

Study on the Research-Based Teaching Model of English Linguistics with the Guidance of Cultivating Innovative Ability

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ABSTRACT. The introduction of research-based teaching concepts into English linguistics courses can help stimulate students' interest in learning and cultivate their rational thinking ability. English is one of the widely used languages in the world, and the cultivation of students' English innovation ability is the need of colleges and universities to cultivate outstanding talents. This paper examines the basic theory of the research-based teaching model for English language courses in colleges and universities and discusses how to enhance the application of the research-based teaching model in colleges and universities to improve the quality of linguistics teaching. Research-based teaching is conducive to increasing students' interest in learning, stimulating their thinking, encouraging their participation, and helping them to develop their independence. The students will develop a variety of skills in the application of knowledge, independence and cooperation.

KEYWORDS: Innovation ability, English linguistics, Research teaching, Cooperative learning

1. Introduction

As colleges and universities recognize and attach importance to the dominant position of students in teaching, in teaching practice, teachers recognize the cultivation of students' autonomous learning ability and innovation ability more, to give full play to students' enthusiasm and initiative in learning. As a basic communication tool, English is the carrier of culture and teaching. Mastering the basic knowledge and skills of English has a wide impact on the improvement of students' overall quality and future development [1]. For English major students, this is the first time they come into contact with theoretical courses taught in English with a large number of terms, which is easy to give the impression of abstract and boring contents, thus there is an indisputable fact that students generally lack strong and lasting interest in this course [2]. Different from the traditional teaching model, research-based teaching requires students to use a variety of innovative teaching methods to encourage students to find, analyze and solve problems based on mastering basic knowledge and analysis methods of certain subjects [3]. The main features of this model of teaching are: the goal of developing inquiry thinking, the basic structure of the subject as content, and rediscovery as learning method. The linguistics course will further enhance the students' language awareness and make speaking English a habit. Therefore, it is necessary to introduce the concept of research-based teaching into the teaching of this theoretical course to stimulate students' interest in linguistic learning and research in the interest in developing students' critical thinking skills and making the linguistics curriculum a platform for developing students' creative skills.

2. Overview of Research Teaching Mode

Research teaching mode is a new teaching mode, which is in sharp contrast with traditional teaching mode [4]. Research teaching is mainly to change the passive mode of students' mechanical learning and actively participate in the classroom teaching process. In teaching, create a situation or approach similar to scientific research, so that students, under the guidance of teachers, can choose and determine research topics from study, life and social life, and actively explore, discover and experience in a way similar to scientific research. At present, China's higher education reform also strongly advocates research-oriented teaching reform to achieve the educational goal of cultivating innovative talents. As the key word of this teaching mode is research, teachers should choose the research theme, guide students to participate in it, and carry out research around this theme to realize the absorption and application of knowledge [5]. At the same time, learn to collect, analyze and judge information to acquire knowledge, apply knowledge and solve problems, so as to enhance thinking and creativity and cultivate innovation and practical ability.

3. The Current Situation of English Linguistics Teaching

3.1 Teaching Evaluation is Single

English linguistics is a compulsory basic course for English language and literature majors. Its teaching evaluation is too single to meet the current teaching requirements. The comprehensiveness and openness of learning contents. Research teaching encourages students to take the initiative to explore and solve problems, and the smooth progress of problem solving must be based on students' comprehensive knowledge of humanities, social sciences and natural sciences. At the same time of strengthening basic training, heuristic, discussion, discovery and research teaching methods are adopted to fully mobilize the enthusiasm of students. Teachers' evaluation criteria for students are relatively single, taking examination results as the only criterion to measure students' English proficiency, downplaying the evaluation process and overemphasising the selection function of evaluation [6]. This teaching mode places too much emphasis on the subjectivity of students and ignores the importance of teachers in the teaching process, which leads to overcorrection. Therefore, it is a theoretical and practical issue worth studying to explore the implementation of research-based teaching in English linguistics teaching and to construct corresponding teaching modes.

3.2 Teaching Mode and Method Are Inflexible

Many contents in English linguistics courses are highly professional and theoretical, abstract, and difficult to understand and remember. Combined with a single teaching mode and traditional teaching methods, the classroom will fall into the “full house filling” mode completely. The investigation found that most universities in our country mainly adopt the traditional teacher-centered spoon-feeding mode of knowledge infusion in the teaching of this course at present, paying attention to knowledge transfer and ignoring ability cultivation [7]. Therefore, in the historical process of linguistic development, all theories and methods that cannot stand the test of practice will be eliminated naturally, and all theories and methods that can stand the test of practice will contain some truth. Students' subjectivity is guided by teachers' subjectivity. Teachers help students to explore knowledge creatively by helping students to create a good knowledge learning environment and by guiding specific methods in the learning process. As a vivid thing, language should not be taught under this single teaching mode and method, and students cannot absorb the essence of linguistics. They regard linguistics as a lifeless course and lose their enthusiasm for learning [8].

3.3 The Teaching Content is Numerous and Difficult

The teaching content of English linguistics covers almost all aspects of linguistics. It is highly specialized and difficult. Only by selecting suitable teaching materials and contents can students gradually accept knowledge. Teaching requires expanding students' knowledge vision as much as possible, optimizing and integrating teaching results of various disciplines, effectively activating students' knowledge reserve and solving problems. Stimulate students' learning motivation, guide them according to circumstances, and promote students' autonomous learning. Therefore, English majors should not only learn professional terms and theories, but also learn from language research methods when learning this course. At present, English linguistics course includes three knowledge modules: theoretical enlightenment, basic theory and research methods. Each module contains a lot of content. English linguistics course is very theoretical, with more basic and abstract concepts. Therefore, English linguistics course itself requires teachers to actively adopt research-based teaching methods to reproduce the process of language exploration.

4. The Importance of Research Teaching in English Linguistics

4.1 It is an Inevitable Requirement of English Syllabus for English Majors in Colleges and Universities

The Syllabus for English Major in Colleges and Universities (hereinafter referred to as the Syllabus) proposes to cultivate compound foreign language talents with solid basic skills, broad knowledge, certain relevant professional knowledge, strong ability and high quality, and facing the 21st century. Due to the basic theoretical characteristics of linguistics, English teachers in colleges and universities usually choose the teaching mode of knowledge infusion, students' dominant position in the classroom is ignored, and teachers do not pay attention to arouse students' learning enthusiasm. In the process of joint participation, students can learn from each other and learn to communicate and cooperate with each other. For example, teachers should strengthen the guidance and management of all aspects of the subject research, urge the cooperation between students, help students to solve the difficulties encountered in learning, and strive to improve the enthusiasm of students to participate; In the teaching of specialized courses, students should be consciously trained to analyze and synthesize, abstract and summarize, analyze problems from various angles and

other thinking abilities, and to discover and solve problems and other innovative abilities. So as to highlight the student's dominant position in the learning process, and effectively highlight the cultivation of student's ability, especially the cultivation of innovative ability and practical ability, through the combined learning inside and outside the classroom.

4.2 It is the Requirement of English Linguistics Course Itself

Language research has a long history. As early as two thousand years ago in ancient Greece, philosophers such as Plato and Aristotle discussed the nature and grammar of language in depth. For a long time, under the traditional teaching mode, teachers always speak and students listen. Teachers are the undoubted subject of teaching and students are the object or receptor of teaching. The increase of interaction and communication between students is not only beneficial to teachers' teaching, but also helps teachers understand students' mastery of knowledge and ability to apply it, so as to teach more pertinently. It is also helpful for students to learn better and master and apply the knowledge they have learned more effectively. Gradually cultivate the ability to see the essence of language through language phenomena, improve language cultivation, and understand and learn language from a cognitive perspective that reveals the mysteries of the human brain in order to find problems and promote the development of linguistics [9]. Moreover, each function cannot be ignored. Successful teaching should be a combination of subjective learning and subjective teaching. Moreover, each function cannot be ignored. Successful teaching should be a combination of subjective learning and subjective teaching.

5. Practice of Research Teaching Model in English Linguistics Course

5.1 Construct Appropriate Teaching Situation and Expand Students' Thinking

When implementing the research-based teaching mode, teachers should focus on students, strive to improve their enthusiasm for learning, create an appropriate, natural and friendly learning environment, throw out attractive questions, make students have the desire to explore, create a favorable teaching atmosphere, expand students' thinking and tap their potential at a deeper level [10]. Therefore, teachers should look for materials that can stimulate students' interest and are closely related to education, teaching and students' life according to teaching objectives and students' knowledge background, create problem situations, propose areas for students to study, guide students to establish research problems, organize students to set up groups, and guide students to formulate research programs. Advocating research-based teaching mode in this course is to enable students to choose and determine topics for research from linguistics and related fields under the guidance of teachers, and actively acquire knowledge, apply knowledge and solve problems in the research process. In research-based learning, students should realize the following role changes: from understanding and accepting learning to exploring and researching autonomous learning; From passive recipients of knowledge to discoverers and practitioners of knowledge; To stimulate students' curiosity about new knowledge and interest in exploring unknown knowledge together, so as to attract students to conduct active research on new knowledge and experience the process of knowledge acquisition.

5.2 Research on Autonomous Learning and Cooperation

Autonomous learning and cooperative inquiry are the core links of research teaching mode. In this phase, students can be divided into several groups. For example, students who are interested in or have doubts about English grammar can form grammar research groups. Cooperation can improve the efficiency of research-based learning, and can also promote students to have more motivation to learn and cultivate students' stronger awareness of autonomous learning. Teachers should provide some time for students to self-study and explore, so that students can feel in reading and feel in reading. In the process of self-study, teachers should encourage students to question and develop the habit of thinking, questioning and questioning. Let the students explore and communicate independently by means of discussion, example, citation, induction and deduction in group cooperative learning, and finally draw a conclusion to achieve the teaching purpose. Teachers can be evenly distributed according to the overall situation of students, or students can be randomly divided into groups. As long as the number of each group is basically the same, students have no too much objection to the grouping results. And students can also mobilize their own learning autonomy, broaden the necessary channels of information sources, learn to think independently, explore independently, design independently, and can communicate, cooperate and discuss with team members to solve problems and complete research projects. It is necessary to create a situation conducive to students' objective inquiry and full participation so as to realize meaningful autonomous learning. Teachers should encourage students to raise questions, welcome students to argue, support students to express independent opinions, and protect students' innovation ability.

5.3 Show Learning Results and Evaluate Them in an Appropriate Way

In order to test the students' learning results, it is necessary to show the students' learning results and make scientific evaluation. Through this process, students can understand the learning process and be encouraged to participate in learning in a better state. Each group selects a representative to present or demonstrate the research content, method, process and conclusion in public. Other groups can ask questions, question and debate. At the same time, the teacher records the students' performance and related problems. The comprehensive evaluation after the project research can be jointly conducted by teachers and students. The final evaluation results should be quantitative and qualitative, and the project research should be comprehensively evaluated by scoring and commenting. Generally, two to three weeks is appropriate, so that students can have more sufficient preparation time and will not conflict with the progress of the course. For example, when talking about the chapter of pragmatics, the teacher can arrange "to analyze the dialogue of a movie by using the principle of dialogue" for two weeks. It focuses on the final examination and shows the students' comprehensive results. The evaluation can also be carried out according to different presentation methods, striving to make the evaluation fair and reasonable, so that students can deeply feel their own advantages and disadvantages. One of the members can be elected, but in order to ensure that each team member can benefit from the demonstration results, the teacher can require the team members to participate in at least one demonstration activity before the end of the semester.

5.4 Change the Roles and Concepts of Teachers and Students

The traditional teaching concept holds that teachers are the imparting and instilling of knowledge. Research-based teaching requires teachers to renew teaching concepts, reform teaching methods and realize the fundamental change of teachers' roles. Teachers can ask students to do research on the application of learning strategies after class, divide students into different groups, and assign different investigation contents to each group. The adoption of team-based research is also of great positive significance in promoting the formation and cultivation of team cooperation ability among students. Teachers should be transformed from mere disseminators of knowledge to guides, collaborators and participants of students' research-based learning. Teachers should be changed from inspectors of teaching effect to evaluators of students' development. Teachers' comments should be comprehensive and systematic as far as possible. Special attention should be paid to students' innovative ability and achievements, and relevant knowledge and information should be introduced and supplemented to help students broaden their knowledge. In this process, teachers should first help students to correct their attitude and rigorous research, and then help students overcome the difficulties in academic creation and guide them to complete academic creation.

6. Conclusion

Linguistics is a very important basic course for English majors in colleges and universities. Its basic theory is of great practical significance for improving students' language literacy, cultivating students' language thinking ability and promoting students' language use ability. Carrying out research-based teaching in linguistics courses for English majors is helpful to realize the goal of linguistics teaching. It not only helps students understand and master the basic theories of linguistics and new achievements in language research, cultivate language awareness and improve language ability, but also helps broaden students' thinking and vision. Therefore, it is necessary to introduce research teaching mode, give full play to students' subjective initiative, and cultivate students' ability to discover, explore, solve and innovate, so as to realize the training objectives of the curriculum. Through active research and the determination of research topics, students can feel free from the classroom, thus participating in learning with a more active attitude. At the same time, improve the social competitiveness of students, so that students have innovative consciousness, innovative courage and innovative ability on the way to study and work, and make greater contributions to social construction.

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