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Action Research on Flipped Classroom Teaching Mode of English Linguistics

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Abstract: English linguistics is one of the main courses of English major. The development of English linguistics will enable students to have good language expression ability, have a more in-depth and comprehensive understanding of various key knowledge, and strengthen the mastery of English language. However, in the current English linguistics teaching work, there are still various weak links to be improved, teachers' teaching methods are relatively backward, and the form is single, so that the teaching effect is not significant. The effective application of flipped classroom teaching mode will not only improve the quality of English linguistics teaching, but also enable students to get a good learning experience and stimulate their own initiative and enthusiasm. Therefore, this paper will focus on the action research of the flipped classroom teaching mode of English linguistics, and then put forward the feasible countermeasures for the implementation of the flipped classroom teaching mode in English linguistics teaching.

Keywords: English linguistics; Flipped classroom teaching mode; Action research.

1. INTRODUCTION

There are mainly three teaching links in the action research of flipped classroom teaching mode of English linguistics. In the first teaching link, teachers should be good at guiding students to have a certain understanding of flipped classroom teaching mode, and find a form in line with their own learning habits, create a good learning atmosphere for students, stimulate the initiative and enthusiasm of learning, and carry out the research. Strengthen the understanding of students and master the weak links that students should have in their study, such as paying too much attention to theoretical teaching work in English linguistics, neglecting the interaction with students' daily life and the development of practical teaching work; the backward teaching methods fail to reflect students' subjective status, students are in a passive learning state, most students do not grasp the key knowledge. They are not good at using their own knowledge to deal with various problems of language use in real life. In view of this phenomenon, teachers are required to optimize and update the syllabus according to the actual needs of students, promote the teaching content to meet the needs of students, realize the introduction of flipped classroom teaching mode to prepare the independent learning link for students, reflect the main position of

students, show the contents of various extraction systems in a more intuitive form, and stimulate students' initiative and enthusiasm in learning. Sex, using multimedia technology for students to present a topic related to daily life, good at guiding students to use the knowledge they have to deal with problems in life [1-3].

Teachers should reasonably arrange the second teaching link according to the actual situation of the first action research, implement the optimization and improvement of teaching stage in the second teaching link, let students better integrate into the flipped classroom learning mode, and strengthen the experience and participation. However, it is undeniable that when students contact the flipped classroom at the beginning, there may be the following problems. They have not fully grasped and monitored the actual preview situation of students. If students fail to watch the micro class video before class to have a certain understanding of the learning content, then the actual learning will seriously affect the quality of listening to the class and fail to keep up with the teaching rhythm of teachers. There is a far-reaching relationship between the quality of students' learning and the reasonable design of teaching links. Only by taking effective measures to monitor the preview can students improve their learning quality. In the process of teaching, the substantive content of online communication is relatively lacking, because the learning time of students is different, and when individual students put forward relevant questions, other students and teachers may not give feedback at the first time, thus affecting the effectiveness of discussion. In the classroom discussion, students lack enthusiasm for learning, and the time of a class is limited, so that the classroom discussion is difficult to be in-depth, resulting in the discussion coverage is not broad. In order to deal with the above problems, teachers can divide the students in the class into several groups, and select the group leader in each group, ask the group leader to establish a learning group for the students, and invite the teachers to enter the group, so that the teachers can understand the actual learning situation of the students in time. Set a fixed time for online communication, and ensure that there is time for online communication before and after class, so that every student can participate in the communication process, and carry out real-time and effective discussion [2].

In the third teaching link, students are all proficient in the flipped classroom teaching mode, so in this link, the focus of teachers' teaching is to be good at guiding students to improve their own weak links, consolidate learning methods, and arrange learning tasks for students, at the same time, carry out personalized guidance according to students' own learning ability, such as some students are carrying out

independent learning and communication After the discussion, some problems still haven't been solved effectively, so that students' enthusiasm for learning gradually subsides. Teachers should summarize students' learning problems after students finish the research and discussion, and meet the individual needs of students in teaching, avoid the knowledge gap in the process of online communication and student research and discussion, so that students cannot fully grasp the key content. Moreover, in the later stage of teaching, some students are slack, and teachers need to take effective measures to stimulate students' enthusiasm for learning, so as to keep their concentration all the time [3].

2. RESEARCH ON THE STRATEGIES TO PROMOTE THE USE OF FLIPPED CLASSROOM TEACHING IN ENGLISH LINGUISTICS TEACHING

In order to promote the application of flipped classroom teaching mode in the teaching of English Linguistics and fully reflect its application advantages, teachers should pay attention to the development of professional teaching design and improve the professionalism and effectiveness of teaching design, which will be conducive to the realization of teaching objectives. Therefore, in the preparation of lessons, teachers should realize the reference to the theory of "Recent Development Zone" and realize the integration of various new knowledge Theory is constructed in the old knowledge network system, through this means to implement and promote students to expand the "Recent Development Zone", so that students can actively complete various learning tasks.

We should also strengthen communication with students, understand their individual needs, and make every student have enthusiasm and initiative in learning. In the pre class stage, teachers should refer to various problems of students in the group, and pay attention to guiding students to deal with the problems that are not solved in the group. When students' personalized needs are met, they will stimulate their own driving force and maintain a high enthusiasm for learning [4].

To improve students' learning ability is the premise and guarantee for the implementation of flipped classroom teaching mode in English linguistics teaching. In the

flipped classroom teaching of English linguistics, we should realize that students not only rely on teachers to acquire all kinds of knowledge, but also master all kinds of knowledge through independent learning and group discussion and research, so as to form a perfect knowledge system. If students form good learning habits and improve their learning ability, it will significantly improve the teaching quality and promote the flipped classroom teaching mode the effective implementation of English linguistics can achieve the ideal teaching goal.

3. SUMMARY

Through the analysis of the above problems, we are fully aware that the use of flipped classroom teaching mode in the teaching of English linguistics will change the former teaching mode with teachers as the main body, reflect the main position of students to the maximum extent, attract students' attention and curiosity, more fully invest in the learning process, change their traditional learning form, and improve language application Ability to achieve the ideal teaching effect. In addition, it also puts forward new requirements for teachers in the flipped classroom teaching of English linguistics. As a qualified teacher, he should have the consciousness of reflection and professional ability, constantly update the teaching concept, optimize his knowledge structure, improve his professional quality, and fully reflect the application advantages of the flipped classroom teaching mode, so as to promote the smooth development of English linguistics teaching The all-round development of students lays a solid foundation.

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