

Exploring the Teaching Mode of Improving Students' Engagement in Senior High School English Classroom

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Abstract: At present, the education industry is developing rapidly, and then higher requirements are put forward for the teaching methods of school teachers. Make new improvements on the basis of retaining the original basic model of education, so as to further improve the quality of teaching. Therefore, at the present stage, China's education is facing a key problem, that is, whether the teachers' classroom teaching mode can achieve the goal effect to effectively meet the students' classroom needs. In the current process of updating the new teaching methods, the development of English teaching is not as smooth as imagined. One of the reasons is the backward teaching concept, and the other reason is that there are some problems in the teaching methods.

The new teaching mode adopts the way of teachers as the leading person. At the same time, this teaching mode also puts forward higher personal requirements for teachers. On the one hand, we should pay attention to the development of students' physical and mental health, and on the other hand, we should improve students' comprehensive ability. In the implementation of teaching, students' engagement is very important. Only when students have a strong interest in learning, can teachers play their role in imparting knowledge, and students can learn more efficiently and with high quality. This paper mainly studies the current classroom teaching problems, and analyzes the problems, and puts forward the corresponding improvement measures.

1. Introduction

The traditional English classroom teaching mode is no longer suitable for the current efficient classroom teaching. It is difficult to effectively improve students' comprehensive ability only with the explanation of knowledge. This teaching mode takes teachers as the main body and often ignores the classroom needs of students. This situation is mainly because teachers and parents care too much about students' test scores, but ignore the real feelings and needs of students in the learning process. This paper analyzes how teachers can improve students' engagement in teaching combined with the current teaching situation of high school classroom.

1.1 Research background

The new classroom teaching method is to make teachers pay more attention to the cultivation of students' self-learning ability and quality, improve students' classroom engagement, and realize the comprehensive development of students' various abilities on the basis of meeting students' classroom needs. However, to make classroom teaching more effective, it is crucial to adopt new classroom teaching methods. In order to improve the teaching quality of teachers, the effective interaction between teachers and students is essential.

For teachers, adopting the new classroom teaching method is the best way to improve the quality under the current teaching situation, each teacher should deeply understand the new teaching concept to improve teaching methods, at the same time, truly meet the needs of students' classroom, good at innovation, to cultivate students' comprehensive language ability and all-round development goals.

1.2 The question of the proposed

With the proposal of the new curriculum reform plan, the way and method of teachers and the form of students listening in class should also be improved, developed and changed, which is a big challenge for teachers and students. The proposal of new classroom methods means that it takes a long time for the sudden change from traditional education mode to effective education, and in this long process, the problems existing in English teaching must be improved.

1.2.1 Teacher's problems exist in teaching

The traditional teaching method pays too much attention to the teacher's knowledge explanation in the class, but this method leads to very low engagement in the class and little harvest in the classroom. This way of blindly instilling new knowledge into learners ignores the real classroom needs of students. On the other hand, the students' teaching materials focus on the content and theme of the article, and constantly instill knowledge into the students, but ignore the students' true understanding of the textbook knowledge. Third, students have relatively few skills and strategies for autonomous learning and collaborative learning in class. This clearly reflects the intense teaching methods and dogmatic teaching methods of traditional teaching^[1].

The teaching process is essentially for students, teachers should try to make students learn to learn and think. When the classroom interaction with students, do not directly cultivate knowledge to students, teachers should adopt different education methods for different students. Strive to integrate students' interest into students' personal life, stimulate students' interest in the classroom, and improve students' classroom attention.

1.2.2 Student's problems that exist in their study

According to many studies and surveys, high school students have adapted to the traditional teaching methods to some extent. But they rarely adapt to new teaching methods. In terms of learning knowledge, most of them copy and remember the information taught by the teacher. In the process of learning English, they like memory and rote memorization. Most of them learn by calling, taking notes, and asking questions by themselves. They never bother to ask questions, summarize the conclusions of many questions they cannot know, and do not cause self-creativity in any way. This learning strategy does not meet the students' new curriculum requirements. They are reluctant to speak and do not show enthusiasm in class.

1.2.3 Requirements for new English teachers

The new classroom teaching requires teachers to have better personal ability, Must have an advanced innovative spirit, Be good at cultivating all types of students, The ability to deal with different problems, Help students develop their own learning strategies, In class, students mainly express, Let the students can actively and actively show themselves in the class, Actively participate in the teacher's class, Their attention is so highly focused that it improves their ability to think and learn, At the same time, effective classroom interaction can shorten the distance between teachers and students, This also enables knowledge to be absorbed by students in an efficient form. This active classroom atmosphere is the characteristic of a good classroom. These are the specific requirements of the new curriculum reform for the quality of effective and enthusiastic teacher education. Under the new classroom teaching background, this paper puts forward some problems existing in the current college English classroom teaching, and puts forward the corresponding classroom teaching improvement measures for readers' reference.

1.3 Research meaning

With the implementation of the new curriculum, we will give students the opportunity to demonstrate their learning potential as widely as possible, making them the true masters of the class and the central figure in the class. In class to meet the students 'interest in knowledge as the first priority, by stimulating students' interest in learning to increase students 'classroom enthusiasm, so that students can easier to follow the rhythm of the teacher's classroom interaction, new classroom teaching mode makes students can better into the classroom knowledge, exercise their thinking ability and expression ability, but also let yourself to classroom learning, willing to participate in learning^[2]. This mode not only promotes the construction of excellent qualities such as autonomy, trust, cooperation, competitiveness and innovation, but also truly realizes the purpose of quality education for students from efficient classroom to high-quality professional education. Therefore, this topic has a very important research significance.

2. Realize the effective teaching strategies in high school English classroom

2.1 Effective teaching preparation strategies for senior high school English classroom

Teaching preparation strategies (e. g., classroom preparation) are an integral part of the teaching process, related to the success of teachers. The lesson preparation strategy mainly requires teachers to plan the overall situation of the class at the beginning of the class, and list the questions and answers of the above questions in class. But what is an effective training preparation strategy? This requires teachers to solve the following problems when preparing for teaching: making preschool education support plans, having a clear definition of teaching objectives, clearly describing the main content and objectives of teaching, understanding and basic student research, planning, key teaching methods and teaching strategies, and curriculum selection and development.

2.2 Implementation strategy of effective teaching in senior high school English classroom

Teaching implementation strategy mainly refers to the specific classroom teaching measures taken by teachers in teaching, which belongs to a relatively diverse process. This paper mainly puts forward the corresponding effective classroom strategies from the following aspects.

2.2.1 Effective questioning strategy in class

Teachers' classroom teaching methods and effective interaction with students can not only arouse students' interest in listening to lectures, but also make them really start to think about the questions raised by teachers, so as to give answers through thinking. This process can effectively improve students' ability to understand problems and help students develop more language skills. Students' language knowledge, step by step to realize the whole teaching process. Let us now turn to several aspects of the question of how to gain effectiveness in the classroom.

(1) Teachers must have a clear purpose when designing problems, which is helpful to implement the teaching objectives. Educational objectives are the core and the most important part of classroom education. Every lesson should focus on the teaching objectives. It is the core of classroom teaching and plays an important role in teaching. If a class is well designed and does not reflect the educational goals of the class, then it is also a failed class. Therefore, teachers need to set clear and accurate goals when planning for problems in class. The whole question should also revolve around the objectives of this course so that students can acquire and develop language skills. If the problem obviously deviates from the classroom teaching content or deviates from the classroom teaching objectives, it is difficult to achieve the expected teaching effect.

(2) The problem should be thinking and innovative, which is conducive to stimulating students' interest in learning. Questions must be well thought out and innovative to stimulate students' interest in learning. With the reform of the new curriculum, the quality of classroom problem design is neither simple nor complex, but these problems are ideological and innovative, and their ability to mobilize students' interest and initiative will determine the improvement of a good lesson. Therefore, in classroom design problems, classroom problems should not be limited to superficial "yes" or "no" problems. It not only mobilizes the students' subjective thinking, but also cannot test the students' level and skills. Secondly, when asking questions, teachers should be good at creating educational situations to solve problems, and strive to stimulate students' "curiosity and learning enthusiasm" of the new form of problems. Finally, teachers' questions need to be based on the information that students have obtained, to further broaden students' horizons, make students interested in learning, and can meet their needs. If cross-examination goes beyond the faculty, the whole class froze and the students and teachers captured.

(3) The problem should be hierarchical, need to be guided, and let the students learn step by step. Teachers design different problems according to the different levels of students, which is a new form of education supported by the continuous reform of the new curriculum.

2.3 High school English classroom teaching evaluation strategy

English classroom evaluation strategies can usually be implemented in the following three aspects:

(1) First of all, teachers are required to adjust from the teaching concept to improve the new classroom teaching concept. The evaluation of the new course no longer only examines the acquisition of students' language skills and abilities, but requires students to truly understand and even master knowledge and skills, and learn how to solve and think about problems. When the learning process is the starting point of evaluation, as long as the students do useful things in the process, we need to praise and appreciate the students. The new teaching concept not only requires the improvement of students' comprehensive ability, but also requires the development of students' creativity, psychological ability of setbacks and the cultivation of students' personality in an all-round way.

(2) Adopt diversified methods to conduct a comprehensive evaluation of students. In the evaluation of teachers' class process, the new curriculum reform plan takes reforming the

development of students first. First of all, the teacher should give students priority to teachers, around students classroom teaching, at the same time to consider the different level between students, differences between everyone, that there are different between people, must design different levels to evaluate the teaching classroom, design to meet the needs of all grade students. At the same time, teachers should avoid detours in learning strategies and evaluation methods, guide students, and reflect their learning process. Secondly, teachers are very important to evaluate the quality of learning. The new English education program emphasizes students 'enhancement in all languages, with comprehensive ability representing all aspects of students' ability to think independently, problem solving, and frustration. Therefore, when students evaluate themselves, they should also start from these three aspects. On the one hand, it is to investigate the teacher's classroom teaching level, on the other hand, it is to let students reunderstand their own class state so as to make adjustments in the first time. This evaluation method improves the ability of both students and teachers from multiple angles, and is also of great help to the information exchange between students and teachers, which is more in line with the teaching concept of the new century^[3].

(3) Students should timely evaluate their own classroom performance. Only through introspection can students better find their own shortcomings and need to become better. Therefore, teachers should ensure the timeliness of students' self-evaluation, so as to ensure that students can strike while the iron is hot and quickly improve their ability. Students should not only think for themselves, but also other students should participate together to evaluate everyone's engagement in the class, which can not only effectively improve students' English knowledge and understanding ability, but also enhance the spirit of cooperation among students. This kind of students evaluate each other and students 'self evaluation way can promote the students' classroom enthusiasm and students 'classroom engagement, not only enhance the students' subjective learning desire, but also the students and teacher classroom interaction has played a great role in promoting, on the one hand, let students become more confident, on the other hand also ensure the teacher's classroom teaching quality.

3. Conclusion

To sum up, the effective improvement of classroom teaching mode can not only completely liberate students, in reducing the pressure of the teacher's teaching at the same time also can effectively increase the course progress let students really understand the teacher wants to impart knowledge and express meaning, close the distance between teachers and students can better help students improve all aspects of personal quality. Teachers should always pay attention to students 'classroom state in the classroom teaching process, and ensure that students actively interact with teachers. When students no longer reject teachers' teaching process, students' test results will also be improved to achieve a win-win situation between teachers and students. This also has higher requirements for teachers to teach. Only by choosing the correct teaching methods can teachers help students improve their personal ability faster and better, and guide students to control the classroom atmosphere to the correct learning path. In the high school English curriculum, the use of such methods of teaching, can make students more willing to accept knowledge, the improvement of personal quality also appears natural.

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