

A Brief Analysis of Primary School English Learning Interests Cultivate

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Abstract: The teaching process mainly focuses on the educational process of cultivating students' self-confidence and good learning habits. In the implementation of teaching, teachers need to combine the actual situation and use good cooperative learning methods to let students master the basic knowledge of English listening, speaking, reading and writing skills. In this process, students need to give full play to their own innovation ability, thinking ability and imagination ability, so that they can have a strong interest in English learning and regard English learning as a pleasure. For students, primary school English is an important stage for them to enter the English system. Therefore, when teaching English for primary school students, teachers should use various lively teaching methods to create a relaxed, democratic and harmonious learning atmosphere, which can build an open English teaching atmosphere and start students' learning independently. The article will briefly analyze the current situation of English teaching in primary schools, and find ways to cultivate their learning interests, so as to help English teachers quickly make students like English, and achieve the purpose of actively learning English.

Keywords: Primary School; English Teaching ;Interest Cultivation

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1. Introduction

It is clearly pointed out in educational psychology that when teaching can arouse students' interest in learning, students can fully concentrate in the process of learning and give full play to their perceptual thinking ability and imagination, which can not only enable students to acquire more knowledge and skills, but also firmly master them, so as to improve students' thirst for knowledge and stimulate students' will to overcome learning difficulties. Therefore, primary school students should take their interest in learning English as an important part. To a large extent, the level of students' English language ability depends on their interest in English learning. In addition, the English Curriculum Standards also emphasize the need to focus on the true emotions of each student, which can quickly promote students to build a sense of achievement and self-confidence in English learning, meanwhile enable students to maximize their comprehensive language application ability. Therefore, teachers should focus on cultivating students' lasting interest in learning English in the teaching process.

2. Current Situation of English Teaching in Primary Schools

2.1 Educational resources

In the process of education and teaching, educational resources are also called "economic conditions for education". It mainly refers to some human resources, material resources and financial resources that need to be occupied, utilized and consumed. Among them, human resources mainly refer to the educators and educatees. Material resources are some fixed assets and consumables of the school.

2.2 Teacher education methods and strategies

First of all, the subject of curriculum teaching has not yet been clarified. English teaching is different from basic courses such

as mathematics and Chinese. Learners not only need to master basic knowledge, but also need to gradually improve their listening and speaking skills. In the early stage, the basic knowledge curriculum is often very weak, and many teachers do not realize the real subject value in classroom teaching and unconsciously integrate themselves into the main role in the teaching process. Most students are passively exposed to knowledge points, teachers rarely give students time to practice and reflect independently, so that students do not have insufficient understanding of English and have a high interest in learning. In addition, teachers pay too much attention to basic teaching. In normal classrooms, teachers and students cannot form benign communication and interaction, so that students' English teaching lacks the significance of language ontology teaching.

Secondly, the teaching methods are monotonous and unattractive. The survey shows that in the existing primary school English classes, teachers' teaching methods are very monotonous. The school English class is particularly aimed at weak basic knowledge, in addition, the classroom time is tight and the teaching tasks are heavy. Teachers are also adopt the method of exam-oriented education. As a result, the teaching atmosphere is very dull and rigid, and the students passively accept the intensive knowledge points, or they cannot be deeply digested and absorbed due to the teacher's class time.

Finally, the implementation of the new curriculum reform requirements is too formal. With the deepening of the new round of education curriculum reform, schools and various professional fields need to carry out teaching reform at different stages. However, most teachers cannot effectively grasp the connotation of the new curriculum reform in the actual teaching process, they blindly follow the trend for the sake of new teaching requirements. The overexpression of learning content is very serious. For example, in order to pursue the richness of classroom teaching content, teachers put more complex knowledge points resulting in learners unable to identify the main points of the classroom; the teaching atmosphere of the classroom should be activated according to requirements, but the teacher lacks effective management and supervision of students while giving students time to discuss, they cannot effectively discuss in the classroom, which is actually no meaning of communicating. So it has not achieved a good promotion effect. On the contrary, the problems will have a considerable impact on students' study and life.

2.3 Students' own problems

In the process of completing primary school English learning, students' interest in English learning will be mainly influenced by their own interest and academic experience. For example, some students are naturally very passionate in a certain aspect, and their personality is relatively introverted, which will have a certain negative impact on some English-related activities they need to participate in. There are also some students who prefer to participate in some mathematics, science and other course activities, but they are very resistant to English, Chinese and other course activities, which will not only limit the development of students' language expression ability, but also indirectly affect the English learning. In addition, some primary school students have a weak ability to evaluate themselves, mainly in terms of self-confidence. This part of students is often accompanied by some emotional experiences such as inferiority and self-abandonment, and it is difficult to learn English which makes them suffer a little setback in English, thus making students deterred from English, or even the psychology of resistance has no interest in English.

3. Ways to cultivate students' interest in learning in primary school English teaching

3.1 Render the classroom atmosphere and ignite students' interest in learning

It is crucial to have a good start for a successful English class. Therefore, before the start of the English class, English teachers must make good use of the three to five minutes before the class and try their best to create a good class atmosphere for the students. Such as let students sing simple English songs along the rhythm, and even recite the passages of each unit in English. In addition, students can also carry out English word guessing activities according to vocabulary memory, guessing English words by watching the movements of the teacher or a classmate. Moreover, students can also follow up, led by teachers or students in turn, so that other students can play relatively simple games such as follow-up reading. In this way, we can not only carry out effective knowledge review for students, but also activate the atmosphere of the English classroom, so as to improve the fun of the English class, promote students to actively participate in the teaching activities. Make English teaching practice more interesting, flexible and authentic.

3.2 Create novel scenarios and mobilize students' interest in learning

The learning content in primary English textbooks is basically simple and short, and the form is relatively simple. When primary school English teachers carry out English design teaching, they must set up a number of suspenseful links according to the specific content of the teaching, to ensure that the content meets the needs of students for "curiosity". For example: What's

this? In this lesson, the teacher can design three boxes of large, medium and small as needed. Each box contains a fruit that the students have learned before, and stacks the two boxes of medium and small into a large box. When the teacher enters the class with the box, he tells the students: Hello, children. Here are some presents for you. Do you like them? In this way, the teacher can well grasp the attention of the students. They should also inform students if they actively participate, they can get corresponding gifts through their efforts. If they have expectations and curiosity about something, they will actively explore it. After the end of each teaching task, teachers need to give students a reward for good performance, teachers can use some sentence patterns in the textbook, such as: "What's this?" "It's..." Let the students make a series of guesses from the inside out, which is equivalent to a game of "peeling onions"

Teachers should maintain vitality and positive motivation in the English classroom. If the teacher can't do it well, then it will result in the English class worthless or meaningless. If we can fully grasp the characteristics and hobbies of primary school students, and then use effective teaching methods, it is not a problem for students to learn English happily. At this time, the child's mastery of spoken English is completely developed and strengthened through reading and speaking, and it creates an opportunity for the child to master the second language. When teachers start teaching, their tone should not be too rigid, but full of ups and downs. Not only that, the teacher's words should also be close to the students and the language is friendly. Only in this way can the primary school students' hearing be full of stimulation, so as to arouse students' attention and adjust students' emotions.

3.3 Application of modern education technology

The widespread use of modern teaching technology has broken through the previous restrictions on classroom space and time. It has the advantages of large information storage, fast conversion speed, keen language expression, good audio-visual effect, etc., and it can effectively integrate students' voice and body, vision and hearing, language and scene information, which also has had a good impact on the development of students' thinking ability. With the rapid development of modern computers, the school has further organically combined education with computer technology, so that multimedia technology and computer can become auxiliary tools for teaching, and replace the traditional monotonous "chalk, blackboard". The lively and colorful multimedia teaching mode optimizes students' thinking. Meanwhile, teachers also demonstrate the scenes in real life as realistically as possible through computers, thus greatly improving students' interest in learning English.

3.4 Use good incentives

For primary school students, motivation is an indispensable part of their educational growth, and it can enable students to have a enterprising psychology and confidence. Therefore, teachers should use some incentive means or measures in real time in the teaching classroom, such as oral incentives, gift incentives, etc.

On the one hand, students can also be encouraged to take the initiative to learn English well. First of all, if primary school students want to learn English, they must quickly break through the language barrier and train students' mechanical vocabulary reading ability, thus laying a solid foundation for mastering English. Secondly, words are one of the main obstacles. Teachers should give students some effective ways to memorize words. At this time, teachers are needed to help students with repeated reinforcement and memory. Thirdly, we must carry out comprehensive training for students' listening, speaking, reading and writing. This step is mainly to pave the way for the use of English in daily life in the future. And in the process, if new teaching methods are used, it can not only arouse students' enthusiasm and initiative in English learning, but also enhance students' interest in English. As long as students have a certain interest in English, they will quickly absorb knowledge like a sponge, so that the students take the initiative to learn English, this kind of learning will not become a burden. On the contrary, it has become a kind of fun for students to learn.

On the other hand, English teachers need to be proficient in using some motivational and evaluation words in English class. German educator Diesterweg once said: "The art of education lies not in teaching skills, but inspiring, awakening, and encouraging." This sentence fully shows that incentive evaluation is very critical for students, which can not only help students participate more actively in classroom activities. For example, If students feel anxious, depressed or afraid when answering questions, the teacher can take a positive and motivating approach: "Please don't be shy!" He said to him when he answered correctly, "Excellent! You are great!" For students who perform better, teachers can encourage them, for students who perform poorly, they also need to give a certain incentive, instead of criticizing or mocking them, and say, "I'm sorry. But I think you can do better next time." Besides, some more casual and relaxed movements can also help students quickly integrate into classroom activities.

4. Conclusion

On the way of learning English knowledge, primary school students' interest is an important basis to promote their progress. Therefore, the most fundamental task of English teachers is to cultivate students' interest in English learning. With the progress of science and technology, teachers can effectively use modern science and technology to quickly improve students' interest. At the same time, they can further improve the efficiency of students' learning through the organic combination of effective teaching methods and modern science and technology. Only when students do not feel tired and boring in the learning process will primary school students become interested in it. At the same time, in the process of English teaching, teachers should also give full play to the leadership role of teachers, encourage students to learn English more actively through good teaching methods, and enhance the interest of primary school students, so as to effectively improve the quality of English teaching in primary schools.

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