

Problems and Countermeasures Facing English Education in Rural Primary Schools

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Abstract: English is an integral part of primary education, which plays a positive role in the development of students' intelligence, the cultivation of their comprehensive quality and the improvement of their language expression ability. Taking the current situation of English Teaching in rural primary schools as the research background, this paper explains the main problems existing in English education, including the backward level of teachers, the failure of teaching results to meet expectations, the more traditional teaching concepts, the incomplete teaching equipment and the lack of a good educational environment. Then, it puts forward corresponding solutions to the above problems, hoping to improve the current situation of English Teaching in rural primary schools as soon as possible and help improve the comprehensive quality of students.

Keywords: English teaching; Rural primary schools; Teaching Countermeasures

1. The significance of English education in rural areas

In order to promote the orderly development of rural English education, practitioners in the field of education should clarify the importance of rural English education, provide students with good educational resources in various ways under the existing educational conditions, and improve the level of rural English teaching. , provide strong support.

Primary school is a critical period for language learning, students have strong interest and curiosity in new things, and also have a strong ability to accept. The establishment of English courses in rural primary school education and education not only matches the students' personality and development requirements, but also conforms to the laws of language learning. For rural primary school education, the establishment of English courses is conducive to the development of students' language nature and stimulates students' natural language. On the basis of personal potential, it is of great significance for the future development of students to exercise their thinking, maintenance ability, moral quality and psychological quality. In addition, in the process of English learning, rural primary school students can also understand and understand the traditional culture of other countries and ethnic groups, which makes their vision wider.

2. The current situation of English teaching in rural primary schools

2.1 The level of teachers needs to be improved

Rural areas are generally relatively remote, and some local residents have not yet realized the importance of English, and the salary conditions provided by primary schools are poor. Only a few English majors are willing to take the responsibility of English teaching in rural primary schools. The shortage of talents and the level of teachers Unevenness has become the main and difficult problem faced by the development of English education in rural areas. In order to fill the talent gap as soon as possible, some primary schools choose to let teachers of other subjects teach English subjects, but teachers who have not received systematic training generally have obvious problems in grammar, theory, theoretical knowledge and oral pronunciation, etc. In order to adjust the teaching method or content based on the student's situation, the teaching effect and results are naturally difficult to be guaranteed. To sum up, in terms of teacher allocation, the problems existing in rural primary schools can be summarized as follows: First, the age structure of the teaching staff is unscientific, and there is a lack of young and young teachers; second, the professional structure is unreasonable, and the proportion of English teachers who have undergone professional training is relatively small.

2.2 The teaching effect did not meet expectations

English is a language, and the ultimate purpose of learning English is to use English to communicate with others without barriers. Visiting rural primary schools can find that at this stage, some primary schools carry out English teaching activities, and their focus is still on reading and writing, and teachers and students do not pay enough attention to listening and speaking. The main reason for the problem is that most rural primary schools are Following the traditional cramming teaching mode, teachers lead students to read words, explain texts and complete after-class exercises, emphasizing the traditional teaching mode of "teacher takes the initiative to explain, students are passively accepted", and does not incorporate oral practice into the teaching plan. Over time, students are naturally unable to use the English vocabulary they have learned to communicate and communicate with others, which is not in line with the original intention of English teaching.

2.3 The educational concept is relatively backward

As we all know, the terrain conditions determine that there are fewer ways to obtain information in rural areas. In addition, English teaching was introduced into our country later than other disciplines, resulting in many rural primary schools failing to pay attention to English teaching, and teachers' teaching focus tends to focus on Chinese. , mathematics is inclined, and even takes up English classrooms to explain Chinese or mathematics knowledge. With the continuous compression of English learning time,

students' learning of English will inevitably affect the results obtained.

3. English teaching strategies in rural primary schools

In order to realize the comprehensive development of rural students, the key is to help them have a solid foundation. The practical significance of English teaching in primary schools is obvious to all. In practice, in teaching, relevant personnel should focus on the following aspects:

3.1 Strengthen the training of teachers

Rural areas are relatively closed, and teachers have limited access to advanced concepts and methods. Regular training can not only improve teachers' level, but also help them develop lifelong learning concepts and habits, and ensure that teachers can master effective teaching and learning as soon as possible. mode, so that the results of teaching activities can meet expectations. In addition, the following contents also need to be paid attention to: First, when cultivating normal-oriented students, increase the proportion of English majors in rural areas as appropriate, so as to improve the number and quality of teachers.

Second, considering that the work of cultivating oriented students often requires a long period of time to achieve initial results, rural primary schools can increase their own talent recruitment efforts, and ensure that teachers are significantly enhanced by introducing outstanding talents. The third is to put the training and assessment work on the agenda, link the assessment results with teachers' salaries, and introduce a healthy competition mechanism as appropriate. The purpose of this is to make teachers always maintain a sense of urgency and vigilance, and avoid being content with the status quo. way to optimize the overall level of the teaching staff.

3.2 Optimizing teaching concepts and methods

Rural primary schools should abandon the traditional teaching mode that emphasizes the one-way explanation of teachers, make the classroom the main platform for students to practice oral English, reserve corresponding time, and let teachers lead students to read English texts aloud and encourage students to communicate in English. The way to improve students' speaking level ensures that the communication function of English can be brought into full play. After class time, teachers can organize students to carry out various activities related to English, and extend the platform for students to contact and learn English knowledge from classroom to after-class, which is of great significance to stimulate students' interest.

3.3 Pay full attention to English teaching

The education department should give enough attention to English assessment, regard English as the main subject of the entrance examination, and extend the assessment form from the early written test to the written test + oral test, so as to ensure that teachers and students in rural primary schools can focus more on practicing oral English. superior. At the same time, teachers should strictly follow the requirements of the new curriculum standards, combined with students' conditions and teaching arrangements, to systematically cultivate students' listening, speaking, reading, and writing abilities.

In addition, parents should keep pace with the times, clarify the important role of English learning on students' future work and life, and form a solid foundation for the orderly development of English teaching by forming joint efforts with teachers. As the first teacher on a child's life path, parents often have a far-reaching influence on their children. In order to achieve the desired effect of English teaching, the key is to mobilize the enthusiasm of parents and make the family the first place for children to learn English. Two major platforms, in daily life, parents should encourage students to communicate with others in English, listen to English songs, watch English cartoons with their children, and guide their children to memorize the billboards marked with English translations when visiting supermarkets or shopping malls. By integrating English learning into life, it provides a guarantee for the learning effect.

4. Conclusion

To sum up, this article selects the significance of English education in rural primary schools as the research starting point, and summarizes the main problems existing in rural English education at this stage. The status of English teaching, complete teaching equipment and resources, and actively creating an English teaching atmosphere have prompted rural English education to open a new chapter, and provided guarantee and support for the comprehensive and all-round development of primary school students.

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