

Practice of Thematic Teaching of English Units in Primary Schools Based on the Development of Covert Knowledge

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Abstract: English in primary school is one of the most important subjects in primary school, which plays an important role in cultivating students' interest in learning English and laying a solid foundation for English learning in junior middle school. In the process of daily teaching, in order to help students better grasp all aspects of English knowledge, it is necessary to choose the best teaching method according to the characteristics of students. Thematic teaching of units can effectively integrate textbook knowledge and teaching resources into a systematic learning framework. The framework of scattered learning content can help to classify and integrate knowledge, which can also form a theme unit to improve flexibility of the content. English in primary schools is relatively fragmented, and the thematic teaching of units can help students better master knowledge. The author first analyzes the problems in the thematic teaching of English units in primary schools, then expounds the covert knowledge and thematic teaching of units, and finally summarizes the means to promote the thematic teaching of English in primary schools based on the development covert knowledge.

Keywords: Covert knowledge; Primary school English; Theme of units; Teaching practice

1. Introduction

Covert knowledge and overt knowledge are vocabulary in the teaching. Vividly describing, overt knowledge is the part of the iceberg floating on the surface, including students' knowledge, skills, understanding and memory. And covert knowledge is the part that supports the iceberg, including interest, experience, real sense, thinking, problem-solving ability, etc. In thematic teaching of English units in primary schools, students' quality and covert knowledge can be improved, but there are some problems in actual teaching. How to improve the practice effect pertinently is worth thinking deeply.

2. Problems in thematic teaching of English units in primary schools

In thematic teaching of English units in primary schools, teachers need to refine points, scripts, clarify the points, create situations, determine goals, plan as a whole, analyze difficulties, advance step by step, and pave the way for knowledge. However, there are still many problems in the actual application. First of all, the overall teaching awareness of the unit is insufficient. In teaching, teachers usually select the order from vocabulary to sentence and then to paragraph. In terms of design and arrangement, single unit is still the main mode of selection. Teachers gradually promote teaching according to the framework of the textbook, and dividing the knowledge system. Thus it is difficult to grasp the content of the unit. In addition, the set goals and students, teaching goals, and goals of class hour are not analyzed thoroughly, and the knowledge was not well connected to design three-dimensional unit teaching after fragmented content. Secondly, the depth of the unit theme is not enough. The theme is critical in the teaching and is the starting point of teaching. When defining the theme, teachers should start with students' interests and needs. When analyzing the textbooks, some teachers only teach students according to the content, they do not analyze the relationship between the content and the students' thinking logic, so it is difficult for students to form a deep understanding in the follow-up teaching which is not the process of thinking, exploring and answering. Some teachers are unable to pay attention to students' emotions, so that they can not refine knowledge, lead students to explore knowledge, and sublimate theme units^[1]. Third, teachers can not transfer their knowledge. They pay much attention to a certain knowledge point, and students' knowledge points will be inclined. Correspondingly, there will form a situation of single and divided knowledge. And the thinking ability is also limited, and divergent thinking is difficult to appear. In the created

unit theme, the target language cannot be flexibly used for communication, the knowledge learned cannot be transferred to the topic, and the practical problems cannot be solved.

3. Overview of covert knowledge and thematic teaching of units

Covert knowledge such as students' interest in learning, sense of experience, actual feelings, thinking process and their ability to solve problems can help students go higher and farther. These covert knowledge helps students gain trust in teaching activities, enables students to transfer knowledge, and help students move forward continuously. When these knowledge become learning ability, it is doomed that this part of ability is not the students' initiative to understand, but is a process in which teachers and students constantly improve their understanding ability in the process of communication, gradually discuss the parts they do not understand, and finally understand thoroughly^[2]. It requires teachers to deeply study the knowledge of each module, sort out the logical relationship and structural relationship, and do a good job in the process of connection and transition, so that students can feel the connection of knowledge between different modules. Students can gain interest and experience in each classroom, and can increase their understanding of knowledge, strengthen their thinking process, and improve their ability to solve problems.

4. Means of promoting thematic teaching of English units in primary schools based on the development of covert knowledge

4.1 To practice and explore to enhance the sense of experience

In thematic teaching of units, the teacher reorganizes the content according to the characteristics of the textbook and the teaching objectives, leads students to explore from practice in the direction of class hours and themes, and improves students' understanding and experience of English. It requires teachers to have a deep understanding of each unit, design from the overall height of the unit, and understand the goals and relationships of each unit, and lead students to explore together by choosing practical content. In the teaching, when teachers teach students to learn animal vocabulary and fruit vocabulary, the first two lessons have provided students with a certain foundation. If they continue to teach with stories, students' interest gradually decreases, and it is difficult to devote themselves to learning. If there is a practical and interesting way, students can get a better sense of experience^[3]. At this time, teachers can flexibly review the teaching objectives of each unit, and select four themes, namely, activity, song, animal and fruit, as a comprehensive practical course. Due to the epidemic, many families changed their weekend activities from traveling to camping and outing. What kind of ball games do people usually choose for weekend outings or camping? What songs can people sing? What fruit do people eat? What animals might people meet? Under the guidance of the teacher, the students quickly walk to the weekend and recall what they have done during the outdoor outing or camping. After a brief discussion, the teacher continues to encourage students to describe their feelings and thoughts in writing. Then, according to the actual situation of the class, if appropriate, the teacher can lead students to organize an open English outing on or off campus, so as to enable students to gain a strong sense of experience in practice, help ignite students' passion for learning, and broaden their learning thinking and learning breadth.

4.2 To combine the theme with interest to improve learning motivation

Theme is very important in thematic teaching of units. It is necessary to dig the meaning of unit theme and set progressive goals, so that students can internalize knowledge in practice, form emotional communication, stimulate students' learning experience, and let students experience knowledge in real sense. The set topics should be combined with students' learning interests. For example, in the teaching of sports courses, it is set that teachers need to take students to a physical education class. The goal of teaching is that students can understand the teacher's sports instructions and simply understand the structure of imperative sentences. However, in teaching, students do not know enough about many sports instructions, let alone the imperative sentences. Therefore, teachers should consider the immersion teaching mode, lead the students directly to the playground and bring a variety of common ball games, so that students can have immersive experience of English physical education. In such a situation, the students' interest is high, they actively participate in the interaction, and express various simple languages in the teacher's voice, so they have a strong experience. The whole learning goal is also easy to be completed. With the help of interest, students can open their internal drive and improve their learning motivation.

4.3 To face questions squarely and sublimate the theme to improve students' critical thinking

In teaching, because the customs of English speaking countries are different from those of China, students often have questions such as person name, birthday, etc. On the day of birthday, Chinese customs are quite different from those in English speaking countries. Teachers can take this as a big theme and set a small theme, for instance, what to eat on the birthday, so as to lead students to experience the differences between Chinese and Western cultures, experience diversified cultures, and cultivate students' cultural

awareness. It is true that traditional Chinese birthday customs will not be presented in this way, but modern Chinese birthday parties will also be held in the form of parties. In particular, teachers should encourage students to question, listen carefully to students' problems, adjust teaching objectives in a timely manner, really do a good job of persuasion, encourage students to devote themselves to learning and put forward questions, and make sincere comments, so as to form a good exploration practice for teachers and students. For example, what do you eat on your birthday? After the exploration of this theme, the sublimation theme is that today is my birthday, what do I want to take my friends to eat? It is necessary to take yourself as the domination and encourage students to think positively. Then the students will interact in groups to exchange ideas and things about their birthday party. In a comprehensive and extended teaching situation, students can use all the language they have learned, which strengthens their thinking ability and their ability to transfer the knowledge.

5. Conclusion

English is an applied subject originally. When teachers carry out teaching activities, they can build a good learning framework for students by thematic teaching of units, and link up scattered English knowledge. However, in teaching practice, teachers also need to lead students to explore knowledge, and enhance students' sense of learning experience and achievement. In terms of the theme, teachers need to combine the theme with interest to enhance students' learning motivation; in terms of the problems, teachers should face up to the students' doubts and improve their critical thinking.

References:

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