

Exploration of Practical English Rhetoric Education Based on Applied Talents

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Abstract: Aristotle is the most representative figure in classical rhetoric. Nowadays, rhetoric is a subject that studies how to use rhetoric to improve the effect of language expression, with the aim of improving learners' ability of rhetorical analysis and appreciation and practical application. Rhetoric can be found in famous literary works, famous speeches, proverbs and idioms, prose poems, online buzzwords and advertising language. Confucius said: "Words are without words, but actions are not far away." Human language is beautiful and interesting because of rhetoric. The effective use of rhetorical devices can make people find everything new and fresh, and achieve the effect of lingering sound and never forgetting anything. Mastering rhetorical devices can properly express thoughts and feelings, and achieve the artistic effect of creating flowers with wonderful pen.

Keywords: application type, English rhetoric

1. Introduction

As early as more than 2300 years ago, rhetoric was one of the most important disciplines in ancient Greece, which was profound and has a long history. Rhetorical rhetoric comes from Greek and originally means "speech and debate". In ancient Greece, the course of rhetoric aims to cultivate students' public speaking ability, so that they can effectively use speeches and debates to stimulate the feelings of the audience and encourage and persuade the audience to act. Therefore, the word "rhetoric" originally refers to the art of public speaking. With the continuous warming of second language writing research in China, a comparative study of rhetorical features of second language writing from the perspective of cross-cultural rhetoric has attracted much attention. Mother tongue transfer affects the rhetorical patterns of Chinese English learners' writing, which leads to differences in rhetorical relations within English texts. Contrastive rhetoric requires recognizing differences and particularities, and interpreting western discourse with respect. Different research methods will lead to different research on rhetorical relations; Therefore, through empirical research, this paper judges whether Chinese and English discourse written by Chinese students show rhetorical relations such as deduction and induction, and compares the similarities and differences of rhetorical relations between Chinese and English literary theories from the perspective of contrastive rhetoric.

2. Significance and importance of offering English rhetoric courses.

Yan Fu put forward three principles of translation in Tian Yan Lun: "faithfulness, expressiveness and elegance". The so-called "faithfulness" means faithfulness and accuracy; the so-called "expressiveness" refers to fluency; the so-called "elegance" means graceful writing. For English majors, after a period of study of professional basic courses, it is not difficult to achieve "faithfulness" and "expressiveness" in translation, but how to achieve "elegance"? This reflects the necessity and importance of offering the course of English rhetoric.

First, learning English rhetoric can improve the ability of analyzing language, understanding language, reading and appreciating English literary works.

Secondly, learning English rhetoric can improve English-Chinese and Chinese-English translation ability, and make the text beautiful on the basis of faithfulness to the original text.

Third, learning English rhetoric can improve English written expression ability, and make articles vivid and persuasive.

In a word, English rhetoric is of great help to improve students' English reading ability, translation

accuracy, literary appreciation and writing ability. Learning the meaning of English rhetoric can not only master a knowledge, but also improve the language accomplishment and the ability to use language comprehensively.

3. Connotation of Constructivism Theory

Constructivism, as a branch of cognitive psychology, has become an important idea of educational reform all over the world, and plays an important role in guiding teachers' teaching practice. It was proposed by J. Piaget, a famous Swiss philosopher and psychologist. Constructivist theory regards learning as the process of constructing new knowledge, emphasizing learner-centered, opposing "cramming" and students passively accepting knowledge. It regards students as the main body of teaching activities, and pays attention to students' active exploration, cooperation and exchange and knowledge construction.

The principles to be followed in the teaching process of constructivism theory are as follows:

First, it emphasizes student-centered, pays attention to students' important role in knowledge construction, and regards teachers as guides of learning activities. Traditional teaching mode focuses on teachers' teaching. Teachers are the master and soul of the whole classroom, while students are just listeners and recorders. Constructivism theory holds that students' learning is a process of actively discovering, exploring and constructing knowledge. Students should not be passive recipients of knowledge, but active implementers of information processing and meaningful construction. Teachers should not be the instigators of knowledge, but the enlighteners and guides of classroom activities.

Second, attach importance to the creation of teaching situations and the coordination and cooperation of students in the learning process. Constructivist theory holds that teaching situation is an important part of teaching design, and practical situation teaching is an essential classroom teaching process, because knowledge needs to be strengthened and consolidated in practical application. In addition, teachers should make full use of multimedia technology and video materials to create teaching situations, provide students with useful learning resources, and guide students to use these resources for exploratory learning. This is very helpful for students to supplement the existing knowledge system framework and help students learn and master new knowledge.

Thirdly, it emphasizes the design of learning environment and the ultimate goal of learning is to complete meaning construction. Constructivist theory holds that learning environment is a place where learners can learn independently and explore freely, so it is not limited to classroom. Constructivism theory holds that the ultimate goal of learning is to complete knowledge exploration and meaning construction, whether it is independent thinking of learners, group cooperation or teacher guidance. Therefore, teachers should arrange the teaching design reasonably in the teaching process, focus on "meaning construction", and have diversified evaluation on students.

To sum up, constructivism theory makes students the protagonists in the teaching process, strengthens the cultivation of students' ability to analyze and solve problems, makes up for the shortcomings of the traditional teaching mode, and has important reference significance and guiding role for English rhetoric teaching.

4. Application strategies of English rhetoric teaching under constructivism theory.

4.1 In order to stimulate students' interest in learning and train students to establish a correct rhetoric consciousness.

In the initial stage of the course, it is necessary to stimulate students' interest in learning and make them deeply aware that rhetoric is widely used; deeply aware of the necessity and importance of rhetoric in English learning; deeply aware of the purpose and significance of learning rhetoric well. Many students' understanding of rhetoric still stays on simple rhetorical devices such as metaphor, personification, parallelism and exaggeration, ignoring the application of rhetoric. In the choice of teaching content, teachers should keep pace with the times, be positive and have positive energy, which can fully stimulate students' interest in learning, instead of just instilling boring theoretical knowledge.

It is necessary to train students to establish correct English rhetoric awareness and master basic English rhetoric theories, so as to improve their English rhetoric ability and level. Teachers should liberate them from their narrow understanding of rhetoric, and make them fully aware that rhetoric, as a

discipline, not only refers to literal modification and micro-level language skills, but also includes overall language strategies, information transmission and emotional expression in language communication, etc., which has certain practicability. Therefore, learning rhetoric well and mastering the methods and skills of rhetoric are helpful to enhance the charm of language and cultivate the ability of thinking.

4.2 Break through the traditional teaching mode and cultivate students' appreciation ability of rhetoric.

In order to cultivate students' rhetoric appreciation ability, we must break the monotonous and boring traditional teaching mode which is dominated by teachers' explanation in teaching methods. In classroom teaching, teachers should insist on taking practicality as the leading factor and emphasizing interest. Teachers should change their teaching concepts and play a guiding role, so that students can't stay on memorizing concepts and simply judging figures of speech. Teachers should adopt various teaching methods, from simple to complex, step by step and simple to understand, from reading to appreciation, from understanding to application, so that students can fully and systematically understand and master the relevant knowledge of English rhetoric.

In the process of teaching, teachers should not neglect the cultivation of rhetoric appreciation ability while paying attention to the explanation of rhetoric knowledge, and guide students to discover and appreciate the beauty of famous works, learn knowledge and improve their ability in appreciation. Teachers' teaching, guidance and comment are combined with students' investigation, discussion and interaction, which focuses on improving students' understanding and appreciation of the inner beauty of language. In the choice of teaching content, choose some chapters and paragraphs with beautiful language, rich philosophy and profound thoughts, which can bring students aesthetic pleasure and aesthetic enjoyment, so as to stimulate their yearning and pursuit of beauty. Guide students to combine the English language knowledge they have learned with rhetoric knowledge, and guide students to absorb nutrition from excellent rhetoric cases, gain reference and try to use them, stimulate them to think and explore the essence and function of rhetoric, and improve their rhetoric appreciation ability.

4.3 Change students' passive acceptance of knowledge and give full play to students' subjective initiative in learning.

In the teaching process, teachers should adhere to the flexible teaching mode with practicality and communication as the leading factor, and change the rigid teaching mode with concept and definition as the focus. Teachers should give full play to students' subjective initiative, increase students' communication and interaction, and stimulate students to learn and acquire knowledge actively. For example, when explaining a certain knowledge point, teachers can arrange students to collect relevant language materials, record the collected materials and existing doubts, and select representative questions for discussion. Students are encouraged to express their opinions and speak freely during the discussion, and teachers grasp the overall situation and give clear and correct guidance. This kind of teaching method can encourage students to exert their subjective initiative, better understand language and master knowledge.

Students can not uphold the traditional way of learning, only know by rote, and pay no attention to the thorough understanding and practical application of knowledge; from passively accepting knowledge to actively acquiring knowledge. Under the guidance of constructivist theory, in the learner-centered teaching mode, students should collect their own language materials and be able to find and ask questions, and actively participate in discussion and interaction in class, not only knowing why, but also knowing why. For example, students can combine rhetoric learning with writing practice. After learning some strategies for layout, I will write a paragraph actively after class, and apply the rhetorical devices I have learned, which can strengthen and consolidate the knowledge I have learned, and improve my rhetorical practice ability and autonomous learning ability more effectively.

4.4 Make full use of multimedia-assisted instruction to apply flip classroom to rhetoric teaching

Multimedia, as a modern teaching method, has brought vivid effect and visual experience with pictures and texts to teaching. The use of multimedia is helpful to enliven classroom atmosphere, enrich teaching content, improve teaching efficiency and optimize teaching effect. Nowadays, multimedia network provides an ideal cognitive tool and a medium for obtaining information for constructivism theory. Constructivism theory provides a theoretical basis for realizing the student-centered teaching

mode in the multimedia network environment. Teachers should make full use of multimedia-assisted instruction, with appropriate English videos, pictures and words, so that students can integrate into the authentic English learning atmosphere in the form of sound and image, sound and movement, so that teachers can live teaching and learn life, help students expand their cultural horizons, better appreciate the beauty of English language, and introduce English rhetoric classroom teaching to a new realm.

As a brand-new teaching mode, "Flip Classroom" is applied in English rhetoric teaching, which can meet the individualized learning needs of students with different foundations and improve the teaching effect of English rhetoric course. Teachers put teaching videos created in advance as resources on the platform for students to watch after class, and teachers practice and improve students' knowledge before class by organizing activities in class. Teachers appear as knowledge guides, creating a space for teachers and students to discuss and communicate, helping students to discuss problems in a deeper level, creating a good learning atmosphere and bringing different learning environments to students. Under the background of "internet plus" era, carrying out flip classroom teaching activities and constructing an efficient and high-quality classroom teaching mode of English rhetoric can maximize the ability of English majors to use language comprehensively, such as appreciation, translation and expression.

5. Indirect expression in common spoken English.

The interior of indirect expressions of common English figures of speech can be reclassified. We will analyze and explain each rhetorical device with specific examples.

5.1 Euphemism (euphemism)

According to its function in communicative application, euphemism can be divided into exaggerating euphemism and narrowing euphemism.

5.1.1 Exaggerated euphemism.

The words used in exaggerated euphemism sound more elegant and gentle than the original meaning, such as birth, illness, death, burial, sex, nudity, pulling, scattering and other taboo things. If expressed directly, it gives people the feeling of being coarse, stiff, harsh and rude. On the contrary, if it is expressed indirectly, it gives people the impression of elegance, implicature, listening and courtesy.

5.1.2 Narrow euphemism.

Shrinking euphemism plays a role in reducing and weakening, that is, to try to make a face-lift of taboo or difficult words and avoid touching them directly. For some political purposes, narrow euphemism can be used to cover up the truth of certain events, so as to achieve the purpose of reducing the major events and reducing the negative impact (also called political euphemism).

5.2 Understatement (under statement)

Although many rhetoricians today regard understatement, litotes and meiosis as the same figure of speech, in order to facilitate English learners to have a more comprehensive and profound understanding of the usage of understatement, this paper still follows the traditional view, that is, according to the different structural forms of its expression, understatement can be divided into two types: litotes and Indirect Affirmation

5.2.1 Quyan method.

As a figure of speech, Qu Yan usually constitutes indirect affirmation by denying the opposite side of things. Literally, the tone is weak, but it can produce stronger effect than direct affirmation. Negative words such as no, not, never and none are often used. Such as:

(1) Teaching Polly Logic is a project of no small dimensions. The more direct expression is: teaching polly logic is a very hard task.

(2)He is a man of no common talent. He is a very talented person.)

The more direct expression is: He is a very talented man.

She is a woman of no mean wealth.)

The more direct expression is She is a very wealthy woman.

(3) Never fail to come to us when you need help. (When you need help, be sure to come to us.)

The more direct expression is: Do come to us when you need help.

(4)He has no lack of friends.)

The more direct expression is: He has many friends.

(5) Her Chinese is not half bad. (Her Chinese is very good.)

The more direct expression is: Her Chinese is very good.

(6)I couldn't agree more.)

The more direct expression is: I totally agree.

(7)The worker did his job none too well.)

The more direct expression is: The worker did a bad job.

(8)He seemed quite familiar and not the least afraid. (he looks familiar and not afraid at all.)

The more direct expression is: he seen quite familiar and not afraid at all.

(9)He wrote his English speech with not a few mistakes. (his English speech is full of mistakes.)

The more direct expression is: he wrote his English speech with a lot of mistakes.

5.2.2 Indirect affirmation.

Indirect affirmation, as another manifestation of understatement, usually uses affirmative structure, and deliberately reduces and downplays the importance of things from the perspectives of size, strength and result. Indirect affirmation often uses words such as a bit, scared, hard, wait, quiet, pretty, some, almost, sort of instead of expressing very high degree of very. In addition, it also uses subjunctive mood and comparative level to express implicit meaning, that is, it does not directly state or answer, and deliberately understates it. Such as:

(1) The couple cost quite a beautiful penny to buy a house.)

The more direct expression is: the couple cost a very large sum of money to buy a house.

(2)He has written quite a number of academic papers.)

The more direct expression is: He has written many academic papers.

(3)The old lady was a little celebrated when she found her valuable necklace stolen. (When the old lady found her precious necklace stolen, she was very angry.)

The more direct expression is: the old lady was very angry when she found her valuable neck stolen.

(4)The poor woman was a bit upset by her son's death.)

The more direct expression is: the poor woman was Saddened by her son's death.

(5) The nearest hospital is some distance off.)

The more direct expression is: the nearest hospital is very far away.

(6)His paper leaves much to be desired.)

The more direct expression is: there are many shortcuts in his paper.

I wish I could do better. I wish I could do better.)

The implication is: I didn't do well enough.

(7)You should have been here earlier.)

The implication is: I'm late.

(8)You ought to know better to do such things.)

The implication is: you should have opinions and should not do such things.

(9) Circuitous statement (periphrasis or circuitous location)

The remarkable feature of periphrasis or circuitous location is that when describing people, things or things, it does not express directly, but uses a tortuous and roundabout way, which generally uses more words and longer sentences, aiming at making the expression elegant and taboo. Proper use of circuitous sayings can make the expression vivid and vivid, and produce humorous rhetoric effect. Such as:

(10)The patient's olfactory system was suffocating from a temporary inequality.)

In the example, olfactory system was uncomfortable from a temporary discomfort is a roundabout way of saying "nose was stuffed/blocked".

(11)The police's mind rejected to accept soapy even as a clue. men who smash windows do not remain to parley with the law's minions. (the police's mind did not consider what he said as a clue, and the person who smashed the glass would never stay. Let's talk about the conditions with the legal officers. -o Henry, "the police and the national flag")

The law's minions in this sentence is a roundabout way of saying the police.

(12) Recently, the white house has issued a mask order to cure the mask of the covid-19. (Recently, the White House issued a mask order to curb the epidemic in novel coronavirus.)

The White House in this sentence is a roundabout way of saying the American government.

(13) Now stir the fire, and close the shutters fast,

Let fall the curtains, wheel the sofa round,

And, while the bubbling and loud-hissing urn

Throws up a steaming column, and the cups,

That cheer, but not inebriate, wait on each,

So let us welcome peaceful ev'ning in.

Now turn on the fire and close the blinds.

Put down the curtains, turn the sofa around,

When the bubbling, hissing vessels,

The air column is raised,

A refreshing and sober drink in front of everyone,

Let's meet the quiet evening.

- "Complete Works of William Cooper's Poetry"

William Cooper, an English poet in the 18th century, used the circuitous expression technique when describing the scene of English drinking tea, and borrowed the bubbling and loud-hissing urn, the characteristic of cooking food, to refer to teapot. Thus, the roundabout way is also popular in English poetry.

6. Conclusion

A person's language communication ability and language expression ability can reflect his knowledge reserve and cultural accomplishment. English rhetoric can not only help students master rhetoric theory and skills, but also help them improve their language communication and expression skills. The application of constructivism theory in English rhetoric teaching can effectively make up for the shortcomings of Chinese traditional classroom teaching mode, stimulate students' interest in learning, cultivate students' rhetoric appreciation ability and autonomous learning ability, and help to establish a good teacher-student relationship. Applying constructivism theory to English rhetoric teaching can improve the quality of classroom teaching and make English rhetoric teaching step onto a new stage.

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