

Application Analysis of Reflective Teaching in College English Listening Teaching

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Abstract: With the promotion of a new round of basic education curriculum reform, reflective teaching has attracted the attention of teachers in various disciplines. Its application in college English listening teaching can not only improve students' English listening ability, but also improve English listening and teaching ability. Therefore, English teachers in colleges and universities should focus on strengthening the research and analysis of reflective teaching, so as to use it more flexibly in English listening teaching. The authors explore and analyze reflective teaching, and put forward effective strategies for applying reflective teaching in college English listening teaching, hoping to help the smooth development of college English listening teaching.

1. Introduction

When conducting English listening teaching activities, English teachers in colleges and universities should not only bear the responsibility of imparting students' English listening knowledge and skills, but also should constantly reflect on their own teaching, so as to constantly improve the teaching content and teaching methods. In addition, the application of reflective teaching can also encourage students to learn to learn, so as to achieve the improvement of English listening teaching and students' independent learning ability.

2. Overview of Reflective Teaching

2.1 The Concept of Reflective Teaching

At this stage, different scholars have different views on reflective teaching, whether in developed Western countries or in my country. A scholar in a western country believes that reflective teaching is not a teaching method, but a teaching process. Teachers use scrutiny and reasoning logic skills, adhering to reflective attitude analysis. Some scholars believe that reflective teaching is a continuous reflection on teaching questions in the process of specific teaching activities, so as to solve these teaching questions, and it belongs to an effective teaching method. A scholar in my country believes that when teachers use reflective teaching, they need to study advanced teaching theories. In this way, under the guidance of advanced teaching theories, they question their own teaching behaviors, and continue to reflect, and explore methods to solve these series of teaching doubts. They believe that when using reflective teaching, they should learn to teach and learn organically integrate learning to improve teaching quality and learning efficiency.

2.2 The Necessity of Applying Reflective Teaching in College English Listening Teaching

A scholar in China believes that reflective teaching is that teachers use their own actual actions to explore and solve the problems in teaching, and integrate the learning of students with that of teachers, so as to make the teaching activities more scientific and reasonable^[1]. It is necessary to strengthen the application of reflective teaching after English teachers in colleges and universities carry out listening teaching activities. It is mainly reflected in two aspects: on the one hand, the application of reflective teaching in college English listening teaching will learn from students' learning. Teaching with teachers is the main teaching goal. This requires teachers in the process of

carrying out teaching activities, not only to strengthen the study of relevant theoretical knowledge, but also to strengthen the study of teaching technology, in order to continuously improve their professional level and professional quality. And teachers should also impart learning methods to students, so that students can learn better, and then achieve the goal of common progress of teachers and students. On the other hand, the application of reflective teaching can achieve the improvement of teachers' comprehensive quality. The level of teachers' comprehensive quality is directly related to the teaching effect and teaching quality. Therefore, if you want to improve the effect and quality of English listening teaching, you need to improve the overall quality of teachers, which is more important than the improvement of teachers' professional skills. The higher the teacher's overall quality, the deeper his reflection on his teaching behavior and the stronger his sense of responsibility.

3. Effective Strategies for Applying Reflective Teaching in College English Listening Teaching

3.1 Reflections Before English Listening Teaching

First, reflection on the teaching objectives of English listening. Teaching goals not only refer to skill goals and cognitive goals, but also include emotional goals ^[2]. Different teaching design achieves different teaching goals, and there are certain differences in the teaching obtained. Therefore, before setting listening teaching goals, college English teachers need to reflect on the teaching goals to ensure the rationality of the teaching goals.

Second, reflection on the teaching content of English listening. As English teachers in colleges and universities, we must clearly realize that the design of listening teaching content does not all come from teaching materials. If you want to improve the students' English listening skills, you can neither rely on the teaching materials excessively nor be separated from them in the specific development of listening teaching. Rather, it should broaden the teaching content appropriately in order to broaden the students' vision under the premise of making full use of the teaching materials. For example, when English teachers in colleges and universities broadcast English listening materials about food culture for students, teachers can provide students with more information about food culture in Western countries after reflection on teaching. On the one hand, strengthen English listening for students; on the other hand, expands the knowledge of students for the cultivation of ability.

3.2 Reflection on the Teaching Process of English Listening

When conducting English listening teaching in colleges and universities, in addition to formulating teaching goals and designing teaching content according to the students' actual English listening level, teachers also need to select the most appropriate teaching model to carry out English listening teaching based on the students' actual situation ^[3]. College students have different levels of English listening. For students with low English listening skills, teachers must be patient to ensure that these students can understand the content of the teacher's explanations and help students build self-confidence in learning. And gradually increase the difficulty of teaching, in order to achieve the improvement of the overall student's English listening level. For example: for students with low English listening level, teachers can train students' English listening through simple English conversation. After a period of time, teachers can test whether the students' listening level has been improved. If the students' English listening level has improved, then the difficulty of English listening training can be appropriately increased. For students with relatively high levels of English listening, teachers can train the listening ability of these students by playing listening materials with certain difficulty. In this way, the English listening ability can be further improved.

3.3 Reflection after Teaching Acceptance

First, teachers' self-reflection. After completing the teaching activities, teachers should make a deep reflection on their behavior and performance in the teaching activities. The contents of the reflection mainly include: the English listening teaching methods adopted, the teaching effects

obtained, and the dissatisfaction in the teaching process. Teachers can use teaching notes, teaching ideals, etc. to reflect, in order to find out their shortcomings in the teaching process in time, and timely optimize and improve.

Second, reflect on the opinions of other teachers. After open English listening classes, teachers should actively collect other teachers' evaluations and opinions on their own teaching. Different teachers have different views on teaching concepts in evaluating teaching, so their opinions are not the same. At this time, teachers must objectively analyze the evaluations and opinions of other teachers, and correct the areas that do have deficiencies in a timely manner. Those who do not have deficiencies should be warned to avoid their own future. Such deficiencies occur in education.

Third, reflect on students' opinions. The implementation of a new round of basic education curriculum reform clearly stated that students are the main body of teaching^[4]. Therefore, English teachers in colleges and universities should pay attention to students' evaluation of their own teaching, collect students' opinions, and strengthen reflection on students' opinions when conducting listening teaching activities. The target of English listening teaching activities is students. Therefore, it is very important to reflect on the opinions put forward by students, which will help to improve and optimize listening teaching. For example, some students suggested that the teaching of English listening is boring, tedious, and lacking in creativity. Teachers must actively reflect on this opinion. While perfecting its own knowledge system, it should also strengthen research on advanced teaching methods, and at the same time introduce advanced listening teaching instruments and equipment into classroom teaching. This not only makes the English listening teaching more abundant, but also can better meet the individual needs of students in English listening teaching, which is very beneficial to the improvement of the quality and effect of English listening teaching.

4. Conclusion

In summary, under the impetus of a new round of basic education curriculum reform, the application of reflective teaching is becoming more and more widespread. College English teachers should also strengthen their research on effective teaching methods and fully realize the necessity of applying reflective teaching to English listening teaching. They should also continue to reflect on English listening teaching objectives, teaching content and own educational behaviors, in order to continuously improve and optimize English listening teaching. At the same time, teachers should actively collect other teachers and students' evaluations and opinions on their own teaching, so that if there are changes, they will be encouraged, so as to better cultivate students' English listening ability in English listening teaching.

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