

Teaching Reform of“Teachers’Oral Language”Course of Primary Education Specialty

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Abstract: ”Teacher’s oral English”course is an important part of college education courses and also the skills that education students must master,which is a compulsory course for primary education students.To improve the teaching level of”Teachers’Oral language”course is very important for cultivating students’oral expression ability,helping them to master good oral skills and carrying out their future education and teaching work.The purpose of this study is to deeply analyze how to effectively promote the teaching reform of”Teachers’Oral language”course for primary education majors in higher vocational colleges,so as to promote the overall improvement of students’oral Mandarin Chinese skills and the cultivation of comprehensive quality.

Keywords: Preschool education of primary school;Oral language course;Teaching reform;Strategy inquiry

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Introduction

Primary school education and teaching activities are an important basis for cultivating children’s good behavior habits,which is not only the first step for children to learn scientific and cultural knowledge,but also the key period for building children’s correct”three values”.The high professional level of primary school teachers is not only conducive to creating an external environment for the healthy growth of students,but also conducive to the continuous improvement of teachers’quality and the sustainable development of the country and the nation.The primary education major aims to cultivate professional and high-level teachers with excellent educational accomplishment and innovative thinking.Students in this major not only need to have a solid foundation of professional knowledge and extensive knowledge accumulation in and out of class,but also have excellent oral expression ability to show the personal style of teachers and successfully complete the education and teaching work.Therefore,the importance of Teacher’s Oral language course in the whole curriculum system cannot be ignored.

1. Present Situation of Oral Language Course Teaching

Teacher’s Oral Language is a subject that studies how teachers use language to help students in education majors improve their oral expression ability of Mandarin Chinese,improve classroom teaching effect,and successfully complete education and teaching activities.The course aims to cultivate students’oral ability to work in the fields of education and teaching in accordance with the rules of education and teaching through theoretical guidance and oral expression training in different situations.

As an important working language,Mandarin Chinese is of great importance to a teacher.In order to guarantee the education quality of students majoring in education,the government requires that students majoring in education must be able to use standard or relatively standard Mandarin Chinese for education and teaching activities.The education majors of colleges and universities also attach great importance to the development of teachers’oral courses.However,due to the difference of students’language ability,the limitation of cognitive level and the restriction of various objective conditions,the level of oral expression of Mandarin Chinese of

students majoring in education is uneven. Many colleges and universities and teachers of this course have also carried out researches and discussions in various aspects, try to sum up the teaching law of "Teachers' Oral language" course and carry out some reforms of this course to improve the teaching effect of the course. However, due to various constraints, such as the characteristics of the course itself, the lack of teaching resources, the difference in the quality of teachers, the specific practical difficulties of schools and the difficulties in the implementation of some teaching suggestions, the current teaching effect of "Teachers' Oral Language" course is uneven.

2. Thoughts and Suggestions on Teaching Reform of Teacher's Oral Language Course for Primary Education Specialty

2.1 Change the role of teachers, encourage and guide students to learn independently

The reform of "Teachers' Oral Language" is a complicated process, and teachers play a crucial role. Teachers need to prepare the teaching schedule according to the course syllabus and complete various teaching tasks according to the teaching schedule. The course mainly includes three basic contents: basic phonetic knowledge of Mandarin Chinese, general oral communication skills and professional oral training of teachers. The three contents are very logical. The former knowledge is the foundation and preparation of the latter knowledge, a knowledge must be practiced and improved on the basis of the previous knowledge. There is a strong correlation between each knowledge point, and theoretical knowledge occupies a large proportion. Practice and training activities need to be carried out on the basis of theoretical knowledge explanation. Therefore, the traditional classroom of "Teachers' Oral Language" mainly adopts the teaching form of "teachers teach and student listen"

Teachers should also conduct in-depth research on the design of teaching activities. Due to the limitation of teaching hours, many teaching activities cannot be carried out in class. Therefore, teachers need to design some extra-curricular language training activities so that students can continue to learn outside the classroom. For example, some language performance activities are organized, students are encouraged to show through multimedia platforms and practice tasks are assigned in groups. Various forms of activities and relaxed and pleasant learning atmosphere will have a significant effect on the improvement of students' language expression ability and overall quality. If some incentive mechanism can be introduced, the enthusiasm of students to participate in learning and practice will be stimulated, which should also be a direction of our course reform.

2.2 Build a special teaching team, improve the training of curriculum teaching staff

In order to improve the teaching effect of "Teachers' Oral Language", we need to establish a professional teaching team. According to the provisions of national policies and regulations, the level of Mandarin Chinese teachers of language courses should not be lower than Class One Level Second. The "Teachers' Oral Language" course involves the teaching of a large amount of Mandarin Chinese phonetic knowledge, so there should be strict restrictions and requirements on the Mandarin Chinese level of teachers. However, at present, many colleges and universities have substandard Mandarin Chinese language level of teachers of the course, and some colleges even directly select teachers from Chinese majors to teach the course. The approach is very unscientific, Chinese major involves a wide range of knowledge, but the focus of this course is the phonetic knowledge of Mandarin Chinese. Not all Chinese teachers are proficient in the knowledge of Mandarin Chinese phonetics and are competent in the teaching of phonetics.

The general oral communication training in the course of "Teachers' Oral Language" requires teachers to have certain practical experience in the fields of speech, recitation, debate, and hosting, while the professional oral training for teachers relies on the accumulation of long-term teaching experience. The teachers should not only be able to explain the basic theories of oral education and teaching clearly, but also be able to explain the basic theories of oral education. It is also necessary to provide rich cases to teach students. The oral language course teachers in some colleges and universities are young teachers who have just come to work from the campus, and their teaching experience is extremely limited. When teaching, they can only describe the theory of education and teaching simply according to the textbooks, but there is no rich teaching practice and teaching cases as the basis, which will lead to boring and dry classes that make students lose interest in learning. And the teaching effect is not good. Some colleges and universities directly select teachers of "Teachers' Oral Language" from teachers who have graduated from broadcasting and hosting majors. The practice is also unscientific. The early major can guarantee the Mandarin Chinese level of these teachers, but it is also necessary to comprehensively consider their theoretical level of education and teaching, the richness of teaching experience, and the understanding of the training goals of students in education majors.

2.3 Make full use of multimedia resources to enhance students' participation

The rapid development of science and technology also provides new challenges and opportunities for the teaching of our

courses. Teachers should make full use of the Internet and multimedia tools to create vivid electronic courseware so that students can participate in oral learning more intuitively, which can break down students' stereotypical views of oral language teaching and allow them to better understand and master knowledge in an environment of visual, auditory, persuasive and body language simulation.

The construction of curriculum teaching resource base should also be put on the agenda. At present, although many teachers have realized the inadequacy of teaching resources of "Teachers' Oral Language" and have devoted themselves to the construction of curriculum resources, all in all, the imbalance of teaching resources is very obvious. Due to the overlap of teaching resources of Mandarin Chinese phonetics with modern Chinese phonetics and broadcasting and hosting professional voice training, the content of these two disciplines can be used for reference, so the quantity is relatively sufficient and the quality can be guaranteed. However, we also need to fully recognize the differences in the depth, breadth and professional degree of Mandarin Chinese pronunciation in the "Teachers' Oral Language" course and the above two disciplines, so we can't copy them completely.

The construction of teaching resource database can provide teachers with relatively unified teaching materials to support for teaching activities, and avoid the difference in classroom teaching effect caused by the uneven level of teachers. Through the construction of teaching resource library, relevant teaching resources can also be put on the teaching platform to ensure that students, in addition to learning in the classroom, select materials that are suitable for themselves based on their actual level for repeated viewing and practice and compare their own shortcomings to improve their oral expression level. It can better meet the differentiated requirements of students and also conform to the teaching philosophy of putting people first and varying from person to person.

Conclusion:

The course of "Teachers' Oral Language" aims to improve students' oral expression level, cultivate students' good professional quality and prepare them for their future career. Teachers should constantly explore and combine the characteristics of the curriculum to design teaching activities closely related to the curriculum and combine teaching with fun to improve students' learning enthusiasm and cultivate students' love and loyalty to the teaching profession. We should not simply regard the course as a language teaching course, but should combine language with practice and workplace communication to constantly optimize teaching methods, regularly reflect and boldly explore and strive to achieve better teaching results.

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