

English Teaching Value and Process Exploration on the New Basic Education

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Abstract. New basic education is our current situation in English teaching field. Based on new basic education, and with long time continuous efforts, mature process and value system is finally in proper shape. Subject spirit in English teaching value experienced 4 deepen stages, namely, serialized, specified and energy leveled in English teaching, integrated and characterized teaching value. After these 4 stages, value system in English teaching is finally developed, completed and solid. Process system in English teaching has also experienced four stages, namely structured, open, subject study and activation of teaching system. Authenticity, good-willing and beauty are integrated into one only after these 4 stages. This article gives my personal thoughts on value and process system based on the new basic education for reference.

Introduction

With the development of global economic integration, English, as the most widely used language in the world, has attracted much attention. In order to carry out English teaching and learning, the country has conducted extensive research on English teaching renovation on the basis of new basic education and made a lot of outstanding achievements. After more than ten years of hard work, the reform of English education has involved in many aspects, multiple concept system emerged, such as: evaluation system, value system and process system.

The obvious transformation and establishment of the current English teaching values

The difficult starting stage in the main subject spirit

English teaching reform is conducted in promoting the spirit of the main subject, English education of this time is strongly criticized because of the cramming learning mode. There is a strong demand to carry forward the spirit of subjectivity of people. Under such calls, experts on English education walked into the road of teaching research and criticism to the traditional teaching mode, calling teachers to carry out teaching with communicative approach, show initiative and subjectivity of the students through this teaching method. Many English teachers recognized this reform and applied the reformed teaching method in actual teaching process, but because teachers are under heavy influence of traditional teaching, thus in the process of teaching, new teaching mode is merely formality without any substantial meaning; some teachers misunderstood the new teaching mode, they believe that students' subjectivity is to make the students take full responsibility, the teacher become detached from the learning and reduced the effectiveness. These cases show that teachers are passionate about reforms, but they do misunderstand the subjectivity spirit or reification and conversion in teaching.

In view of the above situation, the relevant personnel conducted interviews with the teachers to explain their own understanding of student subjectivity. some teachers believe that the subjectivity is to let students choose their own learning content and learning methods, some teachers think subjectivity is to respect the freedom of students, and free the students from the dictatorship of teachers, etc., these responses show that teachers recognize the subjectivity spirit of the students, but the understanding of this spirit is one-sided and unscientific [1].

Secondly, in the course of the implementation of English teaching reform, we can find two major problems: first, the communicative teaching activities and students' initiative are not the same. In the communicative teaching model, teachers often design a lot of teaching activities, create situations for students, let students play game or role play, these activities effectively activated teaching atmosphere, also it made teachers believe that students are taking initiative, but it's not correct.

Once again, in the process of teaching reform practice, teachers can notice that students who do well in school generally possess the following characteristics: first, those students can classify and summarize knowledge, learning in the process of classification and summary; second, those students are generally good at memorization, i am not saying those students have better memory, but that those students are good at using other methods for memorization, such as sound analog memory, note memory, etc.; third, when students see unknown word, they do not tend to check dictionary first, but to the infer the meaning from the context; fourth, they can take the initiative and use English to carry on the dialogue with other people , etc. Therefore, through the above analysis, we can draw such conclusion: Students' active learning, mainly refers to the students' ability of autonomous learning, language communication ability and cooperative learning ability, these abilities are very good interpretation of the subjectivity spirit in English teaching.

Multidimensional outline and integration of the value of Education

Once the connotation of the subjectivity spirit is clear, English teaching under new basic education becomes much wiser, students can study through a lot of activities, for example, study in cooperation, in thinking, in communication etc.. At the same time, the time for students to memorize is reduced, oral communication time increased and writing time reduced, teachers are happy with these changes, at the same time, they also have their worry. Teachers found that although students' learning initiative are improved, but student's Writing ability declined. After in-depth analysis, it can be found that even through subjectivity spirit is what the reform looking for, but it's not equal to education value of English subject. language skills should regard the language knowledge and skills as a foundation of comprehensive grasp. Therefore, teachers should correctly understand the value of education, understand the value from the full range, such as the culture value of English language, teaching value and cultivating value.

Deepening and specialization of educational value

After a period of development, replacing activity with initiative, virtue with education value would be reduced enormously. In practical teaching, the teachers' understanding of education value is not deep enough. For example: in English reading teaching, teachers usually explain the unfamiliar words independently, translate the sentence, and finally let students recite the text. This kind of reading teaching can not cultivate the ability to read, it can only teach the students words and sentence pattern. low ability to read would bring low reading efficiency without doubt.

At the third stage of teaching reform, teachers began to study in-depth in each discipline, further study the education value in disciplines like English vocabulary, speaking, reading , writing and sentence, so that the value of education is more specialized and concrete.

The capability level and the time sequence of education value

After three stages of research, English teachers have more in-depth understanding of the value of education, but the teaching objectives are increasingly serious, it appears that we often set low objectives for high grade and high objectives for low grade, and some teachers can not set targets on the actual situation to improve their English language skills gradually. These cases emphasis the need for the teachers to integrate students' actual performance with understandings of education value and cultivate the awareness of capacity level of the students.

From the above contents, we can find that the value of English teaching is deepening little by little and gradually enrich the value of English Teaching for college teachers.

The discovery and construction of English teaching process

Break closure,pursuit openness

In the reform of English teaching, teachers are required to change the grammar teaching into communicative teaching, but in practice, most teachers still adopt the traditional teaching method, which is the teacher teach knowledge and students recite them. For this issue,teaching reform in new basic education needs to break the closed English teaching firstly, gradually open the class and let the students be the master of class. Of course it's going to take more than one step to make this happen, long term exploration and change will be necessary.

The earliest open in English teaching is the time and the form of organization. Popular speaking, teachers begin to break the cramming style and set aside some time for the students, build channels of communication with the students, ensure there are students summary or group activities in each class.

After further development of open awareness, English teaching becomes more active, there are more chances for the students to participate in the teaching, and the number of language exchange also increased. In this case, many teachers misunderstand that the new basic education is to carry out all sorts of activities in the teaching, increase the time for students to answer the question. This kind of thinking proves that teachers are not really getting the meaning of openness.

Clear teaching structure

After gradual establishment of teacher's open awareness, English teaching begin to present the following features: first, activity splice. This is to carry out a lot of activities, but these activities are not related, which leads to low efficiency. Second, topic-dominated. Teachers design the class around topics, but the topics are not logically related with each other, which will lead to weak foundation for the students; third, teachers still take traditional knowledge structure as the main lead to design the class, which makes the class arrangements unreasonable[3].

In view of the above situation, university teachers have carried out research and deepened their understanding of teaching structure system: first, English teaching is the unity of multiple systems, including language skills system, cognition system and semantics system. These systems have their own logic, and can be applied in one another. As for that, we can say that these system are entirety, and also a part, it has different meanings in different entirety. Second, English teaching structure. There are 3 major parts of teaching structures: leading in, teaching, post teaching, each part will have its own features in different links in new basic education.

A thorough study of the topic session

In the process of the continuous deepening of the reform of the new basic education, English teaching gradually developed from zero to point to a whole. Openness, interaction, generation and progressive features of classroom teaching also has emerged. However, problems have also emerged, such as: activities carried out in teaching is almost similar, the teaching goal is basic understanding of the vocabulary, which leads to unclear teaching goal[4]. Therefore,in-depth study of the topic type teaching is very necessary.

Type refers to model and form. Therefore, teachers can take class type as the model of the class,teachers can design teaching elements, time and space to meet teaching goals. Teachers can further discuss teaching goals establishment and reorganization of textbook by lesson preparation group. After the group discussion, they can study the features of different teaching model by teaching & research group. In conclusion, new basic education reform is to integrate value ideas into practice to improve teaching efficiency enormously.

The multi-dimensional dynamic structure of English Teaching

After in-depth study of subject teaching by teachers, they would have more abundant information on teaching structure of English subject. Teachers can find that the speed to master English knowledge is inseparably related with students'ability to comprehend and understand. Teachers can guide the students after accumulations of knowledge to find the features of English language

structure, after further comprehending of these features, these features can be the pedestal to their study and push forward their study[5]. There is a certain relationship between study ability and their age. students in primary school have weak cooperative learning ability, in junior high school, cooperative ability has been significantly enhanced, to university stage, students' ability of cooperation has been very good, it can be seen that students in different age stages have different learning ability, teachers should consider characteristics of students in certain stage to improve students' learning ability. Besides, teaching sequence will also affect the outcome. Teachers need to arrange teaching in a reasonable sequence in consideration of actual situations to facilitate English study.

Achievement of truth, goodness and beauty of English teaching.

After a long period of development, teachers' teaching level has been significantly improved, we can see from the English class that a good English class is no longer about one emphasized element, but the integration of multiple elements, so that teachers and students, students and students, teachers and students and teaching media, thinking and behavior, goals and methods, process and results, and other elements can be integrated into a harmonious whole.

Conclusion

College students are the pillars of the country, to enable students to meet the social needs, university teachers should pay attention to English teaching, in the teaching process, new basic education should be the foundation, which reflects the educational value of English teaching, train college students in a full range of and improve the students' communicative competence, writing ability, lay a good foundation for future work and employment.

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