

Research and Practice of College English Teaching Based on Production-Oriented Approach

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ABSTRACT

With the continuous development of global economy, the probability of the use of English in various countries is also increasing. The responsibilities of college English teachers themselves are even more arduous. In order to teach more effectively, many teachers began to explore new and effective teaching methods under the background of teaching reform. Production-oriented approach is a new English teaching method, which can greatly improve students' English proficiency. This paper first introduces the meaning of production-oriented approach, then analyzes its influence on teachers and students, and finally expounds the application of the production-oriented approach in college English teaching, and discusses the construction strategy of the college English teaching model based on the production-oriented approach.

Keywords: *Production-oriented approach, college English teaching, application, teaching model*

1. INTRODUCTION

Production-oriented approach, POA for short, is based on "output driven hypothesis". Professor Wen Qiufang, proposed the application and construction of output driven approach in English teaching, and implemented the driving hypothesis in depth. The selection and hypothesis are effectively integrated, and the "production-orientated approach" is proposed based on this premise [1]. In contrast to the ever advocated "student-centered" teaching method, production-oriented approach advocates all the activities of the classroom teaching to serve the effective learning. It believes that the key to teaching is achieving teaching goals and effective learning. When considering each teaching link and teaching task, the production-oriented approach focuses on what students can learn through this task or link, not just what students say, discuss or do in the process. This method puts forward a general idea for English experts to study the current situation of English teaching in China, and its teaching effect is very significant.

2. AN OVERVIEW OF PRODUCTION-ORIENTED APPROACH

As the name implies, teaching is "to teach students to learn", so good teaching should have the following characteristics: first, we call it intentionality. Form and content are two core elements of teaching. The purpose is to cause students' learning behavior and achieve a certain expected goal; second, as teaching activity is not a unilateral activity, it is a kind of interactive behavior between teachers and students, so it is bilateral. This kind of two-way activity between teachers and students is to realize the teaching intention more effectively; third,

intermediary, that is, teaching should take certain teaching materials and content as the intermediary, to build a teaching platform for students, so that students have more opportunities to understand a wider range of fields; Scene, that is to teach a learning to carry on in the fixed space and scene, the choice of space and scene must be closely related to the teaching content. The research on the production-oriented approach mainly focuses on how teachers guide and how students generate these two aspects.

In order for students to learn better, classroom teaching to achieve the best effect, the guidance of the teacher is crucial. The teacher's guidance includes a series of activities such as explanation in class, enlightening, example demonstration, evaluation and grading, correction and correction. Guidance is a process in which teachers, by virtue of years of teaching experience, scientifically, reasonably and skillfully use a variety of teaching methods and teaching means to transform cultural knowledge into students' own experience and spiritual wealth, cultivate students' self-development consciousness and improve their own ability. The process of student formation mainly refers to the continuous self-improvement of students and the gradual formation of the whole. The development and implementation of school teaching activities is to create a more purposeful learning and living environment for the generation of "specific, complete and social individuals", making a conscious effort to provide resources conducive to student development. Whether the teacher effectively realizes this kind of transformation is the key factor of teaching success [2].

First of all, the research of the production-oriented approach should promote the interaction and communication between teachers and students in class and after class by using the advanced equipment such as network multimedia, and provide the services such as classroom management and teaching evaluation for

teachers, so that students can obtain more personalized learning resources. Secondly, writing should be promoted for use, that is, writing and translating exercises should be carried out on the automatic review system after class to consolidate the learning of English. Nowadays, many popular websites in colleges and universities provide online automatic correction service for English writing and translation, which can effectively reduce the workload of teachers' correction and continuously improve students' writing and translation ability. Thirdly, to promote learning by measurement, we can compare teachers' teaching effect and students' learning results by pre-class test and after-class test, so as to promote teaching.

3. THE INFLUENCE OF THE PRODUCTION-ORIENTED APPROACH ON TEACHERS AND STUDENTS IN COLLEGE ENGLISH TEACHING

3.1. The Influence on Teachers

Production-oriented approach is different from traditional teaching methods. The teaching emphasis is placed on the occurrence of effective teaching. However, the production-oriented approach is difficult to use. It not only requires teachers to have high teaching ability and English language ability, but also good quality in management and regulation. Under the guidance of the new teaching method, teachers should break through their previous teaching mode, change the focus of classroom teaching from teacher's explanation to students' learning, comprehensively improve students' English ability and cultivate their English core quality [3]. At the same time, when using the production-oriented approach, teachers should innovate and explore the teaching contents on the basis of textbooks, so as to expand students' knowledge scope, enrich students' input of materials, and continuously improve their ability of guidance and comments, in order to lay a foundation for their better application. In order to improve the application effect of the production-oriented approach, schools should form special research groups to study the selection of teaching contents, the design of teaching links and the decomposition of teaching tasks, so as to ensure the scientific nature and attractiveness of input materials. Only in this way can we make good use of the abundant English teaching resources in colleges and universities, promote the realization of the value of the production-oriented approach, and make greater achievements in English teaching in colleges and universities.

3.2. The Influence on Students

Applying the production-oriented approach to college English teaching will put forward certain requirements for students. On the one hand, students used to be passive

recipients of classroom teaching, but now they become active participants. This change in role and status will cause students to face psychological and cooperative challenges. Although it will bring obstacles to students' learning in a short time, in the long run, when students overcome such obstacles, their psychological quality, learning ability and learning effect will be improved to a great extent. On the other hand, this new teaching method has high requirements on students' learning enthusiasm. Only when students have sufficient enthusiasm for learning can they put all their efforts into learning, so as to improve their comprehensive learning ability, promote the realization of production-oriented approach, and improve their comprehensive English ability while improving the quality of teaching.

4. THE APPLICATION OF PRODUCTION-ORIENTED APPROACH IN COLLEGE ENGLISH TEACHING

4.1. Enhance the Drive of Students' Learning Process in College English Teaching

The production-oriented approach is different from the traditional teaching methods. It no longer only emphasizes teaching content, but helps students to obtain information and content and output the corresponding content. In this process, teachers can use information technology to improve students' understanding ability, transform what they have learned and deepen their impression, and finally output the knowledge that students can understand and accept. Before teaching, teachers should pay attention to the selection of teaching materials, and carefully set classroom questions, to enhance students' learning enthusiasm. It is worth noting that the emphasis on practicality in college English teaching is no longer the focus of the driving part and a starting point, but adds the element of a pragmatic, a driving force in college courses. Based on what students can do after learning the corresponding knowledge, students can think and innovate for the problems. For example, students can read English newspapers, learn about the latest situation overseas, or sing English songs in full to follow the trend of The Times. Students' learning needs guidance, but also needs to have a goal, and the production-oriented approach can give students a practical learning goal, driving students to learn and improve [4].

4.2. Enhance the Achievement of Students' Goals in the Effective Learning Process

After driving students' learning process, teachers can guide students' learning behaviour. The teacher is no longer in the same position as the professor of knowledge in traditional teaching, and it is no longer the teacher who

says that the students are listening to this inefficient teaching model. In this stage, teachers can help students to master theoretical knowledge and corresponding communication skills. In addition, teachers can adopt the method of writing to confirm the learning effect of students. It is worth noting that the new curriculum reform puts forward the idea of students as the main body of teaching, teachers need to hold this idea in teaching, and does not form interference behaviour to students, making their thoughts affect students' thoughts, with bias in learning. Teachers can use the method of group cooperation to divide students into several groups and communicate with them.

4.3. Improve the Original Evaluation Framework and System of Language Learning

Students' learning needs comprehensive development of listening, speaking, reading and writing, rather than the perfusion of knowledge. Before teaching, teachers need to form their own teaching system and pay attention to the filling of teaching content. Due to the English learning environment and relatively little time to learn English, teachers need to ensure the quality and quantity of college English classroom teaching, or even race against time [5]. Teachers can take translation activities, assign overseas information to students, and let students interpret and translate, so as to improve students' English comprehension ability. In the study of college English, it is necessary to properly strengthen students' listening and speaking ability, train their oral and expressive ability, and develop a learning atmosphere that is good at listening and open mouth. Teachers can let students try to publish English articles, and try to publish them on the website, collect respect and questions, and get promoted in continuous progress. In the study of college English, we should pay attention to the situational simulation method, create the environment and the situation, making students form the language confrontation; thus, students' English application ability can be strengthened.

5. THE CONSTRUCTION OF COLLEGE ENGLISH TEACHING MODEL BASED ON THE PRODUCTION-ORIENTED APPROACH

As for the construction strategy of college English teaching mode based on the production-oriented approach, the good construction of college English teaching model can be realized by identifying teaching aims, designing teaching tasks, implementing driven teaching and paying attention to classroom evaluation. The quality and progress of college English teaching can be significantly improved, and the effective learning of English knowledge of college students can be better guaranteed.

5.1. Identify Teaching Aims

Generally speaking, college English teaching aims can be divided into cultural objectives and language objectives. The cultural objective is to cultivate students' oral communication ability, and the language objective is to master English vocabulary and English tone and so on [6]. In this way, the comprehensive English learning ability of college students can be improved, which is also very beneficial to the long-term development of college students. Therefore, based on the "production-oriented approach", teachers should actively build a good teaching model and clarify the English teaching aims in college English teaching. In the classroom practice, teachers should lead the students towards the goal of learning and mastering English knowledge, so that the English learning level of college students can be improved. In this way, when students in the social work, they won't feel too hard, and will skillfully deal with the difficulties in the work, so that their work quality can be improved.

Therefore, on the one hand, teachers should have an understanding of the overall environment of the industry and make effective English teaching objectives based on this. When setting teaching aims, teachers should ensure compatibility between goal setting and the needs of the enterprise, so that students can add some practical experience in the process of learning English strengthening their own ability and promoting the good development of students. On the other hand, teachers should also timely understand the needs of college students and their weaknesses in English learning, and then implement the goal formulation. In the process of achieving their goals, students can make up for their weaknesses in English learning and meet their English learning needs. Only in this way can the college English teaching model be successfully implemented and the value of the college English teaching model based on the "production-oriented approach" be highlighted

5.2. Design Teaching Task

Whether the teaching task design is good or not will directly affect the teaching effect. Based on the "production-oriented approach", college English teachers should also attach importance to the design of teaching tasks, lay a good foundation for college students' English learning, so that they can better learn English knowledge and improve their English learning ability. In view of this, teachers should design tasks for college students according to the content of college English teaching materials. The tasks designed should not only meet the English learning requirements of college students, but also meet the requirements of college English teaching. In the implementation of classroom teaching, teachers can group students so that college students can actively explore English knowledge in groups. In this process, it not only promotes college students' understanding of English knowledge, but also improves their ability of cooperation,

inquiry learning and learning, so as to improve their comprehensive ability. Only in this way can the meaning of constructing the new college English teaching model of can be better reflected. To deepen college students' understanding of English words, so that college students can get a solid foundation for English learning.

5.3. Implement Driven Teaching

Based on production- oriented approach, college English teaching must attach importance to the implementation of driven teaching in order to build a good teaching model. In the past, college students have low interest in learning English, but there are many reasons for this phenomenon, such as the single teaching mode of teachers and the influence of English learning characteristics. All of them may cause college students to lose their interest in English learning, and it is difficult for them to arouse their initiative in English classroom learning, which seriously affects their English learning results. In this case, it should carry out drive teaching, adopt concrete and effective measures, to stimulate students' interest in learning, improve college students' participation in English learning, renewed enthusiasm in college students' English learning, make students better able to participate in to English classroom learning practice, so that the college students' English learning ability can be rapidly increasing.

5.4. Emphasis on Classroom Evaluation

In the field of education, classroom evaluation has always been an indispensable part of the classroom, and its role is particularly significant. Therefore, in college English teaching based on the "production-oriented approach", teachers should pay attention to the classroom evaluation, not only to point out the shortcomings of students in English learning, but also to examine their own teaching behavior and the quality of English teaching model. If problems are found, they should be adjusted and corrected in time to ensure the quality of college English teaching. In addition, in the process of evaluation of student learning, teachers should not only evaluate students' English learning achievement, also from the students' classroom performance, the aspects such as learning attitude, more comprehensive for college students to understand the true state of their own in the English classroom learning, in order to promote college students to develop better learning practice in learning English in the future [7]. Furthermore, teachers should also be good at discovering the advantages of college students and magnify them, so as to cultivate their confidence in English learning, so that college students can consciously devote themselves to English learning, so that the quality of college students' English learning can be improved.

6. CONCLUSION

The research and practice of the production-oriented approach will be of great significance to the current college English teaching and it will promote the further development of college English teaching. In college English teaching, based on the production-oriented approach, teachers should enhance the driving of students' learning process in college English teaching, enhance the achievement of students' goals in the effective learning process, and improve the original structure and system of language learning evaluation. To give full play to the advantages of the production-oriented approach, teachers should attach importance to the construction of a good teaching model, improve the quality of college English teaching, and improve the practical application level of college students' English.

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