Research on Foreign Language Teaching Adapting to the "One Belt and One Road" Strategy—Taking the Application of Difference Teaching in Foreign Language Teaching as an Example

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Abstract. The "one belt and one road" initiative provides a new opportunity and space for the discipline construction of our universities. In order to integrate into the new situation of "one belt and one road", China needs to continue to implement foreign language teaching reform. The individual differences of students are obvious in foreign language teaching. In school foreign language teaching, we should not only find differences, but also recognize them and respect them. On the basis of ensuring that all students achieve the basic and unified teaching objectives, each student's specialty should be developed. It is of great theoretical and practical significance to apply the concept of difference teaching in foreign language teaching.

1. Background

In the autumn of 2013, general secretary Xi Jinping put forward the "one belt and one road" initiative on behalf of China. In March 2015, the development and Reform Commission, the Ministry of foreign affairs and the Ministry of Commerce jointly issued the vision and action to promote the construction of the Silk Road Economic Belt and the Maritime Silk Road in twenty-first Century. Action plan, etc. The reform of the global governance system needs language help, and the grand plan of "one belt and one road" construction should take root in the countries along the line, and language talents are indispensable. In addition, foreign language is also an important guarantee for the national security of big countries, and a strategic means to promote and publicize values. Foreign language ability is increasingly reflected as an important part of the country's soft power. To some extent, foreign language education is the foundation of building a community of shared future for mankind, and it is of great significance to lead foreign language education with the community of shared future for mankind. The "one belt and one road" initiative has brought unprecedented challenges to our foreign language and foreign language education, and has also brought rare opportunities for development.

In recent years, the "one belt and one road" initiative has had a wide and far-reaching impact on China and the world in terms of culture, economy and politics. It has also had a major impact on China's higher education, providing new opportunities and space for Discipline Construction and development, and is particularly important for the meaning of foreign languages. In this context, how to build and develop the discipline of foreign languages and how to serve the national development strategy has become a hot topic in academic circles. To a certain extent, it is also a major problem that foreign language discipline must face.

"One belt and one road" straddles the Asian and European continent. It pays attention to giving full play to local initiative and emphasizing the all-round development of the economy. As an international language, English plays an important role in the cultural exchanges, trade, infrastructure, education and tourism. According to statistics, in the first 5 months of 2018, the total value of China's trade and imports and exports increased by 8.8% over the same period in 2017. The new Bureau of "one belt and one road" put forward higher requirements for foreign language education and personnel training.
2. Current Situation of Foreign Language Teaching

Although the foreign language education in China has made progress after many years of reform, under the examination oriented education, teachers and students think more about the examination, which is the biggest reality at present, rather than the application problem in the future. Therefore, there are still many foreign language teaching disorders, especially in the foreign language curriculum structure, educational philosophy, information facilities, teachers' role and other aspects of the current situation is still worrying.

At present, we need to actively respond to the serious imbalance between exam oriented education and the new situation of "one belt and one road", and we need to step up our foreign language reform. With the gradual deepening of teaching reform, many educators pay close attention to the objective problems of students' individual differences and self-efficacy. Both theorists and practitioners at the front line of teaching are trying to solve the problem of students' differences, so they can't adopt a unified teaching mode. Quality education not only recognizes that the basic qualities of people are the same or similar, but also sees that there are great differences between people. Teachers should understand the students, understand the students' mind and talent, proceed from the potential of students' intelligence development, according to the principle of teaching students according to their aptitude, so as to know the students and teach them well, and carry out different teaching. In the process of implementing the difference teaching, we must first recognize the difference and respect the difference; then we should divide the students into different levels, set up multi-level teaching objectives and diversified learning activities to meet the development needs of all kinds of students, and then give full play to their advantages and specialties, so that each student can get the full development of personality and achieve the goal of quality education.

3. Differential Teaching

For the definition of differential teaching, Professor Hua Guodong of our country thinks that "differential teaching refers to the teaching based on students' differences in class collective teaching, to meet students' individual needs, so as to promote students' full development on the original basis." The essence of "difference teaching" points out in the discussion that "difference teaching" is a kind of teaching which uses and takes care of students' individual differences in the class collective teaching, establishes on the basis of education survey and diagnosis, "guarantee the bottom but not the top", promotes students' maximum development as the teaching goal, and diversified and flexible organization and management.

Due to the influence of traditional teaching ideas, the traditional teaching mode has not been completely broken in the aspects of foreign language teaching concept, curriculum, teaching material content and organizational form. The current school foreign language has not yet fully adapted to the changes of social development, and has not yet fully kept up with the pulse of human development. The teaching thought of "pass on" seriously hinders the development of students and the formation of their personalities, and at the same time suppresses their enthusiasm and initiative in learning. In foreign language teaching, teachers always act as the center of teaching and the traditional way of apprenticeship is ignored. It leads to the model and rigidity of classroom teaching, and students become passive receivers, which can easily lead to students' Weariness of learning.

Therefore, it is necessary to strengthen the teaching of students' personality. First of all, we should renew the concept of teaching based on teaching, and establish an educational concept of attaching importance to students' differences and respecting students' differences. Emancipation of mind is the foundation of all things. In our school foreign language teaching should also adhere to ideological emancipation, and in foreign language teaching ideological emancipation is endless. In the process of education, we should establish a new concept of education and attach importance to students' differences, and teachers should do a good job of education according to students' differences. Only in this way can education make education fair, effective and high-quality.

Secondly, we should constantly improve the quality of teachers. Teachers are the disseminators of
knowledge and play an important role in the process of education. The quality of teachers directly affects the learning effect of students. In teaching, teachers' words and deeds directly affect students, and also affect the formation of students' personality, so we should strive to improve the quality of teachers in order to meet the requirements of teaching. Moreover, the key to the development of students' difference teaching is teachers, because the ability of teachers also determines the mastery of students' differences, and also determines whether the treatment of students' differences and the cultivation of personality are reasonable. If the quality of teachers is high, then the cultivation of students' personality is likely to be successful. If the quality of teachers is too low, the cultivation of students' personality and the education of knowledge are likely to fail, so the improvement of teachers' quality is a very important aspect.

Finally, we should do a good job in the observation of students' differences and the corresponding education work. In the teaching, we should make students' personalities develop and their knowledge increase better. First of all, we should do a good job in observing the differences between students. It is very important to observe the differences between students. The observation of the differences between students is not only a form of observation, but also permeates into daily life and learning life. We should correctly treat the differences between students, take care of the excellent students and the non-excellent students at the same time. To provide equal access to education for every student. After correctly observing the students' differences, we should do a good job in education and put forward countermeasures in time. According to the differences of students, we should set up corresponding learning objectives, learning contents, teaching methods, etc. Only when we face up to the differences of students and respect the differences of students can we achieve the goal and demand of education.

4. The Application of Difference Teaching in Foreign Language Teaching

In the following articles, the author analyzes the strategies of the application of difference teaching in school foreign language teaching. When teaching, teachers should pay attention to the observation of students' differences, understand students' physical condition, personality characteristics, knowledge level, learning style, hobbies, etc. Only in this way can teachers take the initiative in foreign language teaching. Only in this way can teachers make different teaching objectives and contents according to different students' learning needs, and prepare teaching contents according to different students' learning needs. It should be noted that students are constantly developing, and foreign language teaching itself is also a process of continuous development and change. Therefore, in foreign language teaching, teachers should also make corresponding reflection with the development of students. Therefore, the goal, purpose and content of foreign language teaching should also be adjusted accordingly. In foreign language teaching, teachers can adjust the level of students according to their mastery of actions and related foreign language knowledge. In order to ensure the smooth completion of teaching objectives, at the same time, it can also make students' physical quality and foreign language knowledge further improved.

After mastering the physical quality and knowledge level of students, we should set different learning goals according to the differences of students. The level of knowledge and physical quality of students are different. Teachers should set different teaching objectives according to the differences of students, so as to meet the learning needs of different students. Only in this way can we ensure that the design of foreign language teaching objectives is in the most recent development area of most students, so that every student can achieve the minimum requirements of teaching objectives, and develop themselves to the maximum extent on this basis. Specifically speaking, in every foreign language class, we should set different teaching objectives, so that students with better foundation can strive to reach a higher level, and students with poor foundation can also complete it. Only in this way can we not hurt the self-esteem and self-confidence of the students with poor foundation, and make them better accept foreign languages; only in this way can we make those students with better foundation, but share pride, and always make them have interest in learning. Setting different learning objectives is not only the requirement of different teaching, but also the requirement of keeping the vitality of foreign language teaching.
In the process of foreign language teaching, foreign language teachers should start from students' different learning needs, and try to provide students with different learning contents. Of course, for a long time in our country, we can't choose the teaching content independently, and we should carry out unified teaching with the syllabus, but this doesn't mean that foreign language teachers can only transfer knowledge. Teachers should not only impart knowledge but also inherit culture, so teachers should not only stick to knowledge itself in teaching. Teaching content is not the same as teaching materials, so in foreign language teaching, foreign language teachers still have their own initiative space. After understanding the differences and learning needs of different students, foreign language teachers can complete the unified teaching schedule and teach different teaching contents to different students to meet the growing needs of foreign language culture. Only by setting optional teaching content, can we satisfy different students' interest in learning as much as possible, and make students develop their personalities and improve their foreign language knowledge as much as possible. In this way, we can give full play to the students' subjectivity and make use of their differences to make them develop better.

After making different foreign language teaching objectives and optional foreign language teaching contents, we must adopt reasonable teaching methods to transfer the teaching contents to students. The choice of different teaching methods is mainly based on the differences of students' personalities. Different students have different personalities, so they also have different world outlook and outlook on life. So the same teaching method does not necessarily apply to all students. In foreign language teaching, we should use a variety of teaching methods and means to demonstrate some students' possible actions and explain others more. Only according to the differences of different students, take different teaching methods can achieve the effect of twice the result with half the effort. This is very important for the realization of foreign language goals and the improvement of students' foreign language knowledge. In addition, only in this way can students not be afraid of foreign language classes, and can students have interest in foreign language classes. In fact, the choice of different teaching methods is also the affirmation of students' subjectivity. Only by respecting students' differences, facing up to students' differences, and adopting effective teaching methods for students' differences, can students' personalities be developed, which is also the requirement of education equity. It also plays an important role in forming students' lifelong foreign language concept.

In foreign language teaching, it is the requirement of difference teaching and a good foreign language class to adopt a variety of teaching organization. Foreign language teachers can flexibly choose collective teaching, group teaching or individual teaching according to the differences of students. However, when applying the concept of differential teaching in foreign language teaching, we should also pay attention to the protection of students' self-esteem and self-confidence. In grouping, it is better to adopt flexible grouping, which can be adjusted according to the specific situation. In flexible and dynamic grouping cooperation, the advantages of different students can be brought into play, promoting the overall development and quality improvement of students, and learning to learn from each other and help each other; and the students with different needs can also get the attention of teachers in time, so in foreign language teaching Only in this way can we form a good interaction between teachers and students. Students will have a sense of belonging to the collective learning, and will always feel respect, which is very important for the formation and development of students' good personality.

5. Conclusion

It is of great significance to apply the concept of difference teaching in school foreign language teaching to promote effective teaching and education equity, and to meet the requirements of high quality teaching. Moreover, the application of differential teaching can also promote the implementation of quality education and the cultivation of lifelong foreign language habits, and help the completion of foreign language teaching tasks and the maximum development of students. Therefore, to recognize differences and respect differences is to reflect fair competition, educate youth and maintain order, which is the humanistic spirit pursued by modern harmonious society.
Facing the new opportunities of "one belt and one road", foreign language teaching must keep pace with the times, carry out effective reforms, optimize the curriculum structure, constantly learn new teaching concepts, and apply the concept of differentiated teaching in an all-round way. We should adopt strategies and reform imbalances, so that foreign language teaching will be able to stand up and cultivate high-quality talents for "one belt and one road". From the blueprint to the practice, from the vision to the reality, "one belt and one road" has become the most popular public product in the world, opening up a new world of win-win cooperation. Against this background, our foreign language and foreign language majors should constantly improve their "social adaptability" and take the initiative in docking with the national strategy. At the same time, we should constantly explore the internal development rules of foreign language disciplines and foreign language majors, and realize the new development in the new era with the East wind of "one belt and one road".

References


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