

新课改背景下的初中英语教学现状及改善策略

牛沛文

黄冈师范学院 湖北黄冈 438000

摘要:在初中英语课堂教学中,新课改强调坚持以生为本,致力于师生共同合作交流,转变师生角色,在教师带领下促进学生的各项素质能力高水平发展,为后续深入学习和发展夯实基础。但实际上,由于部分教师对新课改理念的理解程度不一,在实际教学中渗透程度不足,不仅影响到英语教学质量提升,还会制约学生的学习能力与核心素养发展。本文就新课改下的初中英语教学现状展开分析,在剖析其原因所在基础上,提出合理化建议优化改进,致力于提升初中英语教学质量,为后续教学和研究提供有效参考。

关键词:初中英语;新课改;核心素养;学习目标

The current situation and improvement strategy of junior middle school English teaching under the background of the new curriculum reform

Peiwen Niu

Huanggang Normal University, Huanggang City, Huanggang, Hubei, 438000

Abstract: In junior high school English classroom teaching, the new curriculum reform emphasizes adhering to the student-oriented, committed to the cooperation and communication between teachers and students, changing the roles of teachers and students, promoting the high-level development of students' qualities and abilities under the leadership of teachers, laying a solid foundation for the subsequent in-depth learning and development. However, in fact, some teachers have different degrees of understanding of the new curriculum reform concept and lack of penetration in actual teaching, which will not only affect the improvement of English teaching quality, but also restrict the development of students' learning ability and core literacy. This paper analyzes the current situation of junior high school English teaching under the new curriculum reform, and on the basis of analyzing its reasons, puts forward reasonable suggestions to optimize and improve, and is committed to improving the quality of junior high school English teaching, so as to provide effective reference for subsequent teaching and research.

Keywords: junior high school English; new curriculum reform; core literacy; learning objectives

英语是一门语文学科,新课程背景下逐渐从以往的知识本位朝着能力为本位方向过渡,在关注学生的英语知识学习同时,更要关注学生的各项能力培养。对此,应积极推动初中英语教学改革,致力于满足不同学生个体的学习需求,助力学生英语核心素养以及初中英语教学更高层次发展。

作者简介:牛沛文,2000年1月出生,男,汉族,山西吕梁人,本科生,研究方向:初等教育(外语),从事英语教学方面的研究等等。

1 初中英语教学现状分析

1.1 学生层次

很多初中生的英语学习基础薄弱,学习习惯较差,未能保持足够的学习兴趣。如,在初中英语教学中,部分地区的英语教材是从26个英文字母开始,或是学习一些简单的“Good morning、Hello、Goodbye”,或是“What's your name?”“How are you?”“How old are you?”诸如此类简单的问候语^[1]。但有的学生已经掌握,有的学生并未掌握,按照统一层次教学,将拉大学生之间的差距^[2~4]。

1.2 教师层次

(1) 教学方法不合理。如,应用情境教学法时,部分初中英语教师创设的课堂教学情境并不符合情境认知理论,课堂和生活的联系不紧密,学生的学习兴趣下降^[5]。如,讲解关于“Why do you like pandas?”时,讲解其中的主要句型,包括“They’re from the South Africa.”“Where are lions from?”等。教师可以介绍自身在非洲旅行时的所见所感,帮助学生深层次理解Africa词汇含义,创设情境“Have you ever been to Africa?”但多数学生都表达了“No.”这一偏离学生实际生活,自然也难以激发学生的学习兴趣^[6]。

(2) 评价机制不合理。在实际教学中,教师主要是采用积极评价,但积极评价针对性和实效性不强,普遍是“That’s right, Good job”简单的评价方式,激励效应发挥不充分。如,讲解“What time do you go to school?”内容时,讲述Jones每日都很早到学校,但周二的一天早上却迟到了,在这一情境中,提问学生:“When does Tom usually get up?”错误的语言表述“He usually get up at half past six.”教师缺少延迟评价指导学生发现错误,而是单一的评价“You’re wrong, This sentence you should use gets.”令学生感到极度的挫败感,后续学习兴趣逐渐弱化,影响初中英语课堂教学质量^[7-8]。

2 新课改背景下初中英语教学改革措施

2.1 优化教学结构,培养学生的英语学习兴趣

英语学习需要记忆的内容较多,可以按照拼音学习步骤一样,先学习语音,然后掌握英语发音规律,加深英语单词记忆。如,look、see、watch等词汇^[9]。教师应该注重教学结构转变,摒弃传统填鸭式教学模式。如,讲解《My school days》内容时,围绕这一主题描述学生在校的一天。然后小组讨论分析,有的学生说“I get up at six every morning, then I wash my face and brush my teeth. There are four hours of classes every morning. After two classes in the afternoon, we can go home from school. Then we clean the classroom. I went home at about 5:30. We had dinner at seven o’clock. After dinner, I did my homework.”也可以通过提问来引发学生学习兴趣,如,《The road to modern English》时,教师便可基于课文主题提出问题“Would you mind sparing something with us that you know about English?”引发学生讨论,交流自身的英语知识,焕发英语学习兴趣。

2.2 选择合理的教学方法,提升教师专业能力

(1) 合理运用情境教学法。新课改背景下,结合实际教学需要和学情有效运用情境教学法,致力于创设有助

于激发学生学习兴趣的情境。如,讲解英语过去时内容,可以联系实际生活和图片创设情境。

T: Everyone just spent a very happy holiday, right?

Ss: Yes!

T: What did you do during the holiday?

Ss: travel! Stay at home! read three books!....

T: OK, guys, before you tell me your experience during the holiday, I want to tell you mine. Do you want to listen?

Ss: Of course, teacher!

T: I went to Beijing with my family. We went there by plane. We visited the Forbidden City. It was so amazing. I was shocked by its brilliance....

Ss: Wow!

T: It is beautiful, right? But Did you listen to me carefully? When I detailed my experience, what tense did I use?

T: Is it the present tense?

Ss: No

T: What did you find from the sentence?

Ss: I find some strange words in these sentences. For example, went, visited and was.

T: Great! you are so clever. These words are connected with today’s new grammar. The past tense....

(2) 引入合作学习法。如,课堂上要求写下party相关词汇,准备一张纸,每人一次写下一个词汇然后小组内传递,写不出来就画圈。然后在词汇基础上围绕话题“How are you going to organize a party?”小组内思考分析,每人写一句话在小组内传递。I will choose a place in the open air./I have to send out invitations a week before the party. / Everybody has to wear a mask in the party...学习一段时间后,将纸张上的句子整合与评价,最后在课堂上汇报。

教师也可以布置小组角色扮演任务,用英文交流互动,如:“A: Hello, B, can you come to my party this Saturday? B: I’d love to, but I may not be able to because I haven’t finished my homework yet. A: That’s a shame. If you have time, do come. A: Hello, C, do you have time to come to my party? This Saturday. C: I’d really like to, but I might not be able to. I’ve had a headache for days. I’m going to the doctor one of these days. A: I’m sorry. I hope you can recover soon.”

3 结论

综上所述,新课程改革理念对新时期的初中英语教学提出了多层次的要求,教学观念转变的同时,教学方

式也随之变化,这就需要教师积极践行新课改理念到实处,分析现有初中英语教学中的问题,多角度优化改进,在传授知识的同时,促进学生英语核心素养发展。

参考文献:

- [1]高凤琴.浅谈新时期环境下初中英语教学现状以及改进措施[J].学周刊,2015(26):202.
- [2]刘明容.西藏初中英语教学现状及优化路径探析——思维导图在英语教学中的应用[J].西藏科技,2020(03):35-36+58.
- [3]纪历,普月.西藏地区初中英语教学现状形成原因及改进措施[J].教育教学论坛,2020(05):334-335.
- [4]马海山.基于新课改下的农村初中英语教学现状及策略研究[J].中学生英语,2020(04):152.
- [5]范晓珺.新课程背景下初中英语教学现状与改进策略[J].英语画刊(高级版),2019(24):80.
- [6]贾雨濛,胡心雨,王亚媛.农村地区初中英语教学现状调查之见解——基于豫、闽、滇、黔四省[J].记者观察,2018(33):90-91.
- [7]谢昌成.农村初中英语教学现状分析及应对措施

探讨[J].文理导航(上旬),2018(07):58.

[8]马福新.陇南地区初中英语教学现状及出路——生态模式视角[J].考试周刊,2018(17):101-102.

[9]李孟端,王菲.初中英语教学现状及对策研究——基于儋州市的个案研究[J].海外英语,2017(19):83-85.

[10]Flexner, S.B..The Random House Dictionary of the English Language(2ed.) New York: Random House Inc 1987 p.622

[11]Murray, L.A.H Bradley, H.Craigie W.A Onions C.T. The Oxford English Dictionary(Volume 2ed.). Oxford University Press 1989 p.80.

[12]TJ Shuell Teaching and Learning in a classroom context.DC Berliner et al Handbook of Educational Psychology. Simon & Schuster Macmillan 1996,7,39

[13]JScheerens Effective Schooling Cassel 1992, 40-44

[14]Kyriacou C. Effective teaching in school. England: Basil Blackwell Ltd, 1986 Perrott, E. Effective teaching: practice guide to improving your teaching. London: [38] Longman