

The Innovative Thinking of Junior High School English Teaching Methods

Yue Sun

Caofeidian NO 1 Middle School, Tangshan, Hebei, China

Abstract: *With the continuous promotion of the new curriculum reform process in China, English teaching in junior high schools has become the key content of the curriculum reform. In view of the current situation, relevant junior high school English teachers should carefully analyze the current English teaching methods and continue to reform and innovate. Therefore, this paper will focus on the analysis and summary of the current situation of English teaching environment in junior high schools in China, and further elaborate innovative measures to deal with the reform of English teaching in junior high schools, providing some reference significance.*

Keywords: Junior high school English; Teaching methods; Innovative ideas.

1. INTRODUCTION

Now, with the progress of the new curriculum reform year by year, the English teaching in junior high school has entered a comprehensive new stage, and English teaching has gradually penetrated into our daily life. We know that junior high school is the stage of learning basic English knowledge, but at this stage, many junior high school English teaching models in China still have many problems to be solved, such as the lack of innovative ideas in teaching methods, the lack of new teaching models and other phenomena. Next, this paper will mainly analyze the current situation of junior high school English teaching environment in China, and then put forward relevant effective junior high school English teaching reform measures.

2. CURRENT SITUATION OF ENGLISH TEACHING ENVIRONMENT IN JUNIOR HIGH SCHOOL

There are still many problems in the current English teaching environment in junior middle schools in China. First of all, in junior middle schools, because English is a second language, many students feel difficult to learn in the process of learning, especially some male students, generally lack or even lose interest and enthusiasm in English learning in junior middle schools. Secondly, the relevant junior high school English teachers only blindly teach unilaterally in the process of teaching, and lack the corresponding effective teaching means and methods, which can not effectively integrate students into the learning atmosphere of the junior high school English class, thus reducing the learning interest and passion of junior high school students. Over time, some junior high school students may give up learning English. It can be seen that it is essential to explore and innovate English teaching methods in junior high school.

3. HOW TO CARRY OUT INNOVATIVE REFORM IN JUNIOR HIGH SCHOOL ENGLISH TEACHING

3.1 Strengthen the study of English phonetic symbols

The primary measure of the innovation and reform of junior high school English teaching is to strengthen the study of English phonetic symbols. The most important and basic part of junior high school English teaching is the study of English phonetic symbols. The study of phonetic symbols is related to the efficiency of students' memory of words and the accuracy of spelling words. For example, in junior high school English textbooks, the word "environment" has a long length, but its pronunciation time is relatively short, especially when en pronounces [In], v iron pronounces ['varnish], and ment is a fixed pronunciation [mnt]. The three scales are connected to form the whole pronunciation of the word, and stress is the key to distinguish the word. Whether there is stress has a huge impact on the spelling of the word, Relevant junior high school English teachers should pay attention to the teaching of phonetic symbols and improve the spelling ability of junior high school students.

3.2 Study simpler ways to remember words

Volume 4 Issue 3, 2024

www.centuryscipub.com

The second important measure of the innovation and reform of English teaching in junior high school is to study a simpler method of memorizing words to help students memorize words more quickly and improve the efficiency of spelling words. For example, Marathon ['mr] in junior high school English textbooks θ n] (Marathon) This word, which is close to Chinese pronunciation in English pronunciation, is evolved from English translation to help students sort out such words scientifically and quickly memorize them. In addition, the word "family" can be understood as the abbreviation of the initials of each word in the sentence "Father and mother I love you", which can improve junior high school students' relevance thinking in English learning in this way.

3.3 Reforming English classroom teaching

The third important measure of the innovation and reform of junior high school English teaching is to timely reform the English classroom teaching and add some interesting English learning links. At this stage, many junior high school English teaching models are based on teachers' lectures, which are simple and boring. Relevant English teachers need to make timely changes, learn from excellent English classes, and make junior high school English learning become a subject of interest for students. English teachers can regularly integrate some English games into the traditional classroom to achieve the goal of happy learning English, such as using the common drum and flower games to transfer and accumulate words for teaching purposes, selecting items to pass back and forth, and stopping the percussion, take the lead in asking students A to say a text English word at will. When it is passed to the next person, students B will say the words of students A, English words beginning with the last letter shall be spelled accordingly, and so on. This will not only improve students' ability to remember words, but also enhance their passion and interest in English learning.

3.4 Give full play to students' subjective characteristics

The fourth important measure of the innovation and reform of junior high school English teaching is to give full play to the students' subjective characteristics. First of all, we should change the traditional English teaching mode that teachers teach and students learn. This kind of English teaching mode not only lacks good interaction between teachers and students, but also long-term use of this kind of teaching mode will cause students to form a potential inertia, thus affecting students' enthusiasm and autonomy in learning English. Therefore, it is imperative to make timely changes in junior high school English teaching at this stage. For example, junior high school English teachers can divide the whole class into several groups when preparing lessons, and reasonably control the English level of the group members when allocating them. There should be differences. The members of the group should complement each other according to their learning achievements and abilities. At the same time, the English class seats should be reallocated scientifically according to the actual classroom situation, so that all English groups can get together for class. The English teachers only play a simple guiding role in the classroom teaching process. The specific teaching objectives and content should be discussed and completed by the students in the group. After the English teachers show the results in each group, Finally, a general sorting, summary and supplementary summary will be carried out. At the same time, when the specific English class explains the test questions, the English teacher can assign some questions to each group, and the students recommended by the group will explain them in turn, especially for the question types of attributive clauses such as that, which, where, and v-ed, v-ing, v-s/es, which distinguish the tense of sentence voice, Once it is found that the students make the normal mistakes first when explaining, it is necessary to pay high attention to it and carry out the explanation and correction within the whole class in time. Such teaching methods can not only improve students' autonomy in English learning, but also help students form a good class atmosphere of mutual assistance.

3.5 Teaching activities that value grammar

The fifth important measure of the innovation and reform of junior high school English teaching is to pay attention to grammar teaching activities. Relevant English teachers need to strengthen the training and exercise of English grammar in grammar teaching, such as subject clauses, attributive clauses and subjunctive mood. Relevant junior high school English teachers must require students to master several types of grammar learning ability, and at the same time add the content exercise of corresponding grammar in daily training to accumulate the amount of passing, Promote students to have a basic understanding and use ability of basic common grammar.

3.6 Effectively use multimedia technology to assist English teaching

The sixth important measure of the innovation and reform of junior high school English teaching is to effectively use multimedia technology to assist English teaching activities. Most junior high school English teaching groups

are 12-15 years old. These students have a strong sense of novelty and curiosity, and love multi-media, computer, network and other high-tech technologies. Relevant junior high school English teachers should combine teaching methods with multimedia scientifically and effectively according to these actual situations to promote the continuous improvement of junior high school English teaching level. In general, we should make full use of the teaching means of multimedia media, constantly enrich the form and content of English teaching, so as to stimulate students' interest in learning English in junior high school. At the present stage, multimedia technology, including computer technology, modern electronic technology and network technology and other comprehensive teaching means and media, reasonable use of English multimedia courseware can not only show new teaching ideas, It can also provide guidance and application value for junior high school English teaching. We know that using multimedia courseware to assist English teaching is a necessary means of junior high school English education, and also the basic demand of junior high school students. For example, in daily teaching, English teachers should select reasonable content to make PPT courseware according to the content of the text and the objectives of the textbook, and make use of the elements of the courseware such as pleasant music, beautiful picture quality, gorgeous articles and dynamic videos to comprehensively consider and unify the binding, design and production, and show the courseware during teaching. This will not only facilitate English teachers' instruction, analysis and teaching, but also effectively guide students' attention, stimulate their interest and make them feel the infinite charm of English learning. In addition, relevant junior high school English teachers should make more use of other means of multimedia technology to establish a unique teaching style in junior high school English teaching, form their own new teaching mode and complete and sound English thinking chain, help students concentrate on English classroom learning, and can also trigger their own exploration and thinking of English teaching, This application has clear guiding value and great practical significance, and is worthy of improvement and promotion.

4. CONCLUSION

According to the above analysis, English teaching in junior high schools has become the key content of curriculum reform in China. In view of the current situation, relevant junior high school English teachers need to carefully analyze the current English teaching methods and continue to reform and innovate. Specifically, it can be improved by strengthening the study of English phonetic symbols, studying more simple ways of memorizing words, giving full play to students' subjective characteristics, paying attention to grammar teaching activities and using multimedia technology to assist English teaching. As long as relevant English teachers study carefully, it will certainly promote the reform and innovation of English teaching methods in junior high school.

REFERENCES

- [1] Liu Lei, Liu Wenduo English Teaching Methods, Tsinghua Press, December 13, 2016.
- [2] Wang Lina Comparison before and after teaching reform for students, People's Education Press, 2016: 13.
- [3] Yu Chunhua. Innovative application of English teaching methods in junior high school [J]. Qinghai Education, 2017 (Z1): 62.
- [4] Li Weina. Analysis of innovative approaches to junior high school English teaching methods [J]. Campus English, 2016 (06): 103.
- [5] Susan Test. Community care for the elderly is a cross - border phenomenon. Beijing: China Society Press, 2012:3.
- [6] F. His book. Social change: On culture and nature [M]. 2016.
- [7] Pawan Goel, Khursheed Muzammil, J Singh. Illness response of rural elderly [J]. African Journal of Medical and Health Sciences, 2014, 13(2).
- [8] Baoji Statistics Bureau. Baoji Statistical Yearbook [J]. Baoji Statistical Press, 2017."
- [9] L.M. Ellram, W.L. Tate and C. Billington: Understanding and Managing the Services Supply Chain, Journal of Supply Chain Management, Vol. 40 (2004) No.3, p.17-32.
- [10] Y. Tian: Research on Supplier Selection in the Construction of Service Supply Chain, System Engineering Theory and Practice, Vol. (2003) No.2, p.13-56.
- [11] X.X. Yan, L.Y. Sun and K.C. Wang: Research on Characteristics and Performance Evaluation of Logistics Service Supply Chain Model, China Mechanical Engineering, Vol. 16 (2005) No. 11, p.969-974.
- [12] A.P. Cui, W. Liu and X. Zhang: LSSC basic theoretical framework, Journal of Shanghai Maritime University, Vol. 29 (2008) No.1, p.1-6.
- [13] W. Li, Z.J. Gao: Logistics Service Supply Chain: Theoretical Framework and Research Paradigm, Business Economics and Management, Vol. (2012) No.4, p.19-25.
- [14] Z.J. Gao, W. Liu and J. Gao: The value co-creation mechanism of logistics service supply chain under service-led logic, China Business and Market, Vol. (2014) No.11, p.71-77.

- [15] S.Z. Gang, Z.Q. Lan: Research on the Supply Chain of Logistics Services——Change of Perspective from Supply to Demand, *Business Economics and Management*, Vol. (2015) No.3, p.14-22.
- [16] Z.J. Gao, Z.W. Ping and S.D. Chen: Research on the Integration of Logistics Service Supply Chain, *China Business and Market*, Vol. 31 (2017) No.10, p.46-54.
- [17] C. Vidal, M. Goetschalckx: Understanding and Managing the Services Supply Chain, *General Information*, Vol. 129 (2001) No.1, p.134-158.
- [18] J. Laffont, D. Martimort: *The Theory of Incentives* (New Jersey: Princeton University Press, America 2002).