

Practice of Combining Reading and Writing in Middle School English Teaching Based on Deep Learning

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Abstract: As one of the main subjects in junior high school, junior high school English has certain difficulties in learning, thus requiring higher teaching methods from teachers. Compared with primary school English, the difficulty of middle school English has been significantly improved. And as a language discipline, English has high requirements for students' reading and writing abilities. Therefore, when teaching, teachers need to focus on cultivating students' reading and writing abilities. Through the development of English reading and writing combined with teaching, it can greatly improve the teaching quality of students and meet the needs of deep learning. This article will provide some suggestions for the integration of reading and writing in middle school English teaching under deep learning.

Keywords: Deep learning; Middle school English; Combination of reading and writing; Teaching practice

Introduction

In deep learning, there is a high demand for students' learning efficiency. In middle school English, students need to master a large number of words and simultaneously master the reading and writing of words in order to meet the needs of English learning. Through the combination of reading and writing teaching, students' needs for English reading and writing can be well met, so as to improve the teaching quality of students. Therefore, middle school English teachers need to master the teaching method of combining reading and writing to improve English teaching methods and promote students' development.

1. Teaching principles that need to be mastered in the context of combining reading and writing teaching in deep learning

1.1 Setting learning goals requires a certain level of hierarchy

In middle school English learning, it is necessary to establish learning objectives in order to enable students to learn in a planned manner and improve their learning quality. In the formulation of learning objectives, it is necessary to have a certain level, so as to ensure that students can successfully achieve the expected goals, so as to improve students' learning confidence, and improve the quality of students' learning. In the process of formulating teaching objectives that combine reading and writing, a hierarchy should be maintained from easy to difficult, such as first mastering English phonetic symbols, then mastering word spelling, and finally reciting the text. This can reduce the difficulty of English learning, so as to improve the quality of students' learning and meet the needs of students' English learning.

1.2 Teaching activities need to have a certain degree of interactivity

English classes are relatively boring, so the principle of interaction should be followed when carrying out English teaching activities, which can improve students' class participation and improve students' learning quality. Especially in the teaching method of combining reading and writing, students, as the main part of learning and the main personnel of learning, need to participate in learning more in order to ensure the quality of students' learning. Teachers need to interact with students when carrying out the combined teaching of reading and writing. By providing opportunities for students to demonstrate, teachers can exercise students' ability and promote their development.

1.3 Learning evaluation requires continuity

The implementation of learning evaluation can summarize the previous learning content, find out the existing problems in the learning process, and play a role in identifying the gaps and filling in the gaps, which is conducive to the improvement of students' ability. When conducting learning evaluations, it is necessary to persist for a long time in order to play the role of evaluation. Therefore, when teachers carry out reading and writing combined teaching, they need to carry out continuous learning evaluation to improve teaching quality and promote the development of students.

2. The current problems in the combination of reading and writing teaching in middle schools

2.1 The teacher did not grasp the English teaching objectives well

At present, there is a serious problem that middle school English teachers do not have a good grasp of the teaching objectives when carrying out the combination of reading and writing teaching, which leads to the confusion of the teaching plan and is difficult to meet the needs of students' learning and development. The formulation of teaching objectives can enable teaching to be carried out in a planned manner, thereby improving the quality of students' learning. However, at present, most teachers do not pay attention to the establishment of teaching objectives, which greatly affects the improvement of students' learning quality. Moreover, some teachers do not pay attention to the hierarchical nature of learning objectives when setting them, which makes the setting of objectives inconsistent with reality and is not conducive to achieving them. For example, when setting goals, it is necessary to match the ability of students and set different goals for different students. However, most teachers fail to pay attention to the individual differences of students in time. As a result, when setting goals, the needs of all students cannot be met, which is not conducive to the overall improvement of class learning quality. Teachers are unable to grasp the learning objectives, resulting in a decrease in the quality of reading and writing integrated teaching, which is not conducive to students' English learning.

2.2 Poor classroom atmosphere and low student participation in the classroom

In the process of middle school English teaching, students, as the main learners, need to participate in classroom learning. Especially in the combination of reading and writing teaching method, the demand for classroom atmosphere is higher, and students need to participate in classroom learning in order to fully utilize the advantages of this teaching method and meet the learning needs of students. However, in actual teaching, many teachers fail to provide students with reading and writing opportunities in time due to the influence of traditional teaching ideas. As a result, students' participation in class is low and students' ability cannot be exercised, which affects their learning quality. Under the teaching method of combining reading and writing, students need to improve their abilities through continuous reading and writing, resulting in poor reading and writing abilities that cannot meet the learning needs. When teaching, many teachers do not pay attention to the interaction with students and simply carry out didactic teaching, which makes the classroom atmosphere is poor and students' interest in learning is not high, which greatly affects students' learning and is not conducive to the development of students.

2.3 Failure to evaluate teaching in a timely manner

The implementation of teaching evaluation can not only help teachers find out the deficiencies in teaching, but also help students find out the loopholes in learning, so as to achieve a significant improvement in students' learning efficiency. Under the teaching mode of combining reading and writing, the implementation of teaching evaluation can help teachers determine whether this teaching method meets the learning needs of class students, timely improve teachers' teaching methods, and improve teaching quality. However, in the actual teaching, many teachers focus on the explanation of knowledge and fail to evaluate the past teaching results in a timely manner, which makes it impossible for teachers to find out the deficiencies in teaching in a timely manner, which is not conducive to the improvement of teachers' teaching level and students' learning quality. Some teachers, when conducting teaching evaluations, do not follow the principle of continuity, do not conduct evaluations in a timely manner, or have evaluation intervals that are too long, making it difficult to identify teaching deficiencies in a timely manner, thus losing the role of teaching evaluation and hindering the cultivation of students' learning abilities.

3. Specific measures for combining reading and writing in middle school English teaching based on deep learning

3.1 Timely setting of semester teaching objectives

In deep learning, when teachers implement a combination of reading and writing teaching method, they first need to establish

reasonable teaching objectives to make plans for future teaching and ensure the smooth progress of teaching. In the formulation of teaching objectives, it is necessary to have a certain level of learning objectives in different periods according to the time. In the formulation of teaching objectives, it is necessary to have a certain level of learning objectives in different periods according to the time. In the second half of the first year of junior high school, it is necessary to gradually increase the difficulty of learning. Develop hierarchical learning objectives by increasing the difficulty level. It is also necessary to set learning goals based on the individual situation of students in the class. For example, students with strong reading ability but weak writing ability need to increase the intensity of writing training, while students with strong writing ability and weak reading ability need to increase the intensity of reading training. Through the establishment of hierarchical teaching objectives, teachers' teaching can be carried out according to a certain plan, which is conducive to the improvement of teachers' teaching quality.

3.2 Conduct interactive teaching to create a good classroom atmosphere

The implementation of interactive teaching mode can better improve the teaching quality of combining reading and writing teaching methods, and meet the learning needs of students. Especially under the new curriculum system, the classroom initiative should be returned to students, which requires teachers to pay attention to the interaction with students in teaching, provide students with opportunities to show themselves in time, so as to realize the improvement of students' learning ability.

3.3 Adding teaching evaluation links to improve teaching quality

The establishment of teaching evaluation link can play the role of checking the omissions and filling the gaps, thus improving the quality of teachers' teaching. In previous teaching, many teachers did not pay timely attention to the importance of teaching evaluation, resulting in some problems that could not be detected in a timely manner and affecting students' learning. This requires teachers to pay attention to the importance of teaching evaluation, carry out teaching evaluation in time, find out problems, solve them in time, and improve their own teaching level. When formulating the teaching evaluation process, it is necessary to follow the principle of continuity and establish a reasonable time interval, such as conducting teaching evaluations once a week, month, semester, or year to identify problems that occurred in the previous stage of teaching and make timely adjustments. For example, when it is found that the established teaching objectives cannot meet the learning needs of students, they should be modified according to the actual situation, so as to improve the teaching quality of individuals and promote the development of students.

Conclusion

From the above, it can be seen that there are still some problems in the process of combining reading and writing teaching in middle school English, resulting in poor teaching effectiveness and inability to meet the needs of deep learning. This requires teachers to grasp the teaching principles that should be followed in the combination of reading and writing teaching, timely discover the problems in the teaching process, and make changes. By setting teaching objectives, implementing interactive teaching, and adding teaching evaluation links, the quality of reading and writing integrated teaching can be improved, thereby improving students' learning quality and meeting their development needs.

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