

A Probe into the Application of Advance Organizer Strategy in the Introduction of English Classroom Teaching in Primary School

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Abstract: Advance organizer strategy is a learning strategy put forward by psychologist Ausubel, which is mainly used between new and old knowledge. It can build bridges between new and old knowledge and build links between new and old knowledge. Teachers' proper use of advance organizers can help students' thinking transition to more difficult knowledge and content, facilitate students to understand and accept new knowledge, and thus achieve growth and development. In English classroom teaching, it is worthwhile for every educator to think about how teachers should apply the advance organizer strategy to primary school English classroom education and teaching so as to give full play to their advantages and make students have a better thinking transition. In this paper, through the specific application of different pre-organizers in primary school English classroom introduction, the author explores the practice and application of pre-organizer strategies in English teaching.

Keywords: Advance organizer strategy; Primary school English; Classroom introduction

1. Introduction

The core accomplishment of English subject includes language ability, learning ability, thinking quality and cultural awareness^[1], among which language ability includes listening, speaking, reading and writing ability, which makes all-round requirements for students' English learning. For the vast majority of primary school students, English is a second language, which is different from their mother tongue, and there may be obscure phenomena in vocabulary, pronunciation, sentence patterns and so on. Therefore, when primary school students learn English, they will inevitably have a feeling of resistance or fear of difficulties. If teachers can use advance organizers to present wonderful classroom introductions, they can help students overcome their bad emotions and treat English classes with a positive attitude. The advance organizer strategy put forward by psychologist Ausubel is to help students build a bridge between new and old knowledge and find a fixed point on the basis of students' existing knowledge, so as to help students better understand and accept new knowledge. Through different types of advance organizers, this paper explores the specific application of advance organizer strategies in the introduction of primary school English classroom teaching.

2. Concept definition and theoretical basis

2.1 Overview of advance organizer strategy

The pre-organizer strategy is a kind of guiding material presented before the learning task itself. its abstract generalization level is higher than or the same as the learning task, and is related to both the original ideas and the new learning tasks in the students' minds. The way to play its role is to guide students' thinking from the old cognitive structure to the leading organizer who acts as a bridge, provide a fixed point for new knowledge, increase the discernibility of knowledge, and finally settle on new knowledge. to help students better understand, accept and absorb new knowledge^[2]. The advance organizer can make the process of students' acceptance of new knowledge more smoothly and reduce students' thinking blockage or understanding deviation.

2.2 Meaningful acceptance theory

The theory of meaningful acceptance was put forward by psychologist Ausubel. According to the way of learning, Ausubel divides learning into two types: receptive learning and discovery learning, and receptive learning is divided into passive acceptance

and meaningful acceptance. The essence of meaningful acceptance is to establish a non-arbitrary and substantive relationship between the new knowledge represented by symbols and the appropriate knowledge already in the learners' cognitive structure^[3].

3. The value of advance organizers in the introduction of English classroom teaching in primary schools.

3.1 Arouse emotion and stimulate students' motivation for learning

For the vast majority of primary school students, it is difficult to talk and communicate in English. Therefore, primary school students always have feelings of nervousness, fear and fear of difficulties in English learning, which in turn affect the learning effect and efficiency. If teachers can adopt the right form and properly use advance organizers for classroom introduction, it can alleviate students' bad mood to a certain extent, guide primary school students to adopt a positive attitude towards classroom teaching, and stimulate students' enthusiasm for learning, awaken their high emotions, and then encourage them to actively participate in classroom education and teaching, and improve their learning motivation.

3.2 Build bridges and construct students' thinking framework

Before learning new knowledge, students are often strange, vague and do not understand the new knowledge, so it is difficult for students to form the concept of new knowledge in their minds^[4]. The advance organizer can act as a bridge between new and old knowledge, connect old knowledge with new knowledge, help students find fixed points on the basis of existing knowledge and experience, and have preliminary concepts and impressions of new knowledge. then help students to transition their thinking from old knowledge to new knowledge, form an overall thinking framework of new and old knowledge, and help students better understand and accept new knowledge. It also helps students to improve the overall knowledge structure framework.

4. The specific application of the advance organizer strategy in the introduction of English classroom teaching in primary schools.

Under the guidance of the theory of advance organizer of Ausubel, B.Joice et al put forward the basic implementation steps and methods of the teaching strategy of advance organizer on the basis of teaching experiments: 1. Present the advance organizer 2. Present learning tasks and materials 3. Expand and improve the cognitive structure^[5]. According to Ausubel's theory of advance organizer and combined with the above teaching methods, the author explains how to carry out classroom introduction from the perspectives of upper organizer, lower organizer and parallel organizer.

4.1 Use the superior organizer for import

The superior organizer refers to the organizer who plays a leading and generalized role in the abstract generalization level, whose abstract generalization level is higher than the learning task, and can promote the development of students from the overall and macro level.

Classroom introduction through review introduction method

Review introduction method can play the role of a connecting link between the preceding and the following, can help students review and review old knowledge, and then promote students' acceptance of new knowledge as a whole. Teachers can use the form of questions when designing review and introduction, such as designing knowledge points related to old knowledge, guiding and commenting according to students' answers, and helping students review and improve the relevant knowledge system. Review introduction also has other forms, such as: doing exercises. Teachers can choose the form of making questions before classroom introduction, so as to check the students' mastery of the important and difficult knowledge in the last class, so as to teach according to the students' understanding of the knowledge. By recalling the previous knowledge points, we can awaken the existing cognitive schemata and knowledge architecture in the students' minds.

4.2 Use the next organizer for classroom introduction

The next organizer means that the abstract generalization level is lower than the learning task, which can provide support and service to the students' understanding from the micro level, and help the students to understand the material from small to large, from shallow to deep.

Use the vocabulary explanation method for classroom introduction.

English classroom teaching and learning are closely related to students' vocabulary reserve, especially in oral dialogue class, teachers can divide oral English teaching into simple small units. First explain the pronunciation and meaning of important and difficult words, so that students understand and accept vocabulary knowledge, and then introduce oral sentence patterns, from simple

to complex, for English classroom introduction. Vocabulary can be explained in the form of games, such as “big and low voice”, “drumming and passing flowers to say words”, “Chinese-English translation” and so on^[6]. Vocabulary explanation is straight to the topic, concise and clear, which can help primary school students construct the materials they need for oral English learning and help them better understand the knowledge points. For example, when explaining Unit3 “Weather” in the second volume of the fourth grade, the teacher can first explain the meaning of the key word “rainy cold cloudy windy”, first guide the students to master the daily language to express the weather, then teach the sentence patterns, and then guide the students to use the sentence patterns to really understand the sentence structure and usage in the process of making sentences with important and difficult words, so as to improve and consolidate the knowledge structure, so as to make the students accept the knowledge from shallow to deep.

4.3 Use parallel organizers for classroom introduction

Parallel organizer refers to knowledge whose abstract generalization level is similar to that of new knowledge. Parallel organizers can enable learners to perceive and understand knowledge at the same dimensional level.

Using brainstorming for classroom introduction

Brainstorming is a classroom teaching introduction method which is beneficial to cultivate students’ innovative thinking ability and divergent thinking ability. its common practice is that teachers put forward corresponding topics or key words to students. Give students 3-5 minutes to discuss freely, associate, and imagine knowledge and ideas related to a given vocabulary^[7]. And ask the students to say or write down the vocabulary, sentence patterns, grammar and other related knowledge related to the subject words in their minds. When brainstorming is used for classroom introduction, teachers can first present the subject words, ask students to imagine, associate and speak freely, teachers record students’ ideas on the blackboard, and encourage students to look at knowledge from different angles and dimensions, form a framework of thinking structure, so as to encourage and develop students’ divergent thinking, fully mobilize students’ active thinking, and encourage more students to participate in the classroom.

Conclusion:

English classroom teaching in primary school needs to have rich and various forms of introduction. Whether the introduction is wonderful or not affects the teaching progress and classroom quality of the course to a great extent. Classroom introduction is to help students never be familiar with knowledge, so as to form a preliminary understanding and impression of knowledge in their minds. The advance organizer strategy can serve as a bridge and link between the new and the old knowledge. therefore, in the introduction process of primary school English classroom teaching, teachers should consciously use the advance organizer strategy to think about and accumulate the specific teaching methods contained in various advance organizer strategies, and design a variety of ways to conduct classroom introduction, so as to help students mobilize existing knowledge and understand and accept new knowledge on the basis of their knowledge reserve and experience. Better form the cognitive structure and promote its long-term and healthy development.

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