

Research on College English Teaching Reform under Reflective Teaching Mode

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Abstract: Reflective teaching requires teachers to make a critical summary of their teaching methods, educational concepts and classroom education strategies, and put forward continuous improvement countermeasures, so as to continuously improve the quality of teaching. In college English classroom teaching, reflective teaching can help teachers update their educational concepts, promote teachers' efforts to improve the rationality of their own teaching practice, and promote teachers to change from theoretical knowledge teachers to scholar teachers. Reflective teaching can also improve the professional ethics of English teachers, constantly reflect and criticize their own teaching behavior, can stimulate the sense of responsibility and honor of teachers, so the application of reflective teaching in College English teaching can constantly improve the teaching effect. This paper mainly discusses the application of reflective teaching mode in College English teaching reform.

1. The Concept and Characteristics of Reflective Teaching

The so-called reflective teaching refers to teachers' critical summary of their teaching methods and classroom education strategies in the course teaching, which runs through the whole course before, during and after class. Through this continuous self-reflection, problems in the teaching process can be found in time, teaching strategies can be continuously improved, and the mutual promotion of practice and knowledge can be realized. Compared with other teaching methods, reflective teaching mainly shows the following characteristics: first, independence and initiative. Reflective teaching is in essence teachers' spontaneous management of self-teaching practice. Teachers' enthusiasm and initiative in teaching activities are the basis for reflective teaching. Teachers should take the initiative to pay attention to the teaching effect and the learning situation of students, so as to carry out continuous self-reflection on teaching practice and continuously improve teaching quality. Secondly, autonomy and practicality. The reflective teaching of English teaching should be based on the teaching practice. The problems that teachers reflect on are the teaching problems that need to be solved urgently in classroom teaching. Therefore, reflective teaching embodies strong practicality. Reflective teaching is closely related to teachers' professional background, which requires teachers to reflect on their own, so it embodies the characteristics of autonomy. Thirdly, feedback and regulation. The reflective information of reflective teaching is based on the teaching practice, so teachers should adjust the teaching methods according to the teaching effect and short-term teaching objectives, and use the existing teaching experience and professional knowledge of teachers to solve a series of problems in the teaching practice. There is a lot of interaction between teachers and students, which promotes teachers to constantly change teaching mode, adjust teaching strategies, and improve teaching methods. Finally, purpose and timeliness. The main purpose of reflective teaching is to improve the teaching effect of teachers, and its main object is teaching practice. Through the analysis, feedback and supervision of teaching practice to achieve the purpose of improving teaching effect, so teaching reflection must have a certain timeliness and purpose.

2. The Forms and Methods of Reflective Teaching in College English Teaching

Reflective teaching can be realized in various forms and methods, the most common of which include self-introspection and collective cooperative reflection. Introspection can help teachers

rethink the inherent concepts in teaching, think about a series of problems such as how to learn, how to teach and how to interact between teachers and students, and constantly explore more perfect solutions. However, introspection is a teacher's individual behavior, so it is very difficult to find the essence of the problem in many cases, so it needs collective and collaborative reflection at this time. Collective collaborative reflection is to establish a comprehensive and organic reflection system with the collective as the unit. The common methods include the following:

2.1 Teaching Journal

The main purpose of the teaching log is to record key teaching experiences. After completing a lesson, the teacher uses the form of teaching log to record his feelings and experiences in classroom teaching. These records are the basis for teachers' teaching reflection. For example, when reviewing classroom teaching, one can think: is this teaching method effective? Can students' mistakes be corrected? Teachers can gather their teaching logs together for collective discussion, and can discuss freely or jointly. Of course, there are differences in teachers' individual reflective ability, so teachers should train reflective methods. For example, analyzing different teaching logs and finding out reflective language can help teachers understand the writing method of reflective logs and improve teachers' reflective ability over time.

2.2 Teaching Observation

Teaching observation means that teachers listen to each other, observe each other, analyze each other's teaching activities, observe how colleagues organize classes, how to communicate with students, how to teach course contents, etc. The main purpose of teaching observation is to acquire teachers' teaching skills, and the focus of listening is "how to do it". However, some problems are difficult to find even through direct observation, so it is necessary to further explore the teacher's "why" to do so. After teachers observe each other, they can exchange the information they get, and then analyze the information objectively. The observation course, on a voluntary basis, cooperates with others to exchange lectures, which can help them collect problems they are not aware of, and reflect on them. Therefore, this kind of listening activity can not only improve the teachers' English teaching ability, but also enhance the understanding and identification between teachers and colleagues, and improve the teachers' professional pleasure and satisfaction.

2.3 Teacher Evaluation

There are similarities between teacher evaluation and curriculum observation, but teacher evaluation focuses more on teachers' behaviors in the teaching process. Teachers' evaluation includes six aspects: interpersonal relationship, cultural knowledge and cross-cultural knowledge, language and linguistic knowledge, language acquisition and language learning, language teaching, and professional awareness. We can observe these aspects of teachers' daily teaching, analyze, evaluate and improve them, and finally put them into practice, so as to help teachers improve their teaching level in a virtuous circle and build a good platform that can promote English teachers' knowledge development and teaching skills growth.

2.4 Questionnaire Survey and Microteaching

In addition to the above methods, English teachers can also design teaching questionnaires in a planned and purposeful way. The contents of the questionnaires can involve teaching-related issues, and can also investigate students' learning attitudes, learning strategies, language knowledge and ability, etc. The subjects of the survey can be part of the students in the class, or the sample size can be expanded to survey the students in the whole class and grade. According to the progress of teaching, determine the interval between surveys in order to obtain more and more clear information. Microteaching refers to recording a teacher's teaching process with a video camera, and the teacher observes these records as an onlooker to determine the solution to the problem. This method has vivid and vivid materials, which can reflect the whole classroom teaching process in detail, trigger teachers' reflective thinking and summarize the problems existing in teaching behavior in time.

3. Problems in Reflective English Teaching in Colleges and Universities

Although many people have realized the importance of reflective teaching, in the actual teaching process, there are still many practical problems in the application of reflective teaching in college English teaching, which are shown in the following aspects:

3.1 Reflective Teaching Becomes Mere Formality

Different from the conventional teaching methods, reflective teaching is not a simple cognitive process, but requires that the reflective subject has sufficient knowledge ability, and the personal quality and professional level of the reflective subject will have an important impact on the reflective effect. Many teachers' knowledge level is limited, and the effect of reflection is not satisfactory. Teaching reflection should be carried out according to the characteristics of students in different majors. For example, liberal arts majors' divergent thinking mode is better developed, and their cognition of things is more perceptual, so they may lack permanence in learning English. Students majoring in science and engineering tend to have a strong focus, because their image thinking is more developed. However, in actual teaching, teachers' reflective teaching lacks pertinence, weakening the effect of teaching reflection. On the other hand, teaching methods will also have an impact on the effect of reflection. However, in the actual situation, some teachers' teaching methods are too single and still adopt a single indoctrination teaching method. This kind of education method ignores the cultivation and promotion of college students' English thinking ability, oral expression ability and autonomous learning ability, and instillation teaching will gradually make some students with poor English foundation lose the enthusiasm of English learning.

3.2 Reflective Teaching has Certain External Resistance

Reflective teaching requires higher external environment, but there are a series of problems in actual teaching. First, reflective teaching lacks teamwork. Although reflective teaching is autonomous and independent, it still cannot be separated from the support and cooperation of the teacher team, which helps English teachers improve their professional quality and scientific research ability. However, in actual teaching, many schools do not provide a good reflective teaching environment, and teachers themselves lack the sense of teamwork, so the effect of reflective teaching cannot be guaranteed.

3.3 The Teaching Material Lacks Pertinence

English teaching materials are an important carrier of reflective teaching, but at present the English teaching materials used by students of all majors are unified, and they do not match the English teaching situation of all majors in terms of content arrangement, difficulty level or teaching progress. Without proper teaching materials as guidance, it is difficult for teachers to make effective reflections on the teaching contents. Therefore, college English textbooks need to incorporate some specific elements for different majors to ensure that the textbooks are moderately difficult, targeted and rich in content.

4. Strategies to Improve the Effectiveness of Reflective English Teaching in Colleges and Universities

In view of the problems existing in reflective teaching, it is suggested to improve from the following aspects:

First of all, improve teachers' reflective ability in teaching. To some extent, teachers' reflective ability is the decisive factor to determine the effect of reflective teaching. Considering the students' professional background and the characteristics of English learning, English teachers in colleges and universities should not only have strong independent professional ability, but also have a certain interdisciplinary knowledge background. English teachers should have solid basic English teaching knowledge and extensive knowledge system, especially knowledge related to pedagogy and psychology. And teachers should constantly reflect on their own teaching process, observe their own teaching activities throughout the process, and make timely adjustments according to the

reflection results. In the process of reflective teaching, college English teachers should establish the concept of paying equal attention to teaching and scientific research, and improve their scientific research level through reflective teaching. Secondly, establish a reflective teaching research team to give full play to the team's dominant effects. The teacher team is able to promote teaching and exchange of subjects with a long-term synergy mechanism. The teachers in the team can be closely linked under the guidance of common learning objectives, and share knowledge and resources together. Team resources can make up for the lack of teachers' knowledge. The communication between teachers can supplement their own shortcomings with others, thus updating the teaching philosophy of teachers and improving the overall English teaching level of the school. In addition, teamwork can organize English teachers to exchange teaching experience on a regular basis, and identify problems in time to build a good teamwork atmosphere and promote professional development. Finally, using a variety of teaching methods to stimulate students' enthusiasm for learning. After all, English is not our mother tongue. In addition, there are differences in English education levels in different regions of China. Some students' English foundation is relatively weak, which affects students' enthusiasm and learning persistence. Therefore, reflective English Teaching in Colleges and universities should constantly enrich teaching methods to stimulate students' interest in learning. In classroom teaching, teachers can use heuristic questioning to promote students' independent thinking, create more opportunities for students to think independently, and cultivate their good exploratory learning habits. In addition, English teachers can give full play to the advantages of multimedia technology, and stimulate their interest in learning and learning through video, text, audio and other rich forms. At the same time, we can use multimedia courseware to supplement more extracurricular materials, use the network to communicate with students after class, enhance the interaction with students, so as to improve the effect of reflective teaching.

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