Analysis of the Development Trend of Chinese and English Textbooks

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ABSTRACT

There are great differences in the design of comprehensive learning between Chinese and English textbooks. It is embodied in such aspects as arrangement style, knowledge type, activity design, learning strategy, thinking training, and so on. This paper uses the comprehensive learning design experience of British parent language textbooks to improve the design of mother tongue textbooks in our country, and provides a structured support for the implementation of integrated design learning. It has great practical significance. This paper puts forward the linguistic motivation of bilingual teaching in higher vocational education, and discusses the purpose and significance of bilingual teaching in higher vocational education, and the problems and countermeasures that will be faced in carrying out the teaching.

KEYWORDS

Chinese and English language, materials, systems development, trends, and analysis, framework.

INTRODUCTION

With the arrival of the new economic era, the globalization of economy and the internationalization of science and technology have become the new era characteristics of the twenty-first Century. The rapid development of high technology has made it necessary for people to face the increasingly competitive and frequent international environment. In order to adapt to the change of the times, improve the international competitiveness, many countries and regions in the world, such as Singapore, India, Hongkong, South Korea and Taiwan are taking various measures to strengthen the English teaching, improving the English knowledge and relevant cultural knowledge, improve the English communicative ability of the people. Among them, bilingual teaching is one of the main means of English Teaching in different countries and regions. In addition, in order to meet the needs of the new era, cultivating international talents, the teaching of a foreign language or second language teaching in developed countries and regions gradually isolated from language teaching and simple language teaching and the teaching content will turn to the combination of the content and language integrated learning.

What it refers to here includes both the subject content of the students at school and the non subject content that students are interested in. Among them, the blended learning of language and subject content has the same connotation as the bilingual teaching advocated by the institutions of higher learning in china. Higher
vocational colleges mainly train practical talents in social production, construction, management and service. Bilingual teaching in higher vocational colleges plays an important role in improving the competitiveness of China's national industries. However, in order to realize the real value of bilingual teaching in English and Chinese, we should find out the problems and challenges in the implementation of bilingual teaching in colleges.

In order to meet the needs of English teaching in the new era, a new syllabus for English Teaching in early and senior high schools was formulated in 1992. The new textbook for Junior English written by the Chinese and British in accordance with the new syllabus has been put into operation in 1993. High school English teaching is to link up with the new textbooks for junior middle school English, high school English according to the requirements of the new syllabus, written by people's education press and British Longman publishing company. To use this set of teaching materials, we should first understand its writing characteristics, and then carry out teaching in accordance with its characteristics.

The full-time ordinary senior middle school English teaching, is the basis of English teaching in compulsory education in junior middle school, consolidating and expanding the students basic knowledge, and develop the basic skills of listening and speaking, reading, writing, and training students in oral and written on the initial use of english. Textbooks focus on developing reading ability and enabling students to acquire a certain degree of self-learning ability. The new English textbook embodies this goal in compiling the guiding ideology. It organically combines the traditional structure method with the modern communicative method. It adopts both the structural approach, that is, listening, speaking, listening and speaking, leading and practicing repeatedly, and forming the habit of teaching thought. It also absorbs the teaching idea of using language properly in the real situation. It has opened up a brand-new way for English Teaching in our country and provided a shortcut for students to learn english.

THE PROPOSED METHODOLOGY

Compiling features of teaching materials.

The new English textbooks pay full attention to the comprehensiveness of the genre and the universality of the subject matter. This set of textbooks on the genre, including stories, essays, letters and biographies of popular science, expository writing, fables, dialogue, skits, diaries, notices, dialogue, advertising, Xu Shuwen, political essays, poems and other forms of the application. From the theme, the new textbook to foreign cultural traditions, customs, celebrity biographies, traditional programs, health and physical education, learning, behavior, interpersonal relationship, social science, environmental protection, entertainment, food culture, ecological balance, energy transportation and other taboos of humor and content. Thus, the new English teaching materials in senior high school not only have various forms, but also have rich contents, and have achieved the organic combination of form and content, thus achieving the unity of external beauty and inner beauty. This provides a wealth of materials for students to learn English language structure and language and culture, and laid a good material foundation.

The new English teaching materials are not only diverse in form, rich in content, but also novel in selection and rich in the flavor of the times. Most of the materials
in the textbook are closely related to the development of real life, culture and science and technology. Therefore, the language is practical, ideological and interesting, and students can apply their knowledge, and get pleasant experience from them, at the same time, they can edify their sentiments. The new textbook wide coverage of knowledge, to cultivate students' cultural quality.

The characteristics and limitations of structural and functional methods.

The structural theory, that is, the theoretical basis of the listening statement, which is structural linguistics. Structuralist linguistics holds that language is a large system, including phonetics, vocabulary and grammar. The structure method advocates the teaching process of listening, reading and writing first. Most of the time in class is used for listening and speaking training, and students are allowed to practice in a variety of forms under the guidance and control of the teachers.

It emphasizes the teaching of language itself, advocates the use of dialogue to present vocabulary and structure, to imitate and repeat to learn dialogue, and dialogue in the sentence patterns to organize exercises. Use it advocate the limitation of first language and translation, but also pay attention to comparative analysis of Chinese and English, and as a means to determine the difficulty of teaching, teaching targeted, but also attach importance to internal contrast English exercises. The structure approach requires teachers to try to prevent students from making mistakes by anticipating difficulties and strictly controlling the content of the course.

However, structural law ignores people's knowledge and thinking ability, and emphasizes mechanical imitation and memory. Pay attention to the structure, form, meaning and communication of language, ignoring the function of grammar in teaching and develop the ability of reading and writing.

Functional law, also known as communicative approach, was born in Western Europe in 70s. Its theoretical basis is sociolinguistics. Sociolinguistics holds that the communicative function of language is the most essential function of language. What is called function is to narrate and express ideas in language. The communicative approach holds that language is a tool for social communication and that people express their thoughts and feelings in words. Therefore, it advocates arranging the teaching content with the specific communicative function project as the main line, and determining the key point of teaching according to the students' future needs. It stands in the real situation in the proper use of authentic language, to communicate with various ways for different stages in the whole process of teaching, to enable students to have a creative combination and the ability of applying the knowledge of the language to express their thoughts and feelings, not just simple, mechanical imitation. The functional approach does not encourage teachers to correct their mistakes at any time so as not to pay too much attention to the form of expression and ignore the content of the expression. In addition, the functional approach emphasizes the need to mobilize the initiative and initiative of students to learn foreign languages.

Teaching strategies of new textbooks.

According to the characteristics of the teaching materials, the dialogue course of each unit is taught by the combination of structural and functional methods. The
The purpose of conversation class is to train students' ability of listening and speaking, that is to say, oral communication ability, not to impart language knowledge. Therefore, in teaching, we should do fine and practise more. Speaking, to get to the point, said to be harmful, clarifying that the topic session essentials, function, use and the use of methods, for the students to overcome the language barrier. Training can be done by mechanical training, semi control and no control training. Mechanical training is to familiarize students with the patterns and expressions of the topic, and to grasp the basic structure of the language. Semi controlled training is provided by teachers to provide situational training to enable students to transition from mechanical training to controlled training, that is, from knowledge to ability. No control training, that is, students create their own scenarios, using the knowledge of simulation exercises, the knowledge into ability.

The cultivation of reading ability is the focus of English teaching. Text teaching should first be based on the cultivation of understanding ability, and secondly, it is to impart language knowledge. The main purpose of reading is to acquire information, to improve cultural literacy, to develop reading skills, and to develop intelligence, such as cognition, reasoning, imagination, etc.. In a sense, reading is also a kind of communication, which is the spiritual communication between the reader and the author. Only when readers understand the author's writing intention and understand the author's ideas, opinions and positions through the text, he can understand his writing background and the cultural atmosphere of the author, so that he can really understand his works. Therefore, in the teaching of reading, we should teach students the skills and skills to read, develop their good reading habits, and pay special attention to the ability to acquire information quickly according to different genres and subjects. To explain, clarifying the different style of writing features and writing techniques, which is conducive to improve students' reading ability, but also help to improve the students' writing ability. At the same time, we should focus on analyzing difficult and difficult sentences, clear up language barriers for students, provide necessary cultural background knowledge, and clear up obstacles to understanding. In the process of teaching, we always adhere to the elicitation and induction, dig the deep meaning of the paragraph, the main paragraph, the author's point of view and attitude, and train the students' ability of logical reasoning and judgment according to the passage.

Text teaching is also inseparable from language teaching. On the basis of the students' understanding of the text, they are guided to observe, imitate and apply the key words, phrases, idioms and sentence patterns in the text. When necessary, the teacher can first give an example, and ask the students to find the sentences containing new grammatical items in the text so that they can sort and classify the sentences, and then analyze and summarize the new grammatical rules.

In teaching, we should fully grasp the intention of editors and train students in writing. In addition, taking full advantage of text materials, allowing students to abbreviate, rewrite and imitate them, can improve students' writing ability.

The relationship between language and human cognition and the development of social consciousness: acquisition of mother tongue is closely related to human cognition and social development. Preschool children and younger students are developing simultaneously in terms of language, cognition, and social consciousness. Language is an important medium for the normal development of cognition and social consciousness. Teaching foreign languages or second
languages in isolation is a separation between language and other aspects of the individual. The bilingual teaching will develop organically, these aspects closely together, so that language learning has become a student in the school environment, an integral part in the development of cognitive development and social consciousness.

The combination of language teaching with real content and real communication is also determined by the nature of language itself. Although some linguists, such as Chomsky, emphasize that the languages of all ethnic groups have something in common, other linguists point out that language has its own characteristics. Linguists point out that the language used in different contexts varies greatly in form and function. The purpose of teaching is to promote the all-round and sustained development of students. Therefore, the purpose of bilingual teaching in higher vocational colleges is no longer pure English language and professional knowledge transfer activities, but a subject of advanced knowledge and technology and culture, is an important way of Cultivating English communicative ability, professional skills and ability to work, is an important means to promote the development of. Especially in the contemporary educational field is proposed to cultivate students' humanistic quality training concept and consciousness of the students mind world, to be able to understand, respect and adapt to the culture and customs of different nationalities, in different countries and regions and different cultural backgrounds and languages at ease, and actively carry out exchanges and cooperation. Bilingual teaching in higher vocational education plays a very important role in achieving the above educational goals and improving the competitiveness of China's national industry. It has a very important practical significance for the development of talents and society.

CONCLUSION

Compared with our mother tongue textbooks, English textbooks pay more attention to comprehensive learning, and provide more extensive subject knowledge, activity programs and teaching strategies. From the current Chinese language teaching practice, comprehensive learning teachers can find the resources are relatively limited, relatively heavy burden on teachers, lack of teachers' knowledge about the comprehensive learning, teachers' ability of curriculum development is relatively weak, these factors led to a lack of polymerization of Chinese teachers' pck in china. In the context of this course, we need to draw on foreign experience, from the perspective of textbook design to provide the necessary scaffolding for teaching.

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REFERENCES
