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ON COLLEGE ENGLISH TEACHING INNOVATION FROM THE PERSPECTIVE OF NEW LIBERAL ARTS- TAKING *COMPREHENSIVE ENGLISH* AS AN EXAMPLE

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ABSTRACT
In response to the problems in the classroom teaching of Comprehensive English, guided by the new liberal arts concept, the OBE result-oriented educational philosophy is integrated throughout the teaching process. Modern information technology is utilized reasonably, and interdisciplinary integration is emphasized. The shortcomings in teaching content, methods, means, and evaluation are actively explored and continuously improved. Through continuous reflection, learning, and innovation, preliminary results have been achieved.
KEYWORDS: *New Liberal Arts Concept; OBE; Innovation； Comprehensive English*

I. INTRODUCTION

English major in Colleges and universities belongs to the foreign language and literature major. Literature, education and history belong to the category of *liberal arts*. The new liberal arts [1], against the background of socialism with Chinese characteristics entering a new era, breaks through the thinking mode of traditional liberal arts, and takes inheritance, innovation, integration, collaboration and sharing as the main way to promote interdisciplinary integration, and promote the upgrading of traditional liberal arts, a transition from discipline orientation to demand orientation, from professional segmentation to cross-disciplinary integration. Comprehensive English is a core comprehensive course for freshmen and sophomores majoring in English. The purpose is to cultivate students' comprehensive English ability and enhance their cross-cultural communication awareness and capabilities. The Comprehensive English course takes the training of five skills of listening, speaking, reading, writing and translation as the overall goal, and the improvement of students' humanistic quality and comprehensive quality as the primary task. It enables students to establish correct values, improve their cultural awareness and enhance their independent learning ability such as independent thinking, problem discovery and solution. The predecessor of Comprehensive English course is basic English. It has been several years since its name was changed. Although teaching faculty from all levels including from the university administrative level, the academic affairs office to the deputy dean of teaching,the teaching secretary, the front-line teachers have carried out many rounds of teaching reform and curriculum reform, there are still several "chronic and stubborn diseases" in the two key links of teaching and learning of Comprehensive English that have not changed. OBE (Outcome-Based-Education) education philosophy[2], with results as the goal and students as the foundation, emphasizes that the allocation of educational resources and all teaching activities (including teaching design, teaching steps and teaching reflection) should closely focus on the expected learning achievements and ability development of students, and reflect the subjectivity of students and the leading role of teachers.

II. INNOVATION AND EXPLORATION

1. **Macro Perspective**

The following mainly focuses on several "chronic and stubborn diseases" and talks about innovating the teaching ideas and teaching objectives on a macro level.

The first is the innovative teaching idea: teachers practise the idea of "student-based" and "quality-based" teaching principles in the teaching of Comprehensive English Course.

On the one hand, it focuses on the diversity, system, scientificness, contemporaneity and humanity of teaching

content; on the other hand, it uses modern information teaching methods to apply modern teaching concepts such as heuristic approach, discussion, inquiry and cooperation to teaching practice, and grasp the relationship between knowledge and skills, learning and innovation, application and ability.

Innovative teaching objectives: through the perception and experience of language knowledge, students' language knowledge is strengthened and consolidated, and students' language skills are improved; students' emotional attitude gets enriched through the content of the course, and students' learning strategy awareness is established through the learning of the law of language itself. The national cultural awareness of students is enhanced through the extension of knowledge connotation. Through the analysis of the theme, students gain value recognition and enhance their national consciousness, national pride and social responsibility; through the creation of related problems, students achieve the effect of thinking enlightenment and independent thinking, critical thinking and problem-solving ability. Emotional resonance stimulates students' yearning for a better life, and promotes the harmonious unity of personal value and social value; Behavior orientation encourages students to actively participate in social practice, turn theoretical learning into practical action, and integrate knowledge with practice.

2. Micro Perspective

The following is a micro exploration and innovation from teaching and ideological and political penetration.
Innovation of teaching contents and methods: what teachers teach (teaching contents) and how to teach (teaching methods) should be based on the English professional training program. Teachers can't only teach textbooks and exercises, nor can they teach English-related cultural knowledge. They should enrich the teaching content and integrate professional courses. They should not only tap the ideological and political elements in professional courses, but also enhance the effective integration between specialties. Teachers can't speak in class from start to finish, they should provide students with opportunities to exercise and speak. Due to the particularity of English discipline, a large number of language input and output are required. Insufficient input or input information errors will lead to interlingual error, intralingual error or failure to output, that is, "dumb English". How can English teachers make full use of only 40 minutes in a class so that students can learn fully and happily? The problem of English teachers' transition to English-only environment teaching needs to be solved. English teaching is not only to complete the task of conventional basic language training, but also to increase the amount of "input" of students. Sufficient input leads to excellent output; Quantitative change can cause qualitative change. At the same time, instructors should pay attention to the penetration of Ideological and political content in the classroom. They can introduce current affairs, carry out thematic discussions accordingly, guide students to pay attention to national events, and cultivate international perspectives. It can promote the traditional culture of the Chinese nation, read classics through Chinese-English translation, celebrate traditional festivals and other forms, and deepen students' understanding and recognition of Chinese culture. The whole English teaching is to set the training objectives and graduation requirements closely around the requirements of new liberal arts and the concept of OBE achievement-oriented education, and guide teaching on this basis. To cultivate good teachers with "belief, moral sentiment, solid knowledge and benevolence", it is necessary to provide students with the opportunity to exercise on the platform, such as the design and production of a presentation around a theme, the interaction of classroom Q & A, etc., and the teacher makes necessary comments and timely guidance. In this process, students expand their horizons through the choice of topics; Modern information technology has been learned in teaching design and courseware system; In the English presentation process, students acquire the foreign language application ability and skills. Sometimes, it can be found that teachers provide background knowledge to encourage students to participate in classroom English discussion, but students are still not enthusiastic about it. After analysis, thinking and practice, it is found that the topics introduced by teachers are not necessarily favored by students. Therefore, teachers need to explore more, to stimulate students to interact and actively participate in group discussions, role play, and relevant activities. What students learn has a lot to do with the guidance of teachers. Some students "can't eat enough (knowledge input is not enough)", some students "can't eat well (knowledge value is not high, so students think it's not practical)", some students "eat satiated (knowledge input is too much, so it's difficult to digest and absorb)". Different students show different needs, which has a lot to do with how teachers teach. One to one teaching is the most ideal solution, but for a large class of more than 40 people, one-to-one teaching is simply impractical. How to carry out teaching needs to be realistic. In other things, we can pay attention to the big picture and let go of the small details, but when it comes to education, top students should be given due attention, and those with general English background should also make progress in a stable and steady manner, and those with poor foundation should be "helped". If and when the teacher wants to nurture a qualified student, the teacher himself or herself should be qualified first. Conducting teaching activities in an English-only environment is an innovation of Comprehensive English. What students learn is not only English knowledge and English culture, but also learning strategies. "It's better to teach people how to fish rather than offering fish directly to them.". From the "Internalization" of grammar knowledge points to vocabulary memory strategies, from

pronunciation rules and skills to foreign media reading skills, from mind mapping to the clever use of advanced vocabulary in writing, all matter is method. The advent of the era of AI (Artificial Intelligence) has broken the information barrier between all walks of life, and English language learning is greatly challenged by online courses and ChatGPT human-computer dialogue. What students hope to learn from teachers in a face-to-face way in the classroom and what inspiration and help they wish to draw are two questions worth every teacher's deep thinking.

Is it knowledge itself? Or sharing learning methods and strategies?
Classroom ideological and political penetration: against the background of the new era, higher education is not only the teaching of professional knowledge, but also an important position in shaping values and cultivating a sense of social responsibility. With the acceleration of globalization and the development of social diversity, the ideas of young students are increasingly complex and changeable, and the traditional way of Ideological and political education is also difficult to meet the current education needs. How to innovate the classroom ideological and political education, integrate the ideological and political education into professional courses, and achieve the organic unity of knowledge teaching and value guidance becomes an imperative issue. It has become a key measure to improve the quality of education and cultivate socialist builders and successors with comprehensive development of morality, intelligence, sports and labor. With the improvement of China's comprehensive national strength in the international arena, China's international influence is constantly expanding. On the other side of the Pacific Ocean, the United States is plagued by subprime crisis, school shooting, racial issues, social inequality and other issues, and the society is seriously torn apart. The international community begins to question and reflect on the world influence and legitimacy of the "democracy beacon". Based on this international current affairs background, in the process of English teaching, teachers should play a leading role in guiding students to establish a correct world outlook, outlook on life and values, cultivate patriotic awareness, and enhance national confidence and pride. At the same time, Chinese people should not forget their original intention and make due efforts for the great rejuvenation of the Chinese nation. The economic base determines the superstructure, and the superstructure reacts on the economic base. China has caught up in various fields such as new energy vehicles and high-speed train and 5-G, but the international discourse system has not been established, and international public opinion is still strong in the West and weak in the East. As general secretary Xi Jinping says: "after several generations of unremitting efforts, the first two problems (backwardness and food issue) have been basically solved, but the problem of" being arbitrarily criticized by the West "has not been fundamentally solved." This requires shaping China's image in the international community, spreading the voice of China's self-confidence, self-reliance and self-improvement, telling a true Chinese story, and telling the story of China's efforts to build a "community of human destiny" with the people of all ethnic groups in the world.

III. CASE ANALYSIS

The practical case analysis takes reading 1 [3] of Comprehensive English 2 Unit6 as an example. The course is selected from *A Virtue Called Devotion* by Samuel Richardson, the founder of English modern novels. The work is centered on an event - the author's mother and other family members show different attitudes towards the elderly grandmother. This is an English story, but the main idea of the story is familiar to Chinese people. Because in China, where the scope of aging population is expanding, people are facing the same ageing problem as in the West . The story is easy to make students feel immersive and enhance students' interest and curiosity in the article. Before class, students prepare the presentation of related topics (aging) and preview the text. 10 minutes before the class, the teacher asks two students to present in English what they have already done, and students' critical thinking and independent thinking ability through teacher and student Q & A and student Q & A are trained in this procedure.

Teacher classroom teaching (Multimedia Courseware): the first step is to preset 3 questions, and the students are still thinking or discussing independently (question A is about the connotation of devotion; Question B is a representative of outstanding people with dedication in contemporary China; Question C is the representative of the outstanding people with the spirit of dedication in ancient China. In this part, students can think independently or discuss with their peers. Different sparks may be generated in the exchange. Through discussion, thinking, analysis and summary, the requirements of thinking quality training in the discipline core literacy are practiced. The second step is to interpret the connotation of devotion from different perspectives. Psychology (the definition of Psychology) and literature reflect the intersection of different disciplines; At the same time, the teacher guides students to explore the similarities and differences of devotion between different cultures from a cross-cultural perspective, and enhance the cultivation of cultural awareness and cross-cultural awareness in core literacy. The third step is to spread the Chinese story to the world in English by telling the ancient and modern model stories of China in a synchronic and diachronic way. From the national-level excellent teacher representative Zhang Guimei and hybrid rice pioneer Yuan Longping in modern China to Mencius's mother who moved home three

times in order to find a favorable leaning environment for Mencius in the Spring and Autumn period and the Warring States period. When telling Chinese stories, students naturally cultivate the sense of nationalistic pride and patriotic sentiment.

IV. EFFECTIVENESS EVALUATION FEEDBACK

The effect of classroom teaching innovation is evaluated through classroom English work display (including personal speech and role play), classroom observation, daily quiz, daily homework analysis and final score analysis. Through observation and discussion, it is learned that students' acceptance and satisfaction of innovative content is significantly improved, their enthusiasm and enthusiasm for learning English is significantly enhanced, and their team cooperation ability is significantly improved. At the same time, students show the positive influence of Ideological and political content penetration in daily life learning and various English competitions. The author of this paper has learned from chatting with some students that the students are very satisfied with the teacher's presentation after the session. They think that "the teacher's comments are appropriate and in line with expectations."; By responding to the demands of individual students, the teacher gives one-to-one timely guidance. After class, individual students who are usually "quiet" become fond of asking questions. Students who are not confident in English or even feel shy to speak in class, under the encouragement of the teacher, become bold and confident in English learning, and the final score has been greatly improved. Through the implementation of the teacher's all English classroom concept, a good classroom atmosphere for everyone to speak English is initially formed.

V. SUMMARY

Although classroom teaching innovation has achieved some results, it still faces some problems and challenges.One is the difficulty of resource integration: how to integrate other disciplines and other majors with English professional courses organically and effectively; Two is the training of teachers: improve the English literacy and teaching ability of teachers, ensure the high level of classroom teaching implementation; Three is the satisfaction of personalized needs: in the face of the reality of a large number of students in the classroom, how to use the online classroom to provide more personalized and differentiated education programs for different students' learning backgrounds and interests is worth further exploration. In the future, classroom teaching innovation will pay more attention to the following aspects:

First, the application of technological innovation, the use of modern information technology such as big data and artificial intelligence, to achieve accurate teaching and the construction of personalized learning paths for students;

Two, improvement of the curriculum system, building a more scientific and systematic curriculum system, strengthening the combination of theory and practice, and improving the teaching effect.

Three, the evaluation system is optimized, and a diversified education evaluation system is established, which pays attention to both knowledge mastery and value recognition and behavior performance, forming a closed-loop feedback mechanism.

In a word, classroom teaching innovation is a process of continuous exploration and practice, which requires the joint efforts of educators. It is in response to the needs of talent training in the new era, and contributes to the cultivation of the new era of national rejuvenation.

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