Probe Into the High School English Teaching Model With Core Competencies as the Lead

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Abstract

Purpose: This article aims to provide a review of the core competencies of the new national curriculum program and standards for high school education announced in January 2018 and it tries to explore the innovative high school English teaching model of online independent learning before class, online and offline blended-learning, and online summary evaluation after class. To further improve the English teaching level of senior high school and cultivate students' core English literacy. This will enrich and develop research results in this field and open new perspectives and ideas for subsequent research.

Design/Approach/Methods: Applying textual analysis, this article interprets the teaching methods' changes with the new national curriculum program and standards and further discusses these changes based on blended-learning theory.

Findings: Corresponding to the international trends on core competencies, China takes a further step and designs English subject core competencies to apply to the English class. It is meaningful and reasonable to adopt this teaching model in high school.

Originality/Value: This article might combine new national curriculum programs and standards for high school education and blended-learning to nurture the English core competencies.

Key words: China; Core competencies; Curriculum reform; Blended-learning; Teaching mode

In the era of big data, new media technologies have been widely used and penetrated various industries. The rapid development of educational technology has led to a variety of networked teaching aided by technology. As Fullan (2016) noted, a whole-system plan is required for successful and sustained educational change. Blended Learning refers to the comprehensive use of different learning theories, different techniques and means, and different application methods to implement a teaching strategy. These theories provide support and basis for the research of a restructured interactive blended learning model. To enrich and develop the research results in this field and open new perspectives and ideas for the follow-up research. The network teaching model relies on Internet information technology to build a platform for sharing teaching resources, provide diversified learning methods, realize open learning spaces, and provide the possibility for lifelong learning anytime and anywhere.

However, the pure online teaching model is mainly based on students' independence and self-conscious learning, while high school students are not good at self-discipline and they are in the habit formation stage. The lack of effective teacher supervision and face-to-face teaching interaction has resulted in a loose and difficult-to-control teaching organization, which has also challenged the cultivation of students' language and learning abilities. Traditional school education is teacher-centered. Teachers, as the incarnation of knowledge, unilaterally instill knowledge into students（Feng,2007）. This kind of mechanized teaching ignores the students' differences and diversified needs, hinders the cultivation of students' autonomy, obliterates the students' innovative outlook and desire for innovation, and is not conducive to the development of high school students' cultural

character and thinking quality. In this context, how to enable students to develop into more sound individuals and lay a good foundation for lifelong learning and lifelong development and how to adjust the teaching form for optimizing and integrating online and offline, and extracurricular learning resources, developing both an online teaching platform and the advantages of classroom teaching become meaningful.

Subject core competencies, by definition, are the positive values, crucial characters, and key skills that students acquire in learning each subject (Zhong & Cui, 2018). Core competencies are a necessary character and key ability gradually formed by students in the course of receiving the corresponding grade of education to meet the needs of personal lifelong development and social development (Lin Chongde,2016). English core competencies are an essential characteristic and key ability for students to gradually develop to meet the needs of lifelong development and social development through English education and teaching. The core competencies of English disciplines mainly include language ability, cultural character, thinking quality and learning ability (Minister of Education of the People's Republic of China, 2018). From the perspective of individual student growth and development, high school students have a strong thirst for knowledge and like to explore and accept new things. Therefore, the key period of core competencies development is the high school stage. The new type of hybrid teaching is not a new teaching method or a replacement for traditional teaching methods. Instead, it uses core competencies as a learning philosophy that combines traditional teaching and online teaching. Blended-learning, online evaluation after class, trying to construct a new teaching model with students as the mainstay and teacher-led to promote the comprehensive and deep integration of information technology and education. So, it can make full use of the Internet's innovative technology to design interactive teaching activities, achieve a mix of multiple teaching and learning activities, achieve integration before, during, and after class, and focus on students' critical, creative, and divergent thinking training.

PRE-CLASS: SELF-STUDY ONLINE

The new idea of Su Yang (competencies) reorients the learning from content to outcome and textbooks and standards to the ultimate function of education (Zhong & Cui, 2018). China defines Su Yang as the key competencies, characters, and values that individuals show when they apply knowledge and skills to deal with complex situations. Cui (2016a) illustrated this idea using a metaphor of good drivers: to be a good driver, one needs knowledge of traffic laws and road signs, the skills of driving, turning, and stopping, and most importantly, characters and values to instill in the individual respect

for rules and life. Language knowledge is not limited to phonetics, vocabulary and grammatical knowledge, but also includes textual knowledge and pragmatic knowledge. The language ability model proposed by Bachman and Palmer includes a lot of important language knowledge, including discourse knowledge and pragmatic knowledge（Bachman & Palmer, 2016）.

Through the learning terminal, students can download and watch teaching resources such as pre-class teaching videos provided by teachers, complete autonomous learning and pre-school tasks before class, help students better master the basic knowledge, and broaden English learning channels, including the rational development of learning resources, science Leverage the power of various learning platforms. Teachers can use the domestic and foreign well-produced online video teaching resources to integrate with the actual situation of the school, integrate personalized, localized, and international content recording courses, and upload and discuss topics and background knowledge in advance to the online interactive teaching platform for students to download and preview To allow students to independently collect and query related materials before class. Students learn English to compare the differences between Chinese and Western cultures, understand cultural characteristics, analyze cultural conflicts, experience various cultures in-depth, and develop an international perspective. Interesting English questions that meet the cognitive level of high school students can have a good guiding effect on the formation of thinking ability and thinking about the quality of high school students. They can enable high school students to form a good habit of active thinking and active exploration and to optimize the thinking of high school students. Quality plays a positive role. Teachers should ignite the enthusiasm and enthusiasm of students' active thinking through bold questioning. We must also pay attention to the combination of new and old knowledge and improve students' analogical thinking skills in the old and new knowledge.

WHILE-CLASS: TEACHING ONLINE AND OFFLINE

Along with the policy regulations, new and diversified discourse systems emerged around with key concepts such as student-centered, autonomy, collaboration, and innovation (Kipnis, 2007; Murphy, 2004). New changes in policy also brought more standard definitions of teacher quality and common forms of accountability (Paine & Fang, 2006). Students have mastered the knowledge they have learned through pre-class online learning, and the main part of the classroom is to digest knowledge. The role of the teacher is the guide and the assistant, and the student is the subject in the learning process. In the mixed teaching classroom, teachers mainly use scenario teaching,

heuristic discussion, question-and-answer teaching and other diversified teaching methods to design autonomous, cooperative, and inquiry mixed teaching methods to carry out teaching.

Using context to cultivate learning ability. Implementing context teaching in English teaching in high school can effectively implement the learning ability teaching goal. The context teaching theory holds that the acquisition of language knowledge and the formation of language ability need to be carried out in a specific language environment because language and environment are an inseparable whole, and the language ability formed in a specific environment will be more easily students apply flexibly in real life. Because of the physical and psychological characteristics of high school students, they are determined to be curious about new things and like new and interesting things. Therefore, in the design of classroom teaching, teachers must not only fully understand the learning situation, but also based on this, combine the cognitive characteristics and teaching content of high school students, and create a targeted English classroom teaching situation to help students better understand. And master the characteristics of the English language, help students to refine a set of adaptive English learning strategies, including metacognitive strategies, cognitive strategies, communicative strategies, and emotional strategies. Adolescence is an important stage in the development of students' emotional attitudes and values. Various subjects in high school and high school have important influences on students' formation of positive emotional attitudes and values, and the English subject is no exception（Cheng, X., &Zhao, S.,2016）. Create cultural context and enhance cultural character. By organizing rich and diverse English cultural activities, the teacher allows students to access more knowledge and content about English culture to deepen students' understanding and learning of English culture. In the teaching process, teachers need to pay attention to the output of culture and can appropriately supplement background cultural knowledge according to the content of the text, so that students understand the cultural connotation in a real language situation. At the same time, teachers need to pay attention to the contrast between Chinese and foreign cultures, so that students can deepen their understanding of Chinese culture in this way, to enhance self-confidence in national culture, and cultivate students' ability to inherit and display excellent Chinese culture from an early age. The quality of thinking strengthens interaction in the classroom and encourages students to diverge their thinking. In teaching activities, teachers should create as many opportunities for students as possible to discuss topics and communicate in English. Interaction and communication are conducive to training students' divergent and critical thinking. In English classroom teaching, teachers should actively create opportunities for students to express their English to

cultivate students 'divergent thinking. Besides, teachers should also focus on integration with other disciplines to broaden the students' knowledge and integrate their knowledge.

AFTER-CLASS: FEEDBACK AND EVALUATION ONLINE

After class, it is mainly to consolidate, expand and improve knowledge. Students should summarize and summarize what they have learned in the classroom after class, complete after-class exercises through the online interactive teaching platform and conduct self-evaluation and mutual evaluation of teachers and classmates. A new section in the curriculum standard is the learning performance levels that comprehensively reflect students 'subject core competencies and performance after learning each subject. This guides autonomous learning and self-assessment, teaching and assessment, and textbook and exam design (MOE, 2018b). Teachers can help students expand their learning after class, sublimate their knowledge, summarize and analyze teaching plans, and make score evaluations for students' classroom performance. After the interactive mixed teaching guides the teaching activities, teachers can post their homework online, test and evaluate the learning results of the students through the test and analysis of the student's learning situation and can analyze and summarize the teaching videos recorded by the classroom, Summarize and summarize teaching activities. Students can look back on classroom teaching videos, learn new things, check test results, discover problems in the learning process, cultivate the ability to summarize and summarize, and give play to their enthusiasm and initiative. Online evaluations include the time, number of times students have logged in during online learning, video learning, Q & A and interaction, and learning status. The offline evaluation mainly evaluates students' classroom performance, such as answering questions, teamwork ability, learning activity, and group project participation. Grading indicators are formulated by the teachers and students through unified consultation, and the scores are determined jointly by the group mutual evaluation and the teacher evaluation.

Deepening the summary after class can well help students to consolidate the knowledge they have learned. In mutual assessment, students can effectively share their learning experience, so that other students can also learn useful learning experiences and conclude suitable Your learning strategy will further improve your English learning ability. Students learn English through multiple channels, have correct values, can understand and tolerate multiple cultures, and recognize good cultures. Language is the career of culture and the external expression of culture. In the process of learning English, students

continuously practice, experience, reflect and develop, correctly understand various Chinese and foreign cultural knowledge, discern the essence and dross of culture, and gradually reach an understanding of Chinese and foreign cultures and recognition of excellent cultures, forming a certain culture. Consciousness and culture. The development of students' cross-cultural awareness is directly related to the goal of English education. In mutual communication and cooperative learning, students can effectively express their ideas and opinions, and at the same time can stimulate their potential learning desire and curiosity. Enhancing the quality of thinking requires further improvement of students' thinking innovation and logic. Teachers need to adapt teaching methods to stimulate students' thinking and expand the width and depth of students' thinking. Combining the curiosity of high school students and the cognitive characteristics of a strong desire to explore, in the high school stage, the use of effective classroom questioning modes can more effectively stimulate students' thinking and cultivate the quality of thinking.

SUMMARY

The concept of core competencies is the development direction established by our country following the trend of world education reform and development and from the height of national strategy. To sum up, in order to better cultivate students' English core literacy in primary school English teaching practice, teachers should base on students' reality and teaching practice, carefully design every teaching link through innovative teaching ideas and methods, so that students can be more willing and good at learning English, so as to cultivate and improve their English core competencies and achieve efficient and high-quality English teaching quality. Although the specific teaching content and implementation methods of each stage of the new mixed teaching model are different from each other, the same purpose and the same purpose all contribute to the cultivation of students' core competencies. The cultivation of students' core competencies is a long-term process, and the training channels are also multifaceted, but mainly in the basic education stage. By exploring the innovative mixed teaching model, I hope to further enrich and develop the research results in this field and open new perspectives and ideas for subsequent research. This is a useful attempt to reconstruct the teaching model of high school English and provide a model for future high school English teaching. The reform provides new ideas. This will further develop the core competencies of students and promote them to become qualified socialist builders and reliable successors with Chinese sentiments, international perspectives, and cross-cultural communication skills.

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