

## Research on Efficient Teaching Methods in Primary School English Classroom

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**Abstract :** With the introduction of the new curriculum standard reform, primary school English teaching has higher requirements. As the foreign language enlightenment of primary school students, primary school English teachers should pay more attention to the whole process of classroom teaching, reasonably arrange the teaching content and effectively organize students' learning from the change of teaching methods. Teachers can explore English classroom teaching methods in primary schools in order to improve English teaching level and classroom efficiency.

**Keywords :** Primary School English; Teaching Methods; Classroom Efficiency

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English is a communication tool and a medium for us to go abroad and go to the world. It is very important for students to learn English well for their future development. Primary school English is the foundation of English. This stage is the best period for students to cultivate their interest in English and lay a good foundation. Only by laying a solid foundation in this period can students get a longer-term development in English in the future. At this stage, there are many problems in primary school English Teaching in China. The process of English teaching is formed by the cooperation of English teachers' teaching and students' learning. Students' efficient classroom learning is often affected by teachers' teaching process. Many times, teachers cannot objectively adjust and control the teaching content and teaching progress because they do not understand each student's personality characteristics and learning situation. In the classroom, teachers generally occupy a dominant position and are responsible for teaching. In many links of the teaching process, teachers often ignore the cultivation of students' learning interest and attitude. Students just listen to the class and do questions. In this way, students cannot really invest in learning, which fundamentally determines the low efficiency of classroom teaching. In order to change this situation, teachers must constantly update teaching methods, drive learning enthusiasm in the classroom, and improve classroom teaching efficiency.

### 1. Teaching with reasonable help of information technology

For a long time, the traditional examination oriented education thought has a deep impact on primary school English teaching. The monotonous and boring teaching methods make primary school students lose their classroom vitality and students passively accept English knowledge. With the rapid development of science and technology, people's life, work and study have undergone earth shaking changes, and information technology has also played an important role in the field of education. This undoubtedly brings new opportunities and challenges to English Teaching in primary schools. Under the background of this information age, primary school English teachers should avoid the influence of traditional educational ideas, constantly update their teaching ideas, constantly study and learn, and comply with the development of the times. At present, information technology has been very common in teaching. It is a high-quality teaching method. This teaching method has also been welcomed by many students. To a certain extent, it can also stimulate the interest in learning English and help students master and understand the knowledge more effectively.

However, there are many disadvantages in the information-based teaching method. Many primary school English teachers rely too much on information technology teaching. This teaching method has completely replaced the traditional teaching mode, so that

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the teaching content of the whole classroom is presented in the form of electronic information, but there are few contents written on the blackboard, which is undoubtedly an appreciation course for novice primary school students. More English knowledge still needs to be understood by primary school students themselves; At the same time, many primary school English teachers excessively pursue the form of expression in the design of English courseware and ignore the teaching content, resulting in the courseware not playing any teaching role.

In order to avoid these disadvantages, primary school English teachers should pay attention to arousing the classroom atmosphere and stimulating students' interest in learning when using information teaching. In information teaching, teachers can design situations related to the classroom, or reproduce the real scene according to the teaching content close to daily life. Through this method, the abstract content in books will become more vivid, specific and vivid, the whole teaching process will be more vivid and interesting, and students will seriously study and speak English in this familiar scene, so as to improve the initiative and enthusiasm of learning English, and effectively improve the quality and efficiency of teaching.

As a language of communication, primary school students should cultivate their English application ability. At present, many English teachers only stay on paper in their teaching of students, but simply explain words, phrases, sentence patterns and grammar. Therefore, the space for students' language practice will be reduced, and students' listening and speaking ability will be limited. Teachers can guide students to participate in human-computer interaction by using the voice function of the classroom, compare their recording with the original sound through repeated imitation, follow-up reading, reading aloud and listening and speaking, self feedback, continuous correction and improvement, so as to improve the listening and speaking ability of primary school students.

## **2. Actively carrying out cooperative learning teaching in primary school English**

English teaching in primary schools is not only a process of imparting knowledge, but also a process of cultivating pupils' learning ability and interest. Primary school students' lack of innate language environment will lead to serious difficulties in understanding in the learning process, and then their interest in English learning will be lower and lower. Teachers can adopt cooperative learning teaching method. The application of this method can improve students' interest in learning to a great extent, so as to improve classroom efficiency.

In the process of cooperative teaching, primary school English teachers should reasonably group according to the number of students and students' learning situation, because the analysis and solution of problems are often carried out in groups, so we need to focus on how to group effectively. In the process of assigning groups, teachers should not only consider the balance of group strength level, but also consider that each student can give full play to benefits in cooperative teaching. Because in the process of group cooperative learning, there will be discussion and competition among groups. If the personnel distribution among groups is unreasonable, there will be an obvious level gap directly. The strong group will solve the problem in the shortest time. In the long run, the group with poor ability will lose confidence and interest due to long-term blow.

Interest is an important support for students to keep learning for a long time and an emotional basis for lifelong learning. So is English. Teachers should pay more attention to mobilizing students' interest in learning while carrying out cooperative teaching. For example, when discussing a topic in class, the group will have a dialogue on the topic of animals we like and compete among the groups to see which group has the most animals involved in the dialogue and is the most accurate. This process can be scored. One animal will be scored, and the repeated ones will not be counted. After three rounds of competition, the total scores of each group will be counted. The group with the highest score can obtain material or spiritual rewards to fully mobilize the participation enthusiasm of each student in turn. Students can also have a deeper understanding of the content in the process of participation, and can fully activate the classroom atmosphere, so as to effectively improve the efficiency of classroom teaching.

In the process of cooperative teaching, English teachers should also pay attention to the effective evaluation of the completion of tasks between groups. Before teacher evaluation, each student in the group should first carry out intra group evaluation. Only by combining the evaluation of teachers and students, students can more clearly recognize their strengths and weaknesses, so that students can also find their highlights and strengths, so as to change what you have and coronate what you don't have. For example, for the same theme of animals we like, we can introduce the way of competition, select the students of one group to have a dialogue, and the students of the other groups will correct and evaluate the dialogue of this group, find the errors in the dialogue, indicate the causes of the errors, and give points to the correctly corrected groups, to count the final scores of all groups through one round of participation of all groups. In addition, the teacher's evaluation is also very important. After each group of students shows the dialogue, the English teacher should timely feed back to the students after the other groups finish the evaluation and correction, and make an objective and reasonable evaluation of the final performance, so that the students can also have a deeper understanding of

the use of grammar, and achieve twice the result with half the effort.

### **3. Moderate situational teaching**

Situational teaching has unique application advantages in the classroom. In this teaching process, students can carry out cooperative learning in different ways such as interaction and practical exploration. Students can also improve more self-confidence through their sense of achievement, so as to be more interested in learning English and feel the happiness brought by learning English.

Teachers can take things in real life as the theme and carry out situational performances. Students can play independently in this situation, self-help dialogue, self supplement and improve the development of story plot. This can not only expand students' imagination, but also enable students to understand and apply language in life situations. In order to fully attract students' attention and interest, English teachers can also moderately create game situations. For example, when learning "all kinds of ball", the memory of words is relatively difficult for students. Teachers can set up a "catch the ball" game. Each piece of paper has a ball word, and students can pass the note in any direction with the rhythm of music. When the music stops and the note is in whose hand, you should read the word and say its meaning. If you can't read it, you should imitate the action of this ball game and let the students in the group guess. If the members in the group guess correctly, they can be exempted from punishment. This way can fully mobilize the learning atmosphere and students' participation, strengthen students' cooperation, and learn English more effectively.

### **4. Conclusion**

Primary school English teachers should make full use of modern information technology in teaching methods, constantly innovate and develop teaching methods, and comprehensively consider students' attitudes and needs for English learning, in order to fundamentally use the combination of group cooperation and situational teaching to actively mobilize students' participation, stimulate students' interest in English learning, and fully activate the English classroom atmosphere. Students can actively study and explore in this teaching environment, and the efficiency of classroom teaching will be gradually improved.

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