

Review and Reflection on Open Class of Senior High School in China (2000–2023)

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[**Abstract**] Based on a total of 500 research papers on high school English open class published in Chinese academic journals from 2000 to 2023 collected by China National Knowledge Infrastructure (CNKI), this paper adopts the literature search method. This paper discusses the basic situation in the past 20 years from the following three aspects: (1) The separation of “teaching” and “learning” should be effectively dealt with in high school English open class, so as to achieve the best educational effect; (2) The cultivation of students’ thinking quality under the background of the new English curriculum standard in senior high school; (3) The importance of teacher–student interaction and cooperation in open classes. The article also thinks about the problems of paying attention to all students, focusing on the student–oriented principle and highlighting the important and difficult points in teaching.

[**Key words**] senior high school; open class; main situations; separation of teaching and learning; interaction between teachers and students

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1 Introduction

The research on open class has always been a hot topic in foreign language teaching in China, especially in high school. As far as offline open class is concerned, at first in the 1950s, backbone and special teachers in primary and secondary schools were invited to conduct demonstration teaching of various disciplines for students in normal universities to provide pre–service training. After decades of development, in the 1980s, this model gradually expanded to primary and secondary school teachers, which played an important role in promoting teacher specialization. Han Hai (2011) concluded that the development of open class can be divided into three stages: before the Cultural Revolution, during the Cultural Revolution and the new curriculum reform, and after the new curriculum reform. The stages are characterized by focusing on observation and improvement of teaching, emphasizing demonstration and seminar. At the beginning of the new century, the development of open class in China is not smooth. For decades, the academic community has been paying attention to and exploring it, hoping to have new research and discovery. Scholars expect this as a breakthrough, and can actively play the positive role of open classes. For so long, the academic community has never stopped paying attention to it. Various kinds of

discussions have emerged, and there are certain doubts and disputes.

Zhu Zhongyi (2020) pointed out that domestic scholars generally believe that students, as the main body of the teaching process, are often invisible and anonymous in open classes. Compared with daily teaching, teachers in open classes often pay more attention to the grasp of teaching content and progress, and students' responses are fully under control. Ge Wenshan (2011) believes that teaching an open class is like completing a metamorphosis, with unforgettable pains, but in exchange for rapid professional growth. Wang Xiaping (2012) discussed that open class is not only to demonstrate teachers' teaching ability, but also to promote mutual learning among teachers. Truth-seeking and pragmatic reflect the nature of education. Wang Yipu (2018) concluded that open classes have a testing effect on teachers' teaching level at a certain stage. "As an evaluation resource, teachers can at least meet the inspection and management requirements of open classes". Fang Xianlai (2022) affirmed that in the context of the new curriculum reform, open classes play an irreplaceable role in the four aspects of teachers' professional growth, academic research, innovation demonstration and resource sharing. We should encourage teachers to carry forward the spirit of craftsmanship in teaching and establish more and better open classes. However, some scholars believe that teachers only treat the classroom as a stage to show off their skills, and do not pay attention to students' listening feelings. Everything in the classroom is carefully designed in advance, and students only move forward step by step according to the teacher's design, greatly ignoring students' subjectivity and self-learning ability. Ma Na (2020) believes that in English classes, most English teachers focus too much on the completion of teaching tasks in open classes. Some scholars pointed out that from class to class evaluation, many watching classes are like packaging classes, show classes, as in performance. The performance form of open class has existed since its development, and many scholars have raised doubts and criticisms on it, but this phenomenon has not been effectively solved. Even Liu Guohui (2009) doubts that this type of class is against the teaching law.

We believe that in the current situation that more and more attention is paid to high school English open class, it is necessary to think about high school English open class, so as to further grasp the trend, and constantly improve our research theory and method. According to this, on the basis of previous studies, this paper further summarizes and reflects on the basic situation of the development of high school English open classes.

2 Main situations of high school English open class

Sun Yong (2016) analyzed the basic status quo of high school English open classes. Although some English teachers have always resisted or fiercely criticized "high school English open classes" in various forms and levels, as a mainstream teaching and research form, high school English open classes have their unique existence value and are still an indispensable part of various teaching and research activities at this stage. Therefore, it is necessary for us to sort out the basic situation of high school English open course and further understand its development.

2.1 Effectively solve the separation of teaching and learning

High school English open class is one of the stages to show teachers' teaching ability. Teaching refers to the conscious transfer of knowledge, skills, ideas and culture to students through certain ways to help students change their cognition, attitude and behavior, and finally achieve certain expected goals. Among them, "teaching" is the behavior of teachers, and "learning" refers to the learning process of students. In the process of education, there is often a phenomenon of teaching separation. In other words, teachers simply impart knowledge, but ignore the learning process of students. The traditional teaching mode emphasizes the teacher's teaching behavior and ability, while ignores students' thinking ability. This teaching mode emphasizes the status of the teacher, emphasizes the transfer of knowledge, attaches great importance to paper-and-pencil examination, and believes that students

should accept the indoctrination of the teacher without reservation. However, teachers usually adopt one-way teaching and pay little attention to students' thinking cognition, personality characteristics and emotional needs.

Wang Xiuping (2012) discussed that as a kind of language learning, teachers need to create more teaching scenarios conducive to teacher-student interaction according to the actual classroom situation. Teachers can know the background of students in advance and what they are interested in. By selecting topics that students are interested in, teachers can design activities to stimulate students' desire to learn and make them actively participate. On the other hand, in the classroom, teachers should pay attention to their interaction with students, leading students to think, and encouraging students to find and solve problems. Finally, when interacting with students, teachers should create a harmonious and relaxed atmosphere, do not give students pressure, and give students more opportunities to speak and think. Wu Chungui (2016) said that teachers should create situations close to students' life in grammar classes in senior high schools, so as to make grammar teaching lively, vivid and concrete. Based on discourse, the teaching idea of cultivating students' discourse consciousness and language sense is proposed. Zhang Ming (2017) proposed that there is a major drawback in the English reading teaching in high school, that is, students' thinking is replaced by teachers' thinking, and students' independent activities are replaced by teachers' explanation. Students' thoughts are confined by teachers, and they cannot do what they want to do, explore the direction they are interested in, read their favorite articles, and gain the pleasure of independent learning. However, Wang Lingling (2012) believes that activity teaching is conducive to cultivating students' initiative and creativity. By setting activities of different levels, natures and forms, students' participation is emphasized to gradually master a foreign language, and the balance between language input and output is emphasized. The 2022 edition of the new English Curriculum Standard for high school advocates task-based teaching method, advocating that teachers stimulate students' desire to learn by setting tasks and activities. Teachers should choose topics that students are interested in and set reasonable activities, which should not be too easy or too complicated, so that students can complete them, while also improve their learning ability. Teachers can set up a variety of activities in the classroom, so that students can learn by doing activities and tasks. Therefore, teachers' "teaching" cannot be separated from students' "learning" and exist alone, teachers should guide students to take the initiative to participate in the classroom, and give play to students' subjectivity and initiative, in order to learn more effectively.

Wang Cesan (2005), when talking about the concept of teaching, emphasized "unity". He emphasized that teaching is a "unified activity of teachers' teaching and students' learning", and that teaching and learning are always unified. Guo Hua (2017) concluded that teachers' teaching methods stimulated students' enthusiasm for learning, and such learning was high-quality and meaningful. "Teaching" and "learning" each have their own characteristics, although students can learn independently, there is an interdependent relationship between them: the reason why students learn well is that teachers can effectively guide them, so that they can accurately grasp the learning content, and teachers need to be clear about the position of knowledge and students, and know how to guide students to integrate knowledge into learning. The excellent teaching ability of teachers is finally reflected in students' active learning and comprehensive mastery. The learning is student-centered, and can achieve students' self-satisfaction. This is a height beyond the reach of natural development. At this time, "teaching" and "learning" have reached a harmonious integration, which is the so-called "teaching".

Liu Xu (2021) mentioned that the core feature of teaching is that it is always a two-way interaction between teaching and learning. It can be said that teachers' teaching and students' learning are actually two aspects of the teaching process. "Passing on knowledge to students is like selling it to others. If someone doesn't buy your item,

you can't say you've sold it." This is an incisive exposition of the relationship between teaching and learning in teaching activities made by Tao Xingzhi, a famous educator. Generally speaking, teaching activities are the integration of teachers' teaching and students' learning. In this activity, students not only gain the necessary knowledge and skills, but also shape good thoughts and moral concepts. At the same time, they gain and develop comprehensively in physical, psychological, intellectual, behavioral, moral, intellectual, physical, artistic and labor aspects. Strictly speaking, teaching can be seen as an organized process in which both teachers' teaching and students' learning are crucial elements of the process. Learning is always the perfect combination of teachers' teaching and students' learning.

2.2 Cultivation of thinking quality under the background of new curriculum standards

The 2022 edition of the new English curriculum standards in high school emphasizes the establishment of learners' emotional attitudes and values, with the purpose of enabling students to grasp correct emotional attitudes and values, so as to form correct values, and cultivate students' innovative consciousness and critical spirit. First of all, before the start of the open class, the teacher should fully study the content of the textbook and dig deeply into the connotation of the textbook. Therefore, teachers can set up reasonable introduction links according to the content of the textbook, stimulate students' interest in learning, connect students' interests and emotional needs with the content of the textbook, and have a good learning motivation. Krashen (1981), an American linguist, proposed a famous second language acquisition theory, including the affective filtering hypothesis. According to the affective filter hypothesis, in the process of second language acquisition, a variety of factors affect learners' input, such as self-confidence, motivation and anxiety. As Yang Jingyi (2019) said, a clever introduction can attract students' emotional attention, improve students' interest, reduce learning anxiety, and ultimately improve learning efficiency and effect. Du Hailing (2015) suggested that we should make use of all available materials in teaching, and turn the classroom into a big stage for students' potential development, emotional communication and personality development on the premise of ensuring the completion of language teaching tasks.

The high school English textbook "Reading" under the new curriculum has a wide range of topics, including history and culture, celebrity biographies, outstanding women, and so on. These teaching contents are permeated with moral education, we should carefully dig these materials, so that students can learn knowledge while maximize their sense of values. After investigation, Zhang Shijian (2015) believes that in actual teaching, teachers do not focus on the cultivation of students' emotions and values. Therefore, in the open class of English reading in high school, we should concentrate on guiding students not only to pay attention to the story plot and the protagonist's emotions, but also to reflect on the impact of the theme and make suggestions. Output in the form of text is not only a test for students' English knowledge and skills, but also a consideration of humanistic values, and the guidance of emotional attitude values is implemented in a silent place. It should be pointed out that the cultivation of emotional attitudes and values is a subtle and silent work. Sometimes it just needs a few words from the teacher, the students can understand, and they can form emotional resonance. It is necessary to let students carefully experience, imitate and enhance their confidence in the study of new courses. At the same time, teachers should make students love science, love life, pay attention to knowledge, and pay attention to learning, but also should make students love life, in accordance with the scientific and healthy way to live and learn. Only in this way can students foster the same frequency resonance in emotional attitude and reach an agreement in value orientation.

Chen Zehang, Wang Qiang and Qian Xiaofang (2019) concluded that in order to cultivate students' ability in critical thinking, teachers can carry out activities such as analysis, evaluation and reflection. Teachers should first pay attention to finding valuable thinking points from oral, written or multi-modal texts, carefully design tasks and

activities aimed at stimulating students' enthusiasm and interest, and then constantly guide students to elaborate their own views. It is important that in the teaching process, teachers should pay attention to guiding students to constantly reflect and think, first let students self-correct and self-question, and cultivate students to form a close thinking logic.

Chen Zehang (2022) also pointed out that in English teaching, teachers should not only focus on students' mastery of language knowledge and skills, but also cultivate their ability to use English for information acquisition, analysis, inference, demonstration, critical evaluation, creative imagination, etc. Just memorizing some words and grammar rules does not improve students' English ability, but only makes them stay in the simple memorization and expression stage, making their thinking superficial.

Therefore, teachers should select some learning materials that can stimulate students' thinking and create more situations to give students opportunities and platforms to improve their language application ability before the open class.

2.3 Importance of teacher-student interaction and cooperation

Effective interaction in class has always been one of the hot topics in linguistics circles. Students can improve their language communication ability and promote the development of classroom activities by participating in classroom interpersonal interaction. An effective high school English open class must involve the interaction and cooperation between teachers and students. Liu Juan (2018), by participating in various provincial and national competitions, pointed out that it is very important for teachers to establish a cordial emotional connection with students before class, which can even determine the success or failure of the class. For example, teachers can talk to students about relaxing English topics to relieve their tension. Chen Jianhong (2015) also believes that teachers for high school English open class generally cannot tolerate silence in class after their questions are raised, and such silence is often considered embarrassing. But in fact, the higher the grade is, the less willing students are to answer questions. In high school, students are even less willing to speak up. But this should never happen in an open class. Therefore, in order to increase the interaction between teachers and students, and for students to be more active in answering questions, teachers should appropriately add questions such as "yes" or "no" when setting questions, so that students' enthusiasm will be greatly improved, and who will refuse to answer a question without thinking? As Huang Yaoying (2015) said, the real interaction should be between teachers and students and between students and students, which means that teachers and students can discuss and answer in the teaching situation jointly created, and finally realize the effectiveness of teaching.

Some teachers will adopt heuristic teaching, break down a complex problem into several simple small questions, which can not only increase the interaction between teachers and students, activate classroom atmosphere, but also enhance students' self-confidence and enthusiasm. By constantly raising questions and gradually solving difficult problems, an ideal classroom interactive atmosphere is created. In addition, research shows that open questions are more effective in promoting teacher-student interaction, as there are no standard answers, and students are able to express their opinions freely. Xie Bing (2017) said that teachers should not only ask questions in open classes, but also design more open questions. All in all, teacher-student interaction and cooperation in open classes can improve students' learning achievement, classroom satisfaction and language communication ability. Teacher-student interaction has become an essential part of open class.

Teaching evaluation is also an important part of teacher-student interaction. Wang Yan (2023) proposed that in the current era of digital education, teachers' evaluation of students is undergoing unprecedented changes. The traditional teaching evaluation pays too much attention to the selection of students, while neglects the individualized

evaluation of each student. This kind of evaluation can not only reflect the quality of teaching, but also do harm to the personal development of students. At the same time, teachers cannot really understand students and pay enough attention to their emotions. In the context of digital education, digital technologies such as artificial intelligence and multimedia can collect various behavioral data in the teaching process where teachers and students can provide more comprehensive information for evaluation. Yang Xiaozhe (2021) said that the language characteristics and teaching style of teachers play a non-negligible role in the interaction between teachers and students. Through the effects and results of cooperation and interaction between teachers and students, unreasonable teaching methods of teachers can be improved and a good foundation for the establishment of a good relationship between teachers and students can be laid. Nowadays, teaching evaluation based on digital technology is of great significance to the growth of teachers and the progress of students.

Sun Lizong (2023) found that in English reading teaching, there is often a lack of effective teacher-student interaction, and students are not very active in listening to lectures. Teachers lack targeted classroom interaction in teaching, and students' subjective initiative is difficult to carry forward. In this case, classroom discussion is only a superficial link. It is difficult to tap students' language and thinking ability, and lack of interactive links, and deepen their thinking. Guan Haixia (2023) said that the interaction between teachers and students can attract students' attention, fully mobilize the enthusiasm of students at different levels, and make them actively participate in the teaching process. At the same time, through the interaction between teachers and students, the distance between them can be narrowed, so that students can "get close to their teachers and believe in their ways".

3 Reflection on the study of high school English open class

The above development trend is a summary made on the basis of the theoretical research of high school English open class, and the relevant reflection on the specific practice of high school English open class is expounded here.

3.1 Teach all students in accordance with their aptitude

Wang Wenzhan, the former director of the Education Department of the Ministry of Education, pointed out in his lecture that he had listened to dozens of open classes across the country, and the teachers had not asked questions for all students. Wang Wenzhan stressed that from his classroom observation, the teachers' questions are only for one-third of the top students, and the other two-thirds have no opportunity to speak, who are reduced to the accompany learner. There is some truth in this. In order to ensure the fluency of the open class, teachers will select some students to answer the questions in advance, and these students are basically cheerful and outgoing, have their own opinions and logical clarity, and dare to express themselves in class. The whole class becomes the stage for the teacher and the top students, and the remaining students who don't need to speak become the background.

Therefore, in the comprehensive promotion of quality education and new curriculum teaching today, a new curriculum concept of education to promote the development of people is proposed, with facing all students being one of the key requirements of education reform. Facing all students means paying attention to individual differences of students and meeting the needs of students at different basic levels. We should not only pay attention to the top students, nor only pay attention to the poor students, but also pay attention to all students. Fu Jinglin (2012) pointed out that in actual teaching, teachers should correctly treat the individual differences of students according to the requirements of curriculum standards, teach at different levels according to the different characteristics of students, and strive to make English teaching targeted, so that every student can improve as much as possible on the basis of the original, so as to comprehensively improve the teaching quality.

First, stratified teaching. The teaching should be targeted, with different questions for students at different

levels. The questions should not be too simple or too complex, so that every student has the opportunity to think and answer the questions. Second, pay attention to the poor students. Poor students have a weak mastery of knowledge and may sometimes fail to keep up with the pace of teaching, so we should pay special attention to them, not only in their learning, but also their physical and mental problems. We should not select top students with good grades to answer questions just because it is an open class, instead we should give equal opportunities for every student to answer questions. Third, personalized counseling. For problems found in class, teachers help students through targeted counseling. Different people have different weaknesses. Only by facing to all students and giving all students the opportunity to speak can we find out every student's weaknesses and better help them improve their learning ability.

Dai Qibing (2016) pointed out that teachers should conduct multiple teaching evaluations to truly face all students. In the English class, teachers should pay attention to encouraging students, finding out what progress students have made, and giving timely recognition and praise, especially the shining points of the underachiever, to help them build up self-confidence.

Zhao Jin (2018) said that in the classroom, teachers should not follow the old and traditional education methods, but should learn from the new and innovative teaching mode, select appropriate teaching methods, set up corresponding teaching situations for students to learn in the situation, and comprehensively train students' ability of listening, speaking, reading, and writing. Wang Xueying (2014) discussed that oriented selection and individualized teaching is one of the best methods for modern high school English teaching. Through this way of teaching, stimulate students' interest and establish their self-confidence, so that students can devote themselves to the class. In high school English open classes, teachers should pay attention to students at different levels and design corresponding tasks or activities for students at each level, so as to develop each student's language ability.

3.2 Attach importance to the principal position of students

The new curriculum standard clearly points out that "students are the main body of learning and development", "students are the master of learning, teachers are the organizers, guides and collaborators of learning", and should "pay attention to cultivating students' awareness and habits of independent learning, and create a good independent learning situation for students".

Feng Guangjun (2012), after a detailed discussion, believes that students are the main body of classroom learning. Without the active participation of students, the classroom will become a stage for teachers to perform, and the completion of the classroom is partly determined by the participation of students. The more students participate in teaching, the more fully the dominant position will be manifested.

First, let students be good at asking questions and asking valuable questions. In open classes, the teacher designs the questions in advance and throws them to the students to answer, and students' thinking is confined to this question and they cannot get divergent thinking. Generally speaking, students' thinking is led by the teacher, and "learning starts from thinking and thinking comes from doubt". If the student has no question point, it means that he has not thought deeply, so guiding the student to ask questions is the means to exercise the student's way of thinking. In the open class, students' own questions and teachers' given questions have different effects on students' thinking.

Second, guide students to analyze and solve problems slowly. Teachers should not directly tell students the answer to the question, but should guide students to fully use their brains and be good at exploring. Inspire students from all angles and aspects, expand the direction of students' thinking, and give full play to the leading role of teachers. When students ask questions, the teacher first gives positive feedback, recognizes students' love of

thinking, encourages them to ask more questions, and then guides them to analyze the problems themselves instead of giving answers directly. This requires teachers to give students more time to fully mobilize their thinking and use their hands and brains to stimulate their thinking to an active state.

Third, be good at stimulating students' thirst for knowledge, which is a key step to cultivate students' learning ability. Therefore, in open class teaching, teachers should encourage students to think positively, be brave to innovate, and grasp the best period of induction. Wang Yan (2013) conducted a high school English open class and concluded that only when the teaching ideas of teacher guidance, careful questioning, student-oriented exploration and discovery are reflected in the curriculum can they be well received. Let students have an absolute say in class, try to let students speak more time than the teacher, and give students more opportunities to show in class can not only stimulate students' thirst for knowledge, but also make them good at using their brains and exploring new problems and new knowledge. Let students talk more to maximize the efficiency of the class. Wei Miao (2023) said that teachers must integrate knowledge and action. Since they are talking about the concept of new curriculum reform, they should teach according to this concept. Teachers should refuse to adopt the method of "filling the classroom" and "cramming", and reject the teaching mode of "one word" and the teaching mode of teachers' teaching, students' listening and teachers' writing and copying. Teachers must understand the new curriculum concept in place, and really change the traditional concept.

Gao Xiaofei (2023) believes that the student-centered core is the initiative of students in learning. Only when students actively participate in classroom learning can they really exert their subjectivity. Therefore, when implementing this teaching mode, teachers need to fully consider the initiative training of students. As an important factor to mobilize students' enthusiasm and action, the cultivation of interest plays a direct role in improving students' learning initiative. Therefore, teachers can pay attention to this level in teaching and fully mobilize students' interest through innovative design of teaching methods, such as incorporating music and songs, implementing game teaching, creating situational classes, etc. To provide students with rich and diverse learning experience, so that they can gradually enhance their interest in English learning in the classroom activities full of creativity and fun, and realize the effective improvement of learning initiative.

3.3 Highlight the important and difficult points in teaching

If we want students to focus on the important and difficult points, then the content of the whole class should be heavy, if we want to highlight the middle part, then we can shorten the time of introduction and conclusion. Not every minute of the class needs a bright spot to be a good lesson, and the combination of points and points can highlight the key and difficult points of a lesson. First, teachers should prepare lessons carefully and master the requirements of the new curriculum standards. Only by accurately understanding the structure system and teaching syllabus of the teaching materials, and analyzing the teaching materials, can we scientifically determine the key and difficult points of static teaching. Secondly, teachers should carefully understand the students, understand their original knowledge and skills, and understand their interests, thinking, learning habits and learning methods. Finally, by understanding the background of students, their strengths and weaknesses, interests and value orientation, teachers can predict the problems that students may encounter in learning in advance, and work out coping strategies in advance.

Ju Qingling (2014) discussed that in English teaching, reading is not only the focus of teaching, but also the difficulty of teaching. The reading class not only requires students to master certain vocabulary, but also teaches students certain reading skills, such as skimming and intensive reading. Teachers should teach students correct reading methods, so that students can master more reading content and analysis in an effective time. Before

reading, teachers should lead students to understand the reading background, stimulate their reading interest, and pave the way for improving their reading ability. Therefore, when teaching different types of courses, it is also necessary to be targeted. Liu Jin (2021) said, “there is a method in teaching, but there is no definite method”. There is no fixed way to highlight the key points and break through the difficulties in teaching. As long as the teachers think more about “what to teach”, “how to teach” and “why to teach”, combined with the teaching art and wisdom of the teachers, the breakthrough of the major and difficult points will come naturally.

4 Conclusion

This paper only selected some literature without fully considering internal and external factors. It only sorted out the research on people before high school English open classes in stages, analyzed and sorted out the basic situation of high school English open classes, carried out relevant thinking, and put forward our views and research deficiencies. However, due to the limitations of the sample, the rationality of the teaching theory has not been comprehensively considered. This study is only for the academic community to provide reference for related research, and pave the way for whether these problems can be solved in the next step.

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