

Practical Exploration of Effective English Grammar Teaching in Senior High Schools from the Perspective of Cognitive Linguistics

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Abstract: *With the continuous construction and development of our society, people's requirements for English teaching in senior high schools have gradually increased. Teachers are required to guide students based on their better application of English, instead of letting students master simple vocabulary and grammar, so that every student can become a high-quality talent who can communicate freely in English, instead of a dumb English talent. Therefore, in the process of classroom teaching, English teachers in senior high schools must attach importance to the reform of English teaching, and be able to effectively guide students in more advanced ways. Based on cognitive linguistics, this paper briefly expounds the connotation and key points of English teaching in senior high schools, and then puts forward some strategies for the reform of English teaching in senior high schools, hoping to inspire teachers and colleagues.*

Keywords: *Cognitive linguistics; High school English; Grammar teaching*

1. Introduction

The purpose of language learning is to make use of language, not just to understand or know it, so people are so persistent in the study of language teaching. Cognitive linguistics is a discipline that explores the nature and laws of language. Through the study of language, it finds out the internal logic of language formation and helps learners find effective learning methods, thus realizing the effective transformation of language. Under the current background of the times, the process of globalization is gradually accelerating, and both English language learning and Chinese language learning have become the hot spots of the times. Strengthening the research of cognitive linguistics in English teaching in senior high schools is a trend that meets the requirements of the times and the development of the country. It can effectively help students to change and optimize their language learning strategies and enhance the effect of English language learning. Senior high school English teachers, as the main leaders of students' curriculum learning, should give full play to their subjective initiative, find the strategies that cognitive linguistics introduces into senior high school English grammar teaching, and guide students better.

2. The connotation of cognitive linguistics

In recent years, with the help of globalization, more and more people begin to realize the importance of cognition, and they begin to fall out of political linguistics. At the same time, with the research of professionals from many countries and regions, more and more theories about language rules, structures and learning methods have been put forward, which can provide good learning strategies for non-native speakers. At the same time, under the research of different scholars and at home, the mystery of English grammar is gradually uncovered, which enables people to understand grammar more clearly and objectively. According to the current research results of serious linguistics, English grammar learning should include three levels: cognition, experience and construction. First of all, at the cognitive level, cognition is an indispensable part of language learning, which can be said to be the foundation of language learning. Following the learning structure of reality-cognition-language, people need to form an intuitive cognition of language with the help of life reality, and then integrate other language elements based on people's cognition of language, and gradually form a complete language system, in order to express effectively. Secondly, at the level of experience, experience is the premise of people's cognition of language. When people use language, they want to express the actual

content through language, not meaningless expression, which includes not only people's description of objective things, but also the expression of people's emotions. However, no matter what kind of content is expressed, people need to use their senses and emotions to understand it, and use their own experience and understanding of language to form the most intuitive and basic cognition of language. Finally, in the aspect of construction, some scholars put forward the view that construction = form+meaning (function), and think that people need to follow the general rules of language grammar, arrange various language elements in the language system, and then convey the content with the help of specific words and phrases, which is of high formality and functionality. In concrete analysis, English constructions are reflected in English vocabulary and phrases, such as "They give him an award". Its formalism is manifested in its grammatical structure of "subject+predicate+object+...", while its functionality is manifested in its concrete expression of "they gave him a prize".

3. Key points of English grammar teaching in senior high schools from the perspective of cognitive linguistics

3.1 Pay attention to the combination of meaning and grammar

The purpose of English teaching in senior high school is to help students learn English grammar better, so as to help students use English grammar to flexibly use various English language elements and express their own content in a more accurate way. From the perspective of cognitive linguistics, English language learning requires students to learn in the process of cognition and experience, feel the constructions contained in English grammar, and then apply various language elements. Grammar itself is the embodiment of construction form, so what teachers need to do is to guide students to discover the functions of grammar and other English language elements, and to integrate them effectively, so as to deepen students' cognition of grammar, thus making better use of various English language elements and gradually reflecting the importance of grammar teaching reform and optimization from the perspective of cognitive linguistics.

3.2 The principle of respecting nature

With the help of cognitive linguistics, senior high school English teachers must fully realize the importance of students' experience and cognition for English course learning, and think based on students' experience and cognition in the actual teaching process, taking the improvement of students' English course learning experience and earnest level as an important starting point, so that students can learn English course content better [3]. On the other hand, the principle of students' nature requires teachers to create suitable learning conditions based on students' actual life and development level in course teaching, so as to help students better understand and internalize the course content. Therefore, if senior high school English teachers want to improve their teaching level in the course teaching process, they must always follow the principle of vividness, pay more attention to students' actual learning situation, and flexibly apply students' actual life, so that students can gradually improve their English learning level in the process of improving their experience and cognitive level. Thus, it shows the value of integrating cognitive linguistics into English teaching in senior high schools.

4. Practical path of English grammar teaching in senior high schools from the perspective of cognitive linguistics

4.1 Looking for grammatical commonness and deepening grammatical understanding

English, as a kind of mature language system, contains rich, diverse and complicated grammar knowledge. If teachers take apart all grammar knowledge and guide students, students will not only fail to form an effective cognition of English grammar knowledge, but also bring great pressure on students to learn English grammar, which will affect the improvement of students' comprehensive learning ability and learning level. In order to help students form a better understanding of English law, in the actual teaching process, senior high school English teachers can give full play to their subjective initiative, find the commonness of different grammar knowledge, and guide students with more targeted and scientific methods, thus deepening students' understanding of English grammar. Take three types of noun clauses commonly used in English teaching in senior high schools as examples. First, it is a noun clause guided by that, followed by a statement, such as "I believe that you are an honest boy". However, the noun clauses guided by "whether if" usually have a certain meaning of choice, which

requires the listener to choose one of them, such as "I have no idea when I should take my fathers advice or not". Whoever, noun clauses like what, how, why, where, when, and who have some questionable meanings, such as "Nobody can figure out where the boy has gone." When teachers guide students, they need to start from the commonness of grammar. It is necessary not only to clarify the structural features of noun clauses, but also to classify the leading words, so that students can make clear the scope and context of different leading words, thus effectively enhancing students' cognition and experience of English and improving the teaching effect.

4.2 Use experience to create grammar environment

From the perspective of cognitive language, teachers need to fully realize the importance of experience and grammatical meaning, and let students fully feel the connotation and value of grammar through specific teaching methods, and help students to improve their learning ability and level unconsciously. Therefore, in senior high school English teaching, it is necessary for senior high school English teachers to combine the use and experience of English grammar, so that students can perceive and learn independently in the specific use process. Therefore, senior high school English teachers can consider creating situations or contexts to build grammar learning environment for students, so that students can perceive English grammar in specific language environment, improve students' cognitive level of English grammar first, and guide students to complete the accumulation of various language elements. For example, when teachers guide students to learn the required course "nature in the balance" in Senior High School English, and in order to enhance students' perception of English language, when English teachers guide students to learn the reading part "The Amazon Rain Forest: A Nature Treasure", teachers can not only let students read the text, Extract the main contents of the text, and teachers can also let students freely create dialogue situations according to the contents of the text, so that students can use various English grammars in the dialogue situations, and discuss the contents of the article in a targeted way, thus effectively combining the experience and use of English grammar, and effectively helping students complete the study of the course content. If teachers can guide students to create the following dialogues:

A: do you know about the Amazon rain forest?

Student: Know, but not very well underestimated.

A: I saw an article introducing the Amazon rain forest called "the Amazon rain forest: a nature treasure", give a more detailed introduction to the Amazon rain forest.

A: they said "the Amazon rain forest area of around 6 million square kilometres".

In this dialogue practice, students can not only complete the study of the course content, but also fully feel the characteristics of English grammar in the actual communication process, master the application rules of English grammar, and then form a correct understanding of English grammar, which lays a foundation for the improvement of students' comprehensive learning ability and level.

4.3 Emphasis on grammar, improve grammar understanding

Students are the main body of classroom learning. If teachers want to guide students to learn English courses effectively, they need to highlight the main body position of students' course learning, so that students can ponder, think, explore and learn English grammar independently based on cognitive linguistics theory, give full play to their subjective initiative in English grammar learning, and let students gradually improve their understanding of English grammar through their own practice and inquiry. For example, in the process of English language expression, description of things is often involved, while in the process of description, areas, colors, models, etc. are often involved. How to solve the word order problem of different descriptive words in grammar has become a difficult point for some students in English course learning. Therefore, in the actual teaching process, teachers can guide students to explore the word order characteristics of English grammar independently. For example, in the course of teaching, teachers can start with people's thinking concepts in Britain and the United States, and let students know clearly that foreigners tend to look at the big from the small when describing things, and like to put the small units in front and the big units behind, especially in the description of place and time, which is particularly obvious. In order to deepen students' understanding, teachers can also give examples directly, such as "Last year, he was traveling abroad in May" and "In May, he was traveling abroad last year". Although the syntax of the above two sentences is not wrong from the syntactic analysis, However, because the previous sentence precedes Last year in the

description process, it does not conform to the expression habit of English language, which leads to the fact that "last year, he was traveling abroad in May" is not valid although it is clearly expressed and has no grammatical errors. With the help of such specific examples, students can learn and master English grammar more effectively.

4.4 Pay attention to the differences between English and Chinese and implement comparative teaching

Under the research of cognitive linguistics, some people pay attention to the cultivation of cross-cultural awareness, which can also effectively enhance students' cognition of English language. In order to help students to effectively realize the cultivation of cross-cultural awareness in English teaching in senior high schools, English teachers in senior high schools should pay attention to the differences in expression between English and Chinese in the actual teaching process, and guide students by means of comparative teaching. In the actual comparison process, it can be the comparison of culture or grammar itself, which makes students more. Examples mentioned above are "Last year, he was traveling abroad in May" and "In May, he was traveling abroad last year". Foreigners like to grow up from small to large, so the first expression does not conform to their language expression habits, which makes the first expression untenable. However, Chinese people prefer to see from the big to the small. In the process of expression, they usually say "last May, he was traveling in a foreign country", and usually put a larger time unit in front of them, which shows that the first expression is more in line with Chinese expression habits. Therefore, it has become a common error expression when Chinese people use English to express. Therefore, it is necessary for teachers to pay more attention to the differences between English and Chinese, and implement comparative teaching to provide students with better learning methods.

5. Conclusion

The introduction of cognitive linguistics into English teaching in senior high schools is of great value. Senior high school English teachers should strengthen the research on cognitive language, find the integration point between cognitive linguistics and English teaching in senior high schools, effectively reform and optimize English teaching, guide students' development in a more effective way, and enhance the effectiveness of curriculum teaching.

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