

Interesting Teaching and Its Application in Rural English Teaching

Minghao Xu¹, Jianan Duan², Zixing Fan¹, Qipeng Yang¹, Zhenrou Hou¹

¹College of International Languages and Cultures, Hohai University, Nanjing City, Jiangsu Province, 211100, China

²College of Energy and Electrical Engineering, Hohai University, Nanjing City, Jiangsu Province, 211100, China

Keywords: Interesting Teaching; Rural English; English Teaching

Abstract: In the rural English classroom teaching, it faces great challenges. It analyzes the problems existing in rural English classroom teaching and studies the countermeasures to improve rural English teaching. It is of great significance to improve the quality of rural English teaching. This article takes the interesting teaching method as an example to study the application of interesting teaching methods in rural English teaching. Firstly, it analyzes the problems existing in rural English teaching. Many rural students lack the enthusiasm for learning English and have no interest in learning English. In view of these existing problems, the application of the fun teaching method in rural English teaching is discussed, so that the rural English classroom can achieve effective results, and the efficiency of English classroom teaching can be improved, thereby improving the quality of rural English teaching.

1. Introduction

English teaching is a weak place in rural areas. The state attaches great importance to the reform of rural English teaching and studies the problems existing in rural English teaching. Based on these existing problems, it puts forward relevant countermeasures to improve the current situation of rural English teaching, improve the quality of rural English teaching and make up for rural education. The weak link has an important role. In rural English classroom teaching, students lack the enthusiasm for learning English and most students lack the awareness of self-directed learning. The practice of related teaching reform shows that the application of interesting teaching methods in rural English teaching, adopting a variety of interesting teaching methods, improving classroom teaching conditions and making rural students realize the fun of English classroom teaching, can bring great changes to rural English teaching. Furthermore, in the pre-study and post-class consolidation of English, the interest of English teaching continues to be extended, thereby further improving the enthusiasm of rural students to learn English and increasing the initiative of students to participate in English classroom learning [1].

Mastering the necessary English knowledge is crucial to the later development. Therefore, as one of the important disciplines, English can improve the overall quality of students. The continuous reform of the new curriculum teaching reform has enabled the majority of rural English teachers to gradually recognize the importance of stimulating students' enthusiasm for learning English. By adopting reasonable and effective teaching methods, students can actively participate in the teaching of English courses, and promote students to improve their English literacy.

2. Problems in Rural English Teaching

2.1 Rural teaching facilities are backward

Whether the equipment of the teaching facilities is perfect or not is advanced. From a certain acceptance point of view, the effect on English teaching will have a greater impact. China's rural areas are vast, with a large population and relatively backward development. Due to restrictions on funds, technology and talents, rural areas lack advanced teaching equipment. In addition, due to

historical development, in terms of education funds, insufficient investment in rural areas, it is difficult to effectively implement relevant teaching policies and advanced teaching equipment cannot be equipped in rural areas [2].

Due to the lack of advanced teaching facilities, it is difficult for rural teachers to obtain rich teaching resources in time, and relevant English teaching activities are difficult to carry out. Because the information teaching equipment is not complete enough, most English teachers only use traditional methods to pass on English knowledge. The atmosphere of rural English classroom teaching is boring, it is difficult to make students' enthusiasm for learning English mobilize, and often cannot achieve good English teaching effect, which has an impact on the quality of teaching. If rural English teaching facilities can keep up, English teachers can make full use of multimedia equipment, use multimedia equipment to assist English classroom teaching, so that students' enthusiasm for learning English is stimulated and ultimately the quality of teaching in English teaching is improved. From the actual situation, rural teaching facilities are backward and students have less learning resources.

2.2 Some rural English teachers are not high quality

In rural education, students mainly acquire English knowledge from English teachers and obtain resources for learning English. If rural English teachers do not master English professional skills, it will be very difficult for students to achieve higher English learning scores. Compared with urban English teachers, rural English teachers have lower levels of education and the level of English teaching is also uneven. In the process of English learning, rural students mainly rely on the imitation of teachers. If the pronunciation of English teachers is not standard, it is difficult for students to master accurate pronunciation skills. In terms of systematic training of English knowledge, rural teachers have fewer opportunities, and their English level cannot be improved for a long time. As a result, the knowledge reserve of English teachers has always remained on the original basis and cannot be updated in a timely and effective manner. A large number of teachers lack the study of psychology. In the process of teaching English, there is less time for psychological communication with students.

2.3 Teaching philosophy and teaching ideas are backward

The traditional test-oriented education concept is deeply rooted in the countryside and forms a cramming teaching method. The school regards the test scores and the progress of the students as the evaluation criteria for the teachers. The standard for the English teachers to measure the English proficiency of the students is the English test scores. When the English teaching objectives are set, the students' test scores are the ultimate goal. In order to meet the assessment criteria, rural English teachers have to base their efforts on improving students' English test scores. English teachers spend a lot of effort on researching, sorting and summarizing the key questions of the previous year's entrance examinations, and maximizing the transfer of test knowledge points to students, without paying attention to cultivating students' English literacy. As a language, spoken English is one of the most important contents. In rural English teaching, there is less content in oral English teaching. Most English teaching is dumb-style, which leads to students' comprehensive English ability. low. Under the guidance of this English teaching thought and concept, the English top students are the products of exam-oriented education [3]. Under the influence of traditional teaching thoughts, it is difficult for rural English teachers to maintain the enthusiasm of teaching. The English teaching theory is quite out of line with the actual life, which makes it difficult for rural students to learn the English knowledge in the classroom, which leads students to learn English. The real necessity cannot be truly understood, and gradually loses interest in learning English.

3. Application of Interesting Teaching Method in Rural English Teaching

3.1 Create a situation with fun teaching

In the process of rural English teaching, English teachers can try to design some interesting

scenarios to guide the application of the English knowledge they have learned in real life. On the one hand, the rural students' interest in learning English is stimulated. On the other hand, Students consolidate their knowledge of English in real life situations. In the process of learning English chapter knowledge, students are divided into groups to introduce the content involved in English knowledge in the form of a learning group. For scenes suitable for scene performance, students are grouped to play corresponding roles, and English knowledge is performed in the form of situational dialogue. Through the personal participation of the students, the English teachers can comment and explain the corresponding knowledge points in the process of performance, which can deepen the students' impression of English knowledge and form a longer-term memory. English teachers can further enhance the interest of situational performance, so that students can master English knowledge in happiness, thus improving students' enthusiasm and initiative in learning English. When English teachers design scenes in combination with teaching content, they can be combined with the actual situation in life, so that students participating in the performance can deeply understand the necessity and practicality of learning English, so as to understand the true purpose of learning English. This way of creating situational teaching has changed the traditional boring English teaching mode, enabling students to master English knowledge more firmly, and ultimately improve the quality of English teaching, so as to obtain good English teaching results [4].

3.2 Inspire interest in learning English with interest

Cultivating rural students' interest in learning English can improve their enthusiasm and initiative in learning English courses, and give students sufficient motivation to learn. In the process of rural English teaching, English teachers should focus on cultivating students' interest in learning, and cultivating interest in learning can achieve a multi-recreating effect. Due to the particularity of individual students, English teachers need to understand the specific situation of each student and teach them in a targeted manner. In order to grasp the personality characteristics of each student, in the daily teaching process, English teachers need to strengthen communication with students. According to the characteristics of students' individualized information, explore the learning methods suitable for each student, adopt different teaching methods, and enable students to gradually build confidence in learning English, improve students' love of English science, and continuously enhance students' interest in learning English. Cultivate independent learning and lay a solid foundation. Rural English teachers should be based on their living conditions, and the teaching content and local lifestyle should be combined to make a perfect combination of English teaching and real life. English teachers should take the teaching guidance as the starting point, adopt different teaching methods as much as possible, stimulate students' interest in learning English, enable students to actively learn English, and actively explore learning methods that match their own conditions.

3.3 Create an English short drama

In the teaching of rural English courses, students are encouraged to use the English skills they have learned to communicate. Combining theoretical learning with applied practice will bring good teaching results. You can take the form of urging students to self-edit and play English dramas, designing as many characters as possible, so that the number of students who need to participate in each drama is more, and the drama language is what has already been told. In the process of the writer's own scriptwriting, he can experience the English knowledge used in different scenes. This flexible and versatile English teaching method can activate the classroom atmosphere of English teaching and effectively avoid mechanically repeated learning methods. The English short play itself has certain interest, which can improve the enthusiasm of the students and alleviate the tension and fear of some students in learning English. Participating in short-sex performances can greatly improve the ability of oral English and improve students' reading comprehension [5].

3.4 Building a harmonious teacher-student relationship

A harmonious teacher-student relationship can have the most direct impact on the learning outcomes of English courses. In the process of rural English teaching, English teachers and students

need to cooperate closely to promote teaching activities. In the new curriculum teaching reform, English teachers are no longer the only subject of teaching work, and English teachers should play an organizational and guiding role in teaching activities. Guide students to explore the correct learning methods, guide students to gradually develop interest in learning English, guide students to develop good English learning habits, guide students to consciously cultivate the initiative to learn English, and make the traditional indoctrination teaching mode change. In a sense, a harmonious teacher-student relationship can enable mutual trust between teachers and students and provide conditions for open exchanges between teachers and students. In order to achieve the results of English teaching, English teachers face greater challenges, teaching methods play an important role, teachers and students need to cooperate with each other to jointly solve the difficulties and problems encountered in the teaching process. Outside the English class, teachers and students must maintain close contact, and they need timely feedback and solutions to learning problems.

3.5 Improve the interest of English teaching language

In the process of rural English teaching, the teaching style of English teachers has an important influence on the efficiency of classroom teaching. If the English teacher is in class, the language is rigid, serious, and the language is hard, which can ensure the rigor and science of the classroom teaching, but it is difficult to stimulate students' interest in learning. If the English teacher's language is humorous and interesting, the teaching content is lively and active, which can attract students' attention and make the students more relax and happy to participate in the English course learning. This seemingly relaxed classroom atmosphere can enhance the learning enthusiasm of learning. A good English teaching effect. As a rural English teacher, you need to constantly improve your own classroom teaching language, appropriately improve your teaching style, and transform into a humorous and interesting teaching style. The fun English language teaching method can activate the classroom atmosphere and enhance the enthusiasm for learning.

4. Conclusion

In the process of rural English teaching, English teachers need to constantly explore effective teaching methods. Interest is the best teacher. English teachers need to stimulate students' English interest as the starting point, so that students are full of enthusiasm for learning English, become a person who is good at learning and willing to learn, and constantly improve their English knowledge and ability to achieve comprehensive development. Applying fun teaching to rural English teaching activities, through the development of rich and varied English extracurricular activities, the form of teaching activities can be enriched, the interest of teaching is continuously increased, and finally students can actively participate in English teaching activities. In the process of international communication, English is the most widely used language. Rural English teachers should teach English knowledge, and they should train and train students to use English to communicate. Rural English teachers need to constantly strive to use the interesting teaching methods to activate the English classroom atmosphere, enhance the communication and interaction between teachers and students, and stimulate students' interest in English learning. This is the continuous improvement of rural English teaching quality.

References

- [1] Huang Shuai. The application of interesting teaching in junior middle school English teaching [J]. Journal of the Society, 2015(3).
- [2] Fan Jiangman. Problems and countermeasures in rural junior middle school English classroom teaching [J]. Western China, 2017 (4).
- [3] Jiang Yanyan. Culture makes English learning more thick---Discussion on the predicament and countermeasures of rural junior middle school English cross-cultural teaching [J]. Campus English, 2017 (11).
- [4] Dai Ruqin. Practice and Thinking on the "Funny Teaching" of Junior Middle School English Grammar [J]. Language Learning (Junior Edition, Late Issue), 2014(2): 17.