

An Analysis of the Construction Approaches of Effective English Class in Junior Middle School Based on the Background of the New Curriculum Reform

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Abstract: *With the deepening reform of the education system and the innovation and optimization of the talent training model, we should pay more attention to junior high school English teaching, adopt targeted strategies to improve the timeliness of curriculum teaching, and then improve students' comprehensive application ability of English and strengthen professional literacy. Based on this, this paper, based on the background of the new curriculum reform, carries out in-depth exploration around the construction of efficient English classes in junior high school, aiming to provide valuable reference for the field of education and teaching. Building an efficient English classroom in junior high school is of great significance for improving students' professional performance and strengthening their comprehensive cultural quality. In order to improve the timeliness of English guest classroom teaching, teachers should adhere to the basic idea of teaching students according to their aptitude, reasonably apply targeted teaching methods according to the collective professional basic level, break through the shackles of traditional teaching models, take students as the main body of the classroom, create a good learning atmosphere, and promote the development of education and teaching.*

Keywords: Education system; Junior English; Timeliness of teaching; Efficient classroom.

1. INTRODUCTION

1. Briefly discuss the basic concepts of efficient English classroom in junior high school

1.1 Internal meaning of efficient classroom

First of all, the core of efficient classroom is to emphasize the timeliness of phased teaching work. Specifically, efficient classroom is to improve classroom efficiency and build a classroom with deep influence on the premise of ensuring the basic purpose of classroom teaching. In essence, efficient classroom is a teaching manifestation and talent training mode based on efficient teaching. With the deepening reform of the educational system, the concept of efficient classroom has become increasingly mature through practice, and has been favored by educators and students, and has been gradually expanded and applied to junior high school English teaching.

1.2 Advantages and values of constructing efficient English classes in junior high schools

Building an efficient English classroom in junior high school can effectively improve the timeliness of English classroom teaching and ensure the maximum teaching effect. The timeliness of classroom teaching means that in the limited time in the classroom, students should grasp as many basic knowledge as possible, expand their horizons, and organize rich and diverse teaching activities, so as to stimulate students' initiative to participate in teaching activities and improve teaching efficiency. The maximization of teaching effect means to strengthen the actual effect of "teaching" and "learning" by building an efficient classroom. Efficient classroom can provide the necessary basis for teachers to organize and carry out teaching activities, and ensure that students master sufficient theoretical knowledge in the context of efficient classroom. In a word, the construction of efficient English classroom in junior high school has dual teaching value and application value.

2. Deeply analyze the defects of the traditional junior middle school English teaching model

In order to fully verify the advantages and values of building an efficient classroom for junior high school English, we should deeply analyze the shortcomings of junior high school English classroom teaching under the traditional teaching mode, and deepen the recognition of the concept of efficient classroom in the field of education and teaching through objective comparison and evaluation.

2.1 The English teaching concept is backward, and the teaching methods are lack of innovation

China has always followed the traditional teaching mode in English teaching, lacking innovation. In the process of English classroom teaching, teachers failed to comply with the basic requirements of the new curriculum reform and innovate teaching methods. Over time, students lack enthusiasm, even have weariness and resistance, and then lose confidence in English learning,

and the professional course performance plummeted. In addition, the concept of English classroom teaching in junior high school is extremely lack of innovation. Failure to fully respect the individual differences of students leads to the difficulty of students with weak foundation or poor acceptance ability to adapt to the progress of the course. Driven by extreme impatience, they cannot objectively and rationally seek learning methods. Instead, they abandon themselves and have the idea of giving up English learning, which also affects the collective performance and classroom efficiency to a certain extent. In view of this, junior high school English teachers should innovate teaching ideas, adopt differentiated teaching, inquiry teaching and other strategies, and effectively improve the efficiency of junior high school English classroom teaching.

2.2 Solidification of classroom teaching content

Textbooks play a very important role in curriculum design. Teachers usually explain the curriculum according to the sections and units of the textbooks. In the classroom teaching, reviewing the units that have been learned, explaining new knowledge and consolidating the knowledge learned in the new course are the general process of the course. The modular characteristics of the course content are very significant. In the course of course design, explanation and practice take up a lot of time. For example, the teacher mainly explains the content of the text in the first two classes, and mainly explains the exercises behind the book in the next two classes. Practice can exist in the way of students' homework. Students usually understand the key points and difficulties of the course by the examples listed by the teacher in the lecture, but ignore the process of practice consolidation, which affects the effect of classroom teaching.

2.3 After-class reflection and summary are not timely

After completing the explanation of each lesson, the teacher should reflect and summarize the teaching of this lesson, and feed back these contents into the teaching plan. The correction of homework is also a part of classroom feedback, but few teachers reflect on the reasons for students' frequent mistakes after correcting homework, as well as the correlation between wrong questions and classroom explanation. For students, after class explanation, they mainly consolidate the content through homework. However, most students did not summarize the contents of the day in time. Similarly, we don't think about the relevance of the content learned that day and the previous content, and whether there are similar mistakes in the exercise.

3 Specific strategies for creating efficient English classes in junior high schools

3.1 Create teaching situation, optimize teaching mode and create efficient classroom

In junior high school English classroom teaching, teachers should reasonably organize the language, set questions with a sense of hierarchy, organize interesting games, or integrate stories with auxiliary teaching significance, use the physical objects seen in daily life, cooperate with multimedia technology to attract students' attention, and make virtual or abstract things more concrete and intuitive, stimulate their interest in teaching activities, create a high-quality classroom atmosphere, and achieve the goal of efficient classroom. In the process of creating simulated teaching situations, teachers should be based on the phased teaching objectives, cater to students' interests and hobbies, and combine the collective professional basic level to ensure the maximum teaching effect.

For example, in the classroom teaching of "What would you like to be?" in the second volume of the seventh grade of Oxford English in junior high school, in order to improve students' English language organization and application ability, teachers can use multimedia technology to display some relevant pictures, which show students' daily life situations, such as painting, fitness, playing the piano, etc. Next, the teacher can play the role of a parent temporarily, simulate the life situation for the students, let the students form a group spontaneously, discuss their interests, and organize the English language to express. After discussion, the team members will select representatives to introduce each member's strengths. By creating this teaching situation, students can be fully involved in teaching activities, stimulate their enthusiasm for learning, and lay a solid foundation for building an efficient classroom.

3.2 Adhere to the concept of teaching students according to their aptitude and adopt differentiated teaching methods

The construction of efficient English classroom in junior high school is closely related to the idea of teaching students according to their aptitude. In the process of junior high school English teaching, teachers should deeply understand students' psychological state, English foundation and interests, and adopt a differentiated teaching mode. Teachers need to know the basic situation of each individual in the class as much as possible to ensure the pertinence and purpose of teaching; Moreover, in the teaching process, we should focus on observing individual differences, tap students' potential abilities, and encourage them to dare to play their advantages and specialties.

Together?" For example, teachers can let students discuss in groups about how to arrange their spare time, and guide students to plan their time reasonably. In the process of advocating group cooperation, teachers can follow the distribution principle of "heterogeneity in the same group, homogeneity in different groups", and let students with excellent English scores give appropriate guidance to students with weak foundation to achieve common progress. Of course, teachers can also implement stratified teaching according to students' professional basis. In the process of classroom discussion, teachers should give special

preferential treatment to students with learning difficulties, stimulate their interest in learning, urge them to overcome their inferiority complex, devote themselves to learning, and constantly improve the performance of professional courses.

3.3 Establish incentive teaching evaluation and enhance students' self-confidence

Efficient English classroom is a dynamic process, whose purpose is to improve students' professional level and strengthen their comprehensive quality. The training of students' learning ability includes the following aspects: logical thinking ability, spatial imagination, language organization and expression ability, and creative creativity. At the same time, this also puts forward higher requirements for the evaluation standard of efficient classroom teaching. When constructing an efficient classroom, teachers should focus on students and adhere to the diversification of evaluation subjects. First of all, teachers should avoid damaging students' self-esteem and enhance their self-confidence by encouraging instead of harsh criticism; Secondly, give students a certain authority to participate in teaching evaluation, combine teacher evaluation, student evaluation and self-evaluation, and more objectively reflect the overall teaching situation; Finally, teachers should grasp the opportunity of evaluation, improve the effectiveness of evaluation, and take this as a benchmark to build a perfect and efficient classroom. For example, in the process of teaching "Family and relationships".

Relevant pictures can be displayed with the help of multimedia technology, and corresponding questions can be set to guide students' thinking. In this process, teachers should seize the opportunity of evaluation to stimulate students' English learning potential. Because many students are weak in English language organization and application, they are afraid of making mistakes and afraid of hands and feet when expressing. For this, teachers is necessary to encourage students to dare to express, give full affirmation and recognition to their expression results, and take the form of incentive evaluation to help students build confidence. A few minutes before the end of the class, the teacher can encourage students to actively express their opinions on improving the class, so that students can place full emotion on the English class and correct their learning attitude.

3.4 Scientific planning of teaching time and content

Scientific arrangement of teaching time and content is an effective way to improve the efficiency of classroom teaching. In different periods of teaching, different teaching tasks are used to design the main content of teaching, so as to achieve the purpose of improving teaching efficiency. For example, when learning Unit 5 of Feeling happy Topic1 You look excited in Grade 8, you can divide the topic into four parts and set different teaching objectives. In the teaching of the first lesson, the goal can be set as that students can accurately grasp the structure of conjunction verb+adjective. At the same time, students should also learn new knowledge points such as meeting language. And in teaching, we should systematically summarize the basic usage of conjunction verbs, one of and none. In teaching, teachers should reasonably allocate classroom time with listening exercises, key words explanation, knowledge point reinforcement and comprehensive inquiry activities as the main content.

In addition, the recording content can be introduced into classroom teaching, key and difficult problems can be explained in detail, students can be guided to follow the recording content after consolidation exercises, and role plays and situational dialogues can be organized to control knowledge points more accurately. Or you can use comprehensive inquiry activities to write a short composition based on the investigation pictures. After careful analysis and revision, the group can select one of the students to report and display to the whole class, so as to promote the sharing and exchange of knowledge. In classroom teaching, pay attention to the comprehensiveness of teaching, keep listening, speaking, reading and writing intact, flexibly set up classroom forms, and reasonably allocate classroom time. In this way, students can effectively improve their English application and comprehensive ability in limited classroom learning, thus ensuring the quality and efficiency of classroom teaching. At the present stage, the content of the teaching material is mostly introduced by listening. Therefore, in the actual teaching, the way of alternating listening, speaking, reading and writing can be adopted to balance the time occupied by different training contents and fully improve the learning efficiency.

4 Conclusion

In short, colleges and universities have a two-way role in promoting and promoting teachers' "teaching" and students' "learning". Teachers should accurately grasp the basic characteristics of efficient classroom, build a good classroom environment by simulating the creation of teaching situations, adopt differentiated teaching and incentive evaluation, and stimulate students' subjective initiative, so that students can fully participate in teaching activities, improve professional performance, and strengthen comprehensive quality.

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