

The Teaching Reform and Practice of Industrial Design Professional English

Na Zhu^{1, a}

¹College of Mechanical Engineering, Tianjin University of Technology and Education, Tianjin, China

^azhuna-2004@163.com

Keywords: Industrial design, Professional English, teaching reform.

Abstract. In order to solve the problems existing in the teaching of Industrial design Professional English, the teaching reform should adhere to the teaching idea of taking students as the main body and teacher as the leading factor, adopting the interactive teaching mode, integrating the teaching contents and selecting the suitable teaching methods, so as to enhance the teaching effect and improve the professional ability.

Introduction

Professional English is the extension of basic English teaching, it is a subject which closely integrates language knowledge with professional knowledge. Industrial design professional English is for those students majored in industrial design. The purpose of teaching is to make students grasp more professional terms in reading and professional translation in order to improve the ability of international communication, promote the students to grasp the newest trend of international industrial design front and ultimately improve the students' professional comprehensive ability^[1]. Since 1999, national ministry of education revised "University English Teaching Program", which changed professional reading into professional English, and then professional English has become a compulsory course. In the practical teaching of professional English, due to various reasons, the teaching effect is not good, and cannot achieve the course' teaching goal well. Based on this, the curriculum reform is carried on.

The teaching status quo of industrial design professional English

Combining with the professional English teaching process, there're some problems in the teaching of industrial design professional English by investigation.

Lack of attention on professional English. Professional English is the follow-up courses, which is learned by Junior or senior. But due to school emphasis on CET4 or CET6, teachers and students pay more attention on basic English, lack of attention to professional English. In fact, Professional English and basic English is mutual promotion relationship. On the one hand, it can test study effect of basic English by professional English; on the another hand, it can improve English level.

Old and single teaching methods. Industrial design professional English mostly adopts the traditional and single teaching methods. Modern teaching methods are rarely used in the traditional teaching. Usually the teachers translate articles sentence by sentence, and the whole class is almost

no interaction between teachers and students, which lead to a dull atmosphere in the classroom, low interest in learning, and even resentment to learn English, which seriously affect the teaching effect.

Old textbook content. The textbook content of industrial design professional English derive from foreign literatures, many articles are hard to understand, so it adds the difficult for teachers and students; At the same time, many textbook are published many years ago, so they couldn't keep up with the ever-changing international situation, some content is even for the last century, so it can not reflect the professional latest developments.

Limited course time. Generally speaking, time specified for professional English is 32 hours. Actually, 32 hours can't meet the needs of teaching according to the professional English teaching purpose.

Teaching reform and practice

In the process of teaching, in order to achieve a higher teaching goal, based on the background of the fusion of "education and industry", aiming at the existing problem of industrial design professional English teaching, the professional English teaching has been carried on in the reform and attempt, and obtains the certain teaching effect, as shown in figure 1, the basic ideas of teaching reform.

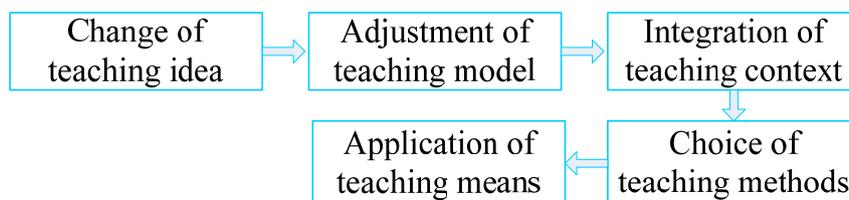


Figure1 basic ideas of teaching reform

The change of teaching idea. Industrial design professional English is the language teaching based on industrial design main content of teaching, which combine language learning with the industrial design professional knowledge to improve students' knowledge level and cognitive ability, and to promote the development of their language ability. In this learning environment, teachers' main task is no longer the interpretation and analysis of language knowledge, but students understand and master the new language knowledge through all kinds of background knowledge by themselves, so students can learn subject matter, and improve the level of subject knowledge, cultivating language application ability and the ability of autonomous learning^[3].

So, the teaching idea insists on "taking students as the main body, the teacher as the leading". It can highlight the main status of students and give more time and space for students to listen, speak, read and translate, and then students participate in teaching actively. Meanwhile, students think with the teacher by give play to the leading role of teachers, and ultimately achieve the purpose of teaching students how to fish rather than offering fish.

The adjustment of teaching model. Teaching mode is a relatively stable teaching activity framework and activity program under the guidance of a certain teaching thought or teaching theory. Based on the teaching idea of "taking students as the main body, the teacher as the leading". Industrial design professional English changed the traditional model into to interactive teaching mode. Interactive teaching mode can cultivate students' independent consciousness and innovation ability, which is a dynamic, development interactive activities. It emphasizes the active participation of students in the process of teaching, and respects the principal position^[3] of students, and to cultivate the students' to be keen, interested and efficient on studying English.

The integration of teaching mode. According to the problems in the industrial design professional English teaching material, the teaching content is integrated.

The whole teaching content is determined by the way of "1+N", "1" namely is the teaching material. Teaching materials has some classic articles, such as the design of schools, the basic design skills and so on, which include a number of professional terms, and are the basis for students to learn. "N" refers to foreign language information of enterprise, the latest information of international well-known website or the latest design contest and other related reading materials. It can ensure the course closely with

"N" refers to the latest information of enterprise information in foreign languages, international well-known websites or the latest design contest and other related reading materials, the teaching content of the supplement, to ensure the course is in line with the times.

In the study of the specific teaching materials, the latest professional knowledge will be integrated into the article, rather than completely in accordance with the teaching content in the actual explanation. Such as the teaching of "The definition and value of design", this article introduces many definition of design, but these definitions are all early. During teaching, the new definition of design will be added, then students can do horizontal comparison, and also can perceive the vertical change for the definition of design.

The choice of teaching methods. Based on the interactive teaching mode, different teaching methods are selected depended on different teaching contents. Teaching method, discussion method, task driving method, independent study method, comparative teaching method and so on are adopted in the English Teaching of industrial design. The following focuses on the application of task driven method and comparative teaching method.

The application of task driven method. As in the teaching of the Historical Development of Industrial Design, all students were divided into six groups according to six design schools, and they wrote scripts based on different design schools, and then played on class. This method improves the classroom fun, mobilizes the enthusiasm of the students, makes students become the main body of interpretation. It improves students' ability of listening, speaking, reading and writing, and also expands the professional knowledge. As shown in Figure 2, the students' classroom performance picture.



Figure2 students' classroom performance

The application of comparative teaching method. Contrastive teaching method refers to the teaching method, which can explain the similarities and differences between some teaching contents with certain connection and difference, so as to achieve the expected teaching target [4]. As in the teaching of the Household Appliances, according to every household appliance, the present product was chosen to help students to understand the content. As shown in Figure 3, garlic press, the left is introduced in text, the right is the present product on the market. By contrast, students can understand the different of products, and understand the design concept and design features, etc.



Figure 3 garlic press

The Application of teaching means. With the characteristic of the different teaching content and teaching methods, different teaching means are chosen to apply, such as PPT, video, audio and other forms, to enrich the representation of teaching content. These different teaching means improve the interest and attention of students in a certain extent, which improve the teaching effect.

Summary

The teaching reform of industrial design professional English has been adapted to the development of society and the demand of the times, which reflects the modern education ideas^[5]. It guides the students from "passive learning" into "active", and is also the process of the teachers and students to improve together. The teaching reform of industrial design professional English needs to be further developed, to meet the needs of the development of the times, the demand of teaching, the demand of the students, so as to cultivate the talents of industrial design in a comprehensive way.

References

- [1] Dou Jinhua. Deconstruction and Reconstruction of the Industrial Design English. *art and design*, 2012(12): 161-163.
- [2] Tan Hua-rong, TAN Xiao-ming. The Present Teaching Situation and Reform of EFL Teaching ESP Teaching and Bilingual Teaching[J]. *Journal of Gannan Teachers College*, 2005(5): 136-138.
- [3] Yuan Ping-hua. College English teaching reform and the teaching mode based on subject content [J]. *Foreign Language World*, 2010, (3): 7-13.
- [4] Zhao Xiao-ping. The Implementation of the Comparative Teaching Method in the Teaching of Mechanical and Electrical[J]. *Xue Yue*, 2015(4):180.
- [5] Guo YU-lian. On the Reform of Classroom Teaching Mode[J]. *Theory and Practice of Education*, 2012(32): 57-60.