

Conception of the Cultivation Model of Innovative Talents for English Majors in Colleges and Universities Based on Constructivism

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Abstract: The research on the cultivation of innovative talents for college English majors from the global perspective is a hot topic at present. This article briefly describes the connotation of constructivist teaching theory and its significance to college English majors' innovative ability, and explores ways to cultivate college English majors' innovative ability. The teaching ideas for English majors under the guidance of constructivist theory require teachers to change their teaching concepts, pay attention to the cultivation of students' cross-cultural awareness, reform evaluation methods and improve teaching methods. The second is to promote normal students to carry out autonomous learning, cooperative learning and inquiry learning. Third, while paying attention to the grade examination, we should enrich the cultivation of teachers' educational theoretical knowledge and practical teaching ability, shorten the adaptation period of English Teaching in basic education, and lay the foundation for becoming an expert teacher. However, under the guidance of constructivism theory, there are some limitations in the cultivation of innovative talents, which requires colleges and universities to emphasize scientific development in the process of cultivating innovative talents.

Keywords: Constructivism theory, College English major, Cultivation of innovative talents.

1. Introduction

With the advent of the era of globalization, talents are replacing traditional material resources and becoming the first factor supporting social and economic development. Cultivating new talents with innovative consciousness and ability has increasingly become one of the core tasks in the development of contemporary Chinese higher education [1]. In order to meet the needs of society for innovative talents, higher education must define its own training objectives, that is, to inspire, cultivate and strengthen the innovative consciousness of the educated, to develop the intellectual storage and thinking potential of the educated, and to cultivate the practical and creative abilities of the educated, So that the educated not only have good psychological quality, spiritual quality and cultural knowledge quality, but also good at transforming these qualities into a vigorous creative spirit and enterprising spirit in practice, and then into social productivity and the achievements of two civilizations [2]. Affected by the old value orientations and concepts, the students trained in traditional higher education lack distinctive personalities and pioneering and innovative spirit, which obviously does not meet the needs of the era of globalization, and fundamental changes must be achieved [3].

Among the talent training programs of many colleges and universities in China, English is a public basic course, while professional English is an English major course. It is taught by English teachers and other professional teachers, and only a few of them are related professional English teachers. In this case, there will be some problems in ESP Teaching [4]. In the study of specialized English, although many specialized English textbooks have been published, they are mixed in content and quality, and pay more attention to reading content, with strong professionalism and theory, which makes it difficult for students to learn [5]. Cultivating innovative foreign language talents is based on the premise of basic foreign language knowledge and language skills, focusing on cultivating students' innovative ability, that is, being able to actively cooperate with the team in the future work, using their keen insight, and observing the new students Combine things with the knowledge you have mastered, discover the inner connection among them, and use unique methods to summarize the methods to solve the problem [6].

At present, new foreign language talents need to have a broad international vision, dare to break through the tradition, develop and innovate, which puts forward higher requirements for the setting of

foreign language talents training objectives [7]. In order to initially achieve this training goal in the limited four-year study process of University, we should adhere to the appropriate and advanced education concept, start from enriching the connotation of the discipline, increase the professional courses within the scope of the discipline, enhance the systematicness of language and cultural knowledge, and pay more attention to the cultivation of Foreign Language Majors' own logical thinking ability and innovative thinking ability [8]. There are three basic contents of constructivist learning view, namely, active constructiveness, social interaction and situational nature. The core is student-centered, emphasizing students' active exploration and discovery of knowledge and active construction of the meaning of learned knowledge. Teachers are the helpers and promoters of students' meaning construction, and the teaching process is the process of construction and understanding [9].

2. Constructivism Theory and Cultivation of Innovative Talents for English Majors in Colleges and Universities

2.1 Constructivist theory

Constructivism is a school of Western philosophy and psychology, and is the product of long-term controversy and further development of learning theory schools such as behaviorism and cognitivism. The so-called constructivism means that knowledge is not acquired by teachers, but that learners use the necessary learning materials to construct meaning through the help of other people (including teachers and learning partners) in a certain situation, that is, the social and cultural background. Way to get. Since the late 1980s, constructivism has frequently appeared in the field of education as a brand-new cognitive theory [10]. The knowledge view and learning view of Constructivism permeate into the establishment of educational goals, the formulation of educational policies, educational reform, educational research, teaching design and other aspects. Under the background of globalization, China's education reform calls for the research on the cultivation of innovative talents and the full development of learners' creativity. The cultivation of innovative talents is to cultivate learners' ability to actively construct new personal knowledge to solve specific problems, which is consistent with the understanding of knowledge and learning of constructivism.

Constructivist teaching theory holds that learning is an active construction process, and knowledge is actively constructed by students on the basis of original knowledge and experience with the help of teachers and learning partners under certain social and cultural background. This teaching theory advocates student-centered, but does not neglect the guiding role of teachers. Teachers should encourage students to explore, control and manage their own learning, and encourage students to participate in curriculum design. Teachers should try their best to help students create a good learning environment and develop meaningful and interesting learning content. Curriculum design should be designed according to spiral structure, so that students can construct new knowledge and experience in the original knowledge system. On this basis, the teaching goals and tasks advocated by constructivist teaching theory are: develop students' subjectivity and emphasize the comprehension of teaching; emphasize the importance of students' original knowledge, attach importance to interactions between teaching activities and subjects, attach importance to cooperative learning, and value The construction of teaching situation, the emphasis on teaching strategies, the formative evaluation, and the construction of teaching models. Constructivist views on knowledge, learning and teaching are consistent with the spirit of innovative education advocated by our country, and provide a theoretical basis for the cultivation of innovative ability of Chinese college English majors.

2.2 Cultivation of innovative talents for English Majors in Colleges and Universities

The concept of innovative education is the guide to cultivate the innovative ability of business English majors. The concept of education refers to teachers' understanding of relevant educational phenomena, especially their own teaching ability and students' subjectivity, formed in the process of education and teaching practice. It comes from teachers' personal teaching experience. It is the value presupposition and causality assumption behind teachers' teaching behavior. It is the criterion that teachers believe and follow in their teaching practice. It is the perceptive pursuit of teaching direction and ideal. Its concrete contents include educational values, students, talents, teachers and students, curriculum and so on. It directly affects teachers' perception and judgment of teaching problems, and then affects teachers' teaching behavior. Due to the influence of feudal society, the traditional and outdated educational view is deeply rooted in our country. Today, a prominent manifestation of this view of education is that it blindly pursues higher education and unilaterally pursues the rate of enrollment. It is considered that

talents are experts, scholars, scientists, inventors or politicians who have made special contributions to society. This is reflected in the teaching of English majors, that is, employers in society treat English majors as heroes at grades 4 and 8. It is the ultimate goal of teachers and students to get good scores in the major exams. This view of talents is related to narrow educational values.

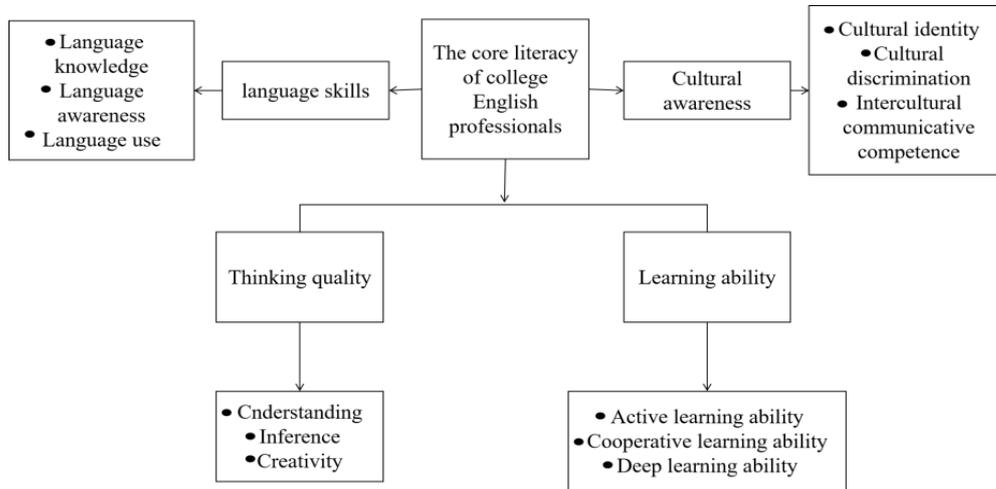


Figure 1: The core literacy model of college English professionals

The traditional view of teaching for English majors simply emphasizes that teaching ready-made knowledge is the main task of the school, and book knowledge becomes the whole content of teaching. Students are confined in the pile of language materials and classrooms from the beginning of school. Teachers adopt the educational methods of "pouring", "forcing" and "looking", and require students to "read only the entrance books, You can't hear outside the window. Practice has proved that such educational forms and teaching methods have led to problems such as weak innovation consciousness and spirit, weak self-development consciousness and weak practical ability of college English majors. In the era of knowledge economy, as a basic productivity factor, education's main task is to provide talent support and knowledge support for knowledge innovation and technological innovation. Therefore, this traditional education concept must be changed, and under the guidance of constructivist education concept, a correct concept of talents, students and education should be established. The second is the transformation of the role of teachers. The transformation of the teacher's role is the key to cultivating the innovation ability of English majors.

3. On the cultivation of innovative talents of English major in Colleges and Universities Based on Constructivism Theory

3.1 Constructivism teaching mode

Constructivism advocates the establishment of a new teaching mode. It is advocated that teachers should change from the original knowledge interpreter to the student's learning instructor and the student's active meaning construction promoter, and the student should change from the original passive acceptance to active participation and become the knowledge explorer and the real subject in the learning process. As shown in Figure 2, it is advocated that the process of emotion, cooperation and cooperative inquiry should be promoted.

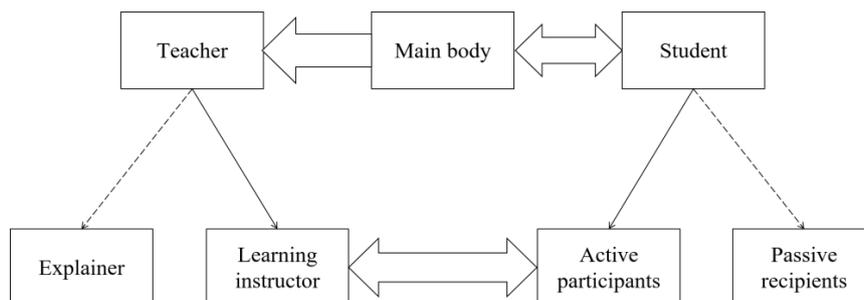


Figure 2: The transformation of teaching subjects in the cultivation of innovative talents

The instructional design theory of constructivism is guided by constructivism, and its main purpose is to meet the needs of quality education in China in the new period. The core of quality education is to cultivate high-quality talents with innovative ability. As fertile ground for learning and implementing the brand-new concept of quality education, colleges and universities should strive to strengthen the cultivation of innovative talents. Obviously, the cultivation of innovative talents is essentially in line with quality education. It puts special emphasis on developing and cultivating talents' creativity, and the strength of individual's creative ability is the key to determine personal quality and national development future. This is the core goal of cultivating innovative talents. The development of college English teaching under the theory of constructivism should be carried out in accordance with the characteristics of higher vocational education and the status quo of public English teaching. First of all, it is necessary to set the teaching goal. The teaching goal is the starting point and end point of teaching activities. The setting of the teaching goal should fully consider the students' basic knowledge and cognitive ability. In terms of effective connection between college English and professional English, the basic requirements of English, namely listening, speaking, reading, writing, vocabulary, translation, etc., should be organically integrated with professional English knowledge, so as to achieve an effective connection between public English and professional English. Secondly, the analysis of learning content, learning content is the knowledge carrier of teaching objectives, teaching objectives can only be reflected through a series of teaching content. Constructivism requires students to learn in real situations and achieve their learning goals by solving real problems. Therefore, multimedia technology can be used to present teaching contents and cases in ESP teaching, which is convenient for students to understand; The third is to design learning tasks. Learning tasks are the core content of teaching mode under Constructivism theory. Learning tasks should fully reflect learning objectives. In teaching, different learning tasks can be designed according to different sub objectives, so that students can achieve the final learning objectives step by step.

3.2 Cultivation of Innovative Talents in Constructivist Theory English Major

School education environment is an important condition for cultivating English majors' innovative ability. Constructivism emphasizes the importance of a good learning environment to students' learning. There is a positive correlation between students' innovative behavior and school educational environment, which is one of the important factors to cultivate students' innovative ability. School education environment includes policy environment, teaching culture environment and academic environment. The development trend of modern evaluation should not only pay attention to students' academic performance, but also discover and develop students' various potentials, emphasizing the promotion of students' all-round development. The formative evaluation of teaching is relative to the traditional summative evaluation, which reflects the development trend of modern evaluation and reflects the thought of constructivist evaluation view. In a multimedia-assisted teaching classroom, the teacher is no longer the center, no longer on the stage, but integrated into the students. The classroom is student-centered, and teachers use multimedia to assist students in constructing knowledge. This kind of teaching mode accords with the teaching viewpoint of "student-centered" in constructivism theory. Constructivism also emphasizes the important role of "situation" in the process of learners' cognitive formation. Therefore, in order to cultivate college English professional ability, teachers must make full use of the limited time in class to create a teaching language environment, and multimedia technology just meets the needs of College English teachers.

In the tide of educational reform in the world today, the democratization and individuation of education has become an important symbol for education to enter the new century. In the teaching process, we should fully respect students' opinions, pay attention to students' individual differences, pay attention to students' personality development, create an open and relaxed teaching environment that can give full play to students' subjective initiative, reduce their psychological pressure, and enable them to express their thoughts freely in a free and harmonious atmosphere. Try to use dialogue, discussion, and heuristics in class, weaken conclusions and results, explore students' imagination, stimulate their curiosity about new things, and set up different questions according to the characteristics and knowledge structure of different types of students. In addition, the knowledge transfer in class should be supplemented by a variety of extracurricular activities, such as second class activities, subject competitions, professional social practice activities, etc. By organizing and participating in extracurricular activities and competitions at various levels, students can go deep into the society, understand the needs of modern society for the comprehensive quality of foreign language talents, and set up a clearer goal for their future theoretical study.

Constructivism holds that learning is not a simple accumulation of information, but a conflict between old and new knowledge and experience and the reorganization of cognitive structure caused by it. Constructivists require students to complete learning tasks in complex real situations, advocate providing learners with prototypes to solve problems, and emphasize inquiry learning in problem situations. English education probation, trial teaching, and educational practice in higher normal schools are to require normal students to create problem situations, discover problems, collect and process information, express and communicate, and carry out exploratory activities in order to acquire knowledge, skills, emotions and attitudes. Development, especially the development of the spirit of exploration and innovation. Inquiry learning will help them transform from "teachers" to "educators" in their future education and teaching.

4. Conclusions

College English teaching and professional English teaching are actually two different levels of the same teaching goal. Only by realizing the effective connection of the two levels can we really achieve the purpose of cultivating talents. Teaching administrators should pay close attention to the development trend of English curriculum reform in basic education, and shorten the adaptation period of College English majors to become "expert" English teachers through curriculum setting, teaching content, teaching methods, teaching evaluation, teaching means and organizing corresponding second classroom activities to improve students' education and teaching ability. According to the knowledge view of constructivism, textbook knowledge is only a reliable explanation or hypothesis about a certain phenomenon, not an "absolute reference" to explain the real world. To cultivate English majors' innovative ability, teachers must guide them effectively. Teachers' innovative consciousness and ability are the key to cultivate students' innovative ability. The cultivation of high-quality and innovative talents is a complex systematic project. The cultivation of innovative talents in Chinese universities is to improve our independent innovation ability and build an innovative country, which is the core of the national development strategy. The opportunities we face are unprecedented, and the challenges we face are unprecedented. To enhance our country's comprehensive national strength and international competitiveness, and to achieve sound and rapid development, we must firmly grasp our own destiny and constantly open up bright prospects. In the final analysis, we must continuously improve the ideological and moral quality and scientific and cultural quality of the whole nation, and in particular, we must create a large team of high-quality talents.

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