

Experience Perception, Deepen Cognition: The Innovation of College English Teaching Mode in Independent Colleges

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Abstract

As an indispensable part of higher education in China, independent colleges bear the responsibility of talent training in the new era. Optimizing college English teaching environment in independent colleges is important for the healthy growth of college students. To explore new ideas of college English teaching in independent colleges, this paper applies the cognitive teaching model to the entire process of college English teaching. By deepening their cognition and comprehension with the flexibility of the cognitive teaching model, this enhances college students' experience of English learning.

Keywords: independent college, college english, experiential cognitive teaching

1. Introduction

From the perspective of education modernization, more diversified teaching methods are being integrated into the teaching environment, promoting teaching reform. As an important source of training, English teaching is of great importance in independent colleges. With the development of the society and economy, the demand for high-quality graduates has grown significantly. As such, creating new teaching methods had become a major problem for English teachers. A novel direction in experiential cognitive teaching is based on students' perception and comprehension, enhancing their full cognition of English as a language and using English as a communicative tool.

2. Current Situation of College English Teaching in Independent Colleges

Independent colleges have added special value through their outstanding contributions to the expanding higher education and improving the education system in China. College English, as a fundamental course, is especially important because it improves the basic ability of high-quality talents in the new era. However, from the current situation of college English teaching in independent colleges, teaching outcomes are not ideal, embodied in the following aspects.

First, students have distinct individual differences. In the practice of college English teaching, students' individual differences should be respected, and teaching methods should be optimized accordingly. However, the current college English teaching still adopts the "large class teaching" mode, which pays little attention to the individual students, and the teaching process is a mere formality.

Second, teaching content and method innovation is not enough. Teaching content is key to support teaching innovation and development. Most college English teaching in independent colleges follows closely to textbooks, resulting in the limited content innovation. In terms of methods, English teaching does not provide necessary interaction, so students lack experience and deep perception in the classroom setting. Therefore, they retain only the most superficial understanding of content, which seriously affects the effectiveness of teaching.

Third, teaching evaluations lack of effectiveness and do not function in the educational system. Teaching evaluations that aim at students are mainly based on the results, while performance in the learning process and the individual's relative improvement is not valued. Furthermore, evaluation results cannot be used in teaching practice, leading to the lack of teaching innovation, rigid methods, unreasonable evaluation and other supervision problems. To solve the above problems, the present paper uses modern and advanced teaching methods to solve this problem, realizing that the application of a novel teaching mode can effectively solve the above problems (Sun, 2019).

3. The Advantages of the Experiential Cognitive Teaching Model in Independent Colleges

As a new method, the application of the experiential cognitive teaching model is "student-based", which conforms to the fundamental requirements of today's education reforms. The application and trial of this model not only brings about a teaching innovation, but also a comprehensive optimization of the whole teaching process (Ding, 2019). Combined with the practice of experiential cognitive teaching mode, improvement of college English teaching in independent colleges will be mainly reflected in the following aspects.

3.1 *The Innovation of the Traditional Teaching Mode*

The old teaching mode of college English in independent colleges does not pay much attention to students, which has been made clear in the above survey. The old style of teaching focuses on the imparting of knowledge, achievement of course objectives, and formal course requirements. In the process of learning, students aim to get credits and have little awareness of the knowledge deepening. Cognitive teaching, on the other hand, is different. This new model emphasizes the perception of experience, enhances the process of deep understanding by participating in the experience while integrating into English teaching. Only when students fully understand the contents of English teaching can they recognize that English teaching is effective, comprehensive and three-dimensional. Experiential cognitive teaching mode improves traditional college English teaching, carries out teaching practice with students as the core, realizes self-development in teaching innovation. The reform of the old model and optimization of the teaching framework constructed under the traditional ideas are of positive significance to the innovative development of college English teaching in independent institutions (Hu, 2019).

3.2 *Enhancement of Students' English Literacy*

Contemporary college students promote social development and civilization progress. The core of the gradual popularization of higher education is to improve the comprehensive skills of the people, so that quality education can be popularized. In traditional college English teaching, students' professional competence has not been taken as core content, leading to unclear teaching focus and comprehensive lack of teaching content. Under the mode of experiential cognitive teaching, it system focuses on strengthening students' experience and perception.

In addition, the application of new methods and the selection of contents become more flexible. Students' enthusiasm in English learning can be mobilized by focusing on content that students are interested in, actively participating in the English class and cooperating with teachers to complete the learning of English. The experiential cognitive teaching model has brought more new content, which has a significant effect on enhancing students' English professional literacy (Wang, 2019)...

3.3 *Promotion of Teachers' Professional Growth*

College English teachers in independent colleges are the guiders and organizers of teaching, Teachers' understanding of experiential cognitive teaching mode is directly related to the teaching effect. In the new era, the improvement of students' personalized learning needs has put teachers' professional knowledge to the test. Teachers' self-learning and professional training in face of new challenge is the main way to achieve professional self-growth. It is necessary for teachers to have a deep understanding of teaching processes, students' abilities, and in turn, conduct in-depth research. This paper endows cognition teaching with new connotation and tries to integrate new methods to enhance students' cognition of English and highlight the intrinsic value of cognition teaching. Students' pragmatic competence in English has become a key point of today's teaching. In rational analysis, it is necessary to optimize and explore feasible scheme, to fully present teaching value and provide support for the innovation of English teaching. Of course, the whole process includes teachers' self-growth and self-learning, realizing that experiential cognitive teaching has its unique advantages in promoting teachers' professional growth (Wei, Tao & Li, 2019).

4. Innovative Application Strategies of English Experiential Cognitive Teaching Mode in Independent Colleges

4.1 *Establishment of English Teaching Objectives with "awareness" as the Core*

Experiential cognitive teaching refers to the teaching mode based on students' experience and cognition, teaching objectives in this mode should be emphasized. Objective 1: deepen students' comprehensive cognition of English teaching contents by using experiential cognitive teaching, and to complete basic English teaching tasks. Objectives 2: give students broad space for autonomous learning in the classroom. Teachers can allow students to take the initiative to participate in English class through multiple teaching forms. These include problem situations and group cooperation, instead of simply passing on knowledge and grasping the main points of English in a high-quality atmosphere. Objectives 3: develop students' habit of autonomous learning and independent thinking. Through experiential cognitive teaching, students can be guided to learn independently, making English learning

become one of the main contents of their learning schedule. This enhances their willingness to spend more time on English learning, feeling the growth brought by English learning in continuous autonomous learning and independent thinking, and finally falling in love with English. The establishment of multiple objectives should attach great importance to the individual development of students and adapt to the basic requirements of autonomous learning and independent thinking teaching (Zhi, 2019).

4.2 Supplement of English Content for Experiential Cognitive Teaching

The application of experiential cognitive teaching mode is a comprehensive innovation of college English teaching in the new era. Therefore, it is obviously difficult to achieve the requirements only by relying on the content of English textbooks if the teaching model is to play a role. To expand research, it is necessary to optimize the teaching content. As such, college English experiential cognitive teaching puts more emphasis on students' sense of experience in learning and improves their awareness through experience. In the selection of content, teachers can choose some teaching resources with strong appeal. For example, in English listening teaching, teachers can prepare popular English songs familiar to students, classic clips of English movies and so on, while students actively participate in English learning because of interest, mastering the skills of oral expression. Another way is to choose the English video, which not only attract students' attention, but also can exercise students' listening and reading ability.

In addition, by role-playing in class students play a role in content creation. As a language, English learning involves many aspects, but pragmatic competence is still the core. Traditional teaching content doesn't require interaction, so it's impossible to carry out experiential cognitive teaching. By way of the convenience, teachers can take advantages of scripts which have distinct roles and arrange students to complete dialogue exercises through role-playing. This experience-centered college English class will elevate students' cognition of English to a new level.

4.3 Innovation of Implementing Experiential Cognitive Teaching Mode

The construction of experiential cognitive teaching mode is a process of comprehensive innovation in comparison traditional English teaching. Experiential cognitive teaching refers to experience and cognition as the core, emphasizing and highlighting teaching experience and cognition. In the innovation of methods, we should abandon the traditional explanation teaching and try the application of new methods actively. In the new educational environment, the application of information technology has attracted much attention and gradually become the fundamental driving force for the development of education in the new era.

The attempt of micro-course teaching in college English teaching is the main means to realize the effect of experiential cognitive teaching mode. Micro-course teaching focuses on the micro-video, which makes teaching resources diversified by making and creating micro-videos before class. With the help of information dissemination platform, the micro-videos teaching resources are effectively transmitted to students. For instant, micro-video can show the teacher himself, or it can be a comprehensive form composed of music, pictures and films. The ultimate goal is to help students understand English and enhance students' learning experience (Yang, 2019). In addition, more diversified teaching methods can also be applied. As long as they have positive effects on students' experience and cognition, these various forms can be actively tried.

4.4 The Evaluation of the Experiential Cognitive Teaching Mode

Scientific evaluation is of great significance to the growth of every student, and teaching model are also highly concerned with the process of teaching evaluation. In the process of carrying out the evaluation, the focus will be on each student's experience and cognition. The implementation and outcomes from the experience and cognition is the critical part of evaluation, instead of just making the score as the measurement basis. Moreover, the evaluation is directly applied and fed back into teaching practice, which provides a basis for the optimization of teaching. The key is to evaluate college English teaching model scientifically.

In short, experiential cognitive teaching mode of college English in independent college should penetrate the whole process of college English teaching practice, teaching goals, teaching contents, teaching methods and teaching evaluation. When designed around the experiential cognitive teaching, these methods will inevitably bring about the particular mode of college English teaching, and promote college English teaching innovation. Hence, independent colleges provide support for the healthy growth of society, teachers and students.

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