

Research on English Education Teaching and Innovative Education in Primary and Middle Schools

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Abstract: The level of basic education training not only affects the future growth and development of students, but also affects the national talent training strategy. English is the most widely used language in the world today. It is not only the official language of many countries, but also widely used in various international exchange activities. Our country has regarded English as an important subject in elementary and middle school education and teaching for a long time. Based on this background, this article analyzes the current situation of English education in primary and secondary schools in my country, points out the problems, and proposes measures.

1. Introduction

Under the new situation, the Party Central Committee attaches great importance to basic education. Since the 18th National Congress of the Communist Party of China, Xi Jinping has put forward many requirements and made clear instructions on elementary and middle school education, proposing to "build morality and foster people" as the central link to realize the whole process of educating people and all-round education. Currently, English is being learned as a second language by more and more people. With the continuous advancement of educational reforms in recent years, the concepts, methods, and content of English teaching in primary and secondary schools have been updated to a certain extent. Knowledge dissemination presents the characteristics of convenient access, rapid renewal speed, and diversified forms of dissemination. At the same time, due to the wide application needs of big data technology in the education industry, the practice of English teaching in primary and secondary schools has also encountered certain difficulties.

English teaching is an important part of quality teaching in primary and secondary schools. How to improve the effectiveness of English teaching, innovate English teaching content, change teaching methods, and cultivate high-level and high-quality English talents that adapt to social development is an urgent need for current primary and secondary education. problem. Therefore, discussing the reform of English teaching in primary and secondary schools not only meets the requirements of social development in the information age, but is also an inevitable requirement for promoting the reform of English teaching mode, stimulating students' enthusiasm for learning, and building an educational and modern socialist country.

2. The status quo of English teaching in primary and secondary schools in my country

With the advancement of English teaching reform, English teaching objectives, teaching standards and structures in primary and secondary schools have undergone certain changes compared with the past. There are problems in English education in primary and middle schools as a whole, such as unclear goals, low teaching quality, and weak teaching ability.

2.1 Changes in the teaching system

In terms of teaching goals, a goal system consisting of three dimensions: basic knowledge and skills, teaching process and methods, emotional attitudes and values has been established. In the past, affected by test-oriented education, English teaching in primary and secondary schools in my country generally had "learning only" and "score only" situations. The scores were used to measure

teachers' teaching achievements and students' learning achievements, ignoring the cultivation of comprehensive English application ability. The three-dimensional target system under the new curriculum standard incorporates teaching processes and methods, students' emotional attitudes and value cultivation, and takes into account the overall development of students. Based on this, in English teaching in primary and secondary schools, teachers should consciously exercise and cultivate students' language communication skills and autonomous learning capabilities, so that they can form a sense of purpose in English learning, master the correct strategies for English learning, and form cross-cultural awareness.

In terms of teaching standards, according to the newly promulgated English curriculum standards, the English curriculum at the basic education stage is a natural extension of the compulsory education curriculum, responding to the nature, philosophy, teaching content, design, evaluation, development and utilization of curriculum resources, and textbook compilation. Guiding role. The formulation of curriculum standards is the core work of English curriculum reform. In terms of English teaching structure, English curriculum at the primary and secondary level must be professional, guided by improving students' comprehensive English ability, and follow the principles of balance, comprehensiveness, and selectivity.

2.2 Status Quo of Teaching and Education in Primary and Secondary Schools

One is that the English teaching level of some English teachers needs to be improved. Due to the lack of advanced teaching equipment in some primary and secondary schools, it has brought many difficulties to teachers in preparing lessons, and the situation in the texts cannot reproduce the image of students. As a result, teachers are still in a dominant position in the classroom, that is, teachers can only instill knowledge in the classroom, and English teaching seems bitter and monotonous, and it is difficult for students to be interested in English classrooms. Students are in a passive position from the beginning to the end of the learning process and become the object of teachers instilling knowledge. They lack active initiative in classroom teaching, and students participate in activities less in classroom teaching, which leads to a dull classroom atmosphere.

The second is that some teachers have poor English professional knowledge, and the teaching methods of English education are outdated and single. In some primary and secondary schools, due to conditions, they cannot obtain advanced information in time and communicate with the outside world very little. Many English teachers in primary and secondary schools cannot update their knowledge reserves in time, improve their teaching methods, and change their teaching concepts. They can only continue to use the most primitive "home base". It is conceivable that it is difficult for students to improve their English proficiency.

The third is that the education and teaching concepts of English teachers in primary and secondary schools are backward. They cannot deeply understand the concept of the new curriculum, and lack enthusiasm and initiative in improving teaching methods. Due to the lack of language environment and some necessary teaching conditions in English teaching, students have certain difficulties in understanding and mastering this foreign language. English teaching can only rely on English teachers to instill in students mechanically in the classroom, and does not pay attention to exerting students' subjectivity. Motivation, let alone mobilizing students' enthusiasm for learning, students will feel tired of studying.

Third, the students have poor English foundation and have certain difficulties in English learning. Some primary and secondary schools, especially rural primary schools in the western region, offer English courses from third to sixth grade, but due to lack of teachers, many teachers are non-professional. These teachers lack the necessary professional knowledge and teaching methods. They only teach students a few sentences of English based on textbooks. They do not pay attention to the improvement of students' oral English and listening skills. Students cannot understand the English knowledge they have learned. Flexible use. This has caused students to face long English texts and a large amount of grammar knowledge when they enter junior high school, and they seem to be unable to do so. This situation of students has caused difficulties in teaching for junior high school English teachers, and most students cannot keep up with the teacher's teaching progress.

3. Problems in my country's primary and secondary education

3.1 Problems in schools

One is the single teaching method. Under the traditional teaching model, the time and place of the teacher and the student's class are the same, and face-to-face teaching is adopted. Although most of the classrooms use multimedia electronic courseware, in fact teachers still explain sentences, grammar, and articles. The main tasks of students are only listening to lectures, taking notes, etc., occasionally there will be teacher questioning sessions or classroom activities, etc., essentially the teacher-centered teaching route, this teaching method will greatly reduce the enthusiasm of students and classroom teaching Quality, it is difficult to improve students' English language ability. In addition, the scattered teaching resources and the difficulty of building a resource-sharing platform are also one of the main problems currently faced.

The second is that the teaching concept needs to be updated, and the level of informatization is insufficient. With the continuous development of Internet technology represented by big data, traditional teaching has been difficult to adapt to the requirements of the development of the information age. The positioning of teachers and students has also changed. Students become the leaders of the classroom, and teachers become assistants who guide students to exert their learning initiative. In addition, during the reform process, the problems of insufficient informatization professionals in primary and secondary schools and the low level of informatization of the original teaching staff have gradually emerged. Some elementary and middle school teachers are too old, some lack computer skills, and are unfamiliar with the use of hardware equipment and operating platforms, resulting in limited application of English teaching informatization in teaching, leading to a modern teaching level It is difficult to improve.

The third is the lack of systemicity in language teaching methods. English teaching is a systematic project, which involves teaching strategies, methods, models, content, evaluation and other aspects. From the perspective of teaching practice, many teachers lack systematic organization in their teaching process, and the links between the various links are loose, so that they cannot achieve desired results. From the perspective of teaching methods, the English teaching of the new curriculum standard should be focused on specificity, that is, the teaching method should be flexibly selected based on the actual situation of the students. Nowadays, many teachers have failed to make changes. There is a general problem of single and rigid teaching methods, which cannot effectively adapt to the characteristics of all students, which is not conducive to the cultivation of students' interest in learning. At the same time, many teachers lack in-depth understanding and research on the curriculum knowledge structure and student knowledge structure, so that there are insufficient teaching modes. In addition, teaching evaluation also has the problem of curing rigidity, focusing on test scores, and the evaluation of students' classroom performance is slightly insufficient.

The fourth is the lack of effectiveness of teaching activities. First of all, the degree of teaching research is not perfect. Secondly, teaching and research activities lack the support of cultural atmosphere, cultural connotation is thin, and the level of activities is low. Thirdly, there is a lack of funding for teaching and research activities. The purchase of various stationery and learning materials, and the organization and development of teaching exchange activities require financial support, and some schools have low standards in the allocation and use of teaching and research funds. Finally, the content of teaching and research activities is not updated in time, and the activity methods are relatively outdated. The development of teaching and research activities mostly serves teachers to prepare lessons, and rarely involves in-depth teaching skills, evaluations, and concepts, so that many teachers are concerned about teaching and research activities. Insufficient attention and low enthusiasm for participation.

3.2 Problems with students

One is that the English foundation is weak and cannot keep up with the teaching progress. There are general differences in the students faced by English teaching in primary and secondary schools. Some students with relatively weak English foundation cannot complete the homework tasks assigned by the teacher due to their insufficient ability. They can only choose plagiarism, forming a

vicious circle, and eventually lose their English completely. The basis and ability of learning. Some teachers worry that students with weak foundations will slow down the progress or reduce the content as much as possible, which will affect the teaching effect.

Second, there are fewer solutions for students when they encounter difficulties. At this stage, when Chinese primary and middle school students encounter difficulties in English learning, their ability to solve problems is relatively weak. There are three main reasons for this phenomenon: First, the foundation is weak. The second is the influence of non-intellectual factors, including learning interest, learning motivation, learning mentality, learning attention and so on. The third is external factors, such as smart phones and games, which make it impossible for students to devote themselves to learning.

4. Innovative measures for English education and teaching in primary and secondary schools in my country

4.1 Arouse students' interest and improve students' English cognition level.

Select language cognitive strategies scientifically, highlight students' subjective initiative, and enable them to actively participate in learning, transforming from receptive learning to discovery-based learning. In this regard, teachers should formulate scientific learning plans for students based on the actual situation of their learning, encourage and guide them to discover their own deficiencies through learning reflections, make targeted improvements, and integrate their own language learning processes. Set clear learning goals. Secondly, to cultivate students' interest in learning through the design of interesting teaching situations. Teachers should create a good language environment through the construction of vivid situations, attract students to integrate into the classroom with interesting forms and content, actively participate in discussion activities, and strengthen the effective interaction between teachers and students. In addition, diversified extracurricular activities can be carried out and a platform for English expression can be provided.

4.2. Change teaching methods and improve teaching quality.

The development of network technology has provided powerful technical support for the transformation of English teaching mode in primary and secondary schools. In the process of carrying out English teaching, teachers can use the popular online learning platform to intersperse and integrate into the classroom, which can not only realize the online and offline dual-channel teaching mode, stimulate students' autonomy in learning, but also make full use of network technology to ensure that everyone Students can participate, strengthen the interaction between students and teachers, and enhance the interest of the classroom. In addition, high-quality teaching resources should also be integrated. Teachers can sort and upload resources through distance learning platforms or learning apps, so as to fully mobilize students' initiative in learning English.

4.3 Update teaching concepts and strengthen the construction of the teaching team.

The teaching concept should be changed in time, the construction of the teaching team should be strengthened, and the level of informationization should be improved. In the process of teaching activities, teachers play an important role as the leader of curriculum design and good cooperative communicators. However, the traditional concept of English teaching model has been unable to meet the needs of the development of information technology, and even hindered the improvement of the quality of English teaching. Therefore, teachers must change their teaching concepts in time, keep pace with the times, implement and implement the student-centered teaching concepts, and establish a diversified teaching classroom assisted by teachers and student-led, so as to realize the transformation from traditional teacher-led classrooms to The flexible transformation of interactive classrooms enhances the initiative of students in learning.

4.4 Innovative teaching mode to improve student participation.

In the process of teaching activities, teachers can use Internet technology to establish an effective after-school feedback mechanism to stimulate students' interest in English learning, thereby

improving the efficiency of English learning. Teachers should make rational use of the data platform and infiltrate it into the teaching process to improve the convenience for students to obtain courseware. At the same time, the current English learning APPs are emerging in endlessly and in various forms, which can meet the needs of students of different levels. Teachers can formulate an English learning plan that meets the actual needs of students based on the students' after-class evaluation.

5. Conclusion

In summary, with the rapid development of big data technology, the traditional English teaching model is no longer applicable and cannot meet the requirements of the development of the times. As an important part of quality education in primary and secondary schools, English teaching still has many problems. For example, the teaching method is single and the level of informatization is low. Based on the above background, teachers should fully recognize the important role of big data technology in the reform of English teaching in primary and secondary schools, consciously combine students' actual needs, innovate English teaching models, stimulate students' interest in learning, and establish an effective after-school evaluation mechanism. Improve students' comprehensive language ability. Only in this way can we cultivate English talents who adapt to the development requirements of the times.

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