

Research on College English Curriculum Based on General Education

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Abstract—With the widespread dissemination of the concept of general education, China's colleges and Universities have gradually realized the importance of the concept of general education. Teachers should actively explore the need for innovation in the setting of college English courses in the context of general education, and explore how to innovate college English courses in the context of general education, so that college English courses can better fulfill their educational functions.

Keywords—general education; college English; curriculum; follow-up courses

I. INTRODUCTION

In the new historical period, the reform of college English education has put forward new requirements for college English teaching. With the continuous deepening of college English teaching reform, against the background of general education, major universities have gradually adjusted their curriculum settings and no longer only focus on the training of students 'comprehensive English application ability, but also pay attention to general and academic English teaching, to the corresponding degree, increasing the general module skills and humanistic English courses, and related academic English courses, so that students' Professional learning and interdisciplinary learning can be integrated with each other, thus forming a common English, general English, special purpose English, that is to say, "Trinity", an innovative model of a mutually beneficial college English curriculum system. From this perspective, as for the universities in the context of general education, it is necessary to innovate the English curriculum, which is conducive to the development of college English teaching in China's universities to a higher level. The new round of college English curriculum reform is a comprehensive adjustment of curriculum goals, curriculum settings, teaching methods and assessment methods in the context of profound changes in the teaching philosophy of higher education in China. The concept of general education has been deeply rooted in the hearts of the people, providing a more broad-based practical platform for the subsequent development of college English courses in the Internet + era. The connotation of the college English course system has been enriched, the structure is more scientific, and the humanistic attributes of college English courses and social attributes were truly fully released.

II. CONNOTATION OF GENERAL EDUCATION

The educational goal of the university is achieved through the combination of professional education and general education, both of which are complementary and indispensable. The ultimate goal of college education is to train well-rounded people with strong living skills and a positive attitude towards life, not to tailor work machines for specific occupations. The more advanced of higher education, the greater the importance of general education. "With the development of society, the connotation of general education is also constantly enriched. We can explore the spirit of the university by tracing the roots of general education. [1]"

What exactly is general education? "Generally speaking, general education is an integral part of higher education and a non-professional education that all college students should receive; for its purpose, general education aims to cultivate well-rounded citizens of the country who actively participate in social life and socially responsible. [2]" At present, "an important reason why general education has attracted widespread attention is that professional education systems have brought some serious disadvantages. [3]" However, the purpose of promoting general education is not to deny professional education, but to better promote the healthy development of professional education. In the development of university education in the future, we must insist on grasping with both hands, both hands must be firm. The development of professional education in universities is to avoid the liberalization of education, but also to meet the demand for professional talents in economic and social reforms. The development of general education in universities is to overcome the exam-oriented orientation of professional education and enable our students to adapt to different living environments.

III. THE INNOVATION OF COLLEGE ENGLISH CURRICULUM SETTING BASED ON GENERAL EDUCATION

A. Reasonably Planning the Credits and Class Hours

At present, the common problem of college English teaching in China's universities is that due to the large number of classes, the classroom teaching efficiency is low, and teachers often cannot complete the training of textbook explanation, listening, speaking, reading and writing within the prescribed teaching time. However, college English teaching

requires students to have a large vocabulary to ensure their listening, speaking, reading, and writing skills. Therefore, it is recommended that college English courses should not be offered only in freshman and sophomore, and also in junior year. School hours should increase by 20%. In addition, in order to ensure the teaching of professional courses for college students while developing general education, college English can be converted into elective courses during the junior year. This will not only help ensure that the English level of college students is truly improved, but also help to ensure that the overall quality of the college students has been improved.

B. The Knowledge Composition of English Courses should be Diversified

Most of the existing college English textbooks are mainly composed of prose, argumentative papers, and explanatory texts, and when college English teachers teach, they often only explain the new words, translations, and grammar involved in the textbooks. The source, the author's life, and the writing background are rarely mentioned, which is not only not conducive to the students' deep understanding of the teaching materials, but also not conducive to broadening the students' knowledge. Therefore, in the college English curriculum with the background of general education, the selection of English textbooks should be diversified. The texts of the textbooks should not only involve prose, argumentative papers, etc., but also literature, art, travel notes, novels, etc. Teachers should also pay attention to detailed explanation of the text's creative background and provenance. This will not only help to enrich the content of college English teaching and broaden the students' knowledge, but also help to cultivate practical talents with international vision and innovation, and promote students' comprehensive development.

C. Teaching Organization should be Enriched

College English curriculum innovation in the context of general education must not only propose a set of standard teaching curriculum systems, but also strive to innovate the teaching organization form, so that the teaching organization no longer stays in the traditional single form, thereby increasing students' interest in learning, stimulating students' enthusiasm for learning, and meeting the individual needs of students. Therefore, college English courses should be set up in a variety of teaching organizations, including elective system, graded teaching, online teaching, and multimedia independent learning. The elective system refers to giving students the opportunity to choose their favorite teachers. To a certain extent, it contributes to improving the efficiency of English teaching and thereby maximizing the benefits of education. Graded teaching refers to classifying students according to their test scores, allowing high-level students to skip elementary courses, which is not only helpful to save teaching resources, but also to reduce the teaching burden of teachers.

IV. GENERAL EDUCATION AND COLLEGE ENGLISH FOLLOW-UP COURSES

A. Goal Design for Subsequent Courses

Curriculum goals are the foundation and prerequisites for curriculum setting. In short, "the specific goals and intents to be achieved by the curriculum itself are the basis and prerequisites for determining the content of the curriculum, and they have a guiding and coordinating role in the implementation of the curriculum. [4]" Under the guidance of scientific curriculum goals, classroom teaching content is no longer alone the one-sided focus is on the teaching and learning of knowledge points, but in the gradual process of gradual digestion of knowledge points, focusing on establishing students' world outlook, outlook on life and values, truly improving comprehensive literacy, and training students' dialectical critical thinking habits, Analyze problem-solving abilities and a positive attitude towards life to promote the formation of students' complete personality. The goal of college English courses has for many years put the development of students' listening and speaking skills first. This, of course, adheres to the practical nature of language. However, the blind emphasis on the practicality of language learning will make English teaching unknowingly utilitarian. Once students learn it, they will not use it and cannot use it, which will inevitably shake the existing foundation of college English courses. "The goal of college education is to cultivate the undergraduate students' expressive ability, critical thinking ability, moral reasoning ability, civic awareness, literacy to adapt to multiple cultures, global literacy, broad interest, and preparation for employment. [5]" College English courses, which are an important part of the general education curriculum system, are bound to face the pressure and motivation of reform. The course goals of the follow-up course of college English cannot still follow the old method, and emphasize unilaterally the cultivation of students' listening and speaking ability. The course goals of the follow-up courses must fully reflect the humanity and society of college English courses, and truly improve students' cross-cultural communication skills.

B. Content Design for Subsequent Courses

Content design is the top priority of curriculum reform. The content design mentioned here is not only the overall structural layout of the follow-up course system, but also the content selection of a specific follow-up course. In terms of the overall structure and layout of the follow-up courses, it is necessary to scientifically and reasonably control the proportion of the major categories of the follow-up courses to achieve an even distribution as much as possible. In the content selection of a single follow-up course, it is necessary to give full play to the teaching expertise of college English teachers on the basis of ensuring the academic nature of the course, to meet the learning needs of students as much as possible, and to maximize the classroom participation of teachers and students.

To effectively change the obsolete situation of college English courses, we must first carry out scientific and reasonable classification of the subsequent courses. At present, it is common practice in universities in China to divide follow-

up courses into three major categories: language skills, language culture, and professional English. Since the follow-up courses in language skills are most closely integrated with the professional skills of the majority of English teachers, the number of follow-up courses in this category is the most. For example, spoken English, English reading, English writing, English translation, English listening, etc. Such courses generally do not require additional “charging” by English teachers to complete the teaching tasks more easily. In accordance with the teaching philosophy of general education, some universities make full use of the humanity and society of English courses, and offer language and cultural courses such as British and American social culture, intercultural communication, classics of British and American literature, and reading of British and American newspapers and journals to open up the world for students. Most of these courses are closely related to the research direction of English teachers. Generally, teachers only need to improve the teaching design, and they are also capable of teaching tasks. Under the professional English category, common follow-up courses include business English, technical English, financial English, and legal English. The follow-up courses in this category have high requirements on the professional English level of the teachers. English teachers need to systematically learn professional knowledge before starting the course, and have a certain theoretical basis of related majors.

C. Design of Teaching Evaluation Model for Subsequent Courses

The construction and development of subsequent courses will be able to meet the individual needs of students for English language learning, greatly improve classroom learning efficiency, and enhance students’ English learning interest. “In language teaching, curriculum design mainly includes the study of learners’ language needs, the determination of teaching goals, the design of outlines and teaching methods and materials, and the assessment of the impact of teaching steps on language proficiency. [6]” Therefore, in addition to the reform of curriculum goals and content, college English teachers’ teaching methods and teaching evaluation models also need to be changed urgently. In the general education teaching environment, the teaching goal of the follow-up courses is to gradually improve the comprehensive humanistic literacy of students, so that students can get rid of the constraints of exam-oriented education as much as possible, in order to help teachers to be more comprehensive, meticulous, and objective. Subsequent courses should get rid of the traditional single and final teaching evaluation mode, and comprehensively promote formative evaluation. This requires English teachers to carefully complete each link of the teaching design, to create a good classroom atmosphere, so that the comprehensive humanities of students can be sublimated and reflected. In the formative evaluation teaching mode, the focus of teaching is shifted to the teaching process rather than the teaching results, thereby avoiding the emergence of high-score and low-energy students to the greatest extent.

The vigorous development of the Internet era has brought about a new learning revolution. People are constantly tapping the huge potential of the Internet and exploring ways and

means of acquiring new knowledge. The emergence of teaching modes such as massive open online courses, micro-classes, and flipped classes has greatly impacted the traditional classroom teaching order. This is both a challenge and an opportunity. The emergence of a new teaching model in the Internet era has enriched the evaluation methods and methods for subsequent courses, making the results of formative evaluation more objective, real and effective. Flipping the classroom transfers part of the traditional teaching design content to be completed outside the classroom. In the classroom, teachers are no longer just eager to complete the explanation of knowledge points, but calmly answer students’ doubts, realize full interaction and communication with students, and formative evaluation Implementation has finally had a strong realistic foundation.

V. CONCLUSION

“The ultimate goal of the course is to develop the sound spirit, personality, and physique of the educated. [7]” General education has made the best footnote for the construction and development of college English courses, and it has also opened up ideas for the reform of college English courses. The content of college English courses is no longer a single teaching model centered on language learning. The social and human values of college English courses are fully released, which also lays a good foundation for increasing the academic nature of the courses.

“Modern teaching and learning has moved away from the teaching model of the past and replaced it with a student-centered focus on the active participation of students in learning. [8]” College English courses are an indispensable component of China’s higher education general education system. The new round of college English teaching reform is different from the previous minor revisions to the curriculum design, but a self-correcting systematic project, which is the result of the internal and external causes. It is an inevitable choice made after deepening the understanding of the essential attributes of college English courses. The construction and development of college English courses is not long, and there are still many problems that need to be improved. It is necessary to mobilize the enthusiasm of education managers, front-line teachers and students, and widely participate in reform practice. Only in this way can our teaching reform truly benefit teachers and students and achieve ultimate success.

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