

A Correlative Analysis of Teaching Modes in College English General Education Courses

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Abstract: College English general education serves as a core compulsory course for non-English majors in higher education, undertaking the dual missions of consolidating students' basic language competence and cultivating cross-cultural literacy, critical thinking and comprehensive humanistic quality. In the context of continuous deepening of higher education reform and internationalization of education, the traditional exam-oriented and knowledge-indoctrination teaching modes can no longer adapt to the diversified talent training needs of modern universities. Based on the connotation and educational value of college English general education, this paper systematically sorts out the current development status and prominent problems of existing teaching modes. It further explores the optimization paths of diversified teaching modes including blended teaching, project-based teaching and competency-oriented teaching, and analyzes the practical logic and application value of innovative teaching modes. The research aims to provide theoretical reference and practical enlightenment for the high-quality reform of college English general education, help realize the transformation from single language skill training to all-round talent cultivation, and enhance the educational adaptability and effectiveness of college English general education courses.

Keywords: college English; general education; teaching mode; competency cultivation; teaching reform

1. Introduction

As an indispensable part of university general education system, college English courses differ from professional English courses in educational orientation. They focus on breaking the disciplinary barriers of language learning, integrating language knowledge, cultural cognition, thinking training and social application, and serving the overall development of college students' comprehensive literacy^[1]. With the rapid development of global economic integration and digital information technology, the social demand for college students' English competency has undergone fundamental changes. Modern society no longer merely requires students to master basic grammar and vocabulary knowledge, but emphasizes their practical English application ability, cross-cultural communication awareness, critical thinking ability and autonomous learning capability.

2. Current Situation and Predicaments of College English General Education Teaching Modes

2.1 Single Teaching Concept and Deviated Educational Orientation

The core goal of college English general education is to realize the integration of instrumental and humanistic attributes of language. On the one hand, it takes language as a tool to help students master basic communication skills; on the other hand, it takes language as a carrier to infiltrate humanistic education, cultivate students' cross-cultural understanding and inclusive thinking (Wei, 2023). Nevertheless, in actual teaching practice, many colleges and universities still adhere to the exam-oriented teaching concept, taking CET-4 and CET-6 passing rate and examination scores as the core evaluation standard of teaching effect.

Under the guidance of this concept, English classroom teaching overemphasizes the explanation of grammar knowledge, vocabulary memorization and problem-solving skills, while ignoring the cultivation of students' oral communication ability, practical application ability and humanistic literacy. The instrumental attribute of English language is magnified infinitely, while the humanistic and general education attributes are seriously missing.

2.2 Rigid Teaching Mode and Insufficient Student Participation

At present, the mainstream teaching mode of college English general education is still the traditional classroom indoctrination mode with teachers as the main body. Teachers dominate the whole teaching process, including content arrangement, classroom progress and task design, while students are in a passive receiving state. This single "teacher speaking and students listening" teaching mode leads to low classroom interaction and insufficient student participation.

In the era of digital education, although many schools have introduced online teaching platforms, most of them only simply transplant offline teaching contents to online platforms, failing to give full play to the advantages of digital teaching. The online and offline

teaching links are fragmented, without forming a complementary and integrated teaching system^[2]. In addition, the unified teaching progress and teaching content ignore the differences in students' English foundation, learning ability and learning needs.

2.3 Imperfect Teaching Evaluation System Restricting Teaching Reform

Teaching evaluation is the baton of teaching mode reform. A scientific evaluation system can guide the continuous optimization of teaching modes, while a rigid evaluation mechanism will restrict the innovation of teaching. At present, the evaluation of college English general education in most universities still focuses on final written examination results, adopting a single summative evaluation mode. The evaluation content only involves language knowledge and written skills, ignoring the assessment of students' oral expression, autonomous learning ability, cross-cultural communication ability and comprehensive literacy.

3. Innovative Optimization Paths of College English General Education Teaching Modes

3.1 Construct Online-Offline Blended Teaching Mode Based on Competency Cultivation

Blended teaching mode is an innovative teaching form adapted to digital education reform, which integrates the advantages of online autonomous learning and offline interactive teaching, and effectively makes up for the defects of traditional single classroom teaching^[3]. The core of this teaching mode is to realize the complementary advantages of online and offline teaching links, redefine the roles of teachers and students, and shift the teaching focus from knowledge indoctrination to ability cultivation.

In the pre-class online stage, teachers rely on digital teaching platforms to release micro-lessons, vocabulary resources, reading materials and pre-class tasks. Students complete autonomous learning, knowledge preview and preliminary problem exploration according to their own learning rhythm, which solves the problem of inconsistent student foundation and realizes personalized learning. In the in-class offline stage, teachers abandon repetitive knowledge explanation, focus on solving students' common problems in preview, organize interactive activities such as group discussion, situational dialogue and theme speech, and strengthen students' language application and collaborative communication ability.

3.2 Implement Project-Based Teaching Mode to Strengthen Practical Teaching

Project-based teaching mode takes specific practical projects as the carrier, takes student-centered problem-solving and task completion as the core, and lets students complete knowledge acquisition, ability improvement and quality cultivation in the process of independent exploration and cooperative learning^[4]. This teaching mode breaks the boundary of single classroom teaching, integrates language learning with practical scenarios, and effectively solves the problem of disconnection between learning and application in traditional teaching.

In the specific teaching process, teachers can design diversified theme projects combined with the teaching content and general education goals, such as cross-cultural communication research, English cultural theme sharing, Chinese traditional culture English dissemination and other practical projects. Students form learning teams independently, complete project research, material collection, language sorting, result display and other links through group cooperation. Teachers play the role of guidance and supervision in the whole process, providing targeted guidance for students' project difficulties and standardizing students' learning process.

3.3 Improve Diversified Whole-Process Teaching Evaluation System

Teaching mode optimization must be matched with a scientific evaluation system. To solve the drawbacks of single summative evaluation, colleges and universities should build a diversified whole-process evaluation system combining process evaluation and summative evaluation, and take comprehensive ability cultivation as the core evaluation orientation. In terms of evaluation indicators, it is necessary to break the single score-oriented evaluation standard, expand the evaluation dimensions, and cover students' classroom participation, online learning completion, project practice performance, oral expression ability, cross-cultural literacy and autonomous learning effect.

In terms of evaluation methods, realize the diversification of evaluation subjects, including teacher evaluation, student mutual evaluation and self-evaluation, so as to avoid the one-sidedness of single teacher evaluation. Process evaluation runs through the whole teaching cycle of pre-class, in-class and after-class, recording students' learning progress and growth changes in real time. Summative evaluation focuses on examining students' comprehensive language application ability and literacy improvement, rather than mere knowledge memory. The improved evaluation system can fully mobilize students' learning initiative, guide teachers to change teaching concepts and optimize teaching modes, and form a benign teaching interaction mechanism.

4. Conclusion

By constructing online-offline blended teaching mode, implementing project-based practical teaching mode and improving diversified whole-process evaluation system, colleges and universities can realize the transformation of college English teaching from knowledge indoctrination to ability cultivation, from single skill training to comprehensive quality cultivation. The innovative teaching modes can effectively stimulate students' learning initiative, improve students' English practical application ability and cross-cultural comprehensive literacy, and better adapt to the diversified talent training needs of higher education in the new era. In future teaching reform, colleges and universities should continue to explore personalized and diversified teaching modes according to school-running characteristics and student characteristics, constantly optimize the teaching system of college English general education, and give full play to the basic and universal educational value of college English courses in talent cultivation.

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