

Research on the Connection between College English Teaching Mode and Middle School English Teaching under the Double Reduction Policy

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Abstract: With the continuous innovation of educational thoughts and the continuous development of educational undertakings, China's educational policies are constantly improving. In order to reduce the burden of primary and secondary school students, the state has introduced a “double reduction” policy, which is a major change for China's education industry. The policy of “double reduction” requires teachers not only to achieve the basic educational goals and ensure the quality of education, but also to seek positive improvement measures to reduce the pressure on students and create efficient learning classrooms. Bilingual teaching is an important means to cultivate international talents, and specialized English teaching plays an important role in bilingual teaching. In bilingual teaching, it is found that there is a general incompatibility between students' professional English ability and the needs of bilingual teaching. The main reasons are that the professional English teaching system and teaching content are unreasonable and students' learning motivation is insufficient. Establish an all-round new teaching system combining course teaching with practice teaching, so as to promote bilingual teaching to a higher level with the benign interaction of promoting learning.

1. Introduction

English occupies a large proportion in China's education system, among which high school English and College English are compulsory courses in schools. The teaching modes of senior high school English and College English are different. In the process of College English teaching, students have a strong sense of autonomy, and the role of teachers in the classroom will gradually weaken [1]. China's Ministry of education once proposed to combine all stages of English education and formulate a unified teaching plan [2]. However, due to various reasons, there is still a certain gap between middle school English and English in China. How to deal with the transition and connection between them is very important for both teachers and students. In many years of English teaching practice, many students find it difficult to adapt to English Teaching for a long time after entering the University [3]. On the one hand, in high school, students feel that their grammar is very proficient and they don't need to learn any more; On the other hand, in the face of the sudden increase in the number, students feel the limitation of vocabulary and can not complete the teachers' teaching tasks quickly and accurately. They understand college English learning as simply reciting vocabulary, ignore the accumulation of knowledge in other aspects, and bury hidden dangers for English learning in the future [4].

One of the purposes of professional English education is to lay the foundation for bilingual teaching, which is embodied in the fact that some students in teaching and research universities have to understand bilingual teaching in the third and fourth grades. The Ministry of Education issued a document in 2007 to encourage bilingual teaching in colleges and universities [5]. However, according to the general results of investigating the practical ability of professional English that students have mastered in bilingual teaching, it can be said that students haven't made a smooth transition from college English teaching with the goal of improving English level to bilingual teaching with English as the medium to learn professional content [6]. Therefore, it is

necessary to improve students' professional English ability to meet the requirements of bilingual teaching, which needs to be paid attention to. At the same time, in recent years, the foreign language community has been advocating the use of all-English teaching mode in English teaching. They think that if we continue to use mother tongue teaching in English class, it will inevitably affect the effect of students' learning English, but there are many infeasibilities in the whole English teaching process [7]. There is no good connection between English teaching and bilingual teaching in colleges and universities. Therefore, in order to improve students' language organization ability and enhance the innovative consciousness of young people in colleges and universities, we should actively publicize bilingual teaching and build a good English context atmosphere on campus.

2. The Connotation and Impact of the “Double Reduction” Policy

2.1 The Connotation of the “Double Reduction” Policy

The key object of the “double reduction” policy is the students in the stage of compulsory education, and its connotation has two levels. First of all, we should reduce students' homework, which not only refers to the amount of homework, but also their daily homework time. Figure 1 shows the connotation of the “double reduction” policy.

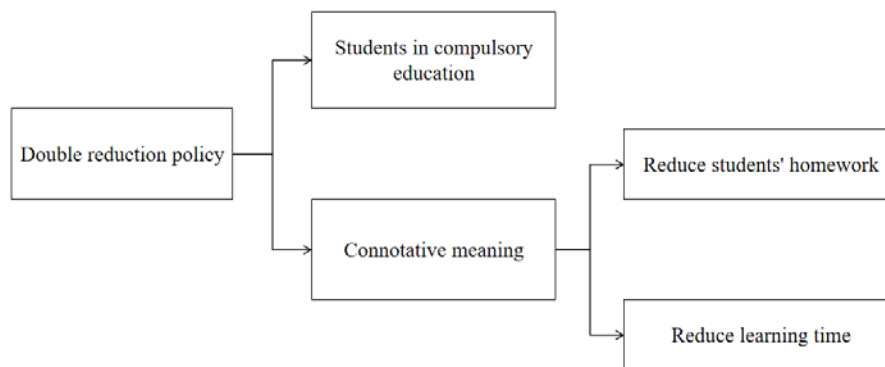


Fig.1 The Connotation of the “Double Reduction” Policy

As students in the stage of compulsory education are in a critical period of physical and psychological development, the heavy burden of homework after class has a great impact on their healthy growth, so the “double reduction” is implemented, that is, teachers should reasonably arrange homework, but parents should not be allowed to make correction and inspection. Secondly, while “double reduction”, it also includes alleviating the learning burden of students in extracurricular activities. Figure 2 shows the teacher level measures of the double reduction policy.

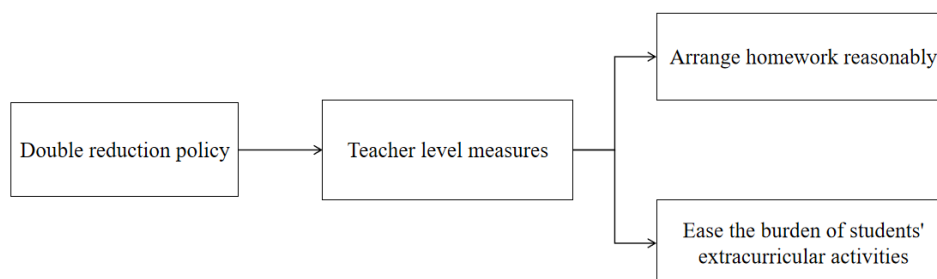


Fig.2 Measures At the Teacher Level of the Double Reduction Policy

At present, there are a large number of extra-curricular remedial classes in the stage of compulsory education in China, which often makes students' holidays and holidays more nervous, so that their after-school life becomes more nervous. In recent years, most compulsory education students have heavy homework and often do homework late at night [8]. At the same time, parents have arranged too many remedial classes for their children, which has greatly compressed their

leisure and entertainment and made them lack of fun in the process of growing up. Make use of after-school time to provide extra-curricular guidance to students, so as to promote them, make them resist learning and affect their long-term development. The regulation of “double reduction” is to let students concentrate on learning and classroom, which can not only improve students' learning efficiency, but also reduce the pressure after class. “Double reduction” should first change the educational concept. The teacher's responsibility is not to recite the contents of the textbook again and again without making any mistakes, so that they can become a person without creativity and ability. We should stimulate students' learning enthusiasm as much as possible, let them experience the “process” of learning, timely and appropriately create a whole conducive to students' thinking activities, and truly realize “reducing burden and increasing efficiency”. Therefore, the implementation of “double reduction” should not only reduce the burden of students, but also strengthen classroom teaching and reduce students' Extracurricular tutoring.

2.2 The Impact of the “Double Reduction” Policy

The implementation of “double reduction” will inevitably lead to some problems in the early stage of implementation. However, for more than 20 years, the social fact of this vicious circle is: primary and secondary school students carry heavy schoolbags and rush back and forth in different tutoring places; Part of the students are tired of learning because of pulling out the seedlings; Some college students lack proper physical exercise, their physical and mental development is not perfect, and their living ability is poor; Some students will search for questions from teachers or the Internet during their study, thus forming bad habits such as laziness, lack of thinking, lack of innovation and taking shortcuts. After the promulgation and implementation of the “double reduction” policy, people have thought about the relevant courses, contents, structure and personnel of the nine-year compulsory education, but there is little relationship between “double reduction” and college English teaching. At the same time, after “double reduction”, students' time and energy in extracurricular homework will be greatly reduced, which can ensure that students have certain free activities in their spare time, thus improving their reading and knowledge. Reading after class is an effective way to improve English thinking, understand English culture, improve cultural quality and overall quality. At the same time, the “double reduction” policy has played a very good role in promoting English teaching, and improved the classroom teaching effect [9]. First of all, the workload of students is reduced, and the contents and tasks to be included in after-school homework are scientifically and reasonably arranged in English teaching, so that students can be fully digested and absorbed in the usual teaching. Teachers change the original teaching methods, adopt more active and efficient teaching methods and organize classroom activities to improve the teaching effect and ensure the students' learning effect. Secondly, for students, the implementation of “double reduction” can alleviate the tension of students' body and mind, increase leisure and leisure activities after class to a certain extent, and help students get enough rest and self-regulation after heavy class, thus ensuring that they can play their role better in normal classroom teaching. This has great significance and influence on the whole English learning and development.

3. College English Teaching and Middle School English under the Double Deduction Policy

3.1 The Current Situation of College English Teaching and Middle School English Teaching

The reform of middle school English teaching began several years ago. With the emergence of new curriculum standards, new teaching methods such as “Task-based”, “communicative” and so on. However, in the current situation of college entrance examination and further study, most middle school English teaching is still exam oriented education with the goal of college entrance examination and further study, while ignoring the comprehensive application of English. In English teaching, most schools still use the traditional teaching methods; In classroom teaching, teachers play the role of commentators, while students cooperate in the classroom.. In teaching, teachers mainly use English teaching, emphasizing grammar teaching, vocabulary expansion, and the cultivation of language and listening. The role of English teachers has gradually developed from the

leading and commentator at the beginning to the manager, organizer and guide of the school. In universities, teachers focus on guidance, teach less, pay attention to classroom participation and cultivate the awareness of autonomous learning. English teaching pays more attention to students' autonomy. Teachers only act as a guide, and students' main work is to do it by themselves [10]. At the same time, in the University, the teaching time of English is also greatly reduced, so teachers should complete their homework in a certain time and teach some knowledge such as words and grammar in class. Most of the courses have to be done by themselves in the classroom, which is a completely opposite educational method to middle school education. When high school students get rid of the pressure and enter the University, they will find that the concept of English education is more advanced than before. In terms of teaching content, they pay attention to the autonomy and application of English. While consolidating the basic knowledge of English, they also encourage students to improve their English level through autonomous learning. Therefore, in terms of teaching content, teaching methods and teaching objectives, there are great differences between College English and senior high school English teaching. If the teaching connection cannot be carried out correctly, it will be difficult for students to quickly change their learning methods after entering English, which will affect the quality and efficiency of teaching.

3.2 The Connection Strategy of College English Teaching and Middle School English Teaching

The effective connection between college English and middle school English should start with the contents of textbooks, and college English teachers should grasp the teaching contents of middle school English to a certain extent, so as to organically combine the teaching contents of high school English with those of college English. In the first-year English teaching, students haven't fully adapted to the rhythm and methods of college teaching. Teachers' appropriate addition of senior high school English knowledge can help students find a sense of familiarity, actively introduce college English learning strategies and methods, guide students to change their learning concepts, become familiar with new learning strategies, master new learning characteristics, and improve their autonomous learning ability. In class, college English teachers should make use of new teaching methods such as advanced massive open online course and micro-class, and adopt new teaching concepts such as "Flip Classroom" to fully mobilize students' classroom and spare time. College English teachers should pay attention to the convergence of teaching methods, so that students can master the learning style matching with college English teaching as soon as possible, give full play to teachers' guiding role, and help students develop good study habits. In addition, in college English teaching, the focus of teaching is to cultivate students' language use ability, so teachers should actively innovate teaching methods and use situational teaching and group cooperative inquiry to promote students' language output ability and unity and cooperation ability. The use of this kind of teaching method can arouse students' learning enthusiasm, which is conducive to students' integration into the university learning environment as soon as possible and their mastery of college English learning methods. Teaching evaluation in senior high school mainly tests students' learning achievements and learning status through examinations, while in college English learning, because the teaching objectives are different from those in senior high school, the evaluation method is mainly CET-4 and CET-6, and its purpose is to improve students' comprehensive English application ability. Therefore, college teachers should pay attention to students' daily teaching evaluation, and test students' learning situation through group work, so that students can feel a certain degree of learning pressure and turn it into learning motivation.

4. Conclusions

The "double reduction" policy requires students to reduce the burden of extracurricular homework and extracurricular training in the stage of compulsory education, which has a certain impact on English Teaching in junior middle school. In order to better improve teaching quality and efficiency and help students learn English better, teachers should actively master and understand the relevant requirements of the "double reduction" policy, and better seek the docking strategy

between College English teaching and middle school English Teaching under the “double reduction” policy, so as to improve the efficiency of English classroom by changing traditional teaching methods, arranging homework scientifically and reasonably and expanding extracurricular knowledge for students, Ensure that English teaching can be carried out smoothly and efficiently under the “double reduction” policy, so as to better cultivate students' English quality and English ability. Effective teaching connection in teaching content, teaching methods and evaluation methods is conducive to students to adapt to the rhythm of college teaching as soon as possible, master autonomous learning methods suitable for College English teaching, and improve learning efficiency. University teachers should help students understand the differences between the two stages of teaching when students enter the University, promote students to change their learning attitude as soon as possible, and improve their comprehensive English ability through college English teaching. Therefore, College English teachers should actively participate in the research of middle school English teaching, do the relevant connection work, and complete the task of College English teaching with a clear aim.

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