

# Analysis of the Current Dilemma of High School Language Teaching and Discussion of Countermeasures

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**Abstract:** High school language education occupies an important position in our education, through which students can not only get knowledge, but also the cultural flavor in the language can unconsciously influence students' cultural literacy and help them improve it. In today's society, the demand for talents not only requires professional knowledge but also good cultural quality. In such a social situation, it is necessary to pay attention to the education of high school language. However, in the current situation of high school language education, there are still some obvious problems that need to be solved urgently.

**Keywords:** High school; Language teaching; Dilemma; Countermeasures

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## 1. Introduction

In traditional teaching, under the guidance of examination-oriented education, most high school language teachers make students learn language knowledge by means of problematic tactics, without paying attention to the role of students' subjective initiative in the process, so that students' learning enthusiasm and creative thinking are not properly cultivated. Under the background of the new curriculum reform, high school language teaching attaches more importance to the "people-oriented" teaching principle, attaches importance to students' initiative, gives full play to students' initiative, and allows students to take the initiative to discover and explore new knowledge in language teaching. In order to meet the requirements of the new curriculum reform, we need to analyze and explore the existing problems in language teaching. The following is an in-depth investigation and analysis of the actual situation to discuss the dilemmas faced in high school language teaching and the countermeasures to solve them.

## 2. The importance of high school language learning analysis

High school language subject has a very important position as the basis for other subjects to start learning, and it is an indispensable tool for people to communicate at the level of thought. For us, language is not a simple subject, it represents the inheritance of China's traditional culture, especially for high school students, they are in the critical stage of the formation of three views, for their virtuous thinking, education quality has a very important significance. Moreover, under the immersion of language subjects, students' knowledge accumulation, comprehension ability and analytical ability will be qualitatively improved, and these abilities have an extremely important general role in any discipline, in this case, students can do it as long as they have mastered certain skills and techniques, and thus know each other. Therefore, in general, it is irreplaceable and important for students to learn languages well<sup>[1]</sup>.

## 3. Analysis of the dilemma of high school language teaching

### 3.1 Language teaching concept is relatively backward

Entering the 21st century, there are some new changes in the relevant educational concepts, and for high school language teachers, they are required to conduct in-depth understanding and learning. However, in the actual teaching, most teachers still follow the old way of teaching practice, lacking attention to new ideas and methods, or unwilling to go out of the existing comfort zone of language teaching. In any case, high school language teachers still need to recognize that the teacher-centered teaching philosophy is outdated and has long since outgrown its suitability for the students of the new century. In the past, in order to better manage students, teachers needed to use a certain amount of authority to suppress, only then those naughty students and wavering

students would do their part better, but in actual teaching, this had a negative impact on the harmonious development of teacher-student relationship, the high teacher status, prevented many students who wanted to communicate with the teacher. The teacher-student relationship should be equal and harmonious, only in this way can students be brave enough to communicate with their teachers when they face difficulties in learning, which in turn can also contribute to the improvement of the quality of language teaching in secondary schools<sup>[2]</sup>.

### **3.2 Students are not interested in learning**

For high school students, the pressure brought by academics, the compactness of daily life, may give rise to negative emotions, the most obvious of which is the fear of learning or resistance, if the above problems are not well resolved, will inevitably bring great obstacles to the smooth implementation of language teaching. At the same time, without some motivational support, students' language learning anxiety at the high school level will stagnate and may even decline. Sometimes, in classroom activities, students and teachers are unable to form effective interactions with each other, and the ultimate goal of exam-oriented education forces teachers not to pay attention to students' participation in the whole classroom, but to carry out step-by-step fill-in-the-blank education, seriously ignoring students' gainfulness in the language teaching process, and very often, the high school language teaching classroom is a one-person stage performance of language teachers, with students acting as In many cases, the high school language teaching class is a stage performance of the language teacher, and the students play the role of audience, over time, the students' enthusiasm for language learning will be undermined, and the serious ones will even become disgusted.

### **3.3 Students' lack of independent learning methods**

Although the reform of education system has been carried out for many years, under the influence of the promotion index, language teaching is still teacher-oriented, and a lot of learning arrangements are made by teachers. In the process of examinations, they expect to get high marks by rote memorization. In short, students do not develop good learning habits, learning is more passive, and the effect can be imagined.

### **3.4 Inappropriate use of information technology teaching**

In response to the requirements of the new curriculum reform, many teachers try to use multimedia technology in their teaching practice in order to arouse students' interest in the language classroom and encourage them to conduct independent analysis and research. Although the new curriculum reform gives full support to the application of multimedia teaching, which is considered to be effective in mobilizing students' motivation and helping to improve the effectiveness of classroom learning. However, in teaching practice, it is not difficult to find that some schools with a lack of teaching resources can simply use multimedia teaching, but its relevance in practice is very limited; while those schools with relatively abundant teaching resources, teachers blindly try to use multimedia technology for supplementary teaching, and even use multimedia and micro-lessons in every lesson, leading to a noisy and distracting effect, which seriously affects students' grasp of learning priorities.

## **4. Analysis of countermeasures**

### **4.1 Keeping abreast of the times and updating the concept of language teaching**

For high school teachers, their main teaching task is to cultivate students to become successful and increase their knowledge. Accordingly, under the background of the new era, teachers should change their teaching philosophy and regard students as the center of the classroom and occupy the main position. The specific approach is to design the classroom in a lively and interesting way so that students have interest and are happy to participate in it, while strengthening communication and establishing a harmonious teacher-student relationship, promoting the feelings between teachers and students with the help of a harmonious teacher-student atmosphere so that teachers can better identify teaching problems and improve them, thus better educating students. In addition, teachers should encourage students to study independently and cultivate good study habits<sup>[3]</sup>.

### **4.2 Emphasize language teaching and stimulate students' interest in learning.**

In the context of the new curriculum reform, language teaching at the relevant high school level has undergone significant changes in terms of methods and approaches, and the requirements for students' practical skills have increased, requiring students to first clarify the requirements and meaning of the topic before they can use their language knowledge to solve it, and in some cases even to build language models, while many topics of an applied nature are rarely covered by students, thus providing a more comprehensive examination of students' language literacy. This is a more comprehensive examination of students' language literacy. This is, of course, the desired outcome and goal of quality education. In response to this situation, teachers and students alike must learn to recharge and enhance their learning outside the classroom, drawing on interdisciplinary exchanges, knowledge lectures,

seminars and conferences, guided learning, reading activities, and spontaneous learning. Therefore, we should focus on strengthening the guidance of students' learning, suggesting that students focus on learning before class, study consciously after class, consolidate in advance, solve difficulties, summarize and summarize, improve continuously, adhere to learning requirements, allow students to understand key points, break through difficult points, further increase their interest in learning, and ensure better results in class, while revealing the inner connections between knowledge, achieving integration of knowledge, and giving students the opportunity to put into practice in learning and life.

### **4.3 Change teaching methods, flexible and diversified teaching methods**

High school language classroom teaching has the characteristics of openness, creativity and uncertainty. Therefore, when high school language teachers carry out corresponding teaching practice, they need to change unreasonable and unsuitable methods of thinking in conjunction with the actual situation, replace them with innovative ways and means, change from a high-minded model teacher to a participatory teacher, and make efforts to harmonize the teacher-student relationship and improve the construction of the knowledge system. At the same time, in teaching practice, students also need to be given more space and freedom to find out the laws of language learning and take the initiative to summarize the conclusions through the construction of various language learning situations. At the same time, teachers should take the initiative to discuss, learn, think about and develop educational tasks and learning goals with students.

### **4.4 Combining practical, scientific application of information technology teaching**

In the context of the rapid development of multimedia technology, information technology and subject education should be deeply integrated to make high school language classroom teaching closer to the actual needs of students and more modern. The main feature of language teaching is to reflect the ideological and emotional connotation in the form of language, and with the addition of multimedia technology, it becomes the unity of humanity and instrumentality. In high school language teaching practice, multimedia can be used to present beautiful pictures related to the learning content to arouse students' interest in learning and deepen their understanding of the text with the help of beautiful things; in addition, the interactive and extensive characteristics of cyberspace can also help drive students to conduct independent learning and unknowingly make their own learning of language knowledge more profound.

## **Conclusion:**

To sum up, as a qualified high school language teacher, one needs to keep up with the trend of education development, update the theoretical ideas and skills and methods related to it, and at the same time make innovative improvements as well as transformations in the light of the actual situation, so as to provide more support for cultivating students' comprehensive ability and promoting their overall development. At the same time, the effectiveness of language teaching should be enhanced through continuous teaching practice.

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