

Analysis on the Current Situation of English Teaching in Primary Schools and the Countermeasures of Related Problems in China

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Abstract: Nowadays, international exchanges are becoming more and more frequent in the world. As a global language, English can establish a communication bridge between different countries and nationalities, and its importance is obvious. Since 2001, China has gradually added English education to the curriculum plan of primary schools in various regions. Later, with the deepening of the industry's understanding of English teaching, the education reform has also followed up. It can be said that the level of educators and educates is rising spirally. However, there are still many restrictive factors in the current situation of primary school students' learning English, among which the more prominent factors are the strength of English teachers and the evaluation mechanism for students' learning achievements.

Keywords: Primary School English Teaching; Present Situation; Countermeasure Analysis

1. Introduction

In the 21st century, international cooperation and competition are becoming increasingly fierce. Countries all over the world regard language communication ability as one of the important footholds for cultivating talents, and its starting point is to popularize English education. According to the requirements of China's English curriculum standards, "English courses should be oriented to all students. We should comprehensively analyze campus education, stimulate students' internal motivation to learn English at multiple levels, and teachers, as leaders, help them build a sense of achievement and self-confidence in learning, so as to develop their comprehensive language application ability, improve their humanistic quality and enhance their practical ability in the process of learning". On the one hand, it reflects that we should strengthen English quality education; On the other hand, it also further reveals the communicative function of English as a language. In the traditional English teaching mode, the focus of teaching is always inseparable from the knowledge of pronunciation, vocabulary and grammar. It is considered that students master these knowledge, that is, they master English. Although after several reforms, the industry has gradually deepened its understanding of English discipline, from simply paying attention to its examination oriented role to also paying attention to its social and cultural connotation, and English teaching practice is still affected by the teaching understanding of knowledge and teaching materials to a certain extent. How to train students' practical ability of using English language deserves our attention. On the whole, the implementation of primary school English curriculum in China is good, which is reflected in the high guiding significance of the new curriculum standard. The implementation of primary school English curriculum has changed to a certain extent, but there are also many restrictive factors. The curriculum standard requires students to cultivate their comprehensive language ability. How should we judge their development level? How to analyze the reasons affecting its development?

2. An analysis of the current situation of English teaching in primary schools in China

In 2001, the Ministry of Education issued the Guidance on Actively Promoting the Setting of English Courses in Primary Schools, which stipulates that English is a compulsory subject in primary school. Since then, more and more primary school students have

begun to formally receive English education. It has been ten years since the curriculum standard was issued. In this decade, the development of primary school English education has experienced continuous reform and improvement, but there are still many problems. What is the development of English teaching in primary schools in China under this environment? What are the advantages and disadvantages? The following will make an in-depth analysis of this problem.

2.1 The goal setting of primary school English teaching has a good effect in teaching practice

The curriculum objectives are set according to the knowledge and ability, process and method, emotional attitude and values proposed by the curriculum standards. The classification form described in this way has a good reference value for the curriculum practice of front-line teachers. Under the guidance of curriculum standard objectives, teachers' goal setting can be defined into many dimensions, such as language knowledge, emotional attitude, cultural awareness and so on. On the one hand, teachers set different dimensions of teaching objectives based on different textbook contents, and divide them into primary and secondary. For example, the teaching goal of dialogue courses is to take the practical application of language skills as the primary goal, while the goals of emotional attitude and cultural awareness will permeate the learning of various course types; On the other hand, for different teaching objectives, teachers can design different teaching activities according to the actual situation to support the achievement of objectives. In particular, by providing visual learning guidance, learning methods and giving appropriate guidance to primary school students, primary school students not only have great interest in learning English, but also deepen their understanding of culture, stimulate their internal motivation and thirst for knowledge of English language to a certain extent, in order to make the English teaching process develop normally.

2.2 The strength of teachers has become one of the most important factors affecting English teaching in primary schools

According to the survey report on teachers' professional level made by relevant scholars in 2013, there are still uneven problems in the teacher level of primary school English teachers in China. Most primary school English teachers change to apply for English teachers after obtaining undergraduate and junior college degrees. The number of teachers majoring in English education graduating from normal universities accounts for a relatively small number. Obviously, this is not conducive to the implementation of English teaching in primary schools. At the same time, there are obvious regional differences in the distribution of teachers. In areas with low economic development level, the lower the overall level of teachers and the weaker the level of English teaching, which not only affects the implementation of English teaching in primary schools, but also limits the realization of the balanced development of national educational resources.

2.3 The evaluation mechanism of English teaching is not conducive to the development of English teaching in primary schools

In primary school English teaching, although the methods of listening to classes, spot checking and checking the evaluation scheme have been gradually integrated into the curriculum implementation, the evaluation standard of exam oriented education-examination still accounts for a large proportion of the evaluation standard, and there is a lack of scientific teaching evaluation mechanism in the development of students' emotional attitude, learning strategy and cultural awareness. This leads to the fact that the main task of teachers' teaching is still knowledge teaching. At the same time, under the requirements of the new curriculum standards at this stage, English is not tested in primary school, so the assessment standards are more vague, which may cause some schools to ignore primary school English teaching and is not conducive to the development of primary school English teaching.

3. Countermeasures for optimizing English teaching in primary schools in China

In order to improve the quality of English teaching in primary schools and make students' comprehensive language application ability meet the needs of the development of the new era, this paper attempts to put forward the following two suggestions.

3.1 Improving the evaluation mechanism of primary school English teaching

For the evaluation of English teaching in primary schools, a single evaluation standard is obviously not enough to comprehensively evaluate the quality of English teaching. We can also follow the practice of other countries in the world. For example, in Japan, which is at the same level of economic development as Asia, the assessment of students' learning in English teaching adopts an open and diversified assessment method, such as role-playing, situational dubbing activities and other forms of activities, so that students can give full play to their subjective initiative, and then comprehensively evaluated by teachers and even students. Looking at the national English teaching evaluation mechanism, up to now, China has not explored a representative and comprehensive English teaching evaluation mechanism. Therefore, it is suggested that relevant education departments and scientific research departments should pay attention to it, combine the typical cases of excellent English teaching classes in China and the advanced experience of excellent English teachers and relevant scholars, and establish a scientific English classroom evaluation mechanism, issue it from the three dimensions of teachers, students and parents, in order to formulate the evaluation standards and implementation process into a volume, and lead the implementation of English teaching norms in primary schools as soon as possible.

3.2 Building an excellent team of English teaching teachers

To effectively carry out English teaching in primary schools, building an excellent team of teachers is the foundation. Teachers have a great responsibility and a glorious mission. On the one hand, we should strengthen our understanding of primary school teaching posts and uphold the spirit of lifelong dedication. On the other hand, we should also recognize their requirements for professionalism. Similar to the phenomenon of a large number of transferred teachers in China, it is the result of wrong understanding of posts. For English teachers, pre service education and professional training after formal employment are indispensable. At the same time, in order to make primary school English teaching enter a benign development stage, it is also suggested that relevant departments issue the Professional Skills Standards for Primary School English Teachers, so that grass-roots education administrative departments and schools can have evidence to rely on when hiring primary school English teachers, solve the problem of low professionalism of teachers from the source, and improve the entry requirements of primary school English teachers.

4. Conclusion

The prominent problem in the current situation of primary school English teaching is that the evaluation mechanism in the teaching process needs innovative reform, and another key factor is the strength of teachers. As one of the most important influencing factors of primary school English teaching, the professional quality of teachers is conducive to further improve the level of primary school English education. The evaluation mechanism of English classroom teaching is not suitable for the development of primary school English teaching at this stage. Relevant departments should improve the evaluation mechanism of primary school English teaching. Starting from these three points, we should better build an English classroom in the new era and comprehensively cultivate children's language literacy.

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