

The Theoretical Basis and Path Exploration of the Implementation of the "Reality Coupling" Education Model for Applied Foreign Language Majors in Local Colleges and Universities

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ABSTRACT

Against the background of professional transformation, applied foreign language majors in local colleges and universities should review the current situation, seize the opportunity, and focus on cultivating applied foreign language talents with strong foreign language application ability and outstanding professional advantages in line with the needs of the times and society. The "reality coupling" education model has emerged as the times require. As a foreign language major in local applied engineering colleges and universities, it keeps up the current situation, strengthens interdisciplinary and integration, improves students' interdisciplinary ability, strengthen real-world training, and enhances the quality of education. It also leverages superior resources, actively seeks cooperation, and condenses own characteristics, and works hard to explore the "reality coupling" talent training and practical education model, forming a "curriculum + practice", "foreign language + professional" education model and a "two establishment, four support" talent training structure.

Keywords: Local colleges and universities, Foreign language majors, Reality coupling, Education model.

1. INTRODUCTION

The concept of "coupling" is derived from physics, which means the phenomenon that two or more systems or two forms of motion influence each other through interaction and become united. Talent training under the "realistic coupling"[1] mode means that the school cooperates with enterprises, communities and other internal and external resources in various aspects such as student training, teacher construction, specialty construction and discipline construction, curriculum settings, classroom teaching, etc., to implement reality training.

The "reality coupling" education model described in this article refers to the creation of a real or simulated foreign language learning environment, through classroom simulation of real situations, and school-enterprise cooperation, inter-school cooperation, international cooperation, etc., to establish foreign language training bases inside and outside the school, and cultivate students' foreign language application ability through systematic teaching design.

2. THE THEORETICAL BASIS OF "REALITY COUPLING" EDUCATION MODEL

In its essence, the concept of "reality coupling" emphasizes training, cultivation and education in a real environment, that is, the unity of knowledge and action, learning by doing, and doing while

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learning. This idea is well-founded in Chinese and Western educational thoughts and learning theories.

2.1 *The View on Knowing and Doing in Chinese Educational Philosophy*

In China, there has been an educational philosophy and fine tradition of "the unity of knowledge and action" since ancient times.

2.1.1 *The View on Knowing and Doing in the Pre-Qin and Song Dynasties*

As early as the pre-Qin period, the Confucian classics "Shang Shu" and "Zuo Zhuan" put forward the view that "knowing is easy and doing is hard". Confucius advocated that "it is easy to say, but difficult to do". Xuncius has even more "To hear is better than not to hear. To see is better than to hear. To know is better than to see. To practice is better than to know. You can stop until you achieve the unity of knowledge and action to the extreme. Through practice, you can understand the truth" to illustrate the importance of practice in the learning process.

In the Song Dynasty, Zhu Xi put forward that "knowing and doing always need to be accompanied with each other, as if one has eyes but no feet, he couldn't walk, and if one has feet but no eyes, he couldn't see. In terms of sequence, knowing is first; in terms of severity, doing is more important," and he advocates knowing the natural principles of things and then doing them, and in particular points out the importance of "doing".

It can be seen that, from Confucius to Xuncius to Zhu Xi, in the discussion of the relationship between "knowing" and "doing", they unanimously expressed the means and means of "knowing" first and then "doing" and then "knowing" as "action", and "action" as the purpose and meaning of "knowing". Although the three people have different expressions on this issue, they all have the same emphasis on the importance of practice.

2.1.2 *The View on Knowing and Doing in the Ming and Qing Dynasties*

Wang Yangming of the Ming Dynasty put forward the proposition that "knowing is the beginning of doing, and doing is the result of knowing", "doing is where the knowing is true and pragmatic, and knowing is where the doing is clear and perceiving", which not only points out the difference between "knowing" and "doing", and but

also points out the connection between "knowing" and "doing": "knowing" is a clear "doing", and "doing" is a thorough "knowing". The two are interdependent and promote each other.

At the end of the Ming Dynasty and the beginning of the Qing Dynasty, Wang Fuzhi pointed out that "Although knowing can be the capital of doing, doing is the reality of knowing". [2] It not only clarified the interrelation between "knowing" and "doing", and pointed out the external and causal relationship between the two, and highlighted the importance of "doing". That is, knowledge need to be implemented in practice to make it gain meaning and value.

2.1.3 *Modern View on Knowing and Doing*

In modern times, Cai Yuanpei used the distinction and connection between "learning" and "technique" to discuss the relationship between knowledge and behavior, and pointed out that "learning is the theory of learning, and technique is the application". Learning must be based on the application of techniques, and techniques must be based on learning. The two must go hand in hand." According to the social situation in China at that time, the idea of "learning as the basic and skills as the branch, and the corresponding must be sought" was put forward to correct the phenomenon of emphasis on application and neglect of knowledge at that time.

Tao Xingzhi put forward the proposition of "the unity of teaching and doing", pointed out that both teaching and learning should be centered on doing, and emphasized the importance of doing. This view has profoundly affected generations of education colleagues.

2.2 *View of Practice in Western Language Learning Theories*

In the West, the emphasis on training students' practical ability in learning behavior is also a common feature of many learning theories and teaching theories.

2.2.1 *Dewey's Experience Teaching Method*

Dewey pointed out in his book "Democracy and Education" that setting a context in teaching can motivate students to act. He pointed out that "teaching should start from the students' experience

and activities and adopt activities similar to those of students engaged in activities outside of school" [3]. He believes that in teaching activities, creating situations that are similar to life prototypes for students will help students participate in the classroom. In addition, learning by doing can not only improve students' enthusiasm and initiative in learning, but also achieve teaching goals more efficiently, thereby promoting students' physical and mental growth.

2.2.2 Dell's Cone of Experience

Edgar Dell proposed the "cone of experience" theory in the fourth chapter of his book "Audio-Visual Methods in Teaching". He pointed out that through action learning, gaining direct first-hand experience helps students determine the basis of learning. There are the richest and most vivid impressions in experience, which contain people's emotions and perceptions in their eager exploration of the world. These vivid and informative realities are the cornerstone of all education. Through complete life experience, people can gradually get a lot of meaningful information and ideas. [4] He believes that through action learning, people can more efficiently mobilize the sensory experience, emotional cognition and subjective initiative, and deepen the understanding and appreciating of knowledge in the process of taking actions.

2.2.3 David Coble's Experiential Learning

David Coble built a circular model of the steps of experiential learning. He believes that people must use their senses to collect observation records, including behavior, environment, and interpersonal relationships, and then form abstract concepts, and after thinking to arrive at principles and theories, and then conduct experiments to apply new concepts. [5] This cognition highly summarizes the learning process that human beings recognize by the senses, form abstract concepts, obtain rational knowledge, and then use them to guide action, emphasizing the importance of practical experience.

3. IMPLEMENTATION OF THE "REALITY COUPLING" EDUCATIONAL MODEL OF REALITY FIELD

3.1 Times and Social Needs

Accompanied by the intensification of global economic integration, the instrumental nature of foreign languages has become increasingly prominent. In the past, the training of foreign language students in colleges and universities was mostly focused on reading and writing. However, the current new situation requires foreign language professionals to have comprehensive application skills such as listening, speaking, reading, writing, and translation. Increasingly frequent international exchanges and foreign trade require foreign language professionals to have full listening, speaking, translation and writing skills. Therefore, the traditional study education model will not be able to meet the needs of the times and society. On the basis of classroom teaching, communication channels, organized and systematic training and cultivation of students' ability to use foreign languages are the general trend of foreign language education in China and foreign countries.

In recent years, the employment of foreign language students in colleges and universities across the country has generally encountered bottlenecks. The reason is not that the foreign language professionals in the society have reached saturation. Practice has proved that government agencies, enterprises and institutions need applied foreign language talents with comprehensive abilities in listening, speaking, reading, writing and translating. One is the social demand, and the other is the employment bottleneck. The most essential reason is the talent training model of the foreign language major. In the context of the new era of globalization and informatization, the traditional talent training model can no longer fully meet the needs of the times and society. Adjusting thinking, determined to reform, and exploring a talent training model that meets the needs of the times and society is the only way for foreign language majors to get out of the trough.

3.2 The Inevitable Trend of College Education Reform

In January 2017, the "13th Five-Year Plan" for the development of national education issued by the State Council clearly stated that it should strengthen

students' practical ability, implement the unity of knowledge and practice, take practical teaching as a key link in deepening the teaching reform, enrich the effective carrier of practical education, extensively carry out social practical activities, and deepen students' understanding of book knowledge. [6]

The plan also puts forward clear requirements for the reform of undergraduate education and teaching, pointing out that it is necessary to strengthen the links of experiments, training, and internships, establish a cooperative education mechanism between universities and enterprises, industries, scientific research institutions, and communities, and comprehensively improve the teaching level of institutions of higher learning. It is a must to focus on strengthening the experimental training and internship environment, platform and base construction, encourage the participation of industry enterprises, construct experimental training and internship facilities integrating production and education, school-enterprise cooperation, and integration of production, education and research, and promote the training of technical skills talents and application technology innovation. [6]

The "13th Five-Year Plan" for the development of national education not only emphasizes the strengthening of students' practical ability to integrate knowledge and action, and proposes to support colleges and universities to carry out extensive practical activities for college students, but also puts forward clear ideas and requirements for undergraduate education and teaching reform. For foreign language majors in local applied undergraduate colleges and universities, it is particularly important to strengthen the construction of foreign language laboratory facilities, strengthen foreign language practice training, enhance industry-university-research cooperation with translation companies, foreign trade companies and other enterprises, strengthen the practice training of foreign language in multiple ways at the same time, and to effectively improve the students' foreign language practice ability.

3.3 The Inherent Needs of Teaching Reform in Foreign Language Majors

In the information age, the society's demand for foreign language talents has broken through the original translation and foreign language learning models, and has developed into new directions such as language information processing relying on big data [7], foreign language + specialty, specialty +

foreign language and so on. Facing the new situation of the Internet big data era, new interdisciplinary disciplines that meet the needs of the development of society and the times and cultivate urgently needed talents for the modern industry are constantly emerging. As an established long-term professional foreign language major, while it needs to condense its own professional characteristics, it should grasp the increasingly frequent opportunities of cultural exchanges and economic and trade exchanges between China and foreign countries, and focus on cultivating new-age foreign language application talents with strong foreign language application ability and outstanding professional advantages.

4. EXPLORATION OF THE PATH TO IMPLEMENT THE "REALITY COUPLING" EDUCATIONAL MODEL FOR APPLIED FOREIGN LANGUAGE MAJORS IN LOCAL COLLEGES AND UNIVERSITIES.

At present, the Internet increasingly penetrates into social life, and the subsequent artificial intelligence and big data massive information provide unprecedented convenience to life on the one hand, and on the other hand, they also bring huge challenges to traditional foreign language disciplines. As a foreign language major in local applied engineering colleges and universities, the school keeps up the current situation, strengthens interdisciplinary and integration, improves students' interdisciplinary ability, strengthen real-world training, enhances the quality of education. The school also leverages superior resources, actively seeks cooperation, and condenses own characteristics, and works hard to explore the "reality coupling" talent training and practical education model, forming a "curriculum + practice", "foreign language + professional" education model and a "two establishment, four support" talent training structure.

4.1 Establishing the Concept of "Curriculum + Practice" to Effectively Improve Students' Practice Level

In order to effectively improve students' practical ability and level, in the newly revised training plan in 2016, English majors strengthened the proportion of practical teaching, and practical hours accounted for 33% of the total hours. The practical courses include oral practice, reading

practice, writing practice, listening and speaking practice, interpretation practice, written translation practice, virtual situation practice, and thematic information seeking practice. The practical courses are rich in content, diverse in forms, and flexible, and students benefit a lot. Theoretical classroom teaching also focuses on cultivating students' practical ability, and fully cultivates students' foreign language application ability through case teaching, pre-class speech, classroom discussion, and scenario simulation.

4.2 Establishing the Concept of "Foreign Language + Major" and Enhancing Students' Interdisciplinary Ability

Relying on the school's superior disciplines such as food, light industry, textiles, and art, the schools should organize students to take courses in superior subjects according to the wishes of students, and encourage students to use their advantages in foreign languages to carry out foreign exchanges, translation and other service work or international comparative research. It is intended to train students to make full use of foreign language advantages, improve professional quality and ability in the process of multi-disciplinary learning, and lay a solid foundation for employment and further studies.

4.3 Relying on Competition Activities to Promote the Improvement of Students' Quality and Abilities

In conjunction with the Youth League Committee, Student Affairs Office and other departments of the school, the schools can organize foreign language speech contests, foreign language debate contests, foreign language dubbing contests, foreign language drama contests and other competitions to promote learning by competitions and lead learning by competitions. By guiding and organizing students to participate in various foreign language competitions at the national, provincial and municipal levels, and organizing foreign language festivals, foreign language corner activities, etc., it can promote the improvement of students' quality and strengthen the level of students' practice.

4.4 Relying on the Practice Base to Closely Integrate Production, Education and Research

Relying on the internship and training base, it is necessary to develop a dual-track talent training model. On the one hand, the schools can dispatch professional teachers to the practice base for practical exercises, and dispatch students to the practice base for practical exercises and training. On the other hand, the schools should hire industry experts from enterprises to give lectures and guide students in practice. When necessary, they need to adopt a dual tutor system, from teaching to practice to academic evaluation, and integrate the wisdom of professional teachers and industry experts to jointly train students and strengthen practical ability. Incentive measures should be introduced to encourage professional teachers and students to closely integrate corporate work experience with their own learning and research, and form a virtuous circle of two-way promotion.

4.5 Relying on Community Service to Strengthen Students' Practical Ability

It is necessary to strengthen cooperation with the community, take full advantage of community foreign language service opportunities, and dispatch teachers and students for practical guidance and exercises. Depending on the specific situation, various forms such as voluntary practice, group practice, decentralized practice, and concentrated practice should be adopted to enhance the practical ability of students while serving the community.

4.6 Relying on Inter-school and International Cooperation to Strengthen Joint Training and Overseas Internship Training

It is a must to strengthen cooperation with international and domestic brother colleges and universities, and overseas related enterprises and institutions, and continue to expand the benefits of the "3+1" and "2+2" joint training model. Through short-term, mid-term and long-term overseas internships and training projects, students can broaden their horizons and effectively improve their foreign language practice ability in a real context.

5. CONCLUSION

To sum up, the cultivation of qualified talents with excellent qualities and abilities to know and act as one is the right meaning of the subject of higher education. Cultivating applied foreign language talents that meet the needs of regional and local economic development and meet the needs of the times is the mission and responsibility of the applied foreign language majors in local colleges and universities. Facing the new era where opportunities and challenges coexist, foreign language majors in local colleges and universities should make full use of superior resources, optimize the professional structure, enhance interdisciplinary integration capabilities, condense their own characteristics, actively change development thinking, and combine practical ability training, quality improvement with scientific research, social services, cultural inheritance and innovation, and international exchanges and cooperation to fully realize their own value and actively create a better future.

AUTHORS' CONTRIBUTIONS

Jinghui Zhou wrote the manuscript, contributed to revising and editing, and analysed data; Kaihua Wang is responsible for experimental design.

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