

A Study on the Professional Development of English Teachers in Primary Schools -A Case Study of Xinyu City

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Abstract: This paper takes Xinyu City as an example to investigate the current situation of primary school English teachers' professional development. On this basis, it is found that the professional development of primary school English teachers in Xinyu City still faces many practical difficulties, such as insufficient clarity of teaching subjects, lack of innovation in educational methods, and the implementation of curriculum reform requirements. Based on this, after fully considering the influencing factors such as students' personality traits and cognitive styles, it is proposed to always adhere to the students' main position to create a learning environment, focus on enhancing the teaching level of teachers to enhance the concept of education, thoroughly implement the requirements of the new curriculum reform to innovate the feasible path of teaching mode, in order to promote the professional development of primary school English teachers in Xinyu City.

Keywords: Primary school English; Teacher professional development; Teaching subject

Fund Project: A study on the professional development of English teachers in elementary school: the case of Xinyu City (SZUXYYY2021-1089) .

1. The current situation of primary school English teachers' professional development

1.1 The design of each class lacks progressiveness

English unit teaching focuses on integrity. For a unit, it is necessary to design teaching methods and teaching contents from the whole. In the field research, the author wants to find that some primary school English teachers in Xinyu City do not pay attention to the overall professional teaching when designing the unit teaching plan, but focus on a single class design. In terms of unit composition, Xinyu primary school English textbooks are divided into let's talk, fun with language, singalong, sound family and story time. At present, most teachers can only connect a few sections, and cannot rearrange and combine all sections from an overall perspective. The final result is that the cohesion between classes is weak, the separation between classes is serious, and the lack of overall sense.

1.2 The students' communicative competence is difficult to improve

One of the purposes of English teaching is to improve students' communicative competence. One of the requirements of the overall design of English units for primary school English teachers is to provide students with a series of vocabulary, grammar and text reading around the unit topic. However, the author found that some teachers in Xinyu City pay too much attention to the practice of words and sentences and the recitation of texts, but ignore the learning activities in the context of texts. A large number of courses have mechanical exercises, that is, each class is in the mechanical link of "listing words and sentences, reading and reciting". Under this teaching method, students' comprehensive pragmatic ability is difficult to be cultivated in vivid situations. In addition, when teachers create the overall teaching situation of the unit, there are still problems such as lack of integrity, lack of prominent themes, and untrue situations, which make it difficult for students to improve their language communication ability.

2. The dilemma faced by primary school English teachers' professional development

2.1 The teaching subject is not clear

Different from basic knowledge subjects such as mathematics and Chinese, English teaching not only needs to master basic

grammar and spelling knowledge, but also needs to further practice listening and speaking skills. For primary school students, their initial foundation of learning English is very weak. If teachers can not realize that students are the real subject of teaching at this time, but wrongly bring themselves into the main role of classroom teaching, they can not fully mobilize the enthusiasm of students' autonomous learning. In fact, as far as the actual teaching situation is concerned, the teaching mode of some teachers in Xinyu City is similar to "cramming", leaving students with very limited time for autonomous learning and thinking, resulting in insufficient interest in English learning. In addition, some teachers in Xinyu City have not established good communication channels with students in their daily teaching activities, ignoring more interactive English listening and speaking exercises, which makes students' English learning activities unable to achieve the expected goals.

2.2 The innovation of education methods is lack

According to the survey, it is found that in primary school English teaching in Xinyu City, teachers' classroom teaching methods are relatively simple. In the process of primary school English teaching, teachers are faced with primary school students with very weak foundation, so teachers need to fully consider many factors in practical teaching. In addition, the lack of teaching time, heavy teaching tasks, and the impact of long-term exam-oriented education. All these lead to teachers' ignorance of the traditional examination-oriented education model, which in turn leads to a more depressed and rigid classroom teaching atmosphere. At the same time, students passively receive a large number of knowledge points taught by teachers in one direction, and are limited by classroom time, which cannot be fully digested and absorbed. In the long run, students' ability of autonomous learning and understanding is decreasing. Although it may be possible to barely keep up with the learning progress in the short term because the content is relatively simple, it will have a great negative impact on students' advanced learning of English in the long run.

3. Influencing factors of primary school English teachers' professional development

3.1 Personality traits

According to psychologists, according to the personality traits that each person tends to be external and internal, different people's personalities can be subdivided into two types : extroverted and introverted. Among them, the extroverted personality is usually manifested as lively, confident and good at communication. In the process of foreign language teaching, it will be brave to explore and seek new trends, organize more rich classroom language activities, and the language expression is relatively more fluent. Introverted personality is often manifested as not good at communication and not good at expressing their own ideas. Therefore, compared with introverted personality, teachers with extroverted personality are more suitable for primary school English teaching, and their professional development level will be higher.

3.2 Cognitive style

Generally speaking, cognitive styles can be divided into two types: "independent" and "dependent". People with independent characteristics are accustomed to using internal reference to make judgments on objective things, and are less susceptible to external factors. They can distinguish parts from the whole. People with dependent characteristics tend to use external forces to process relevant information, and are good at recognizing things, viewing and dealing with problems from the macro and overall levels. These two types of cognitive styles have their own strengths and weaknesses. According to the existing research results, the relationship between the professional development of primary school English teachers and these two types of cognitive styles determines the design of teaching objectives and the nature of teaching tasks, which can have an important impact on the professional development of primary school English teachers.

4. Feasible path of primary school English teachers' professional development

4.1 Always adhering to the students' main position to create a learning environment

An important prerequisite for effectively improving the quality of primary school English teaching is to make teachers realize that students are the real subject of education. Teachers should constantly decentralize their "rights" and properly learn to "slack off". First of all, the master of the classroom is returned to the students. On the basis of ensuring the students' basic knowledge learning, the students are given sufficient autonomous learning time, so that the students can learn to learn and think independently. Secondly, establish a good teacher-student relationship, increase effective communication time between teachers and students, establish good communication channels, listen to students' real demands, and constantly improve classroom teaching methods according to students' requirements. Finally, it is to establish a good learning atmosphere. Around the idea that students are the main body of teaching, teachers should use the incentive teaching method, regularly recognize and encourage

students, and let students learn to learn and praise each other, so as to establish a positive, harmonious and win-win learning environment.

4.2 Focusing on enhancing the teaching level of teachers to enhance the concept of education

Although the content of primary school English is simple and easy to learn, as the basis of students' English learning, the teaching methods and professional requirements should be more stringent, because the most important thing in this stage of learning is not the basic knowledge of English, but the establishment of good learning habits and learning methods. Therefore, teachers should constantly improve their professional level, flexibly use the convenience brought by information technology, constantly follow up and learn new teaching concepts, deeply understand the teaching requirements of the new curriculum reform, increase the frequency of communication with other teachers, optimize their own teaching concepts, use innovative teaching methods, cultivate students to form good English learning habits, comprehensively improve students' comprehensive literacy, and lay a solid foundation for future learning. In addition, we must also pay attention to the establishment of a modern student view, pay attention to understanding the inner world of students, especially for those students with deviant behavior, but also from their psychology, correct their learning attitude.

4.3 Thoroughly implementing the requirements of the new curriculum reform to innovate the feasible path of teaching mode

Interest is the best teacher for learning. Teachers should abandon the single teaching method, deeply study the requirements of the new curriculum reform, and flexibly use innovative teaching methods, such as situational teaching method, flipped classroom teaching method, discovery teaching method, discussion teaching method and so on. In the specific classroom teaching process, firstly, it should learn more educational magazines or books, collect relevant educational information, pay attention to the dynamics of teaching reform, pay attention to the reflection and practice of our own educational behavior, solve new problems in teaching reform, and improve teaching quality. The second is to seriously participate in lectures and evaluation activities, through mutual lectures, optimize classroom teaching strategies, improve teaching level, and at the same time, summarize and accumulate data in different forms such as reflection and cases, and complete their own English research. The third is to fully understand the spirit of the new curriculum standard, and use it to guide teaching, grasp and use teaching materials, select and use teaching reference books, compile teaching plans, select and use teaching methods, stimulate students' learning hobbies, guide students' learning, teach students in accordance with their aptitude, implement target teaching, organize classroom teaching, teaching testing, production and use. The ability to improve the teaching level.

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