

Research on the Innovation Mode of College Foreign Language Teaching Reform Based on Constructivist Psychology

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Abstract: With the strategic thought of students' quality education put forward in the new century and the deepening of university teaching reform, the field of foreign language teaching is also showing great vitality. The introduction, practice and absorption of various teaching ideas have exerted a profound influence on the reform of foreign language teaching in China. The reform in the field of foreign language teaching is as important as the reform in other educational fields, and it is the only way in the development of Chinese education. Under this background, the scientific and rational application of constructivis theory can play a certain role in promoting foreign language teaching reform. By analyzing constructivis, we can find that it is actually a structuralism and a branch of cognitive theory, which reflects the further development from behaviorism to cognitivism to a certain extent. This paper first introduces the meaning of constructivis theory, and then discusses the innovative mode of college foreign language teaching reform based on constructivis psychology.

1. Introduction

In today's era, the speed of China's social and economic development is increasing. Cultivating comprehensive knowledge talents is the actual requirement put forward in the process of China's social development. This kind of talents is the product under the background of educational reform. As a basic course in Chinese universities, college foreign language has been in constant reform [1]. In recent years, foreign language teaching reform has been deepening, but many traditional foreign language teaching concepts and single teaching modes can not adapt to the current reality of foreign language teaching, and there is an urgent need for a new teaching theory to guide [2]. In the process of educational reform, the application of constructivist teaching theory can play a certain role in foreign language teaching reform, promote the level of foreign language teaching to be greatly improved, gradually make up for the problems existing in the field of foreign language education in China, and cultivate comprehensive talents to meet the actual needs of Chinese society [3]. As a mature teaching theory, constructivis provides a theoretical guidance for the reform of college foreign language classroom teaching in China. The teaching mode of foreign language specialty guided by constructivist learning theory has changed the single classroom form dominated by

teachers' teaching, truly reflects that teachers are the leading and students are the main body, makes the teaching of foreign language specialty towards personalized learning, and cultivates students' ability of independent and innovative learning [4].

The emergence and development of Constructivist Psychology is called a revolution in the field of educational psychology. The significance of this revolution lies not only in the emergence of new theories and new teaching concepts, but also in the establishment of a new epistemology [5]. By analyzing constructivism, we can find that it actually belongs to a kind of structuralism, which is a branch theory of cognitive theory. To a certain extent, it reflects the further development from behaviorism to cognitivism. Constructivism is consistent with quality education [6]. As an important part of compulsory courses in Colleges and universities, college foreign language plays a vital role in the cultivation of talents in Colleges and universities. The traditional "Teacher centered" teaching mode greatly limits the exertion of students' subjective initiative. Although the reform of college foreign language teaching has made great progress, there are still some problems in the reform of college foreign language teaching, such as unbalanced development, outdated teaching concepts, backward teaching methods, insufficient teaching contents, insufficient teachers and so on [7]. Understanding language teaching from the perspective of social constructivism helps teachers reflect on their teaching thinking mode from the perspective of learners. Combined with the current situation of foreign language teaching in China, this paper believes that this learning theory has a good guiding significance for the reform of foreign language teaching in China.

2. The Connotation of Constructivism

Constructivism is an important branch of cognitive theory, which was first proposed by Piaget, a Swiss psychologist, and then gradually applied to teaching. Constructivism emphasizes that students are the center of classroom activities in teaching, and teachers are no longer the masters of the classroom. Students are the main body of information processing and active constructors of knowledge meaning. Teachers play a guiding role in teaching, guiding students how to construct knowledge, setting tasks to guide students how to think and complete tasks, and helping and promoting students to actively construct knowledge [8]. Later, many psychologists and educators enriched and developed constructivism theory from the nature and development conditions of cognitive structure and the important role of individual initiative in the process of constructing cognition, thus forming a relatively complete theoretical system. The core of this theory is student-centered, emphasizing students' active exploration, active discovery and active construction of learned knowledge. Constructivism theory refers to a process in which an individual constructs a cognition of the outside world under the condition of interaction with the surrounding environment, and updates his cognitive structure under this background. Constructivist teaching theory requires teachers to change from the transmitters and instigators of knowledge to the helpers and promoters of students' active construction of meaning. This teaching idea is helpful to break the traditional teaching thinking and correctly handle the relationship between teaching and learning. It can guide students to actively participate in language practice and make the classroom an important place for students' language practice, thus improving their foreign language application ability.

3. Current Situation of College Foreign Language Teaching

3.1 The Theoretical Basis of Teaching Research is Relatively Weak

Although some achievements have been made in the reform of college foreign language education and teaching in various universities. However, the overall form is not optimistic. Most college foreign language classroom teaching is still teacher-centered, and students are still passively

accepting knowledge. Therefore, students' learning enthusiasm is generally not high, and the classroom atmosphere is rather dull. Although new achievements have been made in the research of foreign language teaching methods in China at present, there are still some problems in the field of foreign language teaching, which will have a certain negative impact during the reform of foreign language teaching in China. An important part of foreign language teaching reform is the reform of traditional teaching mode. Teaching mode reform is not only a change in teaching content, teaching means and teaching methods, but also a fundamental change in teaching ideas, teaching concepts, teaching and learning theories, and a deep-seated reform [9]. The foreign language syllabus of colleges and universities requires students to pay attention to the cultivation of the ability to acquire knowledge, think independently and innovate. The original intention of offering foreign language courses is to enable students to skillfully use foreign language skills. However, in the actual foreign language teaching process, they often turn into test scores and impart foreign language knowledge to students. In the actual teaching process, teachers usually tell the knowledge in textbooks according to the proportion of various topics in foreign language papers. Teachers' teaching philosophy is rather old-fashioned, and they still focus on teachers and pay little attention to the cultivation of students' autonomous learning and ability. The teaching mode is relatively backward, and the teaching methods need to be diversified. If students do not pay enough attention to their listening and speaking ability in the process of learning a foreign language, it will not only consume a certain amount of time, but also have no way to ensure the efficiency and effectiveness of foreign language teaching.

3.2 The Teaching Situation is Difficult to Meet the Actual Needs

For a long time, China's foreign language teaching still uses the teacher-centered teaching mode, which overemphasizes teachers' leading role in the teaching process and their dependence on books, and regards teaching as simply imparting and accumulating knowledge, while students only memorize what teachers say in the learning process, ignoring students' dominant position and hindering the exertion of students' dominant role. Although we actively carry out research on foreign language teaching methods, according to the actual situation of foreign language teaching in China at the present stage, the supplementary books in the market are generally about how to learn a foreign language, how to remember words and so on, and the supplementary books basically do not contain systematic theoretical knowledge. Unified teaching content, single teaching means, standardized answers and other teaching modes ignore students' individual differences, neglect the cultivation of students' autonomous learning habits and abilities, and suppress students' interest in learning, subjective initiative and creativity. The teaching content is far from the real language environment and practical significance, and lacks sufficient language input [10]. The difference between written and spoken foreign languages is that the former is usually used in formal occasions, while the latter is used in daily life. However, foreign language teaching in China is generally about written language, not spoken language. At the same time, the background of foreign language formation and the problems that should be paid attention to in the process of using a foreign language will not be elaborated in the foreign language teaching.

4. The Role of Constructivist Teaching Theory in the Reform and Innovation of College Foreign Language Teaching

4.1 Create an Excellent Learning Environment for Students

Under the guidance of constructivist learning concept, students' own characteristics will be analyzed, and students' own characteristics will be taken as the basis to guide students to sort out

the relationship between the knowledge they have mastered and the newly learned knowledge. However, it is not a simple renovation of old knowledge, but a systematic cognitive structure, which can play a certain role in promoting foreign language teaching. The most important thing in the reform of college foreign language teaching is the change of teaching idea and teaching mode. Teachers arm their minds with advanced teaching concepts, such as constructivis or hermeneutics, which are relatively mature teaching theories. Using these advanced theories to guide the usual teaching will effectively improve college foreign languages.

In the process of foreign language knowledge processing which is of great significance, in order to enable students to communicate with teachers better, teachers must be aware of the knowledge formation system before formally carrying out teaching work. In the process of carrying out experiments, we should also pay attention to the relationship between experiments and knowledge. Through experiments, students can form a deeper understanding of all kinds of knowledge, so as to ensure the efficiency and effectiveness of foreign language learning. If the teaching method is too simple, it will not arouse students' interest in learning, and it will certainly fail to achieve the goal of cultivating students' autonomous learning. College foreign language teaching under the guidance of constructivis theory is an interactive cooperative learning method with students' autonomous learning as the core and teachers' guidance as the mainstay. This cooperative learning method is used in oral discussion classes, outdoor practice and other teaching activities. In modern foreign language teaching, the foreign language teaching mode is gradually developing towards multilateral interaction. In the practical application of traditional foreign language teaching mode, only the relationship between teaching and learning between teachers and students is emphasized, but the cultivation of students' ability is not emphasized.

4.2 Emphasize the Cultivation of Inquiry and Innovation Ability

constructivis holds that learning is not a process of passive absorption, repeated practice and strengthening memory, but a process of actively constructing meaning through the interaction between individual and environment based on students' existing knowledge and experience. Teachers are required to give students more opportunities and time to explore, discover and evaluate, and learn to learn. After the application of constructivis in modern foreign language teaching, the learning process is regarded as a process in which students actively construct their knowledge structure, which is completed with others, so it can be regarded as a multilateral and interactive learning model. In the process of practical application of this learning model, the relationship between students is also transformed into excellent cooperative relationship under the guidance of constructive theory, and teachers and students are also transformed into excellent collaborators in the learning process. Figure 1 shows the implementation process of foreign language teaching based on computer technology environment.

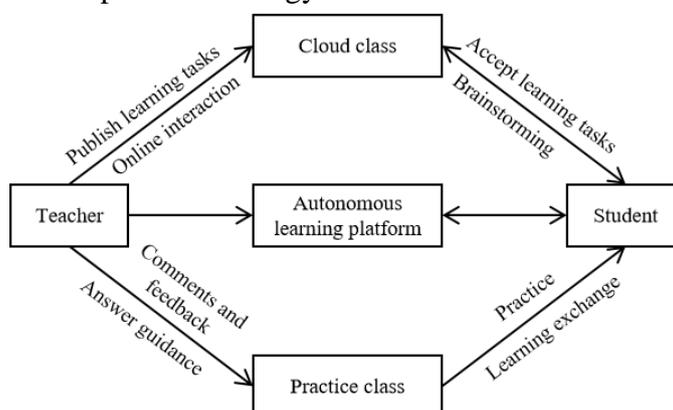


Fig.1 Foreign Language Teaching Based on Computer Technology Environment

In the teaching process, teachers' explanations account for a large proportion, which will have a certain negative impact on students' learning initiative. Students basically have no chance to think and ask questions, and after students' learning initiative is affected, they will not actively study. Therefore, if we want to change this situation, as the majority of foreign language teachers, we should learn the latest research results in educational psychology, apply them in our own actual teaching process, and actively interact with students in the teaching process. Teachers should help students analyze and understand what they have learned, and give them freedom of imagination, instead of simply telling students the results or answers and limiting their thinking. In foreign language teaching, it is necessary to cultivate students' ability to think and analyze problems, arouse students' interest in learning, change students from passively accepting knowledge to actively acquiring knowledge, construct knowledge, and promote the development of their humanistic quality and innovative ability.

4.3 Combination of Multimedia Teaching and Traditional Classroom Teaching

Many years' college English teaching practice has made English education circles reach a consensus, that is, every teaching mode has its own advantages and disadvantages. Objectively speaking, the traditional teacher-centered teaching model is conducive to teachers organizing and leading the whole teaching process, as well as spreading and receiving knowledge. In English teaching under the multimedia network environment, timely and proper use of multimedia network is the key to improve English teaching quality. Proper use can give full play to the advantages of multimedia intuition and embody the trinity of seeing, listening and speaking. The new model of student-centered multimedia network teaching regards students as the main body of teaching, and students actively construct and digest the received knowledge and information. This teaching model focuses on arousing students' initiative, enthusiasm and creativity in the teaching process, and on coordinating the leading role of teachers and the interaction between teachers and students. Multimedia provides students with various stimuli with vivid pictures, fully arouses students' enthusiasm and initiative, and maximizes classroom teaching. Real-time interaction, as an important link in English teaching under the multimedia network environment, should always run through the whole process of English learning. Under the guidance of teachers, students can accept a variety of interactive learning contents, including listening practice, oral English practice and vocabulary grammar practice, and jointly establish a learning group, so that English learning can enter a practical language learning environment at any time.

5. Conclusions

constructivis, as a mature educational theory in the West, provides a powerful theoretical guidance for college foreign language teaching in China. On the basis of in-depth analysis of constructivist teaching theory, the application of constructivist teaching theory in foreign language teaching by scientific and reasonable measures can not only guarantee the effect of foreign language teaching, but also encourage students to gradually embark on the road of all-round development. Constructivist psychology has opened up a new field and provided a new theoretical basis for the reform of college foreign language teaching. It is in line with today's teaching reform and quality education, and has become another bold attempt to reform traditional teaching. An important proposition of constructivis in teaching application is social interaction theory, which emphasizes that people's learning and development take place in interaction with others. The application of constructivist teaching theory has opened a new chapter in the field of foreign language teaching in

China, which can lay a solid foundation for the development of Chinese education.

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