

The Application of Educational Games in English Teaching for Non-English Major Students

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Abstract— College English curriculum reform has put forward new requirements for college English teaching. The teaching for non-English major students takes a large part in the university. Using the educational game as a new way of teaching not only integrates its participatory, exploratory, and experiential characteristics, but also involves in the open characteristic of English teaching ingeniously. Educational games can create a free, harmonious and interesting learning environment for learners to help stimulate their interest, which has entertainment feature. This paper discusses the importance of English educational games, how teachers should apply educational games to teaching and the existing problems so far, and puts forward some suggestions for further improvement. Practice has proven that the use of educational games in college English teaching, on the one side, it mobilizes the enthusiasm of students, on the other side, it eliminates fatigue generated in the learning process, and it improves the students' English proficiency effectively. With various games offered by teachers and classes, students' study of vocabulary, speaking, and texts has been improved greatly.

Keywords— Educational games, New curriculum reform, College English teaching, Game design, English proficiency

The characteristics of this study are that the design concept of educational games used in English teaching has been improved. Based on situational cognitive theory, the designed games are more in line with the characteristics of English learning, paying more attention to the cultivation of learners' listening and speaking abilities, the creation of situations in games and learners' self-exploration.

With the rapid development of modern science and technology network, digital teaching has become an irresistible trend. Information technology education can not only improve the quality of education and teaching, but also promote the cultivation of innovative talents. English is the preferred language for international communication. Learning and using English well is an important index to cultivate the comprehensive quality of college students' English education.

However, the development of modern English education is restricted to a certain extent by the traditional education mode. Therefore, only by adopting new teaching methods can students' comprehensive English ability be better cultivated, and the teaching method of educational games embodies its unique features.

I. THE IMPORTANCE OF EDUCATIONAL GAMES IN ENGLISH TEACHING

The concept of people-oriented and happy-learning advocated by the new curriculum reform has become more popular, and the concept of educational games has emerged as the times require. With the gradual advancement of education, more and more students, teachers and educational experts are paying attention to it. The biggest problem encountered in the development of educational games is how to naturally integrate it into the process of education and teaching.

As we all know, the ultimate goal of English learning is to communicate fluently in English. The situational-cognitive based English educational game not only takes into account the characteristics of English learning, but also integrates situational-cognitive theory into the development of English teaching games, and has a certain application mode of educational games in teaching. Explore. More attention should be paid to the cultivation of learners' listening and speaking abilities, to the creation of situations in games and to learners' independent inquiry.

The purpose of educational games is to better assist English teaching, so the choice of games should adhere to this goal. For non-English major students, after entering the university, passing CET-4 and CET-6 has become their ultimate goal of learning English, which will inevitably lead to simplification and modelling of grammar training. College English vocabulary teaching is complex, but students' grammar foundation is weak, which results in students' initiative and enthusiasm in learning is restricted to a certain extent. Educational games are introduced to assist college English grammar teaching.

Students are attracted by the unique evaluation and feedback mechanism of educational games. Students' learning outcomes are diagnosed in time and dull grammar learning is transformed into a vivid learning experience. Educational games have the characteristics of flexibility, inquiry and interaction, which can solve the single and boring problems of College English teaching. Educational games can well mobilize students' learning enthusiasm and initiative, create a relaxed and happy learning atmosphere for students, and enable them to acquire knowledge and improve their performance.

II. THE APPLICATION OF EDUCATIONAL GAMES IN ENGLISH CLASS

How to make the boring English teaching, especially the boring English grammar teaching interesting and let students actively learn English? The author believes that classroom games are a kind of entertainment learning method which integrates knowledge and interest. Game teaching can make students learn in a pleasant and relaxed atmosphere, bring them

joy, confidence, motivation and sense of achievement, and make students play in middle school and play in learning.

Classroom game has a clear teaching purpose. It serves the specific teaching content, integrates knowledge in the game, integrates teaching in the entertainment, not for the game. Therefore, teachers should fully understand the textbooks, students and actual needs, choose the content and form of games according to the teaching content and purpose, take into account the unity of knowledge and interest, stimulate students' learning motivation with rich and colorful content and flexible forms, cultivate students' learning interest, mobilize students' learning enthusiasm, and make students happy. Learn knowledge and improve ability.

A. Before-Class Preparation.

Before each lesson, teachers should analyze and interpret the teaching contents according to the teaching objectives and purposes of the lesson. According to the existing textbooks, the grammar, pronunciation, vocabulary and other knowledge of the content of this section are comprehensively analyzed, and a variety of educational games are selected to meet the needs of teaching and learning. At the same time, special attention should be paid to educational games as an assistant means of teaching. In the classroom, the time of games should not be too long. Teachers should reasonably control the time arrangement of games, grasp the progress of classes, and never put the cart before the horse.

B. In-Class Presentation and Explanation.

After choosing the appropriate educational games, we will enter the stage of classroom teaching implementation. Classroom teaching requires not only the use of educational games to teach new knowledge, but also the review of previous knowledge, learn new from the past, and consolidate the foundation to learn faster and better. Educational games provide students with English learning scenarios and create an interesting learning environment. Students can systematically understand English vocabulary, grammar, pronunciation and other knowledge by playing games to comprehensively enhance their English learning ability. Teachers evaluate students' mastery in the process of educational games, and give feedback to help students control the progress of learning. Only when the students practice the exercises in the educational games repeatedly and master the knowledge skillfully, will the teachers and students enter the next stage of learning.

C. After-class Feedback and Summary.

At the end of each lesson, teachers should communicate with students in time and actively to find out whether the educational games they use in this lesson have properly assisted teaching, whether students like this teaching mode, and whether participation is directly proportional to learning effect. At the same time, we should communicate with colleagues, communicate with others, gain experience from others, correct the problems in the teaching process in time, and avoid making the same mistakes in the next teaching.

III. PROBLEMS AND SHORTCOMINGS OF EDUCATIONAL GAMES

College English teaching should keep pace with the times and adopt the latest teaching means and methods to realize the all-round development of students' English listening, speaking, reading and writing. However, compared with traditional classroom teaching, the teaching method of educational games is relatively short, and some teaching methods need to be further improved.

At present, educational games in the primary stage of application are limited in quantity and quality. At the same time, according to the survey data of Shang Junjie, Li Fangle and Li Haowen published in the Journal of audio-visual education research in 2005 entitled "Light Game": The Future and the Future of Educational Game, the educational game resources that can be directly applied to college English teaching are scarce, and the resources are scattered and inconvenient. Search and use for teachers. In addition, as a new teaching method, educational games have not a solid theoretical basis. College English assessment criteria still tend to assess theoretical knowledge, which neglects to some extent the training and training of students' English competence. The change of teaching concepts and educational concepts in schools, society and society is particularly obvious. Important.

IV. SUMMARY

Although there are many shortcomings and difficulties in educational games, the concept of interaction between teachers and students and mutual learning advocated by educational games should be upheld and advanced.

In short, games can stimulate students' curiosity. While completing the teaching plan, using one or two games in class can make students yearn for English class, which is the indirect interest in English learning. Teachers insist on using various forms of games, which will make students gradually thirst for knowledge of English, thus actively learning English. At this time, indirect interest can be transformed into direct interest. With a direct interest in learning English, learning is no longer a hard job. Students can get a lot of fun from learning English activities and insist on long-term learning and using English. College English classroom teaching will also achieve obvious results.

If the combination of College English teaching and educational games can be better developed, College English education will surely achieve better results, and it will also be more conducive to the cultivation of students' comprehensive English application ability to achieve the ultimate goal of English teaching. It is suggested that college English teaching should be "game-oriented" to a certain extent, so that students can practice and consolidate the language knowledge they

have learned and gain a sense of achievement in a state of interest and active involvement, so as to devote themselves to language learning and practical application in the future with a more positive attitude.

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