

# The Value and Path of Collaboration in High School English Teaching Subjects from the Perspective of Systematic Thinking

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## ABSTRACT

From the perspective of systematic thinking, the collaboration of high school English teaching subjects is crucial for cultivating students' learning abilities and improving their English grades. At present, there are problems with weak leadership groups, as well as low leading initiative of teachers and student learning enthusiasm in high school English teaching subjects. The collaboration of high school English teaching subjects can be implemented through optimizing the collaborative elements of leadership groups and leveraging teacher leadership and student initiative.

**Keywords:** *Systematic thinking, Teaching subject, Subject collaboration, High school English teaching.*

## 1. INTRODUCTION

English is an important subject in China's basic education and improving the quality of high school English teaching requires the synergy of teaching subjects. The application of systematic thinking to integrate the collaborative forces of high school English teaching subjects has profound significance in improving the quality of high school English teaching.

## 2. THE CONNOTATION AND VALUE OF COLLABORATION IN HIGH SCHOOL ENGLISH TEACHING SUBJECTS FROM THE PERSPECTIVE OF SYSTEMATIC THINKING

General Secretary Xi Jinping has emphasized "systematic thinking" for many times, and systematic idea is a basic thinking method and working method [1]. The application of systematic thinking to strengthen the collaboration of high school English teaching subjects has important theoretical and practical value.

### 2.1 The Connotation of Collaboration in High School English Teaching Subjects from the Perspective of Systematic Thinking

Mr. Qian Xuesen defined the system as a series of organisms that influence each other, interact and play a certain role [1]. The so-called systematic thinking is a thinking method that regards the cognitive object as a system in order to comprehensively understand, analyze, and solve problems from the interrelationships and interactions between systems and elements, elements and elements, and systems and environments. The ontology of systematic thinking is first and foremost a holistic thinking, which means which parts of the whole are composed of and how the composition and structure of each part come from. Knowing comes from practice. From a practical perspective, systematic thinking should focus on the problems that exist in the development of real things, deepen understanding of various essential aspects of things from a diversified perspective, and continuously innovate theories to guide practice.

High school English teaching is a complex process that requires the collaborative efforts of

teaching subjects. The teaching subject refers to the individuals or groups involved in teaching activities, such as schools, teachers, students, parents, etc. In modern education, the concept of teaching subject is no longer limited to traditional teachers and students, but has expanded to a wider range of participants. Only through close cooperation between schools, teachers, students, and parents can the best educational outcomes be achieved. From the perspective of systematic thinking, the collaboration of high school English teaching subjects refers to the integration of main elements such as leadership groups, teachers, and students, guided by the methodology of all members, the entire process, and all aspects, through the systematic organization of English teaching work through continuous thinking, and through the mobilization of work force and resource allocation, so as to promote the effective integration of high school English teaching elements, achieving effective improvement of teaching quality and educational effectiveness.

## ***2.2 The Value of Collaboration in High School English Teaching Subjects from the Perspective of Systematic Thinking***

The use of systematic thinking in teaching has gradually become a necessary means of improving teaching quality. As an important subject, the collaboration of high school English teaching subjects is particularly important. By leveraging the synergy of leadership groups, English teachers, and students, students' interest in English learning can be stimulated, their autonomous learning abilities can be improved, and the quality of teaching can be improved.

Collaboration between high school English teaching subjects can not only strengthen the transmission of knowledge, but also help cultivate students' comprehensive qualities. On the one hand, the collaboration of high school English teaching subjects can help them establish their own knowledge structure. On the other hand, it helps to improve the students' ability of autonomy, inquiry, cooperative learning, innovation, speculation, practice and other comprehensive abilities, and encourages them to put forward their own opinions and dare to express. From the perspective of systematic thinking, leadership groups and teachers should become guiders rather than decision-makers, stimulating students' interest in learning and

improving their English learning abilities and grades through various means.

## **3. THE PROBLEMS OF COLLABORATION IN HIGH SCHOOL ENGLISH TEACHING SUBJECTS FROM THE PERSPECTIVE OF SYSTEMATIC THINKING**

With the continuous integration of systematic thinking into high school English teaching management, the collaboration in teaching subjects has improved, but there are still shortcomings, mainly reflected in weak leadership groups, insufficient play of teachers' leading role, and low enthusiasm of students in English learning.

### ***3.1 The Strength of the High School English Leadership Group Is Weak***

In high school English teaching, the leadership group not only provides students with a good learning environment and education for physical and mental health development, but also is mainly responsible for the integrated organization and implementation of teaching work[4]. The leadership group should be a team composed of department heads who need to work together to develop implementation plans, teaching plans, supervise implementation, and evaluate the effectiveness of English education. However, the current leadership group for high school English teaching is weak, with a lack of effective communication and coordination among departments, as well as a lack of integrated resources and collaborative work, which has affected the collaborative development of high school English teaching.

### ***3.2 Insufficient Play of the Leading Role of High School English Teachers***

Teachers are knowledge disseminators, designers of teaching activities, and demonstrators of behavioral norms in the teaching process[5]. In current high school English teaching, some English teachers have outdated teaching methods and only teach according to textbook content, neglecting the actual needs and interests of students. Some value exam results while neglecting practical abilities, overemphasizing exam results, resulting in students only focusing on memorizing knowledge points and not paying attention to understanding and

application abilities. Some lack extracurricular expansion and only focus on teaching in the classroom, resulting in a decrease in students' interest and enthusiasm for English. These problems have led to a slow progress in the overall construction of the high school English teacher team, hindering the overall collaboration of the English teacher team, and making it difficult to form joint efforts to carry out teaching and research activities and research projects.

### ***3.3 High School Students Have Low Enthusiasm for Learning English***

As the main body of English teaching, students' initiative in learning, independently inquiry, and independently learning are the key to improving the effectiveness of English teaching[6]. But currently, high school students have low interest, low participation and enthusiasm in English learning. Students with weak foundation find it relatively difficult to learn English and are prone to giving up on their goals. Feasible goals and plans are crucial for enhancing students' interest in English learning[7]. In addition, some high school students encounter difficulties in learning English and lose confidence, being unable to persevere. The enthusiasm of students in learning English is the foundation for improving the quality of English teaching.

## **4. THE PATH OF COLLABORATION IN HIGH SCHOOL ENGLISH TEACHING SUBJECTS FROM THE PERSPECTIVE OF SYSTEMATIC THINKING**

The collaboration in high school English teaching subjects has important value in improving the level of English teaching management. From the perspective of systematic thinking, the collaboration in high school English teaching subjects can be implemented through optimizing the collaborative elements of leadership groups, leveraging teacher leadership and student initiative, and other means.

### ***4.1 Optimizing the Collaborative Elements of the Leadership Group***

Firstly, the high school English teaching leadership group is responsible for organizing the implementation and operation of English teaching. The leadership group of educational reform should regularly hold special meetings for research and

coordination of educational reform work, to prepare for educational reform, discuss and formulate plans, coordinate the work of functional departments, and analyze and summarize the implementation situation of educational reform stages. The English educational reform working group should hold monthly special meetings on the pilot work of educational reform, systematically collect various materials of English educational reform, listen to teachers' summaries and reports on the implementation of the educational reform stage and the various problems exposed and discovered in the educational reform, and discuss, research, formulate, and improve the implementation plan and rules of educational reform.

Secondly, it is necessary to supervise the implementation of the evaluation system for English teaching. The first is dynamic evaluation. It is necessary to establish a study group in the class, fill in the individual and total scores for each student's grades, calculate the average and total average scores of the entire class, as well as the failure rate, pass rate, and excellent rate of each test, and clarify the strengths and weaknesses of each student. Teachers should prepare a grade graph for each student, analyze their development trends, and let students understand the comparison of their grades with the whole class and grade, creating an atmosphere of "racing each other and learning English well". The second is the diversity of evaluation subjects. Multiple forms of evaluation can be used, including teacher evaluation, student-student evaluation, intra-group evaluation, and inter-group evaluation. The third is to increase formative evaluation. It can be combined with summative evaluation to make the assessment more comprehensive and promote students' reflection and continuous progress.

Finally, communication and mobilization should be constantly pursued. More mobilization is to encourage students in a timely manner and enhance their enthusiasm for learning. More communication means understanding students' learning situation from multiple aspects and channels. One is to have more contact with teachers and head teacher. Teachers should keep abreast of students' learning status and horizontal comparison, regularly attend head teacher seminars, report on the class's English learning situation to the head teacher, and check the students' class and self-study situation together with the head teacher. The second is to connect more with the study groups. Study groups are the core of class learning and the executor of specific tasks. They live with students

and represent their voices, serving as a good bridge and link. Third, it is to contact students' parents more and hope for their support and encouragement. In addition to having heart-to-heart conversations with students, teachers should promptly communicate with parents through phone calls and face-to-face meetings, clarify students' vague understanding in a timely manner, and help them engage in normal learning and life.

#### ***4.2 It's Important to Give Full Play to the Leading Initiative of High School English Teachers***

Firstly, it is necessary to improve the teaching ability and classroom management level of teachers. Teachers should continuously increase their reserves of theoretical knowledge in classroom teaching management, combine teaching objectives and advanced educational concepts, adjust classroom teaching management skills in a timely manner, innovate teaching methods to improve students' English learning efficiency before, during, and after class, and play the basic role of management in promoting teaching[9].

Secondly, it is necessary to strengthen the cultivation and construction of the English teacher team. Teachers can be improved through training, enhancing their professional learning, and exchanging experiences. Various ways can be used to organize and arrange regular further education and learning for English teachers, so as to enable them to participate in various educational reform training and conduct irregular inter-school observation, research, learning, and inspection. In the implementation of high school English education reform pilot projects, inter-school communication and learning can be strengthened[7]. These training and communication activities can prompt high school English teachers to update their teaching concepts, learn new teaching models, apply new teaching methods, master modern teaching methods, and improve their teaching abilities and levels.

Finally, it is necessary to strengthen the construction of the English subject echelon. Efforts should be made to cultivate subject leaders and backbone teachers, and actively organize teaching and research activities and research projects, in order to comprehensively improve the overall quality of high school English teachers and promote the reform of high school English teaching. Through collective lesson preparation, peer listening, leadership listening, student evaluation,

and student discussion, the teaching process of teachers can be monitored and managed to improve teaching quality.

#### ***4.3 Enhancing Students' Enthusiasm for English Learning***

Firstly, it is to help students clarify their learning objectives and develop plans. The goal of high school English curriculum is to cultivate and develop students' core competencies such as language ability, cultural awareness, thinking quality, and learning ability that they should possess after receiving high school English education[8]. The requirement of the new curriculum reform is to promote students' self-management and create an English environment that cultivates students' self-management awareness and ability. High school English teaching should be student-centered, with students playing a dominant role in teaching management, and focusing on imparting knowledge, cultivating abilities, and shaping values. The first is to set long-term, medium-term, and short-term goals. The setting of goals should be slightly higher than one's actual abilities. The second is that each student should develop practical and feasible learning plans based on their goals.

The third is to create a good English learning atmosphere. One is to stimulate students' interest in learning English by setting up incentive mechanisms and organizing competitions. The second is to focus on interactive communication in the classroom, allowing everyone to express their opinions and ideas, and cultivating students' ability to think independently and solve problems. This not only enhances students' confidence, but also enhances their teamwork spirit. The third is to pay attention to English learning evaluation and feedback, timely provide students with correct guidance and suggestions, and let them know their current level and the direction for improvement.

Finally, teachers should encourage students to have perseverance in learning English well. Learning English well is not just a day's work, it requires students to develop feasible goals and plans based on their own level and other factors. English learning is a gradual process that will inevitably encounter difficulties and challenges[9]. If students' grades don't get improved significantly after studying for a period of time and they persist for a period of time and want to give up, teachers should encourage students to "make up their minds,

not afraid of sacrifice, overcome all difficulties, and strive for victory".

## 5. CONCLUSION

The collaboration of high school English teaching subjects from the perspective of systematic thinking has important value in improving the quality of English teaching. The collaborative and efficient cooperation of the leadership group, the improvement of leading initiative of teachers, and the improvement of students' initiative in autonomous learning will promote the comprehensive improvement of students' English learning ability, thereby improving their academic performance and educational effectiveness, and helping them go further on their future learning path.

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