PROBLEMS AND SOLUTIONS IN CLASSROOM TEACHING OF "LINGUISTICS" IN COLLEGES AND UNIVERSITIES

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Abstract: The "Linguistics" course in colleges and universities is mainly used to train Chinese teachers in primary and secondary schools and language and writing workers in government departments. However, there are common problems in classroom teaching of "Linguistics", such as old textbooks, repeated teaching of some contents, monotonous and rigid teaching methods, dull classroom atmosphere, lack of coherence and hierarchy of teaching contents, etc. In view of the above problems, teachers are encouraged to participate in textbook subscription and use school-based textbooks, and make bold choices in textbook contents; give full play to the collective strength of the teaching team, and actively explore scientific and efficient teaching methods; optimize the design of teaching process, adopt flexible and diverse teaching methods, explain in a simple and easy-to-understand way, and create efficient classrooms; break the traditional examination model, adopt scientific, diverse and hierarchical evaluation, improve the teaching effect of "Linguistics" classroom, and cultivate more outstanding talents for the country and society.
Keywords: "Linguistics" course; Teaching effect; Countermeasures and suggestions

"Linguistics" is a course with strong theoretical and practical value. Linguistics courses in local universities are mainly offered to students majoring in Chinese language and literature, teaching Chinese as a foreign language, primary education (literature), secretarial work and other related majors. Except for a few students in these majors who continue to study and engage in specialized research in the future, most students will engage in Chinese teaching in primary and secondary schools or language and text processing work in government agencies after graduation. Therefore, it is particularly important to consolidate the basic theories of linguistics and improve the practical application ability of language and text in the teaching of linguistics courses. For teachers of "Linguistics", it is necessary to repeatedly hone and explore in teaching practice to practice basic teaching skills and form teaching characteristics and teaching styles that are deeply loved by students. Although there is no fixed formula for classroom teaching skills and methods, there are still some basic rules that can and need to be followed. If these basic rules are violated, the effect of classroom teaching will be greatly reduced. Combined with the work experience and actual investigation of "linguistics" classroom teaching in local applied undergraduate colleges, this paper analyzes some common problems in linguistics classroom teaching and proposes corresponding solutions.

1 COMMON PROBLEMS IN "LINGUISTICS" CLASSROOM TEACHING

1.1 Textbooks are out of Touch with Real Life and Teaching Content is Repeated

With the rapid development of modern social life, textbooks published many years ago inevitably have examples that cannot reflect the hot topics and focus issues in language reality, especially newspaper language, film and television drama language, advertising language, and network language are difficult to reflect in old textbooks. In addition, the "linguistics" courses commonly offered in related majors such as Chinese language and literature, Chinese education, Chinese major (including Chinese as a foreign language), and secretarial majors include: "Modern Chinese", "Outline of Linguistics", "Teacher's Oral Language", "Speech and Eloquence", "Teacher's Language Art", "Mandarin Training", etc. Some of the contents of these courses are often repeated in other courses, especially the part of phonology, intonation, phonetic characteristics and phonetic elements. This requires that teachers strengthen cooperation and coordination when teaching relevant course content to avoid missing or repeating content. Teachers should select teaching content carefully, give appropriate details and make their teaching content contemporary, which will inevitably stimulate students' interest in learning "linguistics" courses to a certain extent. Chen Yulu pointed out: "Teaching quality is the key to ensuring the quality of talent training, and textbook construction is the core of improving teaching quality." [1] After years of textbook construction, the number and quality of textbooks related to the "linguistics" major in my country have greatly improved, and the use rate of excellent textbooks has generally increased. However, there are still many regrets: First, there are relatively few school-based textbooks that reflect local characteristics and are suitable for the actual situation of students in this school, especially high-quality school-based textbooks; second, due to economic or other reasons, schools sometimes intervene in the scope of textbook use, so that some excellent textbooks are excluded. Old textbooks cannot reflect the latest academic research results or the latest progress of practical departments, which affects the teaching content and teaching quality. The results of the questionnaire survey show that 69% of the students reported that the textbooks were outdated.

1.2 The Teaching Methods were Dull and the Classroom Atmosphere was Dull

Regarding the problem of dull classroom teaching methods and dull classroom atmosphere, the results of the

questionnaire showed that the students' high satisfaction with the "advanced and innovative teaching methods" and "novel and lively teaching strategies" in the "linguistics" classroom teaching was 12%, the satisfaction was 30%, the low satisfaction was 51%, and the extremely low satisfaction was 7%. Students also reflected that some teachers' teaching content lacked hierarchy and coherence, lacked analysis and summary, and some students called them by name, saying that the teaching of a certain teacher was not theoretical. The theoretical nature of the students was the refinement and summary of the teaching content, and the conclusions with commonality and guidance were summarized. The supervision of the class found that some teachers lacked creative design in classroom teaching, and read from the book or according to the courseware and pictures. The effect of this form of classroom teaching is generally not very good. The process of classroom teaching is essentially a process of two-way information transmission. Teachers must teach students in class. Teachers should always adjust the rhythm and teaching methods of teaching according to students' listening and acceptance, so as to achieve the best teaching effect. The key to the interaction between teachers and students in the classroom is that teachers optimize teaching design and provide timely guidance. "Teachers are the organizers of teaching activities and the most important variable affecting teaching effectiveness." [2] Teachers should try every means to make students participate in the entire classroom teaching process, and teachers and students should analyze problems, solve problems, and summarize conclusions together.

1.3 The Classroom Teaching Process is not Clear, Lacking Coherence and Hierarchy

Every subject and every set of textbooks has many knowledge points, and the content arrangement is systematic. Supervisors and others discovered through attending classes that some teachers taught knowledge points in a scattered manner, and the order of teaching knowledge points was unscientific and unreasonable. They failed to proceed from the shallow to the deep, from the surface to the inside, and deduce layer by layer to draw conclusions. Some teachers even directly told students the conclusions during the teaching process. Professor Liu Tiefang from the School of Education of a certain university once said: "For individual educators, educational philosophy is to open up personal educational concepts from the root of the individual's soul, guide the individual to actively and soundly practice education, and enhance the meaning of educational life. For the overall educational practice of the society, it is necessary to use concepts to guide practice, activate practice, improve the inner spirit of educational practice, and make educational practice a meaningful life practice." [3] "Linguistics" classroom teaching generally lacks "guidance" and "activation". It does not gradually refine the scope and depth of the problem, gradually guide students to think about the problem, analyze the problem, and finally find solutions to the problem. The teaching content or scope is too broad or is bogged down in details. If the teacher cannot, on the premise of thoroughly understanding the course syllabus and being familiar with the teaching content, proceed from the knowledge system structure of the course, screen and sort out the content and knowledge points of the course, and clarify the specific content, teaching sequence, key points and difficulties of each section according to the logical relationship between the contents of each part, and form a teaching plan that is systematic, well-structured, rigorous and scientific, clear, logical, with prominent key points and clear analysis of difficulties, then it will be difficult for him to reasonably allocate the teaching time of each chapter according to the amount of content in each chapter and the distribution of key points and difficulties. From the perspective of the scientific classroom teaching process requirements, teachers should pay attention to the following two points in classroom teaching: First, content screening. Students should remove common sense, popular science, and other courses that they have learned even if the teacher does not explain them, and also remove outdated content; second, the lesson plan is not an excerpt from the textbook, nor is it a catalog of the textbook. Compared with the textbook, the content of the lesson plan can be appropriately increased or decreased, and the order can be slightly changed. The principle of increase or decrease depends on the content of the textbook and the actual situation of the students. The key points and difficulties should be highlighted, and there should be a logical relationship and teaching ideas of the whole course.

1.4 The Evaluation Format is Single, and Students Lack Initiative and Enthusiasm in Learning

Students' grades are usually composed of two parts: regular grades and final exam grades, which are added up in proportions of 40% and 60%. This evaluation method seems reasonable, but in fact, it is difficult to mobilize students' enthusiasm and self-consciousness in learning, because as long as they do not miss classes, they have already got 40 points of regular grades, and as long as they get half of the score on the paper in the final exam, they can achieve a passing grade. In the actual operation process, teachers did not refine the 40% of regular grades. In addition to attendance, it can also include the situation of answering questions in class, homework after class, social surveys and other social practice activities. The final exam papers can also be flexibly handled according to the actual learning of different students, for example: different levels of students use different difficulty questions, etc. During the supervision process, it is often found that students play with mobile phones during class. In order to stop students from playing with mobile phones, mobile phone bags are installed in the classroom, and mobile phones are handed in before class. Students no longer play with mobile phones during class, but students still whisper to each other in their seats and do things unrelated to the class from time to time, indicating that the ideological problems of students have not been fundamentally solved. As a teacher, preparing lessons, teaching lessons, and managing the classroom are the most basic requirements. Reasonable teaching design and scientific teaching methods must be combined with scientific and reasonable evaluation to truly mobilize students' learning enthusiasm and change "I have to learn" to "I want to learn".

Therefore, it is necessary to set up scientific evaluation methods in the teaching process.

2 COUNTERMEASURES AND SUGGESTIONS FOR IMPROVING CLASSROOM TEACHING EFFECTIVENESS

With the progress of the times and the development of science and technology, the existing teaching content, teaching mode and teaching methods can no longer meet the requirements of the country and society for the cultivation of high-quality new innovative talents. In view of the problems existing in classroom teaching, it is necessary to transform teaching concepts, strengthen teaching team building, and improve policy mechanisms from the aspects of integrating teaching content, deepening teaching methods and teaching reforms, innovating teaching processes, and scientific and diverse assessments.

2.1 Integrate Teaching Content

First, teachers delete and integrate the theoretical knowledge taught in classroom teaching to reflect the cutting-edge research results and the latest teaching and scientific research results, so as to reflect the power of truth. Local applied undergraduate colleges and universities cultivate qualified talents for local economic development, focusing on application and local value. Therefore, the corresponding textbooks should also focus on application and focus on integration with the local economy. Students can learn by doing and do by learning, so that they can digest and test the problems in the theoretical classroom, summarize and extract theoretical conclusions from the practical teaching, and carry these problems into the classroom for theoretical analysis to form a theoretical guide with guiding significance. In this way, students' analytical and inductive abilities can be exercised and improved. In view of this, it is necessary to appropriately break the barriers of subject boundaries, re-establish and optimize the knowledge structure from the perspective of serving the local area and the actual knowledge structure of students, ensure that students learn something useful, and can successfully complete the Chinese teaching tasks in primary and secondary schools after graduation, and can easily handle the text and document work of government agencies and enterprises. This requires that the education of basic knowledge should be emphasized during undergraduate teaching. In addition to the basic knowledge and basic theories related to linguistics, students also need to learn humanities knowledge, historical knowledge and natural science knowledge. Only in this way can students' adaptability to the changing social environment be improved. Courses between different majors are interoperable, and courses within the same major should be more interoperable. At least freshmen can be taught more basic knowledge. Actively advocate teachers to participate in textbook subscriptions, and encourage teachers to compile and use school-based textbooks. Encourage and advocate teachers to integrate their own or predecessors' research results into classroom teaching, reflecting the "theoretical sophistication" and "academic frontier" of university classroom teaching. This requires teachers to abandon rote learning and require teachers to have academic awareness and academic skills. As university teachers, they should and must stick to their own academic territory. In order to ensure the scientific nature of the content they teach, teachers must obey the standards of truth and participate in academic activities extensively. Only when teachers effectively integrate teaching content and let students feel the challenge of new knowledge and new skills, can students' curiosity for knowledge be better stimulated, and students' thinking ability and cultural literacy can be cultivated and improved.

2.2 Improve Teaching Methods

Teaching is an art, and teaching methods are contained in the teaching process. "Quality assurance of higher education must be based on learners... Its purpose is to promote students' learning involvement, improve learning efficiency, and ensure the quality of education." [4] After years of exploration and practice, the following teaching methods are more suitable for "linguistics" classroom teaching: First, teachers demonstrate and students practice. When teaching courses such as "Modern Chinese", "Teacher Oral English", and "Mandarin Training", pronunciation training is essential. Although the pronunciation of some phonemes seems simple, it is not easy to accurately distinguish them. For example: the single vowel /e/ and ê /ɛ/, u /u/ and o /o/, and variants /a/, /ɑ/, /ɐ/, /ʌ/, etc., the rounding of lips, the height of tongue position, the size of oral opening, etc., and the pronunciation position and pronunciation method of phonemes when pronouncing consonants. For example, the training requirements of vocabulary pronunciation and rhythm, pauses, intonation, and rising and falling tones in "Teacher's Oral Language" and "Mandarin Training" all require teachers to demonstrate accurately, teachers and students to observe and imitate each other, and students to practice repeatedly to master the mysteries and differences. The second is task-driven. "Task-driven" is also called "problem-driven" and "problem-oriented" [5]. The key point of this teaching method is that the tasks assigned by teachers are suitable for their students, in line with the teaching content of this chapter, and novel. For example, there are many concepts in the "phonetics" section, and it is not easy for students to grasp the essential differences among them. The concepts and characteristics of "phonetics" and "sounds", "three characteristics" and "four elements" of phonetics, "phonemes", "phoneme variants", etc., and the raising of a series of questions can stimulate students' curiosity and thirst for knowledge, improve students' initiative and consciousness in learning, and cultivate students' inquiry awareness. In the "teaching vocabulary" section, let students participate in or directly conduct social surveys, dialect surveys, survey affix types, overlapping types, surveys on the word formation of street signs, park signs, street names, store names, etc., and Latin transliteration and translation. In the teaching of "grammar" and "rhetoric" sections, students can be asked to investigate the grammatical and rhetorical phenomena reflected in advertising terms within a certain range. The content

of "Teacher's Oral Language" can allow students to participate in literary clubs, press corps, recitation competitions, debates, Chinese character dictation competitions, three-stroke writing competitions, etc. These colorful language activities, on the one hand, allow students to let go of their moods and accept the cultivation of society and nature; on the other hand, students can improve their language and writing application ability unconsciously. In addition, "discussion teaching method", "situational teaching method" and "case teaching method" have also achieved good results in teaching practice, providing students with a stage to display their talents and laying a foundation for them to continue their studies. Teaching methods are "dead", while teaching subjects and teaching leaders are "alive". Only by constantly improving their professional knowledge level can teachers improve the effectiveness of classroom teaching. To improve classroom teaching effectiveness, teachers must have two basic conditions: first, a passionate work attitude, love the party's education cause from the heart, and take "teaching and educating people" as their life pursuit. This is relatively easy to do, as long as the concept is changed; second, superb professional ability. Improvement cannot be achieved overnight. It requires teachers to constantly learn, constantly summarize, insist on making teaching notes, actively participate in professional training, read widely, especially teaching and research monographs and teaching magazines in the professional direction, actively participate in teaching seminars, and go out and invite in. This is a long process of accumulation over time. "Teachers' political literacy, ideological and moral character, professional knowledge and ability, knowledge structure and innovative consciousness are very important for improving teaching." [6] Wang Zhanjun once pointed out: "In order to give full play to the leading role of teachers in teaching, teachers need to continuously expand their professional knowledge, grasp the latest academic trends, improve their professional level and teaching ability; strengthen their own professional ideals and professional ethics, and focus on enhancing their sense of responsibility and mission in teaching activities." [7] Curriculum construction and teaching activities require a strong teaching and scientific research team. Every teacher in the teaching team must continuously improve teaching methods and improve teaching resources in order to improve the overall teaching quality. The teaching team is a team that integrates teaching and scientific research. Teachers devote themselves to scientific research to improve their professional ability, and in turn promote teaching work with scientific research results.

2.3 Innovative Teaching Process

"There is no fixed method for teaching." In fact, there is an objective teaching process that conforms to cognitive laws and acceptance psychology. The teaching effect of "flipped classroom" has been proven in practice. [8] It can be summarized in seven words: "guide, review, think, discuss, display, point out, and understand".

"Guide": the teacher prompts students to review the content of the previous lesson in concise language, clarifies the teaching objectives, key points, and difficulties of this lesson, puts forward requirements in concise language, and announces the start of independent learning. While students are learning independently, the teacher patrols, observes, and pays attention to students' dynamics, understands students' confusion, and only records without explanation. "Review": students recall and reproduce, and look up materials if they cannot remember. "Think": students read the textbook according to the guidance plan and the teacher's guidance, outline and circle, analyze and summarize, concentrate their energy, work intensively and efficiently, do not communicate, do not ask questions, explore the problems required to be solved in the guidance plan one by one, circle the problems that cannot be solved with a red pen, and propose solutions in the discussion and display stage. "Discuss": students discuss, all members of the group participate, with clear division of labor, intensive and orderly, and take the initiative to speak. Students in the front and back rows and students at the same table study together, one question and one answer or I speak and you remember, I recite and you listen, or discuss in layers or discuss with the whole group. During the discussion, students take the initiative to raise questions and doubts they do not understand during independent learning, and ask for help from classmates in the group. Actively participate, be good at listening, and share your own answers with everyone in a timely manner to get the correct answers. Tell the content you have mastered to the students who raised the confusion in a timely manner. Once you encounter a common problem that is difficult to understand and cannot be discussed, give up decisively, record the confusion, and wait for the "development" and "point" process to find the answer. During the discussion, you should record the new ideas, new thinking and problem-solving skills of your classmates in a timely manner. "Development" means that students in each group exchange opinions, organize their thoughts, and show their learning results, or stand up and express orally, or go to the podium to give a speech, or use multimedia to show their problem-solving ideas. "Points", teachers comment and guide. Teachers evaluate and encourage the group from the aspects of self-study, cooperation, participation, etc., comment on the problems exposed by students in the presentation and the problems that cannot be solved after exploration, and then talk about the rules, ideas, methods, clues, and frameworks. Teachers emphasize the points that are easy to confuse, supplement the content that students have not shown or incomplete content, sort out the knowledge of this section, and form network knowledge. The key is to explain it carefully. Teachers remind students to use key words, symbols, and graphics that can evoke memories in the outline to make notes, and multimedia also uses traditional blackboard performances. "Enlightenment", requires students to concentrate on listening to the teacher's comments, understanding the truth, and taking notes.

2.4 Scientific Assessment

"A scientific and reasonable assessment method can integrate and optimize teaching resources and help cultivate students' learning initiative and consciousness." Teachers should not only focus on outcome assessment, but also

process assessment. They should attach importance to the evaluation of basic knowledge and basic skills, as well as the evaluation of the learning process, and even add assessments of comprehensive ability, imagination, humanities, etc. This can not only fully mobilize students' learning initiative and enthusiasm, but also help revise the talent training program. Regular grades plus final exam grades are a good assessment method. Regular grades should include: attendance, answering questions in class, random questions and answers, discussion speeches, and classroom tests; after-class assessments include: homework, social surveys, various competition results, club activities, online tests, etc. The evaluation of students' grades can be carried out by using evaluation systems and methods of different levels and standards. The assignments and in-class assessments can be graded. The final exams can also be conducted for students of different levels with different contents, different knowledge points, different weights and different assessment methods. Only such adjustments can put the confidence of underachieving students into practice, meet the challenges of knowledge difficulty and depth of gifted students, and maximize the learning enthusiasm of every student. Of course, various problems and difficulties may arise during the implementation process, which requires continuous attempts and improvements in methods and approaches, as well as corresponding policy support.

3 CONCLUSION

Under the guidance framework of the government education department, applied undergraduate colleges and universities should deepen and refine the education and teaching reform according to the power granted by the Education Law and the Higher Education Law, give full play to the initiative and creativity of the teachers in the education and teaching reform, accurately position themselves in the entire education system and in serving the local social economy, be familiar with their own past, present and future, proceed from reality, make the best use of their strengths and avoid their weaknesses, mobilize the initiative and enthusiasm of teachers in education and teaching reform, devote their main energy to deepening the education and teaching reform, and make bold attempts and reforms in the selection and use of textbooks, the improvement of classroom teaching methods and methods, the adjustment of teaching processes, scientific evaluation, etc., practice moral education and cultivate people, adhere to the principle of "educating for the country" and "cultivating for the country". Talents, talents for the people" is the original intention and mission.

COMPETING INTERESTS

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