Study on the Application of Project Learning in College English Teaching in Independent Colleges

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Abstract: In order to improve the level of college English teaching in independent colleges, a project-based learning method is introduced to study the reform of college English teaching in independent colleges. Based on the requirements of the outline, in the process of teaching, we should give full play to the subjective role of students, fully improve the active initiative of students in learning, construct a sound knowledge system, in the process of learning, take the interaction between teachers and students as the medium, and realize the goal of learning on the basis of the exchange of relevant materials. In the process of teaching, we should attach great importance to the training of students' listening and reading ability, so that students can take the form of cooperative inquiry, and put forward questions around the core of materials through project learning, so that students can explore according to the existing common sense. By deepening the reform of college English teaching in independent colleges, under the project learning mode, students should be trained to form the habit of autonomous learning, optimize the teaching content, improve the teaching effect and establish a complete teaching assessment system, so as to improve the quality level of college English teaching in independent colleges.

1. Introduction

At present, in the English classroom of colleges and universities, the common teaching mode is teachers teach on the podium, and students listen to class memory in their seats. The main advantage of the above teaching mode is that the knowledge capacity of the above teaching mode is large, which only takes less time, and its disadvantage is that the organizational form of teaching is too single, which makes students confined to the development of language practice and hinders the effective use and improvement of language. In the English syllabus of colleges and universities, it is necessary to use teaching as the medium to improve students' ability to communicate and communicate effectively[1]. On the basis of outline requirements, in the process of teaching, we should give full play to the subjective role of students, take students as the center in teaching, and fully improve students' initiative in learning. Therefore, teachers should play a suitable guiding role in improving students' communicative competence and integrating language learning into practical activities, so as to effectively acquire rich knowledge. The organic adoption of project-based learning model and English teaching behavior will create convenient conditions for students to carry out language practice activities in an all-round way, so as to fully improve students' communicative and communication skills[2].

The reform of teaching mode is the consensus in the field of teaching and research. Through the combination of innovative ideas and the application of scientific and technological development achievements, it will be beneficial to improve the teaching quality[3]. Project learning method is a kind of teaching idea rising under the condition of the high development of Internet and information technology. It can realize wide range distance teaching by using network teaching method, and can analyze the teaching situation in real time. However, things have two sides, although the project-based learning method has many advantages, but like the traditional teaching model, there are drawbacks and shortcomings. Combining the project learning method with the traditional teaching and constructing the mixed teaching mode of college English can give full play to the advantages of the two, and play an obvious role in improving the teaching quality of English in colleges and

universities. By analyzing the main advantages of the curriculum based on project-based learning, this paper understands the basic concept of project-based learning, explores the mixed teaching model of college English based on project-based learning, and constructs the optimization model of college English mixed teaching based on project-based learning, in order to improve the quality of English teaching in colleges and universities[4].

2. Advantages of Project Learning in classroom Teaching

2.1 Project-based learning enhances students' self-confidence

In the process of traditional classroom teaching, teachers realize the function of preaching, teaching and dispelling puzzles. Teachers call names at any time in the classroom to ask questions, students lack sufficient thinking time, and it is easy for students to lose the information of learning. Project-based learning means strengthening cooperation and interaction in the process of learning, giving students sufficient time, so as to construct a sound knowledge system[5]. In the process of learning, the interaction between teachers and students is taken as the medium, and the goal of learning is realized on the basis of the exchange of relevant materials. In the traditional teaching class, students are ridiculed for being asked and answered wrong by their teachers. At present, students can improve their self-confidence through interaction. By means of project-based learning, students can obtain the full recognition of teachers and students through hard work, which will improve students' interest and initiative in foreign language learning. Students and students can help each other, consolidate theoretical knowledge and experience the joy of sharing at the same time.

2.2 Project-based Learning to improve students' language communicative competence

The most important feature of language is to use it as a medium to communicate with others. English is the second language of our country, and improves the communication ability through the process of communication and communication. When students are based on independent state, they may not be able to express their own language perfectly, so their ability to use language is worse than that of cooperation. In the process of project-based learning, students can take the form of group activities, so that students can obtain the opportunity to win the help of teachers and classmates, so that students' emotions can be stimulated, students' initiative in learning can be enhanced, so as to create an optimized language communication environment, and practice and acquire language in the process of communication and communication with each other[6].

2.3 Enhancing the practicability of Project Learning

With English teaching, the purpose is to improve students' listening, speaking, reading, writing and comprehensive ability to control the language. Based on the current English classroom teaching process, we should attach great importance to the important role of listening and reading in learning and using language. In CET-4 and CET-6 for non-English majors, the proportion of listening and reading is increased step by step. Therefore, great attention should be paid to the training of students' listening and reading ability in the process of teaching. In the past, listening, doing, answering and other simple forms could not make the training effective. At present, the method of project teaching is to set up the situation effectively before listening to the class, so that the students can take the form of cooperative inquiry and input the relevant information in advance to play the role of preheating, so as to better achieve the goal of training. In the course of training reading, through item-based learning, around the core of materials, questions are put forward, so that students can explore according to the existing common sense, or list the corresponding background knowledge, so that students' interest can be fully stimulated and the students' reading purpose can be enhanced. After reading, the students communicate and communicate with each other, and the teacher checks the students' understanding of the article. Through project-based learning, students can improve their oral expression ability. The basis of higher vocational students is relatively weak, lack of interest in English learning, and through project-based teaching, students can enhance their subjective initiative and actively participate in classroom teaching[7].

2.4 Objective evaluation of project learning mechanism

The main advantage of project-based learning is that its evaluation mechanism has reasonable effectiveness, can improve the incentive mechanism, stimulate students' enthusiasm for learning, and make students attach importance to cooperation. At the same time, they hope to have excellent performance in the process of cooperation, at the same time, teachers can obtain objective and accurate feedback data, effectively design and adjust the classroom, so that classroom teaching can be effective. The main contents of its evaluation include the following aspects: evaluation, effectiveness, individual and collective. In the process of classroom teaching, teachers evaluate the content and process of cooperation on the spot, which is equivalent to evaluating students' cooperative ability, confirming the achievements of students, strengthening students' self-confidence, and providing a continuous driving force for students' learning. Taking the evaluation of the effect of cooperation as an opportunity, students can attach great importance to the process of learning, so that students can carry forward the spirit of teamwork between students, and through joint cooperation, so as to achieve the common goal[8].

3. Probe Into the Mixed Teaching Model of English in Colleges and Universities Based on Project-Based Learning

The advantages of project-based learning curriculum are very obvious, but at the same time, it also has its inherent shortcomings. In the project-based learning course, students face the machine without emotion, and English learning is not only the basic mastery, but also needs the teaching of emotion and context through teachers, which is difficult to do by the teaching platform[9]. The quality of English teaching in colleges and universities can be greatly improved by combining the traditional teaching mode with project-based learning to realize the effect of making full use of strengths and avoiding weaknesses. The mixed teaching of English in colleges and universities based on project-based learning is one of the most widely studied teaching models in China at present. The methods adopted generally include two aspects, the construction of teaching support system based on project-based learning, and the integration mode of project-based learning and traditional teaching.

3.1 Construction of teaching support system based on Project Learning

The teaching support system based on project learning is to build the hardware and software foundation under the network environment and realize the technical support of project learning. Project learning needs to run on the Internet, and the terminal can be a computer, tablet, or smartphone. Under the current conditions, there is no problem with hardware support at all. Software support is mainly the design and development of teaching platform, which is still in its infancy in China. From the point of view of the development and utilization of the project learning platform in colleges and universities in China, there are still several shortcomings: first, the functionality of the platform is still low, which is restricted by the lack of talents in the field of software in China. The diversity of functions in the process of platform development is difficult to guarantee, and creative talents are even more scarce in colleges and universities, which cannot meet the needs of the construction of the project learning platform. Second, the content of the platform is not comprehensive enough. Most of the domestic college English teaching platforms still stay at the basic level of vocabulary, grammar and translation, situational practice, simulation dialogue and so on. In the construction of teaching support system of project learning, it is necessary to do a good job in the design of the system from both hardware and software aspects, and to realize the development and utilization of the platform which can meet the functional requirements[10].

3.2 Organic integration of project learning and traditional teaching

On the basis of the teaching support system based on project-based learning, the advantages of traditional teaching can be fully utilized, so that the project-based learning and the traditional teaching mode can be integrated organically, and the functions can be optimized and

complementary, which can greatly promote the improvement of English teaching quality. Through teachers' heuristic interactive classroom, we can give full play to the role of teachers in the process of project learning and teaching, and constantly improve students' emotional understanding. In the process of English learning, teachers can participate in the teaching interaction from the network terminal, it can improve the effect of interaction, teachers can timely understand the learning situation of students, and then carry out targeted curriculum improvement. Combining the traditional classroom with the project-based learning classroom, under the guidance of teachers, students carry out the corresponding content learning on the platform, which can effectively solve the shortcomings of simple project-based learning curriculum while promoting the learning effect.

4. Use of Project-Based Learning in College English Teaching

4.1 Combined with flipped classroom and project teaching mode, improving the efficiency of students' pre-class preview

Before carrying out the teaching work, English teachers should give students some understanding of the differences between high school English and college English, and introduce students about the vital positive effect of mixed teaching on English learning. For the teaching of college English, teachers should pay full attention to the teaching work of students' pre-class preparation, which can help the rapid improvement of classroom teaching quality and efficiency. Because there are differences between each student, there are differences in self-management ability and understanding ability, before teaching the new course of college English, the teacher should provide a preview outline for the students with poor learning ability to understand. For example, before the lesson, the teacher should provide the outline of the pre-study to some students with poor learning ability, tell the freshman how to find a solution to the problem, and use the student's personal experience to learn the content of the article, so as to effectively and quickly avoid the quality of the pre-class due to the individual students' English learning ability problems. The most important characteristic of the flipping class is to fully reflect the student's main body position. In the process of English classroom teaching, the teacher should encourage the students to put forward their own opinions to the teacher more often.

4.2 On the Construction of Interactive classroom atmosphere

The most obvious characteristic of the use of the mixed teaching model is that it can fully show the subjective initiative of the students. Only in the process of English learning can the students think and explore the problems consciously, so that the learning efficiency can be really improved. Therefore, in the whole process of college English teaching, using mixed teaching, English teachers should pay attention to guiding students to think consciously, at the same time, they should strengthen the communication with students, so as to really highlight the practical role of mixed teaching. First, English teachers should create an efficient interactive teaching effect in classroom teaching, and at the same time effectively implement the student-based educational concept in the actual teaching process. English teachers should make full use of the rhythm of teaching at the same time. Because the students' consciousness of mixed teaching is strong, students' thinking will also appear particularly active in the process of learning. At this time, teachers should introduce students' thinking back to classroom learning in a reasonable way. For example, when English teachers aim at the teaching content of Travelling in Hawaii, teachers should let students discuss their experiences of going out and play, collect the relevant contents of Hawaii on the Internet, guide students to carry out relevant interactive exchanges, and then guide students to consciously read and analyze this article, and discuss the writing methods of this article on the basis of questions such as where, what, how. It knows the differences between Chinese and Americans in tourism, culture and other ways. Through this interactive link, students can not only improve their English understanding ability when communicating with others, but also effectively promote students' interest in English learning.

4.3 Project learning method

The project learning method makes the teaching resources rich and greatly enriches the teaching plan content of college English makes the teaching content rich and colorful, and improves the enthusiasm and initiative of students. It is necessary to complete the students' learning tasks in combination with the relevant teaching contents. In the past classroom, teachers explained that the focus of teaching was on reading and writing. Because teachers first assign students their own learning content related to teaching, students have some understanding of the teaching content, in this case, students' interest in learning will be greatly reduced, but because of the emergence of multimedia learning, multimedia network classroom can adjust the shortage of teachers' teaching resources in teaching, and teachers can use pictures, tables and videos in teaching. Audio and other resources provide students with some specific language learning environment. In this environment, teachers influence and guide students' learning methods. In this environment, students are very happy to enter English learning. In this environment, they learn language knowledge and improve their listening and speaking ability.

Therefore, the focus of English listening and speaking classroom teaching design is to create a realistic or simulate real language communication environment. For example, in School life phonetic teaching, through the multimedia platform of college English teaching, teachers select a part of the video short film of campus life according to the teaching content to create the learning environment of this unit, so as to arouse the enthusiasm and interest of students. Because students have been teaching video clips to help them learn, teachers focus on teaching and training around many common sentence patterns and knowledge points in School life. When students can understand the common sentence patterns in School life, teachers also need to create relevant language communication environment for students to help students use and master these sentence patterns in the environment. All, teachers can choose some pictures of the campus or silent video clips of campus life for students to carry out a pair of group dialogue learning exercises, as well as to explain and talk to the video teaching content, so as to improve students' English verbal communication ability. At present, the teaching resources on the college English education platform are very rich and colorful, which can not only meet the needs of teachers in class to choose teaching materials, but also provide rich and colorful learning materials for students' own learning, which is a reliable guarantee that colleges and universities need for many years.

5. Conclusions

The college English teaching method of project-based learning has achieved some results in improving students' English listening and speaking ability. However, because there are many problems in the mixed teaching method of college English, it will lead to the lack of obvious results in students' English writing level. Therefore, it is necessary for schools to further revise the college English teaching methods according to the project learning, so as to improve the overall level of students' English learning, so that the college English teaching level of independent colleges will certainly be improved. Project-based learning actively and positively affects the cognitive development of students, and can fully stimulate the motivation of learning, highlight the emergence of people-oriented learning concept, can improve students' initiative in learning, make teachers' classroom teaching more oriented, thus providing convenient conditions for the construction of a new type of teacher-student relationship. Teachers should improve students' enthusiasm and initiative in learning, improve students' ability to use language, attach great importance to language practicality, we pay attention to student-student interaction, cooperation and group learning, so that students can have good psychological quality.

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