

An Analysis of the Current Situation of the Application of Modern Educational Technology in English Teaching in Junior Middle Schools——Taking Jinhe Middle School in Genhe City as an Example

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Abstract: In contemporary English teaching in primary and secondary schools, good use of modern educational technology can greatly improve the efficiency of teachers' teaching and students' learning, especially during the epidemic period, the application of educational technology in teaching has become an indispensable topic. As the guider of students, teachers should have more mature modern education concepts, master various advanced teaching technologies, prevent the use of "formalism" in educational technology, and ensure that network resources can have a positive impact on students' learning efficiency and effect. This paper adopts the methods of field investigation, interview and literature analysis to investigate and study the current situation of the application of modern educational technology in English teaching in Jinhe Middle School in Genhe City, analyze the existing problems, and propose targeted solutions, in order to effectively apply modern educational technology in Jinhe Middle School and improve its English teaching efficiency and effect.

Keywords: Modern Educational Technology; English Teaching; Educational Concept

Introduction

Jinhe Middle School in Genhe City is a modern middle school with advanced information equipment. However, if these conditions closely combined with English teaching, the "bridge role" of teachers is vital, it can guide students to play their "subjective initiative", so that students can go beyond the "wall" of the school to learn English independently in the vast network world.

English teaching in middle school belongs to the basic stage of teaching, and there is not much "definitional" knowledge. The main purpose of English teaching is to enable students to master listening, speaking, reading and writing skills to a certain extent under the guidance of teachers, so as to cultivate students' interest in English and lay a good foundation for their future English learning.

In today's society, the use of various educational tools and educational systems has greatly improved the efficiency of education. If the teacher follows the traditional teaching method, explains the text on the book in a boring way, leads the students to read and recite the words, and does exercises mechanically after class, it may improve students' English scores in a short time. But it will easily make students lose interest in learning English, which is not conducive to their long-term development. For junior high school English teaching, it is essential to use multimedia, network and other information resources to carry out teaching activities and students' offline autonomous learning, which can improve learning efficiency to a certain extent.

1. A Survey of English Teaching in Jinhe Middle school

In the field survey of Jinhe Middle School in Genhe City, the questionnaire method is used to conduct a quantitative study on the use of some teaching equipment by the teachers and the students' views on these teaching equipment and the efficiency of online English teaching. The questionnaire includes selective questions and open-ended questions. The selective questions are presented in the form of tables. The survey results of 7 full-time English teachers and 53 students in the junior two year group of Jinhe Middle School are shown in the following table.

Table 1 The Use of Teaching Equipment by Teachers

Equipment name	Numbers of skilled users	Ratio of skilled users
projector	7	100%
Seewo whiteboard	2	28.5%

Table 2 The Most Popular Online Teaching Application (or Applet) for Teachers

Application (or Applet)	Numbers of Using
"homework applet" in QQ	7
took photos on WeChat	1
WeChat applet of "Early Bird English"	3
Tadpole English Selection	2

Table 3 The Research on Students' Attitude towards Multimedia Equipment

Student's attitude	Proportion
very helpful	53%
not much help	40%
no effect	7%

2. Problems in the Application of Modern Educational Technology

2.1 Teacher's Conservative Ideas

The application of modern educational technology in English classes requires that teachers must have the ability to operate the corresponding software and hardware equipment. If teachers' teaching ability and consciousness are insufficient, they cannot play their dominant role. Taking Jinhe Middle School in Genhe City as an example, English teachers' educational thinking is rigid or stereotyped. They cannot adapt to the needs of the rapid development of teaching technology and ideas. Some of them do not master modern educational technology, or they just stay at the theoretical level; some even think that other aspects of teaching (such as arouse interest and cultivation of autonomous learning ability) are "irrelevant" except for the teaching of knowledge.

It is understood that English teachers in Jinhe Middle School are seriously aged, with an average age of 45.7 years, only one teacher is under the age of 35, and it is inevitable for older teachers to be conservative. In the interview with the seven English teachers in Jinhe Middle School, a young teacher, Ms. Long reflected that she can skillfully use various teaching media, but the teaching tasks provided by the teaching team are almost to explain the textbook content and test papers. She can only present PPT made by herself to students when explaining new lessons, while there is almost no space for Seewo Whiteboard in English classes, it only can be used in music classes or activity classes.

To sum up, the age composition of English teachers in Jinhe Middle School in Genhe City is relatively large and their ideas are conservative. Even young teachers who have the ability and idea to use new educational media are also trapped in the educational ideas of teachers in the same curriculum group and cannot fully apply modern educational technologies.

2.2 Lack of Teaching Technology Training

"The Outline of National Basic Education Curriculum Reform" points out that: Vigorously promote the universal application of information technology in the teaching process, promote the integration of information technology and subject courses, gradually realize the transformation of the presentation of teaching content, students' learning methods, teachers' teaching methods and teacher-student interaction methods, give full play to the advantages of information technology, and provide a colorful teaching environment and powerful learning tools for students' learning and development. According to this policy document, there are also training programs for teachers to improve their technology skills, but according to the survey, these programs have not been truly effective implemented in Jinhe Middle School in Genhe City.

Mr. Wang, the vice principal of Jinhe Middle School in Genhe City and the director of the teaching management department, said that the superior education department (Genhe Education Bureau) has always been responsible for the selection and upgrading of the school's teaching equipment. The training on the use of the corresponding teaching equipment is carried out in the form of summer

continuing education. However, due to the epidemic situation, the training in the past two years has been online, and the content is mainly theoretical. And school takes such factors as teachers' ethics, professional level, teaching level, and students' academic achievements as the criteria for the promotion of teachers' professional titles or positions, which is not a decisive factor for the use of modern media in teaching, but can be used as a reference.

At present, in Jinhe Middle School of Genhe City, no one pays attention to teachers' ability to use offline teaching media. In order to get rewards, teachers focus on improving teaching to improve exam scores, while the training conducted by the Education Bureau will not have a good effect in terms of form. On the other hand, when teaching online, the school only pays attention to the completion of the curriculum, but lacks consideration of the efficiency level.

2.3 Further Exploration of Existing Problems

According to the survey and the analysis of the existing problems in the English teaching in Jinhe Middle School, deep reasons are explored further.

Firstly, it can be found that some teachers do not have a good grasp of the emerging teaching technology, and even some older teachers are not familiar with the network. Therefore, when facing some new educational media, teachers do not know where to start. Most of the time, multimedia teaching is only superficial, and the essence is just "putting students' textbooks on the computer screen". As for online classes, in addition to ensuring that students complete the course, teachers are not familiar with the Internet and cannot provide effective guidance for them, which directly leads to the low efficiency of students' English learning during online classes.

Secondly, even some young people who can master teaching technology quite skillfully do not know how and when to use these teaching media. This is mainly because teachers' educational quality and theoretical foundation are not solid, and the combination of theory and practice, traditional media and modern media is ignored in the teaching process. (traditional media: textbooks, teacher's language, etc.) In addition, teachers themselves lack initiative and explore educational technology independently. This leads to some teaching media cannot be properly and reasonably used. For example, some teachers make redundant knowledge points that students can fully understand into PPT and other forms. This will not improve students' learning efficiency, but will be counterproductive, making students unable to intuitively feel knowledge, thus losing the appropriate subject knowledge system. Some teachers rely too much on online homework correction (including online manual homework correction and machine aided homework correction), which reduces the workload of teachers. However, when students receive homework feedback, they pay less attention to homework than face to face correction, and the accuracy of machine assisted homework remains to be discussed.

Thirdly, teachers can't use modern educational technology to create an English learning environment full of learning interest for students. Junior high school students are still at an immature stage, and their self-control and independent learning ability have not been fully developed. Such characteristics are particularly obvious in the process of online teaching. If teachers fail to take advantage of modern educational media and grasp the age characteristics of students, Grasping students' innate curiosity in the information teaching environment and creating a good online learning environment will easily lead to students' burnout in online classes, lack of interest in online resources, and even frequent online learning deceptions.

Fourth, in online teaching, due to the limitations of online teaching and teachers' limited understanding of software functions, teachers and students cannot conduct synchronous or asynchronous interaction and "re-integration of time and space separation" in the process of online teaching (that is, when the time and space of teaching and learning are in a state of opposite separation, effective means are used to achieve two-way transmission of teaching and learning information in the same time and space). As a result, teachers cannot receive information from students in time, and students cannot receive feedback from teachers on their own learning results in time. For example, in the process of online teaching, it is difficult for teachers to understand students' mastery of knowledge; however, in the process of course playback or autonomous learning of network resources, students cannot find appropriate solutions to questions, or cannot get effective and timely answers.

3. Solutions to the Application of Modern Educational Technology.

3.1 From the Perspective of Education Authorities

The education authorities play a very important role in the development of modern education technology. It improves teachers' skills in using modern media and enables teachers to understand modern education ideas by establishing systems and conducting

regular and purposeful training.

Education authorities should put forward new expectations for teachers according to the standards of the new curriculum reform and become “talents of information abilities” and “talents of new era”. Teacher’s training should focus on the transformation of teachers' ideas from "traditional" to "modern". In addition, teacher training should adhere to the equal proportion of educational technology and teaching methods, both of which are equally important and should not be neglected.

In Jinhe Middle School in Genhe City (including other secondary schools subordinate to Genhe City), The “aging phenomenon” of English teaching group is very serious. It is urgent to change the content of teacher training from teaching method training to modern education concept and technology training. Training should not only stay in theory, but also let every teacher master the use of all teaching tools and online teaching video software to prevent "cramming" or online teaching accidents. What’s more, education authorities should work with schools to strengthen the frequency of assessment on teachers' use of teaching media and software so that teachers will realize that the school attaches great importance to teaching technology. Therefore, teachers will have a sense of crisis and urgency to improve their personal teaching ability. In addition, education authorities should create conditions to hire more flexible young teachers to enter township schools, so as to increase the vitality of the teaching staff and change the existing structure of English teachers in schools.

3.2 From the Perspective of Teachers

Teachers should give play to their own subjective initiative, establish the concept of active learning and lifelong learning, and improve their professional ability and professional knowledge constantly, especially in the current information society and school environment. They should enhance their information knowledge, improve their information awareness, exercise their information ability, and understand the corresponding information ethics constantly.

In order to improve their professional ability, teachers should seize the training opportunities provided by schools and education departments, and can also use rich and convenient network resources to learn modern education knowledge deeply, so that they make meaningful integration with the teaching process in their teaching practice to achieve the best teaching effect.

"Teaching benefits teachers as well as students " is one of the goals to be achieved in the modern education concept. "Teaching benefits teachers as well as students" means that promoting teaching and learning to enhance each other. It means that through teaching and learning, students can not only make progress, but also teachers can improve their own ability; so both of them can achieve mutual promotion between teaching and learning. In the English teaching of Jinhe Middle School in Genhe City, teachers and students are in a relatively independent position, which results in teachers paying too much attention to their own authority and students' "obedience", forcing students to learn in a dignified way, rather than focusing on how to improve students' interest in learning, so as to improve teaching methods.

In fact, many teaching technologies can enable students to participate in the class. When teachers guarantee that they can fully explain key and difficult knowledge, because young people tend to be more receptive and more interested in new things. Therefore, it can form a “flipped classroom” and a “blended learning mode” in which teachers supervise and manage, provide resources, and students use modern educational technology to learn independently.

"Flipped classroom" refers to readjusting the time inside and outside the classroom, transferring the decision-making power of learning from teachers to students. In this teaching mode, students can focus more on active project-based learning and jointly study and solve problems, so as to gain a deeper understanding of the valuable time in the classroom. The so-called "blended learning" is to combine the advantages of traditional learning methods with the advantages of web-based learning. It not only gives play to the leading role of teachers in guiding, enlightening and monitoring the teaching process, but also fully reflects the initiative, enthusiasm and creativity of students as the main body of the learning process.

Conclusion

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