

Reflective Teaching and the Ways to Reform Teaching of Foreign Linguistics Courses

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Abstract: At the end of the last century, China introduced reflective teaching from the West, and formed a good reflective teaching trend in the field of education in China. Chinese educators began to conduct research and practice on reflective teaching, which has important significance for the development of reflective teaching in China. In the current perspective, reflective teaching has already had a certain impact on the teaching of foreign linguistics courses. However, these foreign linguistics courses must continuously be reformed accordingly to better cultivate applied talents. This article explores and analyzes the important role of reflective teaching and the problems existing in the current teaching of foreign linguistics courses in China, and proposes effective ways for reforming reflective teaching and foreign linguistics' curriculum, in the hope of contributing to the improvement of the quality of foreign linguistics courses.

Keywords: *reflective teaching; foreign linguistics; curriculum reform; effective approach*

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1 Introduction

Judging from the current situation of foreign linguistics courses in China, there is a lack of substantive reflective teaching content in addition to the problems of not fully reflecting students' as the main priority and of incorporating reflective teaching into foreign linguistics teaching. The existence of these problems has caused most students to attain knowledge of the foreign languages but are unable to utilize this knowledge to

solve their own problems. Moreover, some students have demonstrated disinterest in the teaching of such foreign linguistics courses. Hence, it is difficult to achieve active and independent learning, and the teaching effect is difficult to be significantly improved.

2 The important role of reflective teaching in reforming the teaching of foreign linguistics courses

2.1 Reformation and innovation that contribute to the teaching model of foreign linguistics courses

Most teachers carrying out foreign linguistics courses usually have the same major problem, that is, they have been using a traditional teaching model which was gradually built through years of teaching experience, and applied to modern foreign countries' linguistics teaching^[1]. This teaching model is lagging behind and old-fashioned, unable to combine both actual teaching conditions and the individualized needs of students. Thus, an innovate teaching model will directly improve the quality and efficiency of foreign linguistics courses. When a teacher carries out the teaching of foreign linguistics course using the reflective teaching model, a good teaching habit should be formed in reflecting one's own teaching as a continuous practice, integrate and deepen one's reflection on the teaching experience accumulated over the years. Doing this reforms and innovates the teaching model of foreign linguistics courses, so as to improve the teaching quality and efficiency on the basis of better achieving the teaching objectives^[2].

2.2 Promote improvement in the professional quality of the teachers

With the continuous deepening of the education reform in China, it is not only about the new requirements for teaching philosophies, modeling or in the means and methods of foreign linguistics courses. At the same time, it is also about the higher demands required for the teachers. As a contemporary foreign linguistics teacher, it is necessary not only to have a good teacher's morality and noble professional philosophy, but also good comprehensive qualities, including professional ethics and professional quality^[3]. Only in this way, teachers can better reflect on their own teaching activities through reflective teaching to carry out foreign linguistics curriculum reform activities, in order to improve teaching quality and the effects of reflective teaching. As a result, it can be seen that reflective teaching helps to promote the improvement of the professional quality of the teachers. Teachers are then able to constantly perceive and improve themselves in their teaching careers to continuously strengthen their sense of teaching as their mission, thus achieving professional quality improvement.

2.3 A combination that contributes to teaching theory and teaching experience

In carrying out teaching activities, some foreign linguistic teachers face difficulty in applying their own teaching experience to practical teaching and hence unable to achieve full integration of both teaching theory and teaching experience^[4]. The introduction of reflective teaching would prompt teachers to pay more attention to their own teaching activities. In this, the teachers began to comprehensively reflect on the problems and mistakes faced in their own teaching activities, and allows constant evaluation as well as to verify their own teaching experience accumulated over the years. This in turn forms a scientific teaching theory and at the same time combines the teaching theory with teaching experience, thereby enriching the content and methods of foreign linguistics curriculum teaching in a continuous manner.

3 Existing problems in the teaching of foreign linguistics courses in China at the present stage

3.1 Lack of substantive reflective teaching content

Presently, some foreign linguistic teachers in China have begun to actively introduce reflective teaching models into their own teaching. However, some

teachers lack the correct understanding and mastery of reflective teaching. Hence, the introduction of reflective teaching is only at the touch of the surface, lacks substantive content, and only stays in the simple research stage. Under such condition, it is difficult to promote reforming the teaching of foreign linguistics courses^[5]. In addition, some foreign linguistic teachers simply use reflective teaching as a single teaching theory, and have not deeply explored its important role, which has seriously hindered the full potential of the reflective teaching's important role.

3.2 The students as the main subject priority in the teaching of foreign linguistics courses has not been fully reflected

In the new round of basic education curriculum reform, it is clearly stated that the teacher should fully reflect the student as the main subject priority in the process of carrying out teaching activities^[6]. However, in the actual foreign linguistics course teaching, most teachers in order to catch up with the teaching progress, has easily ignored the students as the main priority in teaching, where the teacher still dominates the entire teaching class. According to a survey, most of the students showed disinterest in the teaching model of such foreign language courses, and there are even instances where students found difficult to keep up with the progress of their teachers. In the long run, students are easily bored and perceive negatively about the foreign language courses. This will seriously hinder the improvement of teaching effectiveness and efficiency^[7].

3.3 The lack of diversity in the way of combining reflective teaching with foreign linguistics courses

At present, China's research on reflective teaching is usually based on the research of reflective teaching that has achieved certain results abroad.

As a result, the combination of reflective teaching and foreign linguistics courses lack diversity, leading to low practicality, which makes it even more difficult to combine the teaching of foreign linguistics in its true sense^[8]. Additionally, China's research on reflective teaching is still considered in its infancy stage. The research results are most often fragmented and scattered, and lack of good pertinence. Thus, it is difficult to form a complete and systematic teaching system.

4 Effective ways of reforming teaching and

learning in foreign linguistic courses

4.1 Changing the concept of teaching and fully reflect the students as the main priority in teaching

In reforming the teaching of foreign linguistics courses,

reflective teaching must be introduced.

In order to fully unleash the full potential of the important role of reflective teaching, the teachers must actively change previous lagging teaching concepts and fully reflect students as the main priority in teaching activities.

The main practices are as shown in Table 1.

Table 1

Main practices	Specific contents
Accurately understand the characteristics of students	<ol style="list-style-type: none"> 1. Establish equal and harmonious teacher-student relationships with students 2. Strengthen interactions and communications with students 3. Have comprehensive understanding of students' hobbies and individual needs for teaching
Changing the concept of teaching	<ol style="list-style-type: none"> 1. Change the teaching concept of the past with one's own teaching 2. Establish a teaching concept based on students as the main priority in teaching
Innovative teaching model	<ol style="list-style-type: none"> 1. Master the students' actual knowledge and learning abilities 2. Provide books on foreign linguistics for students as reference materials 3. Guide students in self-learning and strengthen the consolidation of knowledge points in their self-reflection

In this process, it should be noted that fully reflecting the students as the main subject priority in the teaching of foreign linguistics does not mean that the students should fully conduct independent learning by themselves. Instead, teachers play important roles as both their guides and instructors by timely pointing out problems and challenges that the students have during independent learning, and help the students analyze the reasons, in order to make timely corrections. At the same time, the teachers should also provide effective guidance should any confusion and problems encountered by the students during independent learning.

4.2 Combining reflective teaching with the teaching

content of foreign linguistics courses

In the foreign linguistics courses, articles of different natures have large differences in languages. The teachers should make full use of this feature in the process of applying reflective teaching in teaching foreign linguistics courses^[9]. By taking the actual teaching content as an important foundation such as in combining the students' individualized needs for teaching, carrying out targeted teaching activities, and combining the reflective teaching with the teaching content of the foreign linguistics course, more students are taken into account in the teaching activities. See Table 2 for details.

Table 2

Main practices	Using Information Technology to Build an Online Learning Platform
Specific contents	<ol style="list-style-type: none"> 1. Guide students to use the online learning platform for independent learning 2. Assess student's learning through the online learning platform 3. Timely understand students' feedback through the online learning platform <p>In combination with students' independent learning feedback content, reflect on the deficiencies in their own teaching and make improvements</p>
Important advantage	<ol style="list-style-type: none"> 1. Help to improve students' ability to learn independently 2. Help to improve the professional ability of the teacher 3. Help to improve the relevance of the teaching of foreign linguistics courses 4. Help to improve the quality and efficiency of teaching

4.3 Constructing a complete teaching evaluation system

Constructing a complete teaching evaluation system is an indispensable part of applying reflective teaching and carrying out foreign linguistics teaching

activities. It plays an important role in improving the quality of foreign linguistics teaching^[10]. Therefore, the teacher must pay great attention to the construction of the teaching evaluation system. See Table 3 for details.

Table 3

Main practices	Specific contents
Implementation of evaluation phase	After the students have been studying for a period of time, conduct a staged evaluation of the students' learning.
Implementation of mutual assessment	Students are divided into study groups and are organized to conduct mutual evaluation within the group as well as mutual evaluation between groups, so that the students can learn from each other's strengths and reflect on their own learning.
Implement teacher and student mutual evaluation	In the process of implementing teaching evaluation, it is not only necessary to involve teachers' evaluation of students, but also actively encourage students to make bold evaluations of teachers' teaching conditions to encourage teachers to reflect on their own teaching for improvements in order to better improve the teaching of foreign linguistics courses.

5 Conclusion

In summary, reflective teaching is of great significance in reforming the teaching of foreign linguistics courses. It not only helps to innovate the teaching model of foreign linguistics courses, but also helps to improve the professionalism of the teachers and in the combination between teaching theory and teaching practice. However, in view of the actual situation, there are still some problems to be solved in the teaching of foreign linguistics courses in China at present. The teachers must pay great attention to these issues and take active measures to solve these problems in order to continuously better improve the teaching of foreign linguistics courses to further achieve the improvement of both teaching quality and teaching efficiency.

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