

An exploration of project-driven cultivation of students' innovative ability in college English teaching

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Abstract. Innovation ability is an integral part of students' comprehensive ability. Compared with students majoring in engineering, students majoring in arts should pay more attention to the improvement of innovation ability in training. This paper expounds the significance of project driven in the cultivation of college students' innovation ability, introduces the goal of cultivating students' innovation ability in college English teaching, discusses the implementation path and optimization strategy of the project from three aspects of reading project, writing project and speech project, and explores the talent cultivation mode that conforms to the characteristics of college English teaching and acknowledges the social needs.

1. Introduction

With the increasingly fierce competition in the market, enterprises are facing more and more pressure, so college graduates are facing more and more employment pressure. Many college students can't find jobs in time after graduation, which is caused by their lack of innovation ability and lack of competitiveness in the employment market. Compared with students majoring in engineering, students majoring in liberal arts should pay more attention to the improvement of innovation ability in order to improve their competitiveness in the market. Innovation ability is an integral part of students' comprehensive ability, and project-driven teaching method can provide corresponding space for the formation of students' innovation consciousness and the exercise of innovation ability. Through the application of project-based teaching method, students' learning interest and enthusiasm are fully mobilized, and real and interdisciplinary teaching application is realized, which has gradually become an ideal teaching mode in efficient English teaching.

2. The significance of project-driven in cultivating students' innovative ability

2.1. Optimize teaching mode and promote autonomous learning

The project-driven approach to English teaching can effectively break through the limitations of the inherent English teaching model. In the process of continuous reform in the current education field, college English teaching faces higher standards, so it is necessary to optimize and improve the inherent talent training mechanism to better adapt to the requirements of

education development in the current social context. Project-based learning can provide more teaching content and resources for students, widely understand relevant knowledge according to project requirements, and carry out operation and discussion in group activities, thus completing project tasks. This can mobilize students' learning initiative to achieve the goal of promoting students' autonomous learning [1].

2.2. Stimulate learning enthusiasm and strengthen practical awareness

Project-based learning mainly includes content, action, atmosphere and conclusion. When teaching English, teachers should design the project-based learning content based on the reality of life to improve students' ability of daily listening, English reading and fluent dialogue. Most of these abilities come from life, which can greatly strengthen students' time level and English application ability. In addition, the application of project-based learning in college English teaching can also play a certain role in cultivating students' basic English skills, effectively alleviate the practical problems students face in learning, stimulate students' enthusiasm for English learning, and then more actively participate in the practice, solve grammar and semantic problems in various ways, and broaden cultural horizons.

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3. The goal of cultivating students' innovative ability in college English teaching

3.1. Improve students' self-consciousness

For the cultivation of students' innovative ability, the most critical goal is to strengthen students' self-consciousness, which is an important basis for students' personalized development and innovative development, and also lies in the ability to effectively digest the evaluation given by the outside world, and constantly improve and improve themselves. Based on this, teachers need to create a more high-quality teaching atmosphere so that students can freely express their views and opinions, broaden their thinking in English learning, and complete project tasks with high quality [2].

3.2. Train students' thinking of seeking differences

Thinking for differences is an important basis for promoting students' deep thinking, and it is also a key component of innovative thinking. Cultivating students' thinking for differences can enable them to view, think and explore problems from different perspectives. In project-driven English teaching, teachers should reasonably set up various problems to strengthen and promote the further development of students' thinking of seeking differences, and improve students' innovative ability in specific project practice through the application of project-based teaching method [3].

3.3. Improve students' interest in innovation

Innovation interest is the main driving force for students to carry out innovation activities. If students have high interest, they can be more deeply involved in the project activities to implement innovation, and then really get fun and sense of achievement in the process. English teachers should guide students to correctly understand the value of innovation, mobilize their interest in innovation, and show their imagination to carry out innovative activities.

4. The path and key points for cultivating students' innovative ability based on project-driven

The task arrangement of project-based learning described in this article is shown in Table 1.

Table 1. Project-based learning tasks

Weeks	theme	form	content
1-5	read	Group cooperation - short video creation	College Life in the Internet Age
6-10	writing	Group cooperation - advertising copy, poster	Work of the propaganda department of an enterprise

10-15	speech	production and recruitment copy Individual - speech	Three-minute fixed topic speech
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4.1. Project content

4.1.1. Reading items

The English teaching carried out by colleges and universities is mainly connected with the society, aiming at cultivating high-quality talents and delivering them to various posts in the society. Therefore, English teaching should focus on students' practical ability and comprehensive ability. As for the project teaching method, it itself shows outstanding practicality and is consistent with the needs of enterprises. Before teaching a new lesson, teachers should group students, guide students to read independently in the form of group cooperation, and assign tasks such as precision and extensive reading according to the learning situation of each group. Take the course "College Life in the Internet Age" as an example. When teaching, the teacher needs to explain the content of the article first, and let students analyze the impact of electronic equipment and the Internet on it independently. Next, the teacher will take it as the project theme, and encourage students to spread their thinking to collect relevant materials. For example, students can use new media short videos to carry out English interview activities inside the campus, so that everyone can express in English how they think the Internet and electronic equipment will affect current college students. This activity can not only help students deepen their understanding of the content of the text, but also exercise students' innovative consciousness, break the previous inherent learning ideas, which is of great significance to the improvement of their innovative ability [4].

4.1.2. Writing project

The project-based teaching method is the most effective way to cultivate innovative ability in the current efficient English teaching, but teachers should master skills in the application of project-based teaching method. Before carrying out project teaching, teachers need to fully understand the specific situation of students in the class, and then select the project content that is consistent with the current level of students.

For example, in writing teaching, in the past, most of them used invitation letters, message notes and sick leave notes for writing exercises, but in order to stimulate students' innovative consciousness, teachers can expand the content in combination with the changes of the times, introduce advertising copy, poster production, recruitment copy and other project contents, which are closely related to students' life, and can not only arouse students' interest in writing, It can also provide a good space for students to develop their innovative ability. Teachers can guide the members of each group to fully concentrate their opinions,

and then complete their own creation in different sections, show the advantages of each student, form a good situation of mutual cooperation and common progress, and achieve the goal of collaborative innovation within the group [5].

4.1.3. Speech project

Teachers should actively organize and carry out speech projects in daily teaching to cultivate students' oral English ability. After completing the unit course teaching, teachers can assign tasks according to the unit theme, and encourage students to widely collect information and write speeches based on their own views. In order to improve students' sense of experience, teachers can also organize students to independently decorate the environment and set up judges' seats, so that students can be more involved in the project and take the speech competition seriously. Students in the audience can also enrich and expand their knowledge in the process of watching the game [6].

4.2. Precautions

4.2.1. Reasonable control of project difficulty

In the process of determining the project theme, teachers should comprehensively consider the actual situation of students in the class. For students of liberal arts, they should choose the project with moderate difficulty, otherwise the difficulty of the project is too high to affect students' enthusiasm for participation, and the difficulty is too low to affect the quality of project learning. Therefore, teachers should scientifically and effectively control the difficulty and cycle of the project on the basis of the course content and relevant knowledge points to support the further improvement of English classroom teaching quality.

4.2.2. Improve teachers' own quality

For a long time, students have been under the influence of examination-oriented education, which makes them lack of oral expression, reading, listening and other aspects, although they have certain written test ability. The lack of teachers' own level and comprehensive ability can not effectively deal with this problem. In serious cases, it will also lead to the increase of difficulty in project implementation, and it is difficult to give full play to its guiding role for students. Based on this, teachers themselves need to form the concept of lifelong learning, so as to give corresponding guidance according to students' personalized needs and level differences, and promote the continuous implementation of the project.

4.2.3. Optimize the internal division of labor of the project.

The majority of college students at the current stage are only children, and most of them have studied

independently in the past. Therefore, some students are often at a loss in cooperative learning and fail to communicate effectively with team members, which is not conducive to the efficient and stable implementation of the project as a whole. The main reason for this problem is that students generally lack the sense of cooperation and do not communicate and deal with problems in the first time. In order to effectively deal with this problem, teachers should carry out a reasonable division of labor according to the flash points of each team member in the process of project teaching, emphasize the importance of teamwork, and also implement supervision in the project implementation stage, so as to have more accurate control over the project completion [7].

Through the application of project-based teaching method, the total score of final examination papers has improved significantly compared with last year, as shown in Table 2.

Table 2. Total score of final examination paper

Research object	one hundred	90-99	80-89	70-79	60-69	Below 59
2020	0	0	three	twelve	twelve	three
2021	0	one	nine	fifteen	five	0

5. Conclusion

Project-based teaching can break through the previous classroom restrictions and establish a link between language, knowledge and ability. It not only pays attention to learners' ability to use English language knowledge, but also aims to improve the skills necessary for compound talents such as thinking ability, cooperation ability and innovation ability. Project-based teaching provides a broader space for the formation of students' innovative thinking. In the process of completing project tasks, students can not only consolidate existing knowledge, but also expand their knowledge to better connect with social posts.

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