

The Status of English Second Class in College English Teaching in Independent Colleges

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Abstract: After years of development, domestic higher education discipline construction has achieved a variety of breakthroughs. However, there are still many problems in the discipline construction that need to be solved. The development of disciplines needs to solve the constraints of development. It is necessary to identify the existing deficiencies and take corresponding countermeasures, which is conducive to ensuring the effect of discipline construction.

1. Introduction

As a new subject, the subject of higher education has grown from bud to maturity after years of development. With the development of higher education, there are still some constraints in subject construction that need to be resolved. Therefore, it is necessary to combine the direction of discipline construction and the positioning of disciplines to clarify a foothold and solve the constraints in the construction in order to promote the development of higher education.

2. Deficiencies in the Discipline Construction of Higher Education

2.1. Subject positioning needs to be clear

Aiming at higher education, there is a dispute between "discipline" and "field" in academia. The fundamental reason for this phenomenon is that historical studies have not distinguished higher education from higher education. Continuing to the present, research on higher education still lacks a clear definition of the differences between the two. "Disciplines" and "fields" have been arguing for many years because of the existence of this phenomenon. If higher education is not a multidisciplinary subject, it should be positioned as a specialized subject. According to the classification of classic disciplines, higher education has an internal and external system. On the surface, higher education has a disciplinary nature. In a certain historical period, the "discipline" theory played a leading role. Due to its influence, the discipline of higher education has continued its internal and external institutions. In the development of internal and external organizational system of higher education, there is no clear disciplinary positioning. Due to the constraints of "disciplines" and "fields", there is a bottleneck in the development of higher education. Many researchers in higher education find it difficult to extricate themselves in the face of controversy, and the discipline of higher education lacks a clear discipline.

2.2. Insufficient subject confidence

Judging from the current research direction and results of higher education, it is affected by the low status of the discipline. The research shows that the discipline is confident and the development of higher education is affected. There are two different judging standards for judging the status of a discipline: one is reflected in the theoretical basis, which must reflect the rigor and depth; the second is the way to solve real problems, and the social development situation must be considered. Pedagogy of higher education has lacked clear definition standards for many years, and internal research in higher education has not yet formed a valuable consensus on the ideal system. Due to

insufficient self-persuasiveness, internal unity cannot be achieved, and it is difficult to obtain affirmation from outsiders. After the development of the theoretical system; In addition, under the influence of late-born exogenous models, domestic higher education theories mostly imitate foreign higher education, or copy other domestic disciplines. The lack of independence in the development of disciplines has led to the existing explanatory ability of higher education in practice. There is still a gap between theory and practice. Higher education research has been criticized. Subject self-confidence is low. Although many researchers at present have explained the value of higher education disciplines from multiple perspectives in order to improve their self-confidence, from a practical point of view, insufficient academic self-confidence restricts the development of higher education.

2.3. Subject development is closed

As early as the 1980s, a well-known scholar in the domestic education field, Pan Maoyuan, suggested that the study of higher education should be based on interdisciplinary studies, and the development of higher education should learn from the results of other disciplines. The phenomenon persists. On the one hand, the reason is that it is still following the ideas of the classic discipline theory, and it is still adhering to the discipline resources to prevent the "penetration" of foreign disciplines. In addition, it is affected by the classic disciplines and has solidified the discipline standards. The closed state has led to discontinued disciplines, lack of directionality in the research, and the subject has inferiority and pride. As a researcher, there is an expression of pride in the subject; there is still a certain sense of inferiority due to the confidence of the subject. Due to the influence of the dual complex, it is difficult to objectively analyze the problems existing in the development of the discipline in the academic world. Attempting to use sophistry to show the rationality of the problems in the discipline and deepen the closedness of the development of the discipline.

2.4. Lack of core theoretical research

According to the classic subject theory, the subject research has the typical characteristics of late exogenous type, and the subject development is mainly based on the construction of the subject framework. The theoretical research methods mostly adopt the mode of re-quoting and emphasizing foreign. The research orientation reflects the characteristics of ignoring practice and local. The construction of the theoretical system is characterized by re-induction and re-classification, but less creation and innovation. Restrictions on core theoretical research methods. The research on higher education lacks original theories. The research results are mostly inductive and summative, lack of diversified theoretical innovations, and there is an air-to-air tendency in theoretical research. The lack of original core theories in local research, and the lack of confidence in the discipline construction and development of higher education have led to a vague increase in disciplines.

3. Strategies of Higher Education Discipline Construction

3.1. To develop into an independent discipline

Obtaining "independence" is the foothold of the development of the discipline. Independence shows that it has gained autonomy. Higher education needs autonomy in its development. It autonomously determines the subject matter and development direction and eliminates constraints. The development of higher education cannot be dependent on other disciplines and must be turned to "independent" disciplines. However, with the current role of macro disciplines, it is difficult to achieve independence due to the role of the administrative management system. However, in the context of improving the right of academic discourse, the development of disciplines must ensure that matters are independently determined internally, the management of disciplines replaces administrative management, and the issue of methods must be solved. This is also the foothold of the reform of macro education; the influence of higher education on "independence" must also address the lower status of the discipline, improve the confidence of the discipline, and solve the

problem of dependence in development. For example, higher education must be distinguished from pedagogy, and it must get rid of its dependence on pedagogy. Higher education must be distinguished from general education, and an independent discipline system must be established. Higher education should emphasize the status of basic disciplines and provide theoretical basis for other disciplines.

3.2. To become an inclusive discipline

Pedagogy of higher education must be inclusive. On the one hand, it must be inclusive internally, and it must be used as a reference for other disciplines to achieve theoretical and methodological support. Pedagogy of higher education must integrate the research methods of other disciplines. Research can be based on multidisciplinary studies. Achieve innovation in higher education. Pan Maoyuan pointed out that higher education is an open department, and it requires multi-level information exchange. Pedagogy of higher education needs the support of many disciplines. It examines and explores the nature of higher education from multiple perspectives, and clarifies the function and value of higher education. As an inclusive science, higher education must use the research methods of different disciplines to reflect the most essential laws of discipline development and the nature of education. Because higher education studies education issues from different perspectives, it must combine economics and political science to provide theoretical support for pedagogical research through research; in the research process, higher education must "collectively study" with neighboring disciplines to ensure research More knowledge. Pedagogy of higher education must be supported by new research theories, and it must also be guaranteed that higher education will not be affected by other disciplines.

3.3. To become an active subject

Although China's special national conditions have had a certain impact on the development of higher education, it has achieved great breakthroughs in the development of many years, and has combined multiple disciplines such as politics and economics in its development. In theory, many scholars are committed to developing higher education as an active discipline. However, there are still constraints on the direction of development. Many researchers are entangled in specific methods, lack of creativity in the study of higher education, and lack of basic theoretical support. Theoretical research is based on reference. The original theory is ambiguous. The overall development of higher education research is slow, lags behind other disciplines, and is in a position to follow other disciplines. "Research in other disciplines has new theories, and it will be difficult to achieve independence in the development of disciplines. In the subsequent development, higher education science must have active innovation measures to promote the development of higher education science through innovative thinking. The diversified theories make the development of the disciplines more complete and full, and get rid of the disadvantaged situation that the existing disciplines are unclear and the discipline crisis continues to deepen.

3.4. Develop into an open discipline

The development trend of higher education is to realize the openness of disciplines. Under the situation of the transformation of knowledge system, the development of disciplines is experiencing the differentiation and integration of various academics. Disciplinary theories should be simplified in accordance with the characteristics of knowledge model transformation. We must be open minded to follow the general laws of disciplinary development, eliminate disciplinary barriers, and accept the views of other disciplines with the same ideas of differences; Accept diverse research subjects; use open methods to achieve multidisciplinary and interdisciplinary research. Higher education studies should strengthen foreign exchanges and cooperation, break national, political, and economic restrictions, absorb more advanced research results, eliminate the ambiguity of disciplines, and promote the gradual expansion of disciplines.

4. Conclusion

In order to realize the development of higher education disciplines, it is necessary to solve the constraints existing in the construction of disciplines. In combination with the current development direction of higher education and the reform of higher education, the key points of discipline construction must be clarified, and practical problems encountered in discipline construction must be analyzed to promote higher education Development of pedagogy.

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