

Exploration and Practice of Innovation on College English Reading and Writing Course Based on Individuals' Needs and Mental Health

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Abstract:

College English is a compulsory public basic course and core general course for most non-English majors in the undergraduate education stage. It is both instrumental and humanistic, and plays an irreplaceable role in talent developing. Over the years, College English has made remarkable achievements, but facing the new situation of China's economic development and reform and opening up, the problems exposed in instructing ideas, instructing contents, instructing means, instructing management, individuals' knowledge structure, mental health and quality are becoming more and more obvious. How to keep pace with the times and make college English play an important role in implementing the fundamental task of Building Morality and cultivating people in colleges and Universities? It has become a research topic for the new generation of college foreign language teachers. This research project takes college learners as the research object. Through academic situation analysis and questionnaire survey, this research obtains four main problems faced by learners in College English studying. Aiming at the four main problems, combined with the requirements of College English guidelines, considering the psychological state of college students, this project sets corresponding instructing objectives and selects instructing ideas, instructing contents and instructing means. In teaching practice, the phased questionnaire survey is the main measurement method. By analyzing the data with the help of software, we can get the degree of achievement of students' phased goals, the needs of the next stage and learners' psychological state, and then adjust the corresponding instructing settings. The score of CET-4 (College English Test Band 4) is an important standard to measure the effectiveness of English studying in this study. This test is a national unified single subject standardized test, which can objectively and accurately measure college learners' English ability. Through data analysis, the results of individuals' problems are as follows: 1. More emphasis on tools, while ignoring humanism. 2. Lacking of active inquiry ability and opportunities for autonomous studying. 3. Individuals' needs are very clear, and their reading and writing foundation is relatively weak. 4. Unstable psychological state. Based on the problems faced by students, the instructing strategies adopted are effective, which can meet the academic and employment needs of students and develop their mental health. Through academic analysis and questionnaire survey, this study established a set of strategies based on individuals' needs and mental health, which finally proved to be effective. With the continuous enrollment expansion of new majors, especially the vigorous development of vocational undergraduate education, the results of this study will radiate more and more college English instruction and play a good exemplary role. However, the research subject is only limited to the learners of one

school and one college, and the number is limited, which can not represent all the individuals studying college English, so the research still needs to be explored further.

Keywords: *College English, Individuals' needs, Mental health, Instructing innovation.*

I. INTRODUCTION

As the first grade students, they are in the critical period of establishing values, with great psychological fluctuations and great differences in students' English level. They have studied English for three years in Higher Vocational Colleges and is at the general English development level (College English Teaching Guide). Improving language application ability, passing CET-4 and CET-6, increasing self-confidence and helping their majors are taken as the learning objectives.

Based on the academic analysis and school-based orientation of College Upgraded Undergraduate students, the overall orientation and teaching objectives of this college English reading and writing course are set as follows: Cultivating international talents with international vision and international rules with mental health, not only training students' English language ability for future work and social communication, but also improve their comprehensive culture and cultivate students to establish core values [1]. In other words, they are: Deepening grammar and vocabulary knowledge and use ability, so that they can carry out general written communication skills in daily activities and business activities related to language objectives of their future career. Through teachers' intensive lectures and students' active learning, students can master relevant English writing skills, including simple professional writing ability, effective reading ability and speculative ability, so as to prepare students for professional English learning. Realizing the synchronous improvement of College Students' Ideological and political quality and foreign language professional quality. Cultivating students' rational thinking, educational goal and critical consciousness, and form a healthy outlook on life; Imperceptibly guide students to understand and adhere to core values and strengthen Chinese cultural values [2].

The curriculum design concepts adopted are: Paying attention to the integration of foreign language knowledge teaching and value leading education; Conforming to the school-based and discipline professional characteristics; Taking teachers as the leading role and students' growth as the center; Result oriented and differentiated teaching; Integrating the application of modern educational technology into the classroom.

II. STUDENTS' PROBLEMS IN ENGLISH LEARNING

For the college to undergraduate students who have studied Higher Vocational English for three years, the main problems they face in English reading and writing are as follows: Firstly, Students' learning is more practical, emphasizing more instrumentality and ignoring humanism. Secondly, in English learning, passive learning is often adopted, lacking the ability of active inquiry and the opportunity of autonomous learning. Thirdly, there are only two years from junior college to undergraduate. Students' learning needs

are very clear and purposeful, but the original teaching scheme can not meet students' language learning needs. Fourthly, having mastered some English knowledge and skills, but without the writing training of professional academic papers, their reading and writing foundation is relatively weak.

III. TEACHING INNOVATION MEASURES

3.1 Integration of Language and Education

The course teaching design includes the organic integration of knowledge, ability and quality. While cultivating students' language skills, it also develops students to establish core values and improve students' comprehensive expression ability and advanced thinking ability to use language to solve complex problems.

Around the unit theme, dig deep into the relevant moral education and ideological and political elements in teaching materials and network teaching resources, and cultivate students' rational thinking and critical consciousness. Imperceptibly guide students to understand and adhere to socialist core values and strengthen Chinese cultural values.

As far as possible, expanding vocabulary and long difficult sentences related to moral education and ideological and political elements are selected as examples to enable students to trigger in-depth thinking while mastering basic knowledge such as vocabulary and grammar.

Pay attention to the expansion training of students' high-level language application ability to meet the needs of high-level students with top-notch innovation potential to participate in international professional academic exchanges.

Based on the moral education discussion triggered in class, practical assignments are arranged, such as short video shooting, mind mapping, etc. to further test the effect of strengthening students' problem awareness and improving their values.

TABLE I. Curriculum path of ideological education

Pre-class	Ideological education by Micro course	Before class, students will share relevant videos and task lists online, so as to cultivate their autonomous learning ability and arouse students' Thinking on relevant topics.
In-class	Ideological education by Language points	Make students aware of a social phenomenon or problem through theme introduction, and then guide students to establish language points, educate people and establish correct values through language theme, explanation of speech points in class, skill training, group

		discussion, classroom reflection and other links.
After-class	Ideological education by Practice	Through the way of language output, such as theme writing or shooting relevant short videos, we can test the mastery of knowledge and skills in the practice of life education after class and help the dissemination of core values.

3.2 Cultivating Students' Independent Exploration Ability

The concepts throughout the college English course in the research are "Helping others and self-help", "Peer assistance" and "Teaching others to fish". It is more to guide students to explore independently, focusing on "How" rather than "What". For example, accurate and in-depth excavation of moral education elements is the prerequisite and powerful guarantee for the effective integration of Ideological and political education into teaching [3]. The refining of moral education elements is completed by teachers, but should not be limited to teachers. No matter teachers or teaching teams, their cognition is limited, and students' perspective and access to information can be complementary to teachers. Therefore, teachers give full play to students' initiative [4]. When issuing self reflection forms and arranging after-school reflection tasks for students, they not only require students to self evaluate their knowledge, skills and values acquired in this class, but also think about "what else needs your further exploration about the class?", That is to further explore the content of this class, including the refinement of moral education elements. In the process of independently excavating ideological and political materials, students need to analyze language, expand thinking, upload and share after strict control and screening by teachers. The process of completing the task is the process of self-improvement.

3.3 Whole Process Tracking and Detection Based on Students' Needs

Sending out questionnaires in real time, tracking students' learning needs, mental states and learning results, and monitoring the achievement of learning objectives.

Firstly, the teaching task list is distributed at the front line of the class. After the students preview, they fill in the questionnaire, that is, "What are your learning expectations for the course of this class?" [5]. The teacher will adjust the teaching objectives appropriately according to the students' needs and specific teaching contents, and ask the students to fill in the self reflection scale after this class to understand what the students have achieved in terms of knowledge, skills and values and whether they have achieved the objectives. If the goal has not been achieved, teachers will improve the degree of achievement of teaching goals in combination with the specific facts.

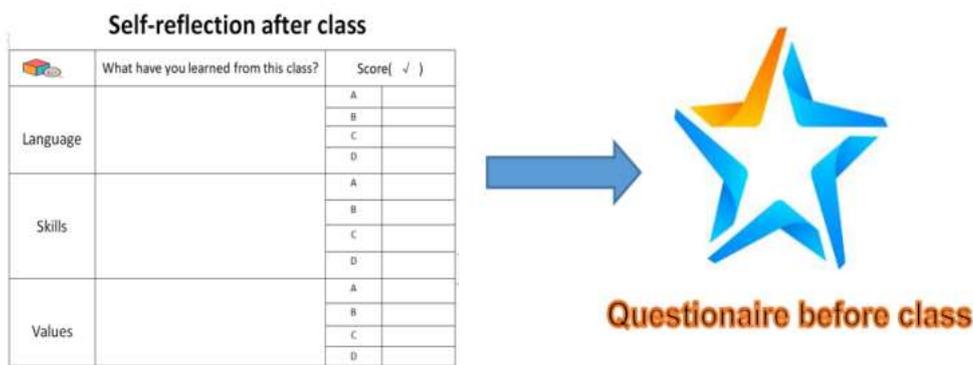


Figure 1: Monitoring before and after class.

Secondly, every week, every month and every semester, students will be given questionnaires online regularly, and online documents will be clocked in, so as to timely understand students' learning needs and the achievement of teaching objectives during learning, so as to further adjust teaching methods, teaching means and teaching contents, so as to stimulate students' learning interest and endogenous motivation, and guide students' learning direction and autonomous learning [6].

Thirdly, the curriculum design of each class is guided by problems and carried out one by one along with several problems. The idea is to find problems - solve problems - apply creation - analyze causes - recommend methods in combination with students' daily learning level and needs, so as to make students have a sense of immediate acquisition and learning achievement in learning [7].

3.4 Transferring High-Level Academic Thesis with Comparing Writing in Chinese

Undergraduates should write academic papers of our major, while the English stage of higher vocational colleges is more about the practice of practical writing. To solve this problem, the course group adopts the way of emphasizing both aspects in parallel. On the one hand, learn the standard use of English language, the authentic and accurate expression of words and sentences, and form good English thinking and language habits; On the other hand, let students benchmark a large number of Chinese papers of their own specialty and learn the ability of induction, generalization and writing [8].

In the whole teaching practice of this part, based on the students' English learning level and different professional characteristics, the course team consulted with many parties, prepared lessons collectively, designed teaching contents independently, combined with online courses and auxiliary reading and writing materials, after one semester of teaching practice, students' English language learning achieved remarkable results, and successfully realized the transformation of Higher Vocational English and College English, the balance of language input and output can be realized.

IV. TEACHING ACHIEVEMENTS

4.1 Constructing a New Curriculum Ideological and Political Resource Database

The teaching team began to build the ideological and Political Resource Bank of English-Chinese bilingual courses from the first batch of ideological and political instruction courses applied for the school in 2018. The initial framework is only based on the simple development of the content of core values, such as harmony, dedication and so on.

With the continuous accumulation of teaching practice experience, the resource base has been expanded into the following aspects: environmental protection topics, values promotion series, world celebrities, science and technology, Chinese culture, Chinese diplomacy, anti epidemic topics, etc. In particular, the outbreak of COVID-19 has brought the world's vision to China, which accumulated a large number of bilingual materials. The resource base of the course group is also constantly changing and expanding.

4.2 Exploring the Evaluation of the Education Effectiveness

The setting of any teaching goal and the development of teaching activities must be evaluable and measurable. How to realize the integration of language and education in evaluation is a problem that has been perplexing us. Through a lot of teaching practice, the course group has made some successful attempts, and the teaching effect evaluation of Ideological and political integration is divided into process evaluation and summative evaluation.

Process evaluation: A special item is added to the after-school reflection form issued to students to evaluate the improvement of students' values and problem awareness in this class, that is, students' self-evaluation; Teachers should pay attention to and guide students in the whole process of teaching, and give feedback and evaluation in time [9].

Summative evaluation: When designing test related topics, the course team will select writing topics that can reflect students' values, add topics such as values and speculation in reading topics, and reflect the comparison of Chinese excellent traditional culture and Chinese and Western culture in translation topics, which can not only test students' mastery of knowledge and skills, but also diagnose students' values and problem awareness, Let students learn to "spread and express with Chinese voice". At the same time, the course team believes that the evaluation method of educational effectiveness needs to be further explored, and hopes to design an educational evaluation scale suitable for college to undergraduate students on the basis of the existing evaluation system through the next continuous practice and exploration [10].

4.3 Helping to Improve the Employment and Postgraduate Entrance Examination Rate

With years of practice, the pass rate of CET 4, postgraduate entrance examination rate and employment rate are in the forefront of ordinary undergraduates in our university, which fully reflects the success and effect of the teaching practice of the curriculum group.

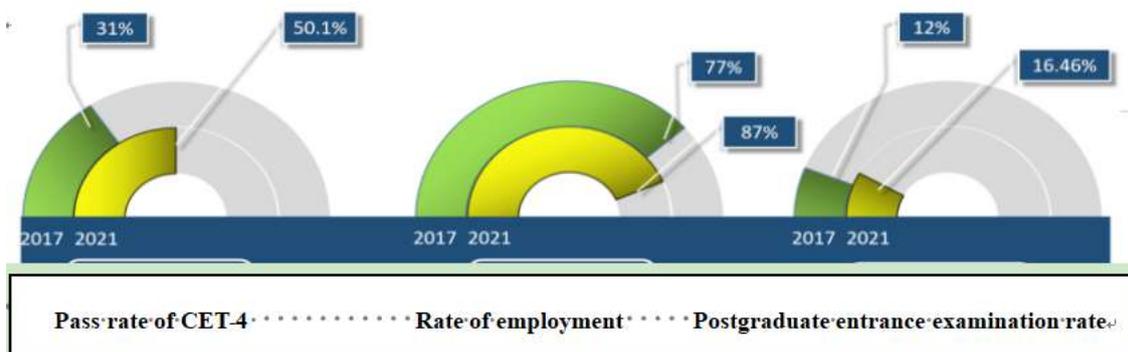


Figure 2: English learning effectiveness

4.4 Publishing a Characteristic English Textbook

Based on the special learning situation of College Upgraded undergraduates, their third semester is the graduation academic year, so the College English course in the third semester has special teaching characteristics. The College English textbooks for sophomores of ordinary undergraduates can no longer meet the needs of this group of students. Based on years of teaching practice and exploration of students' needs, the curriculum group published a textbook for the graduating class, the book has the following features: The theme is novel, the content is rich, and the materials are authentic, highlighting Chinese culture. Through practice, improving students' Comprehensive English application ability and helping them meet the needs of CET-4, CET-6 and postgraduate entrance examination. What's more, the genre is unique and well-designed, covering real Chinese and foreign corpora such as reading, speaking, writing, translation and practice, reflecting the characteristics of self-evaluation. According to the actual needs of higher-level College English, a comprehensive practical system is constructed to highlight the characteristics of the combination of "higher-level teaching" and "practical practice".

V. CONCLUSION

After years of practice and exploration of teaching reform, the College English course upgraded to undergraduate has formed a relatively mature teaching mode with remarkable and fruitful results, such as the whole process monitoring based on students' needs, the problem driven exploration mode, the course ideological resource database, characteristic teaching materials, etc., which is not only for the newly opened schools of upgraded Undergraduate Majors with the gradual expansion of enrollment scale, It will

not only play a good exemplary role, but also radiate to other ordinary undergraduate college English teaching, which will help to improve the overall quality of talent training.

Because the research subjects are from one university, the data is not universal and limited, and the research should be further expanded and explored.

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