

Those who have strong learning ability, while reading and summarizing, find the main idea, absorb nutrition, and improve their learning ability; those who have poor learning ability can not summarize and evaluate well, and can not tell the clues of the works, and can not understand the works. The spirit is intrinsic. Encounter difficult paragraphs and sentences, think repeatedly, continually rethink, dialectically understand, correct attitudes, positive thinking, understand the deep meaning of the works, grasp the thoughts of the works as a whole, and improve their own literary cultivation and overall English.

(5) Improve interaction ability

Reading is an interactive process, not only interacting with authors, interacting with works, but also interacting with words and icons, interacting with eyes and mind, interacting with each other, interacting with students, interacting with students, and the book. The book's interaction and strong interaction ability can improve the creative thinking ability and be good at communication, which can improve the learning effect.

3. Experiments

3.1. *Experimental Object and Experimental Design*

This experiment was carried out in two classes of computer science and technology majors in a university. The number of students in both classes was 30, and the total number was 60. In the two classes, the students' grade 4 results were mixed, but the overall distribution is normal, and overall, the four grades of the two classes are similar. Among them, the first class of the major is the experimental group, the second class is the control group, and the teaching comparison study is carried out for one semester as the experimental cycle. The students are examined by examining the final grades of English scores, listening, speaking, reading and writing skills. On the basis of the general education of college English, the education of English and American literature was increased, and the British and American literature was integrated into the classroom study. The control group only conducted normal college English general education. During the experiment, various data of the two groups of students in the class were recorded, collected and collated, and the differences were identified through comparative analysis and summarized. The main links are as follows: (1) Teaching methods: The experimental group students integrate the education of English and American literature in the classroom, such as playing classical English and American literature and television works in the classroom. The teachers explain the classic English and American literature to the students and introduce the famous English and American literature. The control group students only conduct normal classroom teaching. (2) Collecting and collating data: carefully observing, recording and collating the performance and data of the experimental group and the control group during the learning process; (3) Comparing the analysis: According to the previous period, the data of the two groups are taken from multiple angles. Comparison analysis. (4) Conclusion verification: Carefully analyze the observation data and experimental data to verify the experimental hypothesis.

3.2. *Experimental Implementation*

(1) Experimental group teaching implementation

In the pre-class stage, the teacher selects some videos and videos that are suitable for students to watch and can be improved after watching. The selected film and television works must be accurate and clear, and have a strong sense of customs and culture. In the classroom, teachers abandon the traditional classroom learning. Encourage students to watch English and American literary films or TV series, play selected works in the classroom for students to watch and communicate and interact with students. In the after-school stage, teachers arrange reading tasks for students and recommend some excellent British and American literary works. Read the students, and ask the students to write in English after the appreciation, complete the homework after class, and also encourage students to adapt some classic character dialogues into small pieces, and then perform the exchanges in the class after completion.

(2) Experimental implementation of the control group

The traditional teaching mode, the classroom teaching activities are carried out with the teacher's teaching as the center, according to the content of the teaching materials and the use of PPT to present the basic knowledge of English to the students, the teaching focus on the examination, knowledge instills the dominant position.

3.3. Analysis of College English Education

(1) The problems existing in the English reading of college students in China have been investigated and analyzed.

At present, there are two prominent problems in Chinese college students' English reading. First, the reading material is single. For college students, they have enough time but limited reading materials. In addition, most of the reading materials provided by teachers are similar to reading comprehension in postgraduate entrance examinations, CET-4 and CET-6 papers, and students' reading materials are relatively simple; Followed by passive reading habits and inappropriate reading methods. Most English teachers pay attention to vocabulary and grammar teaching in reading teaching, and ignore the training of students' reading skills. Most students can only passively read and spend a lot of energy thinking about words and phrases in order to complete the reading tasks assigned by teachers. Such patterns seriously affect their reading speed and quality. Therefore, English teachers should use a variety of reading materials suitable for college students, especially British and American classical literature, as the main reading material throughout English teaching, and guide students' reading and learning with correct and effective reading strategies and techniques.

(2) The Importance of English and American Literature Reading to College English Teaching

First of all, reading English and American literature and learning relevant literature knowledge can enable students to have a deeper understanding of the articles in the textbook. English reading ability mainly includes reading comprehension, reading speed and reading memory, in which reading comprehension is the core. Reading skills mainly include the ability to quickly read and organize the structure of articles, to determine central ideas and perspectives, to communicate non-linear information, and to use the relevant information for further inference. When they talked about texts related to English and American literature, many college English teachers did not clearly convey the background knowledge related to English and American literature to students. Therefore, for all English teachers, when teaching literary works, they should teach the relevant writers' works, the background of the times, the historical status and the meaning to the students to help them build a holistic knowledge framework. Second, reading English and American literature can stimulate students' interest in English learning. Teachers should let students know that English learning involves not only vocabulary, grammar, reading and writing. Behind these works is a profound culture, which has historical development significance. Literary works are their perfect integration and embodiment. Only when students feel the charm of literature, they have the desire and motivation to go deep into the language. Of course, at the beginning of teaching, students are inevitably strange to foreign famous masterpieces. Therefore, in the teaching process, teachers can use the well-known knowledge to introduce new literary knowledge. For example, when introducing the poet Shelley, the teacher can use the most commonly used phrase: "If winter comes, will spring be far behind?" As an introduction, it will be more acceptable for students not to be unfamiliar. As the British writer Ruskin said in his poem: "beauty is an important part of human health". Once students feel the beauty of literature and the charm of words, they will be more eager to learn literary knowledge, and this motivation comes from the heart, so it will last longer. Finally, by reading English and American literature, students can not only expand their vocabulary, improve their reading and writing skills, but also improve their overall English. "The book has its own gold house", reading literary works on the basis of the existing vocabulary can not only consolidate the scope of application of known vocabulary, further expand the vocabulary, but also learn the real English expression and syntactic structure. This can improve language skills while feeling the beauty of words. Of course, when urging students to study literary works, teachers should also have the right methods and means to avoid swallowing appointments. I believe that after a long period of literary vocabulary, students' reading and writing skills will be improved, and literary literacy will gradually increase.

4. Discussion

4.1. Analysis and Discussion of Students' English Status before the Experiment

Before the experiment, the English test scores of the students in the two classes were tested. It was concluded that the English scores of the students in the two classes were almost the same, and the results were generally normal distribution. The students' scores were divided into four levels of ABCD, A grade. For excellent, B grade is good, C grade is pass, D is fail, as shown in Figure 1.

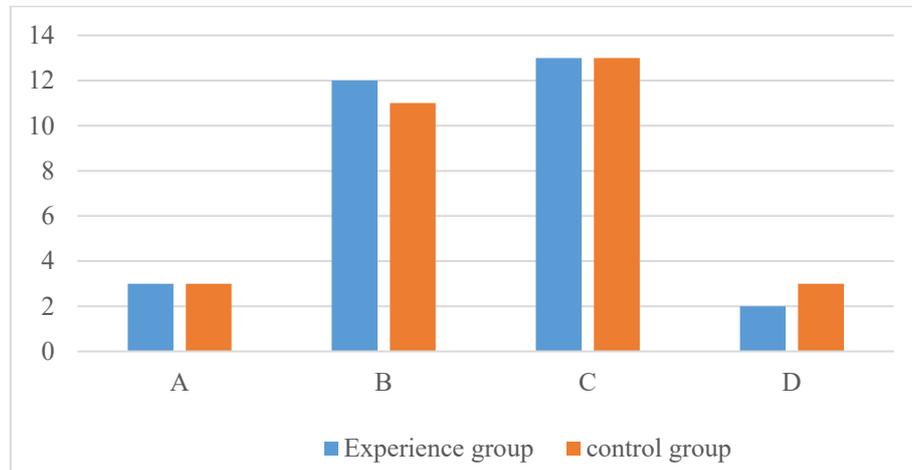


Figure 1: Distribution of student performance before the experiment.

It can be seen from Figure 1 that before the experiment, the students in the experimental group and the control group had the same scores, among which were in the A grade, the experimental group and the control group were 3, and the B group had 12 in the experimental group. There were 11 people in the experimental group and the control group at the C level, 13 in the D class, 2 in the experimental group, and 3 in the control group. In general, the students in the two classes were English before the start of the experiment.

4.2. Analysis of the Results of the Integration of English and American Literature into Teaching

(1) Comparative analysis and discussion of student achievement

After a one-semester experimental period, data collection and analysis were conducted on the English final grades of the two classes. As before the experiment, the students' English final scores were divided into four levels of ABCD, the A grade was excellent, and the B grade was good. C grade is passing, D grade is fail, the student's final English score is counted, the result is shown in Figure 2.

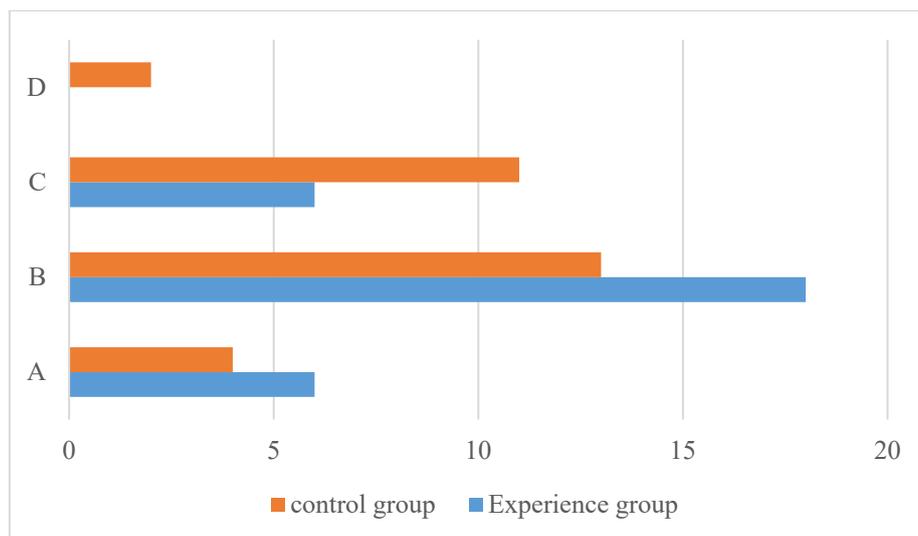


Figure 2: Student final statistics.

It can be seen from Figure 2 that after a one-semester experimental period, the students in the experimental group have significantly improved their scores. Among them, the number of people in the experimental group is 6 and the number of people in the B level is 18. The number of people is 6, the number of people in the D level is 0, the excellent rate is 20%, the good rate is 80%, and the pass rate is 100%. Before the comparison test, the excellent rate increased by 10%, the good rate increased by 30%, and the pass rate. Increased by 7%, the progress is very obvious. In addition, after one semester, it can be seen that the improvement in the scores of the students in the control group is not obvious. It can be seen from Figure 2 that the number of people in the A level is 4, the number of people in the B level is 13, and the number in the C level. For 11, the number of people in the D rank is 2, the excellent rate is 13%, the good rate is 57%, and the pass rate is 93%. Before the experiment, the excellent rate increased by 3%, the good rate increased by 10%, and the pass rate increased. 3%, the progress is not obvious. It can be seen that the integration of English and American literature in college English general education has a positive effect on improving students' college English performance.

(2) Analysis of students' listening, speaking, reading and writing ability changes

After a one-semester experimental period, the students in the experimental group were examined to examine the changes in the ability of students to read and write. The results are shown in Figure 3.

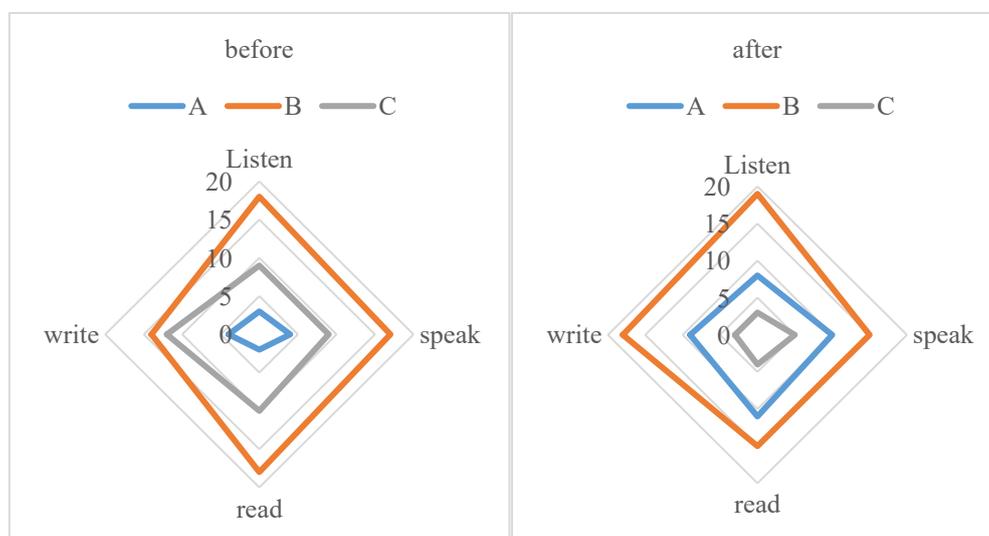


Figure 3: Students' listening, speaking, reading and writing ability changes.

The inspection method is carried out by means of testing. The test object is all members of the experimental group. After passing the test, the test scores of the students are divided into three grades of ABC, among which the grade A is excellent, the grade B is general, and the grade C is poor. The results were discussed and analyzed. It can be seen from Figure 3 that before participating in the teaching experiment, the students in the experimental group had three, four, and two excellent candidates in the four courses of "listening, speaking, reading, and writing". And 4, the average number of people is 18, 17 18 and 14 respectively, the difference is 9,9,9 and 12, after a semester of experimental teaching, the experimental group of students are "listening, Among the four projects of speaking, reading and writing, the number of outstanding people is 8, 10, 11 and 9. The general number is 19, 15, 15, and 18. The difference is 3, 5, 4 and 3. Comparing the results, the experimental group improved the rate of excellence by 17% in terms of "listening" ability. The experimental group improved the rate of excellence by 20% in terms of "speaking" ability. The experimental group improved the rate of excellence in terms of "reading" ability. The experimental group's "writing" ability, the excellent rate increased by 17%. It can be seen that the integration of English and American literature into education has a positive effect on the improvement of students' ability to "listening, speaking, reading and writing".

4.3. Student Interest Survey Analysis and Discussion

After a semester's experimental cycle, the students in the experimental group were surveyed and analyzed, and the students' interest in integrating English and American literature teaching methods into college English general education was analyzed. The results are shown in Figure 4.

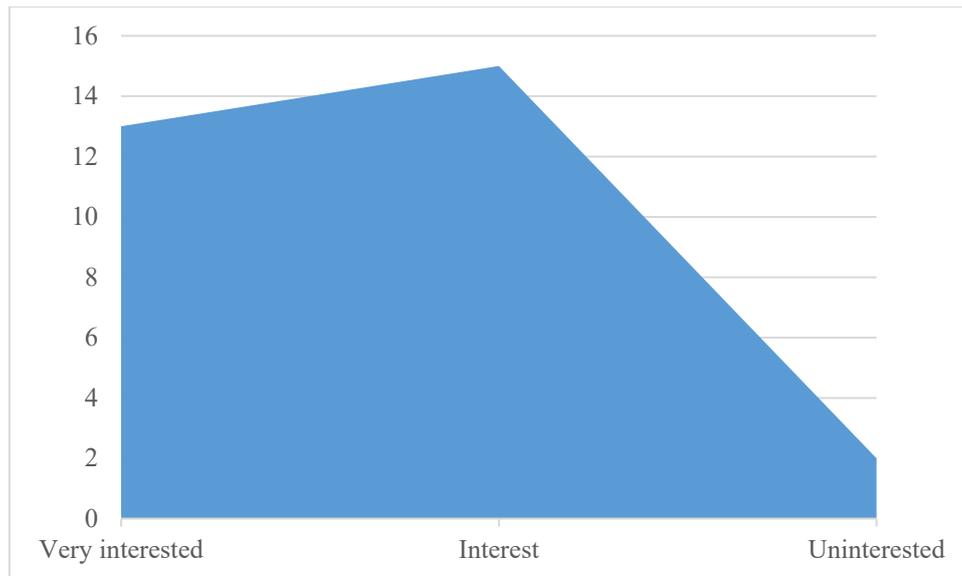


Figure 4: Student interest analysis.

The survey was conducted in the form of a questionnaire. The survey subjects were all students in the experimental group class, 30 questionnaires were distributed, and 30 valid questionnaires were collected. The questionnaires were sorted and analyzed. The results can be seen from Figure 4, the general education for college English. There are 13 people interested in the education model of British and American literature education. There are 15 people interested, only 2 people are not interested, 93.3% of students are interested, and only 6.7% of students who are not interested. The majority of students are interested, and most of the students hope that the school can continue to integrate the education model of English and American literature education in college English general education.

5. Conclusions

Under the background of continuous innovation in the national education system, college English teachers must carry out reforms and innovations in teaching concepts, methods and methods. Under the guidance of the general education concept, college English teachers should fully respect the subjective teaching status of students, enable students to learn and use English knowledge more actively, and gradually cultivate students' ability to accumulate various disciplines and cultures, enriching English knowledge. The content of the English course enables students to learn and understand more knowledge through interdisciplinary and interdisciplinary activities to promote the learning and application of English knowledge, improve students' English application ability and level, and effectively improve college English teaching.

Applying English and American literature to college English general education can stimulate college students' enthusiasm for learning English. Although there are some excellent contents in the current college English textbooks, some of them are too simple to write, and the language is relatively simple and clear, which makes it difficult for college students to learn English and have fun. In contrast, the characters in many excellent works in Britain and the United States are very interesting and interesting. The plot design is very varied and the styles are relatively different. These characteristics can cause college students to be interested in English reading. The excellent works of the United Kingdom and the United States are the masterpieces of the masters. These British and American literary works contain the personal experience of Western writers and unique reflections on culture, society and life. They can open a door for college students to learn Western literature, stimulate their curiosity and interest in learning, and further motivate them to learn English. Learning the excellent works of English and American literature can help college students appreciate the writing methods, layout and wording of English masters, feel the unique cultural atmosphere of that era, enhance students' deep understanding of vocabulary, grammar and context, and improve their comprehensive English ability.

Language is not only a tool for communication between people, but also an important carrier of cultural communication and inheritance. Through reading classic works and language exchanges, college students truly appreciate and understand the essence of English and American literature,

people's living conditions, social customs and environment. In the British and American literary works of different historical periods, different eras, classes, nationalities and customs are reflected. The subtle acceptance of classical English and American literature knowledge, college students can continually and gradually mobilize their enthusiasm for learning English, improve their listening, speaking, reading and writing skills, and gradually improve their English learning and improve their comprehensive quality. College students can improve their learning ability, develop interest, and shape their thoughts through thinking training and emotional training in the learning process.

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