

A Practical Investigation of Teaching English as a Living Language for Middle-Level Arts and Sports Students

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Abstract: Under the background of new curriculum reform, the purpose of secondary education and cultivation has been changed to cultivate students' comprehensive and professional abilities. Applying lifelike teaching to the English classroom of secondary education arts and sports students is an effective means to stimulate students' learning interests and improve their English proficiency. Based on the analysis of the current situation of English teaching for arts and physical education students in secondary education, the article puts forward several strategies of English lifelike teaching in order to better improve the English quality of students in secondary institutions and promote the development of English education in secondary institutions.

Keywords: Secondary School; English; Lifelike Teaching; Practice

Introduction

At present, there are still many problems in the cultivation of students' core literacy in secondary education, for example, English teaching still follows traditional teaching methods, students' overall English level is not high, their interest in English is not enough, their learning motivation and ability are weak, and their learning purpose is not clear, which makes it difficult to apply English to real life and causes the overall quality of secondary school students to be insufficient. In the current English teaching, English teachers should pay attention to "student-centered", pay full attention to the concept of lifelike teaching, make a reasonable teaching plan, and get good teaching effect. In addition, integrating the concept of lifelike teaching into classroom teaching can help students grasp the knowledge better and thus play a certain role in promoting English learning.

1. Analysis of the current situation of English teaching in middle school

1.1 The low status of English subject in secondary education

In most secondary schools, there is a phenomenon of emphasizing professional courses but not cultural basic courses, and English teaching is a kind of dispensable existence in the eyes of students and teachers. Although the English teaching materials of secondary schools have been adjusted in terms of knowledge, there are still many shortcomings in the design of the knowledge structure, which causes many teachers to still use traditional teaching methods to teach, and the English classroom still only focuses on individual teaching links such as listening, reading and writing. enthusiasm, and in serious cases, aversion to learning^[1]. The traditional way of education and the lack of timely updating of some curriculum contents lead to the fact that English teaching only stays at the written level, while the main purpose of students learning English is to cope with English homework and exams, which is not conducive to the practical use of English.

1.2 Both teachers and students lack a clear purpose for learning

In some secondary schools, both teachers and students do not have clear learning goals. From the students' point of view, seven years of studying English for exams have made a large number of secondary school students lose their interest in learning English and show an indifferent "three nos" attitude towards English learning, i.e. no goal, no motivation and no self-confidence, which is the result of the traditional English education mode that has been accumulated for a long time. Therefore, teachers should strengthen the

guidance of English teaching, stimulate students' interest in learning and guide them to make a good development plan. From the teachers' level, the performance of secondary professional English courses has nothing to do with students' secondary or higher education examinations, which leads many teachers teaching secondary courses to have doubts about the purpose and importance of English learning, which causes teachers to fail to implement teaching plans suitable for secondary degree in the teaching process, making students' learning lack of systematization and increasing the learning difficulty of students.

1.3 Secondary art and physical education students lack interest in learning English

Secondary art and physical education students actually still have extremely high curiosity and desire for knowledge. They are strong learners, but at the same time pursue individuality and rebellion, so much so that they lack interest in learning English, which is more focused on knowledge points. For example, nowadays, secondary students often ask teachers, "We are all Chinese, why do we need to learn English?" , with a strong aversion to English. If English is closely related to real life and the English they learn can be used in daily life, students will be fully motivated to learn English. The traditional "monologue" and "fill-in-the-blank" way of teaching English has greatly affected students' initiative, which is not conducive to students' practical use of English and reduces their interest in learning English.

2. A practical investigation of teaching English as a living language for secondary school art and sports students

2.1 English teaching materials come to life and create an interesting English classroom

In English teaching, the contents of textbooks should be connected with students' real life in order to improve the practicality of textbooks. The textbook is the basis for students to study and teachers to teach. Teachers should study the textbook carefully before starting a class, and at the same time, they should achieve a clear understanding of the students they teach, not only to ensure the quality of English teaching, but also to make secondary English teaching more interesting and professional. At the same time, to promote the development of secondary English teaching to life, English teachers should consciously guide students to connect classroom English knowledge with real life, improve students' interest in English and create an interesting English classroom.

For example, the text being taught has the word subway in it, so it is appropriate to practice words with the same structure, such as subsea undersea, so that students can understand that the sub affix has a lower meaning and is close to the meaning of under, thus guiding students to recognize the connotation given to the word by the vocabulary structure. As a matter of fact, underground has been learned in junior high school, so the teacher can guide students on how it is expressed on the signs at subway stations when they take the subway in reality, and encourage students to discuss and speak. Students can answer that it is the name of a supermarket "Metro" through their life experience, which is a process of step-by-step guidance through the life scenes. For example, what are the full names and meanings of English abbreviations such as KFC and NBA in our real-life situations? Some of them do not appear in English textbooks, but the construction of life-like scenarios can stimulate students' learning enthusiasm and enhance the classroom atmosphere. At the same time, the process of students taking the initiative to find information in order to use them practically in their lives stimulates students' learning initiative and energizes the teaching of the secondary English classroom.

2.2 Teachers should change their teaching concepts and clarify their teaching objectives

Many English teachers in secondary courses are not highly motivated to teach due to the influence of the learning atmosphere, and they are burned out in their work. "The phenomenon of^[2] . Therefore, in order to make lifelike teaching enter English classroom faster, we must change teachers' teaching concept, fully understand the importance of lifelike teaching, and set corresponding teaching goals for the needs of arts and physical education students. At the same time, in the teaching process, it is necessary to pay attention to both the teaching progress and to observe students' performance in the classroom, to keep abreast of students' learning conditions, and to adjust the teaching pace according to students' learning rhythm. At the same time, in English teaching, English teachers should set

up research groups, divide the work and cooperate, and work together as a group, so that the teaching materials can be better integrated into students' lives. Teachers should always adhere to the principle of "live and learn", love life, keep up with the times, learn to use modern teaching methods and technology, take the initiative to participate in teaching and research, observe and learn from quality curriculum, and continue to improve their own education.

2.3 Enhance secondary school art and sports students' confidence in learning English through social groups or social software

One important reason why secondary arts and sports students lack interest in English is that they do not have a good English communication environment and therefore feel that it is useless to learn English. As Chinese is the native language in China, few people speak English in daily life. Therefore, in order to make secondary arts and sports students learn English and reduce their resistance to English, it is necessary to create an English atmosphere in life so that they dare to speak English, i.e., they can apply what they have learned in life. By means of English salon or English corner, and by combining the professional specialties of arts and sports students to hold relevant activities regularly, we can stimulate students' interest in learning English and encourage them to communicate in English through the construction of life-like scenes, and at the same time promote the improvement of arts and sports students' professional level.

2.4 Use multimedia to create lifelike learning situations

In the teaching process, English teachers should make full use of various advanced teaching methods to improve students' mastery of English knowledge. Multimedia teaching is a new teaching method different from traditional teaching, which can make students understand English application scenes better and more vividly through various forms of explanation such as voice, text, pictures and videos.^[3] . In order to meet the characteristics of secondary school art and sports students' lively and versatile thinking, we use the "people-oriented" teaching method in the secondary school English classroom to inspire students' thinking through music appreciation, movie clip appreciation and other ways to improve students' commitment to English, create a more realistic learning situation for students, and reduce students' learning burden of English. Through music and video, students can understand more intuitively how to describe a tall "tall" person, and by repeatedly memorizing them, they can better grasp the sentence patterns and improve their English skills. Based on this, multimedia technology is used to help students understand English better and help them learn English better.

Conclusion

To sum up, to enhance the practicality of English teaching for secondary school students by advocating the teaching strategy of "living", in order to enhance the interest of secondary school students in English, is a very effective method in the current secondary English teaching. At the same time, secondary English teachers should have a comprehensive and profound understanding of the idea of lifelike education, integrate English teaching into students' lives, and transmit the positive power of loving life to students through continuous improvement of teaching methods, so that students can better integrate English into their lives.

References

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