Practical Exploration of Project Teaching

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Abstract. Project teaching is a brand-new concept and way in undergraduate English education and teaching activities, and project teaching is equally important in undergraduate English teaching activities. This kind of education teaching way requires teachers to change the original concept of the form of education, get rid of teaching teaching form, to let the student maximum to participate in the classroom teaching, to let students in their own actual participation and participate to master the content of the classroom, their induction and summary need to master the content of each section. Teachers in the classroom only play the role of guidance and supervision, grasp the teaching progress, classroom atmosphere, the direction of the subject, finally let the students can under the guidance of the teacher, to find the results, to practice the results, to show themselves and self-evaluation, and in the process of exercise ability.

Keywords: Project teaching; English teaching; Student participation.

1. Introduction

The origin of the project teaching method. Project teaching method is a student-oriented activity teaching method jointly created by the famous American children's educator, professor Dr. Kez at the University of Illinois, and Dr. Chad, a Canadian children's educator and professor of Albert University. The quotation of project activity teaching method can promote quality education and overall teaching. The purpose of this teaching method is to develop students 'intelligence, respect individual differences, and cultivate students' practical ability, survival ability and learning ability.

In the actual teaching, the teacher sets a project for the students, including the learning objective, the learning content and the degree to be mastered by the students. Before class, teachers give students relevant learning materials and let them preview the relevant content by themselves. On the one hand, through preview, students can understand the content to learn and on the other hand, students can find out the problems they may encounter in learning. In class, teachers understand and master students' acceptance through the study of the project. After class, teachers give targeted guidance to students to improve the content of the project. Research on Teaching Methods

2. Problems in teaching

2.1 Problems found in the teaching

The basic form of this semester's project teaching is: the oral expression of each unit as a project for students to complete. Problems found in the teaching implementation process:

Problem 1: When students conduct oral expression, there is no template: the teacher in class, often a problem involved in several aspects, written on the blackboard in the form of points, rather than the form of complete sentences. This will lead to students in class, listen very clear, several aspects can also understand, but if let the students themselves to express the oral problem in written form, students often can only write a few words, a few sentences, and cannot use a complete article to express.

Problem 2: the syllabus of each semester has been formulated at the beginning of the semester, and each teacher should teach in strict accordance with the requirements of the syllabus. Including the teaching progress, the teaching content. However, in the actual teaching process, too much emphasis is placed on the importance of after-class questions, and a lot of time is used to explain the exercises, so that some students with poor foundation have no way to start, cannot keep up with the progress of the teacher, listened to the explanation of the exercises is no or little harvest.

2.2 The solutions to the problems

Solution 1: for the problem of oral expression, teachers in class in addition to can use several representative and suggestive single word to play the role of the outline, to give students a complete oral expression of manuscripts, let some foundation is not very good students in class to see and prepare oral expression, by can imitate the template. In this way, in the daily oral expression, even if their thinking is not very clear, the expression is not very fluent, but through the teacher's template, they can prepare fully in advance, in the oral expression can clearly and fluently express their ideas.

Solution 2: for the problem of exercises, from the actual class time allocation, the teacher put most of the time on the understanding of the text and the explanation of exercises after class, to English knowledge learning. But from the perspective of teaching effect, this teaching form does not play a role to cultivate students' practical application ability, nor does it play the dual purpose of preparing for the examination. Teachers still put too much emphasis on the importance of English knowledge and English learning methods in teaching. When preparing lessons, they need very rigorous theoretical knowledge, according to reference books, including books on grammar, vocabulary, listening and so on, and search for new trends and new changes in language development on the Internet. In class, it also guides students to master certain learning methods and language knowledge, such as vocabulary, which requires students to master the basic meaning, usage methods and common phrases of vocabulary; the text requires students to master the key language structure, sentence patterns and sentence patterns; and the methods related to grade examination.

2.3 The Feasibility of These Solutions

However, from the students' English foundation and the passing rate of English test in the past two years, there are some problems in this teaching form. The purpose of the teacher is positive, hope students can pass the English grade test, get grade card, so teaching hope students master as much as possible knowledge content, make up for the lack of the past, but no recognition is, because the students in the past at least junior middle school, high school six years of learning time no good learning habits, not a learning foundation, just want to through one or two semesters to make students through the grade exam is unrealistic ideas.

3. Results

3.1 Adjustment of the course content

In view of this situation, in the formulation of the syllabus, the time to explain exercises should be compressed, the time for teachers to explain exercises should be strictly controlled, and the time for students to participate in the class speech and performance should be increased. The situational expression of each unit serves as the key teaching content, so that students can practice writing the dialogue by themselves on the basis of understanding and mastering the dialogue. Through the participation of students' own participation, they can master the common vocabulary and sentence patterns. In this process, the students practiced their oral expression and listening level. The text is carried out as a reading comprehension, rather than the part of the teacher's key explanation and the students' key understanding. For the class is just to choose the questions closely related to the test to explain, do not explain all the questions in class.

3.2 Incentive to students

In order to increase students 'awareness of participation and participation rate in class, students' English performance consists of three parts: classroom performance, mid-term assessment and final exam, among which the new assessment content is added. This part of the students to assign a group form of unified homework, the plan content such as scene performance, select a classic work, for the students to perform. The teacher should show the section to the students in class, explain to the students step by step, assign tasks to the students, let the students rehearse, improve the performance

of each student, perform in groups, give points, comments. Through this activity, it can increase students 'cooperative spirit and team consciousness, play a role of active classroom atmosphere and increasing students' awareness of participation.

Project teaching makes students clearer about learning objectives, learning content and related aspects of learning. In contrast to the learning objectives, students can see the direction they need to work hard in learning and strive towards the goal. When they see the goal, they will be clearer about the direction of their efforts. Compared with the learning content, students can know what they have mastered, what is lacking, and what needs further study. For students who lack enthusiasm and initiative in learning, teachers should help them compare the learning objectives and contents of project teaching to find out their shortcomings and deficiencies. Positive affirmation and encouragement should be given to students' advantages and strengths to help them build up their confidence in learning. For these students with weak learning foundation, teachers should pay more attention to them. Instead of always emphasizing whether their academic performance is excellent, teachers should help students find suitable learning methods, so that every student can gain something in the process of learning.

3.3 Basic steps of implementing project teaching

Project teaching is mainly divided into three stages, namely, the beginning of activities, the launch of activities, the end of activities. Each stage of the activity should be designed and formulated by teachers and students. For instance:

Stage 1: the beginning of the activity

The teacher and the students discuss the topic of the "project" to understand the students' existing experience and their knowledge about the project. While telling their experiences and expressing their understanding of the known concepts, the students' interest in the project is increasing, and they can gradually design their own activities with the help of the teacher. Teachers can inspire and help the students to design the problems to investigate and solve in the project activities.

Stage 2: Launch of the activities

Create opportunities for students to get out of class and work on the ground. For example, arrange them to talk with the project related personnel and experts (field trips). Teachers provide resources (using multimedia and related videos, photos, stories, music, etc.) to help students with the survey. Teachers provide various suggestions for students to conduct the survey. At this stage, the teacher organizes the students to discuss their respective work in the group and provide suggestions and help to each other.

Stage 3: the end of the activity

The teacher will arrange a project activity summary meeting. Teachers help students to choose different contents and different ways, so that they can purposefully show all the results of their activities, so that students can express what they have learned and share the happiness of others. And stimulate the students' new interest, and turn to the new project activities. (Or the subsequent development of the project activities.

4. Conclusion

In teaching, teachers should give full play to the leading role of teachers, closely combine theoretical learning with practical training, boldly break through the phenomenon of disconnection between theory and practice, pay attention to cultivating students' practical ability, and construct the quality and skill training framework in the whole process.

In teaching, we should emphasize the development of students, not only pay attention to students 'mastering knowledge and skills, but also pay attention to the ways and methods for students to acquire knowledge, and pay more attention to the formation of students' values. Schools should create a good teaching environment, pay attention to the process of learning and exploration, the integration of theory and practice, and the penetration of knowledge and skills.

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