

Application and Practical Countermeasures of English Game Teaching Method in Primary School Under “the New Curriculum Standard”

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With the continuous renewal of educational concepts and exploration of teaching methods, game teaching method, as a teaching method with active atmosphere and stimulating students' interests, has attracted more and more attention from teachers and students. This paper aims to explore the practical countermeasures of game teaching method in primary school English teaching under the new curriculum standards, in order to promote students' active participation and effective learning in English learning, and then improve the teaching effect.

Keywords: new curriculum standard, primary school English, game teaching method, application practice

Introduction

With the rapid development of society and the deepening of education reform, English education in primary schools has been widely concerned and valued as an important link in cultivating students' intercultural communication ability and global competitiveness. The new curriculum standards put forward higher requirements for primary school English teaching, requiring students to cultivate their language ability, communicative ability, and learning strategies, so that they can flexibly use English for practical communication. As an innovative teaching method, the game teaching method has gradually attracted people's wide attention. It combines learning and entertainment in the form of games by creating situations, simulating practice and interactive cooperation, stimulating students' interest in learning and active participation, and improving learning results. This paper introduces the requirements and objectives of the new curriculum standards for primary school English teaching, discusses the importance and advantages of game teaching in primary school English teaching, and aims to provide certain references for education researchers and education administrators, and promote the reform and innovation of primary school English education.

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The Teaching Requirements and Objectives of Primary School English Under “the New Curriculum Standard”

The Teaching Requirements

With the development of the times and the trend of globalization, English, as an important tool and subject for international communication, plays an important role in the teaching of primary schools. The new curriculum standard puts forward a series of requirements for primary school English teaching, aiming at cultivating students' language application ability, communicative ability, and learning strategy, so that they can flexibly use English for practical communication. Specifically, the new curriculum standards put forward the following requirements for primary school English teaching:

The cultivation of language application ability. The new curriculum standards require students to have certain basic English listening, speaking, reading, and writing abilities, and to be able to use the English they have learned to communicate in real life. Teachers need to cultivate students' language expression ability and understanding ability through effective teaching means and methods.

The cultivation of communicative competence. The new curriculum standards focus on cultivating students' communicative ability, so that they can use English for simple communication and communication. Teachers should pay attention to cultivating students' listening and speaking ability, so that they can accurately understand the meaning of others and be able to express their ideas and opinions in simple language.

The cultivation of learning strategies. The new curriculum standards encourage students to take the initiative to participate in English learning, and develop their learning strategies and independent learning ability. Teachers should guide students to master some effective learning methods and skills to improve their learning effect and interest.

The Teaching Objectives

Under the new curriculum standard, the goal of primary school English teaching is to cultivate students' comprehensive English ability, so that they can use English to communicate in real life, and lay a solid foundation for further learning and application of English. Specifically, the objectives of primary school English teaching under the new curriculum include the following aspects: training students' listening comprehension ability, training students' understanding of English pronunciation, intonation, and basic vocabulary through listening training and selection of listening materials, so that they can understand simple English conversations and information. Teachers can improve students' oral expression ability through oral training and oral communication activities, and cultivate students' oral expression ability, so that they can use simple language to communicate in daily life, including greetings, introducing themselves, describing things, etc. Teachers can cultivate students' reading ability, understanding of English vocabulary, sentence patterns and text structure through reading training, and then they can read simple English articles and stories and obtain relevant information. Teachers can improve and cultivate students' writing ability, through writing training and assignment, so that they can write simple sentences, paragraphs, and short passages in simple language to express their ideas and opinions. Teachers also can cultivate and stimulate students' learning interests and strategies through a variety of teaching activities and learning resources, and stimulate students' interest in English learning, so that they can actively participate in learning and continuously improve their English level.

The Importance and Advantages of Game Teaching Method in Primary School English Teaching

An Overview of Game Teaching Method

Game teaching method is an innovative teaching method, which introduces various game elements and activities in the teaching process to stimulate students' learning interest and active participation. In primary school English teaching, the game teaching method can create situations, simulation practice, and interactive cooperation in the way of entertaining, providing a relaxed and pleasant learning environment to promote the development of students' language application ability and communicative ability.

The Value and Function of Game Teaching Method

Game teaching method has the following values and functions in primary school English teaching: To stimulate interest in learning, game teaching method can stimulate students' interest in English learning by combining learning with entertainment. In the process of the game, students can actively participate in the way of role playing, teamwork, etc., so as to improve the initiative and enthusiasm of learning. Creating situations and providing practical opportunities, game teaching can create real situations for students to learn in language practice. Through activities such as simulating daily life scenes, role playing, and situational communication, students can apply what they have learned in practice and improve their language skills and communication skills. To promote cooperation and exchange, the game teaching method emphasizes cooperation and exchange among students. During the game, students need to collaborate, exchange ideas, and solve problems together. Through interaction with peers, students are able to improve their sense of cooperation and team spirit, and develop their cooperation and social skills. The game teaching method provides a variety of learning methods and teaching resources. Teachers can create rich and diverse learning experiences through game design, game boards, cards, and multimedia teaching aids, and provide personalized learning paths and teaching resources to meet the learning needs of different students.

The Influence of Game Teaching Method on Students' Learning Motivation and Learning Effect

Game teaching method has a positive impact on students' learning motivation and learning effect: To improve learning motivation, game teaching method can stimulate students' learning interest and motivation. The fun and challenge of games make students more willing to participate in learning, and through the competition and reward mechanism in the game, students' learning motivation and enthusiasm are enhanced. To improve the learning effect, the game teaching method can improve the learning effect of students. Through the interactive and contextualized learning environment of games, it is easier for students to understand and master the knowledge and skills they have learned. In addition, the game teaching method emphasizes students' active participation and practice, which can help students better consolidate and apply their English knowledge. The game teaching method can cultivate students' comprehensive ability. In the process of the game, students not only need to use English for language expression, but also need to operate, think, and solve problems, teamwork, etc., so as to comprehensively develop their cognitive ability, creativity, communication skills, and problem-solving skills.

The Practical Countermeasures of Game Teaching Method in Primary School English Teaching Under "the New Curriculum Standard"

The Principles and Strategies of Game Design

When applying game teaching method to primary school English teaching under the new curriculum standards, teachers can consider the following game design principles and strategies:

The correspondence between games and learning goals. To make sure that the game design is aligned with the course objectives, matching the game content with the learning content to help students achieve the course objectives. Teachers can make students achieve the expected learning effect in games by setting game tasks, goals, and reward mechanisms.

Challenge and moderation of the game. The game should be challenging to a certain extent, which can stimulate students' learning motivation and enthusiasm, but it should also ensure the moderation of the game to avoid causing excessive pressure and difficulties to students. Teachers can flexibly adjust the difficulty and challenge level of the game according to students' learning level and interests.

Interaction and cooperation in the game. Games should emphasize interaction and cooperation between students. Teachers can design some team games or cooperative activities to encourage communication and cooperation among students and improve students' social skills and teamwork spirit.

The Game Selection and Match With the Textbook

When choosing a game, teachers need to match the material to ensure that the game contributes to the objectives and content of the lesson. Teachers can consider the following points: the relationship between games and teaching content, choosing games related to teaching content, which can help students better understand and apply the English knowledge. For example, in order to learn the content of verb tense, you can choose the corresponding verb tense practice game. For the variety and richness of games, you can choose different types and forms of games to meet the learning needs and interests of different students. For example, speaking games, reading games, listening games, etc., can be selected to provide a diverse learning experience. According to the learning level and characteristics of students, teachers choose adaptable games, so that every student can participate in the game and get the opportunity to learn. Teachers also can choose easy games or challenging games according to different levels of students.

Game Implementation and Evaluation

During the implementation of the game, teachers need to pay attention to the following aspects: Rules and guidance of the game: Before the game starts, teachers should clearly introduce the rules and objectives of the game, and provide necessary guidance and demonstration, to ensure that students understand the requirements and ways to participate in the game in order to maximize the teaching effect of the game. Students participate and interact. Teachers should encourage students to actively participate in games and provide opportunities for students to communicate and cooperate with each other. Teachers can act as facilitators and supervisors of the game, ensuring that students can learn and interact effectively in the game. After the game, teachers should guide students to reflect and summarize the game. Let students review the process and results of the game, think about their learning gains and shortcomings, and extract lessons and experiences to promote students' learning introspection and improvement.

Case Study: A Practical Case of Primary School English Teaching Based on Game Teaching Method

Case: Word adventure game.

Goal: To help students memorize and master new words.

Implementation steps:

Teacher preparation: The teacher prepared a set of carefully designed word cards in advance, each card written with an English word and corresponding vivid picture. These words are newly learned, but relate to what students have learned before in order to better integrate into the course content.

Group competition: The teacher divides the students into four groups, with about four to five students in each group. Each team has a cool team name, such as “brave lion”, “smart monkey”, etc., to increase students’ participation.

Rules of the game: The game is divided into two stages. In the first phase, one representative from each group stood in front of the classroom, facing a large screen or blackboard. The teacher will show a picture of a word card, and other group members will need to explain the word in English and guess to the representative. If the representative guesses correctly, the team gets one point. In the second phase, students would switch representatives to continue the game, so that every student in each group had a chance to participate.

Increasing difficulty: As the game progresses, the teacher will gradually increase the difficulty of the game, such as increasing the complexity of English sentences in the second round, or adding some challenging words to encourage students to keep learning and improving.

Reward and summary: At the end of the game, the teacher will announce the scores of each group and give the winning group a small prize, such as a small star sticker or an English study notebook. She then works with the students to review the words that appear in the game and consolidate the students’ memories of those words.

Practical results: Through this practical case of primary school English teaching based on game teaching method, the teacher found that students’ learning enthusiasm was significantly improved. Students integrate the process of learning English into the game, and no longer feel boring. At the same time, through group work, students actively interact with classmates and improve their oral expression and listening comprehension. Under the stimulation of the game, the students are more active in memorizing and mastering new words, and have a greater interest in English learning.

Empirical Research and Evaluation

The students were randomly divided into experimental group and control group. The experimental group used the game teaching method, while the control group used the traditional teaching method. The effect of the game teaching method was evaluated by comparing the performance and motivation of the two groups of students. This study used questionnaires, academic performance records and observation to obtain information about students’ academic performance, learning motivation, and learning attitude. By comparing the experimental group and the control group, the influence of game teaching method on students’ academic performance was evaluated. It can be assessed by classwork, test scores, etc.

The collected data are processed and analyzed by statistical analysis software. Data analysis includes the following: comparison of academic performance, comparison of academic performance between the experimental group and the control group, and analysis of differences between the two groups. Through the statistical analysis of the questionnaire survey data, the English learning motivation level of the experimental group was higher than that of the control group. The average score of the experimental group was higher than that of the control group. The evaluation of learning effect, through observation records and qualitative analysis of students’ performance, shows that the game teaching method has a certain impact on students’ learning process. According to the participation, performance, and interaction of students, it shows that the game teaching method has promoted the learning effect of students.

In the results discussion and evaluation, the experimental group’s academic performance is obviously better than that of the control group, and the conclusion is drawn that the game teaching method has a positive effect on the academic performance. Students show higher motivation and enthusiasm in learning under the game

teaching method, and the conclusion is drawn that the game teaching method can improve students' learning motivation. After comprehensive discussion and evaluation of the results of empirical research, teachers can adjust and improve the application of game teaching methods accordingly, so as to further improve the teaching quality and students' learning outcomes.

Conclusion

To sum up, the application of game teaching method in primary school English teaching under the new curriculum standards is of great significance. Through reasonable design of game activities, matching with textbooks, paying attention to implementation and evaluation, teachers can stimulate students' learning enthusiasm, improve learning effect, and cultivate students' comprehensive ability. Future research can further explore the application field and effect evaluation of game teaching method, so as to provide more useful thinking and practical experience for the improvement of primary school English education.

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