

The Research on the Present Situation and Countermeasures of Primary School English Teaching Design Under “the New Curriculum Standard”

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Under the background of the new curriculum standard, new requirements are put forward for primary school English teaching, which requires teachers to attach great importance to teaching design. It guides students to participate actively, and realizes the collaborative cultivation of knowledge, ability, and quality in this process. This paper tries to start with the current situation of English teaching design in primary schools, and makes a detailed analysis of the existing problems such as unclear goals, insufficient consideration of needs, and lack of elaborate teaching design. Then, combining with the requirements of the new curriculum standards, effective measures are taken to optimize it, so as to improve the quality of English teaching in primary schools and enable students to achieve comprehensive development.

Keywords: new curriculum standard, primary school English, teaching design, current situation, countermeasures

Introduction

In the *Compulsory Education English Curriculum Standards (2022 Edition)*, it is clearly proposed the integration of five different dimensions: the moral, cognitive, physical, social, and aesthetic, strengthening cultural self-confidence, promoting personality development and other complex education requirements. In addition, after teachers deeply grasp the value of English curriculum education, they should infiltrate the goal of education into the core quality training of English curriculum and daily classroom teaching, so that students can form the core quality of the subject and develop in a better direction after learning and participating. However, based on the actual situation, it is found that there are still many problems in English teaching in primary schools, such as teaching design does not consider students' learning situation and needs, and teaching activities cannot realize the cultivation of students' core literacy. Constructive improvement measures should be put forward around these problems to improve the level and quality of English teaching in primary schools.

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The Analysis of the Current Situation of English Teaching Design in Primary Schools Under the Background of “the New Curriculum Standard”

Under the background of the new curriculum standard, teachers carry out the design of primary school English teaching, and the following problems are revealed:

The Teaching Goal Is Not Clear Enough

The overall goal of English curriculum in basic education stage is to cultivate students' comprehensive language application ability, but teachers set the goal of primary school English teaching to understand and master basic English knowledge content, and on this basis develop students' English language expression and relevant knowledge application ability. Although it can meet the requirements of cultivating students' language application ability as a whole, it is not enough in the aspects of language skills, emotional attitudes, learning strategies, and other qualities. It is necessary to optimize and perfect it according to the overall goal of primary school English teaching under the new curriculum standard.

Lack of Understanding of Learning Needs

Only after accurately understanding students' learning needs can teachers choose appropriate content and methods that students can easily accept to carry out English teaching, mobilize students' learning initiative, and cultivate students' abilities in all aspects in the process. However, the actual situation is that teachers carry out primary school English teaching design without in-depth understanding of students' English learning status and actual learning needs, and students' enthusiasm for participating in the subsequent English classroom teaching activities will be reduced, which is not conducive to the improvement of teaching efficiency and quality.

Lack of Careful Design in Teaching

In order to attract students to take the initiative to participate in classroom teaching and realize the all-round training of students in the process, it is necessary to carefully design and organize teaching activities. However, in practice, the teaching design before class, during class, and after class is not enough; especially in the aspects of stimulating students' interest before class, guiding students to think and explore in class, and developing and exercising students' ability after class, it is necessary to closely link them together for joint thinking and organization design.

Neglect of the Cultivation of Core Quality in the Teaching

In the teaching process, teachers pay less attention to the cultivation of students' core quality of English subject, only focusing on the cultivation of students' oral English expression ability, ignoring the quality of thinking, cultural awareness, and other core quality goals. In the primary school English teaching classroom, teachers set incomplete teaching objectives, take explicit language knowledge and oral expression learning as the basic task, and neglect the infiltration training of students' thinking quality and cultural awareness in teaching and the application of students in real life, which is not conducive to the improvement of students' comprehensive English ability. It neglects the cultivation of students' English core qualities in listening, speaking, and reading.

Lack of Application of Modern Teaching Technology

The application of modern educational technology to primary school English teaching can not only enhance students' learning initiative, but also help students better understand. The reality is that the use of modern educational tools is not enough; especially when it comes to guiding students to think deeply and explore discussions, these tools are not enough to help improve the quality of teaching.

Neglect of the Study After Class

As the new curriculum standard puts forward new requirements for primary school English teaching, the teaching design should also pay great attention to the after-school linkage. Especially in the aspects of extending and expanding students' vision, cultivating and developing students' quality and ability, teachers have not been optimized according to relevant requirements, and the final effect of English teaching will be greatly reduced.

Discussion on Effective Countermeasures of Primary School English Teaching Design Under the Background of "New Curriculum Standards"

Set Clear English Teaching Objectives

Starting from the nature of primary school English curriculum under the new curriculum standard, this paper probes into the English teaching objectives. It can be found that the teaching tasks of primary school English courses in the basic education stage are to stimulate and cultivate students' interest in English learning, develop good learning habits and form effective learning strategies, develop students' independent learning and cooperative exploration spirit, guide students to master certain English listening, speaking, reading, and writing skills, train students' observation and imagination ability, and improve their own quality cultivation. After the effective grasp of these contents, the goal of primary school English teaching design can be clarified, and the implementation can start from the three dimensions of English knowledge, subject ability, and cultural quality. In terms of English knowledge, students can learn more basic English knowledge through primary school English teaching, such as learning more new words, understanding and mastering grammar content. In terms of subject ability, English teaching activities are organized and designed to allow students to learn independently, think deeply, explore and cooperate, and practice in the process of participation. In this process, students' comprehensive subject ability is cultivated and developed, including reading ability, expression ability, analysis and problem solving ability, etc. In terms of cultural quality, it is to guide students to effectively grasp the cultural differences between China and the West through primary school English course learning, and form a correct value attitude and constantly improve their own cultural quality through in-depth understanding and analysis and exploration. Taking the text "We Love Animals" as an example, teachers usually formulate clear teaching objectives after comprehensively understanding the content of the text, so as to provide scientific guidance for the design and effective implementation of classroom teaching. In practice, teachers will understand that the learning theme of the unit is animals, and set teaching objectives from the level of knowledge, ability, and quality according to the requirements of the new curriculum standards. The knowledge goal is determined to master various English words of animals, such as "Panda" and "Monkey", through unit knowledge learning. After setting the ability goal as the unit content, students can use "What's this/that?—It's a..." to express and understand the core sentence patterns. The quality goal is to understand all kinds of animals, and to cultivate students' consciousness of loving animals and protecting animals.

Consider Students' Learning Needs

The basic idea of the new curriculum is to face all students and respect individual differences, and to realize the all-round training of students in highlighting the students' main body and advocating experience and participation. Extending it to the English teaching design in primary schools, teachers are required to understand the English learning status and substantive needs of students after clarifying the course teaching objectives, and

then integrate the information into the English teaching design. In this way, the subsequent teaching can attract students to actively participate in it, and students can also obtain personalized growth and development after learning. In practice, teachers can effectively understand the basic situation of students' English learning in primary school by organizing examinations and holding symposiums, and effectively grasp students' demands for interest and practicality in English learning. After these contents are integrated into the primary school English teaching design, students' active participation in learning will also be significantly enhanced. For example, in the text "Do You Like Pears?" before teaching, the teacher first finds out the basic level of students' English through classroom tests. Then, starting from stimulating students' interest in English learning, the teacher goes deep into the student group. Through active communication with students, the teacher can grasp the needs of students such as learning English in fun and communicating with classmates. In the follow-up English teaching design of primary school, teachers can attract students' attention and stimulate students' interest in English learning with the help of fruit objects and visual images. For the content of teaching grammar, teachers can also let students carry out dialogue expression and group practice in a cooperative way, which can not only overcome the psychological barrier of students afraid to speak English, but also enhance the initiative of students to participate in English learning. Finally, in order to ensure that the English teaching design fits the reality of students and meets the learning needs of students, the effect of enhancing students' interest in English learning and promoting the smooth achievement of English teaching objectives is achieved.

Carefully Design the Classroom Activities

Under the background of the new curriculum standard, English teaching in primary schools should meet the requirements of cultivating students' comprehensive language application ability. Therefore, we should attach great importance to the design of classroom teaching activities, and realize the effective cultivation of students' English reading and expression ability through classroom English teaching while attracting students' active participation. During the implementation, teachers should carefully organize and design the three links before class, during class, and after class, so that students can effectively grasp the teaching content and effectively cultivate their own subject ability through systematic teaching and guidance. Before class, teachers usually focus on the main knowledge content of the textbook, introduce the teaching content in a lively and interesting way, and attract students' attention and fierce discussion. In class, a series of learning and exploration activities will be designed according to the requirements of teaching ability training goals, such as reading texts, cooperation and communication, and analyzing problems, so that students can have more opportunities for independent learning and cooperative exploration, and deepen their understanding and firm grasp of the main knowledge content of classroom teaching. After class, teachers will organize some extracurricular activities according to students' learning conditions, such as realistic experience and reading articles on relevant topics, so that students can realize thinking extension and ability cultivation in participating in learning. Taking the text "How Much Is It?" for example, when designing teaching activities, teachers can divide classroom teaching into three parts: before class, during class, and after class. Through careful design and scientific organization of each part, the three parts can be closely linked, so that students can firmly grasp the teaching content after learning. Before class, teachers can use the common shopping scene in daily life to let students know that the teaching theme of this unit is to buy something and ask the price, and then guide students to recall and discuss around this theme. After fully stimulating students' interest in learning unit content, a series of activities can be designed in the

teaching part of the class, such as letting students try to read the text dialogue content by themselves, asking questions for students to communicate and discuss, and simulating scenes for students to conduct inquiry and dialogue in role playing. After students participate in the teaching, they can also effectively master the content of unit teaching knowledge, and realize the effective cultivation of students' English reading, understanding, expression, cooperation, and other comprehensive abilities. Finally, after class, some shopping activities are designed to fit the actual life, so that students can better grasp and use the English knowledge content in class in the scenario simulation and real experience, and guide students to summarize effective English learning methods and strategies, so as to provide powerful guidance for students' future study.

Accurately Grasp the Teaching Resources in Teaching Materials to Cultivate Students' Core Literacy

The dialogue texts, backgrounds, and illustrations in the textbooks contain rich tacit cultural knowledge, which are all resources for dialogue teaching, which can enrich and expand the dialogue effect and provide students with opportunities for expression and communication. Teachers should fully explore the dialogue resources in the textbooks to promote the improvement of students' oral expression ability and cultural awareness. Teachers should design the question chain in dialogue teaching, help students extract and process information, etc., and help students build a logical support for dialogue through the design of question chain. By digging deep into the content of the dialogue text, teachers encourage students to evaluate the phenomena in the dialogue, guide students to analyze and look at problems from multiple angles, and promote the development of students' thinking. For example, teachers guide students to make personal travel plans from various perspectives, such as scenic spots, cultural sites, and food, and introduce them in an organized way. With different perspectives, the content and situation of dialogue are also different, and students' dialogue content and thinking have been expanded. Developing students' thinking quality is conducive to students having clear logical thinking when expressing, which is of great importance to improve students' oral English expression ability and cultivate students' core quality.

Integrate a Variety of Teaching Methods

Under the background of "the new curriculum standard", some suggestions are also put forward for the design of English teaching in primary schools, such as paying attention to students' emotions, creating a relaxed and harmonious teaching atmosphere, advocating task-based teaching approaches, cultivating students' comprehensive language application ability, and using modern educational technology to broaden the channels for students to learn and use English. This also suggests that when designing primary school English teaching, teachers should start from the perspective of students and fully mobilize students' subjective learning initiative by adopting diversified teaching methods around teaching content, so that students can firmly grasp the teaching content and effectively cultivate their own comprehensive ability and quality of subjects. Taking the text "What Are You Doing?" for example, in the course of teaching design, teachers can start from enhancing students' interest in English learning and improving students' enthusiasm to participate in class activities, and carry out effective application of various teaching methods. During the implementation, the teacher should first have a comprehensive understanding of the daily activities, entertainment, and other contents described in the unit, and then show them visually with the help of multimedia means during teaching. While attracting students' attention, the teacher should guide students to have a fierce discussion and express their own opinions on the contents of daily entertainment activities, and the whole process can also form a good classroom teaching atmosphere. At

the same time, it is also possible to link the setting questions with the group cooperative teaching method, and set a series of questions around the unit teaching content, such as the usual favorite entertainment activities. What are the main features of this activity? How do you feel about participating in these activities? Allowing students to think, explore, and practice with questions cannot only facilitate the smooth development of teaching activities, but also effectively cultivate and exercise students' comprehensive English subject ability. In addition, teachers can also make use of modern information technology to create interesting courseware, and even create real activity situations to guide students to participate in and experience, so that students can have excellent English learning experience, and the quality of actual English teaching can also be improved.

Expand Students' Horizons

Only through classroom teaching to develop students' English language knowledge, language skills, emotional attitude, cultural awareness, etc., it cannot achieve the ideal effect. It is also necessary for teachers to attach great importance to the assignment of homework in the design of primary school English teaching. By making good use of this content, students' thinking horizon can be extended and expanded, and students' emotional attitude and cultural literacy can be effectively cultivated. In practice, when designing after-school English homework, teachers should not only stop at the assignment on paper, but also connect English reading, life experience, cultural understanding, and artistic creation, so as to make the forms of students' after-school English homework more diversified, and effectively achieve the course teaching objectives such as subject ability and emotional attitude while enhancing students' activeness in completing homework. Taking "My Holiday" as an example, when designing primary school English teaching based on the knowledge content of this unit, teachers should not only consider making students understand important holiday related activities in China through classroom teaching, but also extend and expand holiday activities with the help of extracurricular homework assignment, such as starting from the perspective of cultural differences between China and the West. Let students know about the most representative Chinese and Western important festivals such as Spring Festival and Christmas. At the same time, a series of extra-curricular activities were organized, such as reading relevant English articles, painting design of themed activities, and debating the cultural differences between Chinese and Western festivals. Encourage and support students to actively participate in these activities, so that students can broaden their own vision; after learning more about Chinese and Western cultures, it also helps students correct values and behaviors and effectively improve their own cultural literacy, and ultimately lead students to develop in a better direction

Conclusion

In order to carry out the design of primary school English teaching under "the new curriculum standard", teachers should first follow the new requirements for primary school English curriculum and set up the general teaching goal of cultivating students' comprehensive ability of using English language. Then from the two angles of classroom teaching and students' learning, the classroom teaching activities and students' classroom learning are carefully organized and scientifically arranged. By strengthening the connection between pre-class, in-class, and after-class teaching, effectively utilizing modern teaching technology, strengthening students' English practice experience, and paying attention to the diversified design of homework, we can attract students to actively participate in designing English teaching activities and promote their comprehensive growth and development.

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