

Research on the Way to Improve the Effectiveness of Junior Middle School English Classroom Teaching under the Vision of "Double Reduction"

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Abstract: At present, with the promulgation of the new documents of the Ministry of Education, "double reduction" has become the current compulsory education stage teachers to study the important content, teachers in teaching practice need in double reduction of documents to adjust their teaching design, highlight the importance of class teaching, as far as possible to reduce the under-class homework design, reduce the students' learning burden after class. This paper studies the ways and methods of improving the effectiveness of junior middle school English classroom teaching under the perspective of "double reduction", and shows the specific practices of teaching adjustment from many aspects according to the teaching practice.

Keywords: Double Reduction; Junior High School English; Classroom Effectiveness; Homework Design; Teaching Research

Introduction

Junior high school English is an important subject composition for junior middle school students to learn. How to help students to learn effectively and achieve an effective breakthrough in junior middle school English content is an important content for teachers to study. At present, "double reduction" is an important teaching background, the Ministry of Education requires teachers to reduce the students' homework burden, which indicates that teachers can not through students after class time excessive development to achieve the integration of teaching effect, teachers need to try to reduce the amount of homework design, on the basis of the classroom teaching effective design, improve the effectiveness of classroom teaching.

1. Stimulate students' motivation to learn, improve teaching efficiency

The stimulation of students' learning motivation is an important way to improve the teaching efficiency, and the strength of the teaching efficiency is an important standard to evaluate the effectiveness of classroom teaching. Therefore, in order to achieve the effective improvement of English classroom teaching effectiveness, teachers need to find ways to study the stimulation method of stimulating students' learning motivation, and find out the feasible teaching strategies as far as possible.

1.1 Use video resources to fully stimulate students' interest

Learning interest is an important source of students' learning motivation. In order to realize the effective promotion of students' learning motivation, teachers need to conduct research around the stimulation of students' learning interest in teaching practice, and analyze the effective strategies and methods constructed by interesting teaching. Video is a knowledge carrier with a richer form of expression. Through watching the video content, students can reach a deeper understanding of the relevant knowledge content. In order to realize the effective collection of video resources, teachers need to develop the role of these two resources, visit some resource sites, obtain the video resources related to the teaching content of this course, and integrate them into the teaching design to pave the way.

1.2 Implement encouragement and give students positive feedback

In traditional teaching, teachers mostly carry out theoretical teaching. Although this teaching method can help students

to quickly understand and remember theoretical knowledge, in the effective process, students are only the object of the classroom, and their learning initiative has been seriously suppressed, which is relatively unfavorable to the development of students. At present, in order to improve the effectiveness of English teaching, teachers need to make adjustments to teaching methods and try to use teaching methods that can mobilize students' learning initiative as possible. Question guide method is a method that pays attention to students' answer. In its application, teachers will change some statements directly stated in the original teaching into guiding questions, and students will make answers and analysis through the thinking of these questions.

2. Do well in data analysis, and effectively reduce the amount of operations

The requirements of "double reduction" are mainly based on the design of homework. In order to build a highly effective junior English teaching, teachers need to make research on reducing the amount of homework to ensure that their teaching meets the current requirements of the Ministry of Education. In order to do this, teachers need to think combined with their own teaching situation in the teaching practice, pay attention to the data analysis work, and effectively pay attention to the reduction of students' homework volume. In order to improve the pertinence of classroom teaching and reduce the design of the amount of homework, teachers need to study the design of the premise questions in teaching, trying to highlight the classroom learning focus of this course through the class premise questions.

2.1 Do well in class premise to ask, highlight the focus of classroom learning

In order to meet the requirements of double reduction, students' knowledge may be affected after the preview homework is removed to a certain extent. If the teacher directly carries out teaching, the teacher will seriously affect the quality of teaching. To this end, teachers need to find out alternative ways to preview homework. The class premise question is the question occurring before the formal teaching begins. The main purpose of this question is to guide the students to understand the key knowledge content of the course, and let the students prepare for the key learning, which is the key to improve the effectiveness of the classroom.

For example, when teaching the lesson of "My favorite subject is science", teachers can expand the actual content of the course. In the teaching practice, teachers can design questions according to students' subject preferences before class, guide students to explain their favorite subjects, and explain the reasons. In the process of this question and answer, the teachers need to guide the students to clarify the main sentence pattern and word phrase composition learned in this class, so as to create conditions for the teaching in the class.

2.2 Use of intelligent classroom, effective classroom interaction

Smart classroom is a trend of current teaching, and also an important teaching requirement of the Ministry of Education. The development of smart classroom can help teachers to realize intelligent and interactive teaching, which is also of great help to the improvement of classroom effectiveness. Generally speaking, in addition to the basic multimedia and electronic whiteboard, the teaching software platform and the student tablet are also important components. Using these two intelligent teaching tools, teachers can build an effective teacher-student interaction process.

For example, in doing the "Can you play the guitar?" When teaching this lesson, teachers can use intelligent classroom tools to carry out teaching and guide students to have effective classroom interaction. In class, for the interaction between teachers and students, the teachers can send the relevant musical instrument content to the students' tablet, and then ask the students to stand up and ask questions related to other students. In addition, teachers can also reason wisdom tools to make some instrument display, guide students to ask questions about these instruments, and then teachers again by answer and ask to guide students to participate in the classroom practice, through this process, students' learning motivation can be promoted, the learning understanding can also be deepened.

3. Combined with the after-school service link, appropriate homework assignment

After-school service link is another key design mentioned in the "double reduction", which is of great significance to the future teaching reform. In order to ensure that students have more spare time in their after-class life, teachers can study the English homework combined with the after-school service link in the design, and try to ensure that the themed English homework can be completed in the after-school service link. Among them, teachers can implement the structure from two aspects of hierarchical homework assignment and activity homework development.

3.1 Arrange stratified homework to ensure that students complete it at school

The stratification of homework design is an important requirement of effective homework design, which is an important teaching call of the current new curriculum standard. In order to realize this, teachers need to think about their own homework design and structure on the reasonable hierarchical homework design in the teaching practice. In order to ensure that the difficulty division of the English homework is in line with the actual situation of the students, the teachers need to first analyze the students' ability development level in the teaching process, study the English development level of the students, and then divide the students into several levels of different abilities. Generally speaking, the division of students can be divided into three levels: good, general and poor development, and the corresponding homework can also continue this classification standard for design.

For example, in doing the "What did you do last weekend?" When teaching this lesson, the teacher can combine the actual content of the class to build stratified homework. Among them, the teachers can first classify the development of the students, and divide the students into three different grades. In the division of stratified assignments, teachers can build according to the following design. For the students with poor development, teachers can mark their key words and design several basic English word applications; for ordinary students, teachers can ask them to remember the words and contact the grammar application of related words; For better development students, teachers can design some reading questions to guide them to memorize the words and further expand their vocabulary.

3.2 Carry out activities reasonably and cultivate students' ability effectively

Activity homework is an important component of homework. In the traditional teaching, students' homework is mostly completed at home, and some group practice homework is difficult to put into practice. Generally speaking, practical assignments include dialogue exercises, English games, and situational play, so teachers need to contact the current course content to make a reasonable design.

For example, in doing the "How do you get to school?" In teaching this lesson, in order to develop students' oral English ability, teachers can combine the homework of some activities in the form of practical dialogue exercises in the after-class service steps. Among them, teachers can guide students to conduct important sentence pattern dialogue exercises in groups. In the process of students' dialogue, teachers need to observe, record the students' vocabulary mastery proficiency and the formation of English language sense in the dialogue, and give suggestions after the completion of the dialogue, to promote the further development of students' oral English ability.

To sum up, under the background of "double reduction", in order to build a strong and effective junior middle school English teaching, English teachers need to study according to the actual situation, develop teaching tools on the basis of the effective construction of homework, and adjust the teaching design around the development of students.

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