

The Current Situation of College English Reading Classroom Teaching

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Abstract: *The so-called reading comprehension refers to the ability of people to obtain basic information based on the text, materials, etc. they read, while also having a basic understanding and understanding of language symbols during the reading process. The ultimate purpose of reading is to understand the viewpoints expressed throughout the article by distinguishing between vocabulary and sentences in the content. Reading is an important component in the process of college English learning. When teaching college English, students mainly obtain certain information based on written expressions, and the most effective language input is through reading.*

Keywords: Linguistic perspective; College English; reading skill.

1. INTRODUCTION

Reading teaching is an important component of college English classroom teaching. Due to the influence of our own language, there are inevitably some problems in the process of learning English among Chinese college students. In recent years, with the deepening promotion of the new curriculum reform, although the teaching quality of college English reading classrooms in China has been improved to some extent, there are still many problems, mainly reflected in the following points: firstly, the failure to innovate teaching models in a timely manner. In the conventional teaching process of college English reading classes, translation and reading methods are often used, and articles of any subject matter are carried out in a monotonous manner, resulting in many college students losing interest in learning English reading and gradually unwilling to participate in classroom learning. This has had a certain impact on the efficiency of college English reading classroom teaching. Secondly, the quality of college English reading classroom teaching is not high. The reading section is a mandatory knowledge point in the exam, which accounts for a relatively large score and is the part where students are most likely to lose points. Some college students believe that it is difficult to improve their scores solely by reading because they do not understand the specific meanings of words and sentences. Thirdly, some college students' reading proficiency is not high. It is precisely the influence of traditional teaching models that hinders the divergent thinking of college students. Teachers have not clearly defined the students' dominant position in the classroom, and students can only listen to the teacher's lectures in the classroom, but without the opportunity to speak, losing communication and discussion, making it difficult for students to learn reading skills and methods well, making it difficult for them to improve their self-reading ability, and even losing confidence in themselves. It has a certain impact on the healthy growth and development of students.

2. THE RELATIONSHIP BETWEEN LINGUISTICS AND COLLEGE ENGLISH READING TEACHING

Linguistics refers to the discipline that studies human language as the object. It mainly includes the nature, function, application, structure and historical development. It is a rational and systematic Scientific theory study of human language. Linguistics has many branches, mainly including Psycholinguistics, Cognitive linguistics and language teaching. Among them, English teaching is one part of language teaching. The development of English teaching marks the birth of Applied linguistics. However, the two are not exactly the same. Linguistics is to provide Scientific theory for language phenomenon research, and English teaching is to help students better master and apply English. Linguistics is a comprehensive language system, and in language teaching, language is also a skill that can create many convenient conditions for college English reading classroom teaching. Therefore, it is necessary for teachers to change their previous teaching concepts, correct their attitudes, and promote the English reading ability of college students based on linguistics. Throughout the teaching process, music has not actually played a very important role. Many teachers and schools consider music as an auxiliary discipline, and there are significant issues with the importance that teachers and students attach to music education. Moreover, major universities tend to focus more on the training of students' music skills in music teaching, neglecting the humanistic and aesthetic significance of music teaching. Aesthetic education and other training have resulted in music teaching not achieving the true teaching objectives. Moreover, this teaching model can also lead to a deviation in students' understanding of music education, leading many students to believe that music teaching lacks humanistic connotations, which is also very detrimental to students' development.

2.1 The design of music courses is relatively single

The world of music is very rich, and there are also a variety of music courses available. However, in current universities, there is not much emphasis on cultivating students' music literacy, and a single music course design is always adopted. This not only fails to make students feel the humanistic connotations in music teaching, but also fails to allow them to better experience the charm of music. At present, music courses in major universities are mostly based on the cultivation of students' music skills and

music training. Such course designs often make students feel that music learning is a very boring and boring thing, completely unable to stimulate students' enthusiasm and initiative in music learning, and even unable to make students more engaged in English learning.

2.2 Lack of humanistic education awareness in teaching

The humanistic education awareness of teachers is also very important, because many teachers lack humanistic education awareness, so that they do not pay attention to humanistic education in their actual teaching work. In many current universities, music teachers lack attention to the cultivation of humanistic literacy. They focus more on teaching basic music knowledge and instilling a lot of music skills in students. Although this helps students improve their professional abilities and literacy to some extent, it still has significant shortcomings for students' music development. This concept among teachers can also create some resistance among many students towards music learning. Therefore, music teachers in universities must establish a correct awareness of humanistic education and pay attention to providing humanistic education to students during the music teaching process, so that students can better experience the charm of music.

3. COLLEGE ENGLISH READING SKILLS BASED ON LINGUISTICS

As an art discipline, music has rich humanistic connotations and is of great significance in helping students' comprehensive development. Especially in recent years, the number of students enrolled in higher education institutions in China has been increasing, and the scale of music teaching in many schools is also constantly expanding. However, there are serious deviations in current music teaching, and schools pay more attention to the cultivation of students' professional skills, However, it neglects the cultivation of students' humanistic literacy. Therefore, if universities want to change their music teaching, they must pay attention to the cultivation of students' humanistic literacy.

3.1 On College English Reading Skills from the Perspective of Psycholinguistics

From the current stage of college English reading classroom teaching, there are still many teachers who adopt the traditional teaching mode in reading classroom teaching, allowing students to passively recite the content of the article to answer questions, and then teachers provide targeted explanations based on the students' answers. It is difficult to improve the reading level of college students in this way. However, Psycholinguistics is to study language according to human psychology. When using Psycholinguistics in college English reading classroom teaching, we can first build a reasonable English reading model based on Psycholinguistics, then guess the general idea of the whole article according to the given materials, and then test the content of the article, and finally draw our own conclusions whether it is correct. When reading in English, do not one hundred and two. Simply being a reading process, it encompasses multiple perspectives. Therefore, in teaching, students should be guided to analyze the content of the article from multiple perspectives, such as making appropriate guesses based on the title of the article or their own knowledge, in order to truly understand the content and viewpoints of the article. Music teaching contains a lot of humanistic education content. In the process of music teaching, many universities pay more attention to the instrumental nature of music as a discipline, and neglect the humanistic education content of music teaching, without paying attention to aesthetic education for students. Today's society requires that music talents not only have professional abilities, but also have good humanistic qualities. This article aims to explore the cultivation of humanistic qualities in music teaching in universities.

3.2 A Study of College English Reading Skills from the Perspective of Systemic functional linguistics

Conduct a systematic study from a functional perspective, which provides a basis for analyzing articles in college English reading. As a teacher, we should provide appropriate guidance to students, so that Students learn how to understand the meaning of a text from the perspective of Systemic functional linguistics, And discourse can help students understand the meaning of the article, and vocabulary and sentences are important components of discourse. This approach mainly reflects the role and significance of discourse, allowing students to pay attention to the combination of genre and central idea with vocabulary and grammar during the reading process, and then integrate and analyze the entire article. Therefore, in college English reading teaching, teachers should strengthen students' discourse awareness and effectively improve their English reading level.

3.3 On College English Reading Skills from the Perspective of Cognitive linguistics

From the perspective of Cognitive linguistics, college English reading is a complex cognitive process, which focuses on the process of information processing. Exploring English reading from this perspective mainly involves the following aspects: firstly, the ability to understand concepts. It mainly refers to students integrating scattered information into concepts, providing convenience for subsequent understanding, in order to better improve their overall level. The second step is to process the information appropriately. It mainly refers to the deep processing of linguistic and non linguistic content in an article. It is a language processing skill that focuses on effectively using the information provided in the article to understand the meaning of the article. Finally, there is a diagram, which is proposed based on psychology as a starting point, referring to organizing the relationships of the article and emphasizing the use of network diagrams to help students deepen their understanding of the content of the article, in order to clarify the next problem-solving ideas.

4. CONCLUSION

In summary, teaching college English reading based on linguistics can to some extent improve the quality and efficiency of English classroom teaching, and it plays a crucial role in promoting the level of college English reading classroom teaching. With the continuous deepening of the new curriculum reform, the traditional college English teaching mode can no longer adapt well to the current requirements. However, using linguistics as the basis for college English reading classroom teaching is an innovation in teaching methods. Through this teaching method, students can improve their English reading skills, improve their English reading ability, and promote their comprehensive development. In music teaching in universities, teachers always adopt more traditional teaching concepts. However, in order to truly cultivate students' humanistic literacy, teachers must break traditional teaching concepts, update teaching concepts, improve the teaching mode and methods of music teaching. At the same time, teachers also need to attach importance to humanistic education and pay attention to the development and changes of each student in the teaching process. The classroom is the main battlefield for music education, and teachers should pay attention to curriculum design to achieve communication and integration with other disciplines. At the same time, they should also pay attention to increasing the proportion of humanities knowledge content in the curriculum and increasing the cultivation of students' humanities literacy.

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