

Problems and Countermeasures of College English Teaching in Navigation Majors

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Abstract: Through the important position of college English course in the teaching of navigation majors, the author combines the teaching practice to analyze the current situation and existing problems of college English teaching in navigation majors. Based on this, the CET formula is proposed to improve the professional college English teaching quality of navigation class.

1. Introduction

As the universal language of international navigation, English has been paid more and more attention and attention from the insiders. Improving the English proficiency of maritime majors not only enhances the competitiveness of graduates in the international shipping talent market, but also helps to reduce the occurrence of maritime accidents caused by language barriers, which is of great significance for ensuring life and property safety at sea. . Therefore, domestic maritime colleges attach great importance to this and take various measures to improve the quality of English teaching. At present, domestic maritime colleges offer two courses, "College English" and "Professional English" for maritime majors. Among them, college English teaching takes English language knowledge and application skills, learning strategies and intercultural communication as the main content, focusing on cultivating students' comprehensive English application ability and laying the foundation for professional English learning. Therefore, aiming at the characteristics of maritime college students, using scientific and reasonable teaching methods and teaching methods to improve the quality of college English teaching has a positive significance for the improvement of the comprehensive quality of maritime college students.

2. Main Problems of College English Teaching in Navigation Majors

At present, the establishment of college English courses in domestic maritime colleges is basically the same, that is, in the first to fourth semester, the textbooks are mostly used in the college English series of textbooks (1-4 volumes). As a teaching subject, the maritime professional college students should have mastered basic English phonetics and grammar knowledge when they enter the school, and master 1800 words (including 1200 words in the multiplex type), and read, listen, write, Said that other aspects have received initial training. Given the importance of English in the future of students, the course is getting more and more attention. However, the author found in the teaching that there are still many unsatisfactory aspects of English learning for maritime college students, mainly in terms of poor vocabulary, incomprehensible text, poor listening, and poor oral expression.

3. Measures to Improve the Quality of College English Teaching in Marine Majors

In view of the problems existing in the current English teaching of marine majors, combined with the teaching practice, the author tries to explore new teaching ideas to improve the quality of teaching. The basic idea can be expressed by the formula $CET=P+O+S+R+A$. Among them, CET can be understood as two meanings: First, College English Teaching, that is, college English teaching; Second, College English Test, that is, College English Test Band 4. The specific explanation and implementation methods of the five elements in the formula are as follows:

3.1 P - Passion, enthusiasm, vitality

As the starting point and guide of teaching work, teachers are the key to determining the success of the entire university English teaching process. Because the maritime majors are pre-approved for the college entrance examination, the scores of the college entrance examination are relatively low, so many students have weak English foundations. At the same time, the current junior college students are mainly post-90s students, and their personality is strong; coupled with the characteristics of the nautical profession. The teaching objects are all male students. This single gender environment also makes their learning enthusiasm low. These factors all restrict the improvement of college English teaching quality. As a teacher of the new era, we should have enough enthusiasm and vitality to integrate ourselves into the student group and gain the recognition of the students, so as to strengthen communication with the students, discover the problems and difficulties encountered by the students in the learning process, and give them the necessary help to achieve the effect of teaching and learning.

3.2 O - Orientation, positioning, target

The goal of English proficiency for maritime students should not be limited to meeting the requirements of the Manila Amendment of the STCW Convention for officers responsible for navigational duty. The college English course is not only the main course of ordinary colleges and universities, but also the basic course of professional English learning. Starting from this orientation, college English teaching should set goals that can be attacked and defended. From the perspective of "shou", it is small and close, specifically to help students successfully pass the College English Test Band 4 and 6 and get a career step. From the perspective of "attacking", it is far and wide, that is, to improve students' ability to use English comprehensively, so that they are familiar with the use of English in international ocean transportation, maritime law, trade contracts, maritime disputes and negotiations.

3.3 S - Strategy, strategy, strategy

The so-called strategy is to focus on knowing oneself and knowing each other and teaching students in accordance with their aptitude. As a teacher, you should first understand and gradually grasp the characteristics of the teaching object, and invest in what you want to stimulate your interest and enthusiasm, and achieve twice the result with half the effort. Taking the author's current teaching situation as an example, there are 80 natural classes in total, all of which are 2011 freshmen. About 40% of the students are from Shandong Province, and the English foundation is relatively good, with the rest coming from other provinces. According to the recent examinations of the College English 4th and 6th grade examinations and the graduating class qualification certificates of Shandong Jiaotong University, students from Zhejiang, Liaoning and Tianjin have the weakest English foundation, especially the listening and speaking ability. In this regard, the author explored from the perspective of strategy, and from the sixth wilderness of the Analects of Confucius, "the person who knows is not as good as the one who is better; the one who is better than the one who is happy" is inspired to create "fun" classroom". Specifically, it includes the following two aspects:

(1) Creating a "fun" teaching situation

If the author teaches "How to make a good impression?", in order to enable students to actively participate in it, the role-playing teaching method is adopted, and the "simulation interview" teaching situation is set up, so that students try to play interview examiners and interviewers. character of. And through the basic links of questions, questions, and answers, and students to discuss issues such as body language, phonetic intonation, speed of speech, and reasonable language organization.

(2) Constructing "fun" teaching content

Take the author's article "The battle against AIDS" as an example. Before the class, the author showed the pictures and English introductions of large infectious diseases such as mad cow disease, bird flu, and super virus through multimedia courseware to stimulate students' interest in learning,

and combined the contents of the texts to enrich the teaching content by video and pictures. A very good teaching effect.

3.4 R——Recommendation, recommendation, suggestion

The core content of this element is the organic combination of the two classes in and out of class. In other words, for maritime colleges, on the one hand, we must pay attention to the construction of the teaching staff and teaching team, and rationally match the professional titles, academic qualifications, and the use of foreign teachers, and promote the professionalism of teachers by means of uniform preparation and lectures. Development has continuously improved its teaching methods and teaching methods. On the other hand, extracurricular teaching resources should be fully explored. Teachers can recommend some excellent English reading materials, such as "English World", "English Learning", "New Oriental English", etc.; you can also recommend some excellent English learning websites to students, such as from Putt English and CHINA DAILY English. You can download a large number of original English news, 4th and 6th listening and text materials. At the same time, we can also effectively use the "Second Classroom" to improve the interest and enthusiasm of maritime students in English learning by organizing English corners, various competitions, lectures, etc., and to learn the knowledge learned in and out of class. Combine to improve their English comprehensive ability.

3.5 A - Assessment, assessment and evaluation

Scientific and reasonable assessment and evaluation methods can provide positive feedback for teaching, and have positive significance for improving teaching quality and improving students' learning efficiency. In addition to the traditional test papers, the College English course can also try to quantify the student's learning outcomes. In other words, the assessment of the scores of college English teaching courses should include at least two parts—formation assessment scores and summative assessment scores. The ratio of the two can be determined according to the requirements of the talent training program and the actual situation of the teaching. For example, the formative assessment may include the student's assignment status, unit test, participation in class activities, classroom attendance, and self-learning. The final assessment may include the final written test scores and oral test scores. This model can stimulate students' enthusiasm for learning, pay attention to the accumulation of daily learning and teaching effects, no longer only for the end of a paper to learn, can fundamentally improve the effectiveness of teaching.

4. The Conclusion

In short, the author hopes that the college English teaching of maritime majors can establish classroom learning as the center, multimedia courseware, online classroom, personalized autonomous learning, and extracurricular comprehensive quality practice through the reform of teaching content, teaching methods and teaching methods. Three-dimensional learning mode. At the same time, through the optimization and integration of teaching content and teaching resources, the two classes of in-class and extra-curricular are constructed to mobilize the enthusiasm and initiative of students to learn English, to stimulate students' interest in learning English, and to make the "difficult" subject of English in the eyes of students. From "I want to learn" to "I want to learn", I will lay a solid foundation for the future study of professional English for navigation.

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