

Innovation of English Education Method under the Background of Quality-oriented Education

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Abstract: *As China gradually reaches out to the international community, English, as the second largest language in the world, has become an important part of education, and English teaching has also been paid more and more attention by wide range of educators. English teaching is facing an increasingly severe competitive environment. Therefore, in order to further improve the teaching level of English class, it is necessary to reform and develop the teaching methods, and make it adapt to the development of the students' needs. In the general environment of China's "quality-oriented education" teaching model, it is not only necessary to enable students to master the basic knowledge of English, but also to pay attention to the development of students' other aspects such as the development of students' personality, the cultivation of comprehensive qualities including ideology and morality. It can make them well-rounded. In this paper, the author explores new teaching methods through the practice of English education, and carries out the cultivation of students' comprehensive quality.*

Keywords: *English education, Quality-oriented education, Teaching model, Method innovation*

1. Introduction

Along with social development, school teaching has undergone continuous reform. At present, under the environment of implementing quality-oriented education, it is necessary to strengthen the training of students' quality. In the teaching practice of English class, we must change the traditional concept of English education. This not only allows students to master the basic skills of English to a certain extent, but also enhances students' overall English quality. This requires teachers to adopt various methods to cultivate students' interest in English according to the specific English teaching situation. Teachers can improve their English application ability by allowing students to actively participate in English teaching, so as to achieve effective English education results.

2. Analyze the importance of implementing quality-oriented education in English teaching

2.1. Help to improve the quality of English teaching

Today, with the continuous development of quality-oriented education and modernization, Chinese teaching system is undergoing a transformation from "examination-oriented education" to "quality-oriented education". Quality-oriented education is an advanced education concept with the characteristics of the times. Quality-oriented education refers to the physical and mental attributes that are gradually developed through acquired environment and education on the basis of people's body and spirit, their natural endowments and other physiological characteristics.[1] In English class, teachers should pay attention to students' understanding of English knowledge, and effectively improve their comprehensive English application ability through the training of basic methods and skills such as listening, speaking, reading, and writing. Strengthening students' understanding and learning of Western culture can help them establish correct values such as life and the world. Teachers can encourage students to think in English learning, and cultivate correct emotions and correct learning methods, so as to achieve the purpose of improving the quality of English teaching comprehensively.

2.2. It is more in line with the teaching purposes and teaching objectives of English education in the new era and promote each other

With the process of globalization of the country, more and more attention has been paid to English teaching. English is not only a tool of communication, but also a blend of cultures. In recent years, the

Ministry of Education of the People's Republic of China has proposed that English teaching should be improved as a whole, so that English education can be modernized and students' comprehensive English quality and ability can be truly reflected. At the same time, quality-oriented education is applied to English teaching and student management. This is not only in line with the purpose of English teaching in the new era, but also closely related to the educational background of today's society. To a certain extent, English and quality-oriented education reinforce mutually. English teaching can effectively improve the overall quality of students, and integrating quality-oriented education into English teaching can make it more substantial.

2.3. Contribute to the transformation of contemporary English education concepts

For a long time, China's education sector has had a deep misunderstanding about English education and students' educational concepts, resulting in poor English expression and English literacy of students. This is largely due to the concept of English education. Integrating quality-oriented education into the English classroom can provide a clear teaching purpose for basic English teaching. This helps to change the past concepts and ways of thinking about English teaching, so that students can better integrate into the new era of English education. At the same time, the focus of English teaching in China has shifted from academic achievement to the improvement of students' comprehensive quality, and the English education system and education atmosphere have been adjusted from the root.

3. The shortcomings of current English classroom teaching

3.1. Be relatively backward in teaching concepts and method

In the process of China's education development, some defects of English teaching are becoming more and more obvious. It can neither adapt to the new curriculum standards, nor is it conducive to the healthy development of English education. At the same time, it will also have an adverse effect on students' current learning and future development. There are two problems in English teaching in China. The first is the lag of educational philosophy.[2] Judging from the current situation of English education in China, most teachers have a serious awareness of "examination-oriented education". Usually, they regard the English test results as the only basis for evaluating teaching effectiveness. They overemphasize the test results of students in ordinary classroom, while ignoring the training of comprehensive English ability, so that students cannot be fully developed. It is contrary to the cultivation of all-round high-quality talents. The second is the lag of educational means. In the English classroom, due to the lag of teaching concepts, many English teachers have not found new ideas suitable for the current teaching in the classroom, and still use the traditional teaching method of "indoctrination", resulting in a tense and boring classroom atmosphere, and students do not experience the happiness of English learning. In this case, students are less enthusiastic and active in learning English. In this way, there is no way to effectively reform English teaching, nor can it improve the quality of teaching in essence, and it cannot promote the basic quality of students' English, which will have an adverse effect on their future development.

3.2. Lack of long-term teaching goals

First of all, due to the lack of a long-term teaching goal, the curriculum is relatively messy. English is an important language program that plays a pivotal role in the entire development of students. In order for students to better grasp the content of English courses and improve their basic English quality, they must have the ability to control English teaching macroscopically and combine it with long-term teaching goals. The purpose of teaching can be realized only through the implementation of systematic management of English courses. However, in recent years, English teaching still adopts a backward educational model, lacking systematic planning for vocabulary learning, listening, speaking, English writing and other courses. English teaching has not formed a complete system, which has caused English teaching to fail to achieve the expected results. In English teaching, speaking, reading and writing training are carried out separately, resulting in relatively low learning efficiency for students. At the same time, the lack of necessary cohesion in English teaching has caused the decline of students' comprehensive English quality, which has seriously affected students' future learning and development.

Secondly, in terms of teaching plan, it lacks a prominent focus. Every step of learning English has a focus. As the age of students increases, the content of English courses will also change from basic to selective orientation. This requires teachers with high enough teaching ability to formulate educational

goals and long-term plans that meet their own characteristics according to specific educational needs, so as not to cause chaos in the teaching process. If we want to achieve long-term and systematic teaching goals, we must continuously improve the comprehensive quality of English.[3] For example, when English teachers formulate teaching plans, they should use the school year or period as the time span to formulate a complete set of teaching plans to make the English knowledge system more complete, so as to better improve the teaching effect. However, in the current situation, most English teachers are not relatively perfect in teaching plan.

4. Innovative strategies for English teaching under the background of quality-oriented education

4.1. Clear teaching objectives

Quality is the appearance and fundamental feature of quality-oriented education, and the purpose of education should be to cultivate students with good personality and creative learning. Quality-oriented education should comprehensively improve students' overall quality, ideological and moral qualities, and their physical and mental qualities, so as to provide high-quality talents for the society. First, teachers must understand, be familiar with, and grasp the content of textbook, and clarify the requirements of textbook. On the basis of distinct hierarchy, teach students according to their own characteristics to achieve educational goals. On the other hand, divide the course of one semester into several sections, then divide each section into several subsections, and then divide the subsections into several parts, so as to realize the gradual differentiation from large to small. Due to the needs of each link, the teaching methods adopted are also different. Before teaching, teachers should make clear the purpose of English teaching of this course, analyze the key points and difficulties of this course, and decide the content of this course according to the students' basic skills, conditions, methods and personal preferences. Knowledge of vocabulary, grammar, etc. summarizes difficult questions, with emphasis placed on their solutions. The two aspects of teaching and learning have been realized, targeted teaching in the classroom has been achieved, and the predetermined teaching goals have been realized.

4.2. Improve the quality of teachers

The quality of teachers is an important guarantee for the realization of quality-oriented education. Inadequate levels of teachers will have serious negative consequences for school teaching. Quality training requires strong work enthusiasm, good ideological and moral character, and a noble mental state. Teachers should lead by example and become role models for students with their excellent ideas, beliefs, morals character, and words. English is a worldwide foreign language. Therefore, English teachers should understand information about ethnicity, culture, history, geography, society and many other aspects. Only in this way can we use the textbooks more confidently, and at the same time allow students to master more and broader knowledge. In addition, in order to make the classroom more lively and interesting, English teachers should continue to carry out English expression teaching and oral training.

4.3. Use modern teaching equipment to implement quality-oriented education

With the development of science and technology, modern information technology has been applied more and more in the education field, and it has also played a great role in the education field. By using a variety of online platforms, students can learn English knowledge, and teachers can enrich teaching resources and increase teaching knowledge reserves. In English teaching, teachers should give full play to the advantages of multimedia, optimize and innovate traditional teaching methods, and keep pace with the times. At the same time, teachers should integrate various materials on the Internet, optimize and integrate teaching content, and ensure the efficiency of classroom teaching. In the teaching process, teachers use the network to collect a large number of teaching materials, and demonstrate them to students in class to attract students' attention and enable them to actively participate in the class.[4]

For example, in a class about travel, teachers may assign some homework to students in advance to allow them to gather more knowledge about the topic online. This will enable them to better understand the topic to be studied, and at the same time allow their subjectivity to be fully reflected. In addition, in class, the teacher should guide the students to take out the English materials they have collected, and let them actively participate in the class. Teachers use multimedia-assisted teaching to conduct English listening training, so that students can master the correct pronunciation of English and improve their

sense of language. While explaining, teachers can also use pictures to deepen students' understanding of the text. After completing the content of this section, the teacher should let the students self-summarize and reflect on the knowledge learned in the classroom through the network platform, so that they can better grasp the knowledge of this section. This method can effectively promote students' English learning, make English teaching more efficient, and make better use of the advantages of information technology in teaching.

4.4. Carry out situational teaching model

English is a language, and the use of a language must be done in specific situations. In order to effectively implement quality-oriented education, we must pay attention to the ability to cultivate oral English. To achieve this teaching purpose, it is necessary to create a variety of scenarios according to the specific teaching content. In this way, students can actively carry out oral communication in specific situations, thereby improving their English application skills and the quality of English teaching. Using English to communicate can enhance the teaching experience of English.[5]

For example, when studying a course on Outbound Tourism, teachers should let students understand the main points of this chapter. At the same time, teachers can also create a corresponding teaching environment for students according to the specific teaching content. In this learning environment, students can flexibly use words, grammar, and sentence patterns in corresponding situations. The knowledge learned in this chapter is commonly used in daily life. Teachers can set some communication topics so that students can actively carry out oral training in the situation. In the process of creating scenarios, teachers can use role-playing methods to stimulate students' interest in learning, thereby enhancing their ability to use English and the authenticity of the scenarios. For example, hold English corners, English competitions, or create a virtual scene to carry out various classroom teaching activities. Another example is to organize a daily speech, listen to the English daily news, or watch a film with an English soundtrack. Students can also learn English pronunciation through various online platforms, and can also dub some short films, so as to get more exposure to English learning content, rather than just mastering the knowledge learned in class. In addition, teachers can allow students to participate in various forms of activities to enhance students' ability to use English. This will not only stimulate their enthusiasm for learning, but also enable them to achieve overall progress and development when learning English.

4.5. Strengthen the fun of classroom teaching

In English teaching, if teachers adopt a single method, it will cause monotony and boredom in the classroom. In the long run, English teaching will reduce students' enthusiasm for learning, thereby lowering the quality of classroom teaching and affecting the cultivation of comprehensive quality. Therefore, in the process of English teaching, teachers can enhance the fun of the classroom, effectively stimulate students' interest, and improve their learning enthusiasm. Games are an effective way to enhance classroom fun. This way allows students to acquire more English knowledge during the game, experience the joy of English, and thus really arouse their interest in learning English. In English class, teachers can also guide students to actively communicate in English, thereby promoting their English expression ability.

For example, in the course learning process of body language, teachers can organize corresponding teaching practice according to the specific situation of the course, and make students actively integrate into the classroom. Teachers can organize classroom teaching activities of "you do the action, and let me guess", allowing students to use their own body movements to describe English vocabulary and sentences, and let other students make guesses. This will not only increase the fun in class, but also allow students to improve their understanding of English by reviewing the English vocabulary and English sentences they have learned.

4.6. Carry out exploratory English teaching

In the English classroom, only when the students' subjective consciousness is brought into full play can quality-oriented education be truly realized. Teachers should encourage students to take the initiative to carry out English exploratory activities, so as to promote the development of English teaching. Only in this way can students better understand English and enhance their thinking ability. Therefore, in the English class, teachers can allow students to actively explore according to the situation of different students, so that they can find the problem, think comprehensively as a whole, and

find the correct answer.

For another example, in the course study on healthy living topics, teachers can take "healthy eating" as a research topic and guide them to explore "What is healthy eating? What are they eating in Daily life?". Students can strengthen their understanding of what they have learned by collecting, summarizing and sorting out different types of knowledge. In the classroom, teachers can guide students to discuss and communicate freely about English knowledge, so that students can better absorb and master their own knowledge.

4.7. Respect students' emotional needs

When implementing quality-oriented education, teachers should fully consider the emotional needs of students, which is a very necessary job. In English teaching, teachers should not only teach students the content of relevant subjects, but also do more work in other fields. The teaching object of teachers in the classroom is a collectivity. Everyone has different hobbies and learning situations, and teachers should treat them with an equal attitude and understand their special emotions. In the learning process, emotional differences will have different effects on English learning. Therefore, teachers should guide students' emotions and cultivate their enthusiasm and passion for learning.

5. Conclusion

Under the environment of implementing quality-oriented education, English classes should adopt various forms of classroom activities to fully stimulate students' initiative. In this way, students can conduct self-exploration in English learning, strengthen the practice of English, enhance the skills of English application, and cultivate the overall quality of English. This helps to achieve a comprehensive quality-oriented education for students. The new curriculum reform makes English teachers face huge challenges, but also provides English teachers with broad development space and opportunities. Therefore, as the leader of English quality-oriented education, teachers need to overcome difficulties in English education, strengthen self-learning, keep up with the times and the pace of educational development, and strive to create efficient English classroom teaching.

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