

Research on the Optimization path of senior High School English Teaching based on hybrid teaching Method

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Abstract: with the advancement of modern education concept, hybrid method of teaching has become a high school English teaching innovation important gripper. Therefore, high school English teachers should actively apply the blended teaching method in teaching, to build a modern, efficient and professional English classroom for students, paving the way for the improvement of their English learning effect. Based on the perspective of blended teaching method, this paper puts forward a new approach to high school English teaching, hoping to provide a reference for the majority of high school English teachers.

Key words: Blended approach; Senior high school; English teaching; Paths

I. Overview of Blended teaching method

Recently, with the development of artificial intelligence (AI), the universal chatbot chatGPT was born, which has brought great impact to all walks of life. Education has also been affected to some degree. The Internet based blended teaching model has positive implications for all levels of education, and the development of AI may further promote the upgrade of blended teaching methods. Hybrid teaching method, also known as online-offline hybrid teaching method, refers to a teaching model that combines traditional classroom teaching with online learning. In this mode, students can not only conduct interactive learning through face-to-face teaching, group discussion and other ways, but also use the network platform to conduct independent learning, online communication and other activities. The core concept of hybrid teaching method is “student-oriented, teacher-oriented” teaching mode, that is, teachers have a dominant position in making teaching plans, choosing teaching resources and supervising the learning process. The implementation of hybrid teaching method requires good technical support and foundation of teachers and students, as well as collaborative cooperation in technology, education and society. For students, the blended teaching method can not only help them better master knowledge and skills, but also cultivate their autonomous learning and collaborative abilities, and improve their awareness of lifelong learning.

2. The positive effect of blended teaching mode on the improvement of English learning quality of senior high school students

(1) It can effectively train English skills and methods

When the blended teaching mode is used, it can effectively help senior high school students to improve the quality of their English learning, especially in terms of training English skills and methods. In blended teaching, teachers can make use of online resources and digital tools to impart knowledge in more diverse and rich ways, thus further improving students' learning outcomes. For example, online resources such as language applications or web-based courseware can be used to conduct English grammar and vocabulary exercises to help students master basic language knowledge. In addition, in blended teaching, teachers can also spend more time on organizing, arranging and supervising students' English practice, so as to improve students' language expression and listening and speaking ability. For example, through group activities, role playing and dialogue exercises, students can apply the knowledge and skills they have learned and constantly strengthen the training of oral communication ability. In addition, the blended teaching model also bases more acquisition and evaluation of learning results on the actual operation and practice process. Teachers observe the performance and communication of students in the practice and listen to the feedback of students, so as to improve the teaching method and improve the teaching effect.

(2) It can effectively control students' learning status in an all-round way

When the blended teaching mode is used, teachers can better understand the learning state of students and carry out comprehensive and effective control, so as to maximize the learning effect of students. In blended teaching, teachers can make use of various digital tools and online platforms to monitor students' learning progress and results in real time, understand students' problems and difficulties in the learning process, timely correct and guide, and ensure students' learning effect. In addition, teachers can also provide more learning resources and suggestions to help students better plan their learning and manage their time, so as to avoid learning stress and anxiety and ensure students' enthusiasm and enthusiasm in learning. In general, the comprehensive and effective control of students' learning status by blended teaching mode can help teachers better understand students' learning situation and learning needs, provide guidance and assistance in learning planning and time arrangement, monitor students' learning effects and problems in real time, and make timely adjustments and guidance, so as to ensure that students can obtain maximum benefits in the learning process.

(3) It can promote students' role adaptation and enhance their application ability

When the blended teaching mode is used, teachers can help students adapt to different roles and enhance their application ability through more role-playing and group discussion activities. In blended teaching, teachers can use digital tools and online resources to organize different types of curriculum activities, allowing students to play different roles, such as speaker, group leader, problem solver, etc., so that students can get different experiences and feelings in different roles. Through these experiences and feelings, students can gain

a better understanding of their own characteristics and abilities, while also thinking and analyzing problems from different perspectives. In addition, the blended teaching model can enhance students' application ability through activities such as group discussion, strengthen their teamwork ability and help students think from the perspective of a team member.

3. The optimization path of high school English teaching under the blended teaching method

(1) Preview stage: Determine blended teaching objectives

The preview stage of blended teaching method is of great significance for the optimization of high school English teaching. In this stage, teachers need to determine the objectives of blended teaching through in-depth understanding of students' learning background and needs, and provide guidance for the design and organization of teaching content. In this paper, we will take "Unit 1 A new start" in English curriculum as an example to introduce the specific implementation methods and strategies of the preview stage in detail. First of all, teachers need to conduct in-depth research on the teaching content to understand the knowledge points, difficulty levels and corresponding language skills requirements of each unit in the textbook. At the same time, students' learning conditions also need to be fully understood. Teachers can collect students' learning needs and feedback through online questionnaires and other means to provide guidance for the subsequent teaching design. Secondly, teachers need to make clear plans for the objectives of blended teaching. In "Unit 1 A new start", teachers need to define curriculum objectives, such as improving students' listening, speaking, reading and writing ability, expanding vocabulary, etc. At the same time, for different student groups, teachers need to determine different learning objectives, in order to meet the personalized needs of students. Finally, teachers need to design corresponding teaching strategies and activities in order to achieve curriculum objectives. In the course of "Unit 1 A new start", a variety of teaching activities can be designed, such as creating English corners and organizing extracurricular reading activities, so as to improve students' English ability.

(2) Teaching stage: make a reasonable teaching plan

In blended teaching mode, it is a very crucial step to make a reasonable teaching plan. Similarly, for blended teaching in high school English, it is also necessary to make reasonable teaching plans to achieve teaching objectives and improve students' learning quality. Next, I will elaborate the effective implementation strategies of blended teaching mode in high school English in combination with the teaching case of "Unit 4 Friends forever".

First of all, teachers need to fully understand students' learning situation and learning needs before making a teaching plan, so as to make a personalized teaching plan. For the Unit "Unit 4 Friends forever", teachers can obtain effective information by collecting students' academic performance, stage test results and self-evaluation, so as to make better teaching plans. Secondly, when making teaching plans, teachers can combine traditional teaching methods with modern scientific and technological means to realize blended teaching. For example, in Unit 4 Friends forever, teachers can guide students to understand and master the key knowledge and skills in the unit through traditional explanations, discussions and exercises. At the same time, they can also use diversified teaching methods, such as online classes, online courses and multimedia teaching. To broaden students' knowledge horizon in depth. Thirdly, when making teaching plans, teachers also need to pay attention to the design of curriculum content to achieve better teaching results. For the Unit "Unit 4 Friends forever", teachers can promote students' active learning and participation by designing colorful and interactive classroom activities such as group discussions, role plays, extracurricular readings and lectures. Finally, after formulating the teaching plan, teachers need to constantly reflect and evaluate to further optimize the teaching effect. For the Unit of "Unit 4 Friends forever", teachers can summarize and reflect on the teaching process and effect through teaching review and evaluation, find and solve the existing problems in teaching in time, so as to constantly improve the implementation strategy of blended teaching mode.

(3) Review stage: review and teaching evaluation after class

Taking "Unit 6 At one with nature" as an example, in the review stage of blended teaching mode of high school English, we need to further consolidate and evaluate students' learning results on the subject of "Man and nature" through after-class review and teaching evaluation. At the same time, we also need to target the learning objectives of this course. To design appropriate review content and teaching evaluation methods, so as to promote students' knowledge mastery and ability. First of all, we can help students to further develop their understanding of the topic of "man and nature" by providing extracurricular reading materials. For example, we can provide students with reading materials on "ecological civilization construction", "low-carbon life" and "environmental protection actions", as well as relevant English news, articles and videos to help students deepen their understanding and awareness of environmental protection and sustainable development. Secondly, through group discussion and role play, students can actively participate in the review, exchange and share their understanding and perception of the unit with each other. For example, we can ask students to act out some scenes of "harmony between human beings and nature" in groups, such as human planting trees, environmental protection actions, etc., and encourage students to better understand and express their own views and opinions through acting. At the same time, through teaching evaluation, we also need to timely understand the students' learning results and performance in the review, as well as the understanding of the unit's learning and the formation of values. For example, we can evaluate students' language expression ability, logical thinking ability, critical thinking and other aspects through writing, oral expression and classroom discussion. Finally, we need to analyze and summarize the teaching process and evaluation results in the review stage, so as to optimize our teaching strategies and methods and improve the teaching effect and quality. For example, we can adjust teaching content and methods according to students' performance and feedback to enhance students' motivation and interest in learning. At the same time, we can constantly improve blended teaching mode to improve teaching quality and effect by summarizing teaching experience and reflecting on problems existing in teaching.

Epilogue:

To sum up, blended teaching methods are of great significance for improving the quality of high school English teaching. Therefore, teachers need to have a correct understanding of the blended teaching method, and in specific practice, through setting goals in the preview stage, formulating reasonable plans in the teaching stage, and reviewing after class and teaching evaluation in the review stage, improve the effect of high school English teaching, promote the enhancement of students' English learning effect, and lay a solid foundation for students' all-round development.

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