

Research on the Strategies of Using Situational Teaching Method to Improve Primary School Students' Interest in English Learning

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Abstract: With the development of science and technology, the information age of education has been produced, and the teaching based on situational teaching has also been favored by the majority of teachers. The situational teaching method based on stimulating students' emotion plays a very important role in mastering students' language knowledge and improving their language ability, especially in primary school English teaching. This paper aims to discuss how to improve pupils' interest in English learning by using situational teaching method. Interest is the best motivation of learning, especially for primary school students, interest excitation is crucial to improve English learning efficiency and skills, can to a certain extent to mobilize students' classroom participation, situational teaching method as an effective means of teaching, by creating vivid and specific situation in class, make the students learn English knowledge in the situation, exercise oral English expression ability, to enhance the enthusiasm of English learning and self-confidence.

Keywords: Primary School; English Teaching; Situational Teaching.

1. Introduction

In the context of globalization, English, as an important tool of international communication, has its educational value increasingly prominent. As the enlightenment period of English learning, primary school plays a vital role in cultivating students' interest and habits in English learning. However, the traditional English teaching methods often focus on the indoctrination of vocabulary and grammar, and ignore the cultivation of students' language use ability, leading to students' low interest in learning and poor learning effect. Therefore, it is particularly important to explore an English teaching method that can stimulate students' interest in learning and improve their teaching effect. As a teaching method centered on cultivating students' emotion, situational teaching method has been widely concerned and applied in primary school English teaching in recent years. It emphasizes through the creation of close to students' real life, vivid and interesting teaching situation, so that students learn English knowledge in the situation, exercise oral English expression ability, so as to stimulate students' interest and enthusiasm in learning. This teaching method not only conforms to the cognitive characteristics and learning rules of primary school students, but also can effectively improve the quality and effect of English teaching.

2. Overview of the Situational Teaching Approach

Contextual teaching method means that in the teaching process, Teachers, in order to achieve the teaching objectives, Despurposefully introduce or create a vivid teaching scene with image as the main body of a certain color, To arouse the students' certain emotional experience, To help students understand the textbook, And the teaching method of developing the students' psychological function, Its core is to stimulate the students' emotions, To promote their cognitive activities with emotion, Emotion has dynamic, reinforcing,

and regulatory functions on cognitive activity, Positive emotions can promote the development of cognitive activity, Negative affect may hinder cognitive activity, Thus, students can promote their understanding and mastery of knowledge through the interaction of emotion and cognition, To promote the development of students' English core literacy.

3. The Theoretical Basis of Situational Teaching

3.1. Cognitive Learning Theory

Cognitive learning theory is one of the important foundations of situational teaching method. The theory holds that the process of human knowledge acquisition is a complex cognitive activity, including multiple links, including perception, attention, memory, understanding, and problem solving. By creating concrete and vivid situations, situational teaching method helps students to better perceive and understand knowledge and promotes their cognitive development. This teaching method emphasizes students' subjectivity and initiative in the learning process, and encourages students to construct their own knowledge system through independent exploration and practice.

3.2. Constructivism Theory

Constructivism theory is also an important theoretical basis of situational teaching method. According to this theory, learning is a process of active knowledge construction. Students do not passively accept knowledge, but understand and master knowledge through their own experience and thinking. By creating real or simulated situations, the situational teaching method provides students with a learning environment closely linked to the real life, so that students can carry out meaningful learning and construction in this environment. This teaching method helps to cultivate students' innovative thinking and practical ability, and improve their comprehensive quality.

3.3. Theory of the Interaction between Emotion and Cognition

The episodic teaching method also emphasizes the interaction between emotion and cognition. Emotion is an important dynamic factor in the process of students' learning, which can stimulate students' interest and enthusiasm in learning, and promote students' cognitive development. Scene teaching method creates emotional situations, and arouses students' emotional experience and resonance, so that students can learn in a pleasant atmosphere. This teaching method helps to cultivate students' emotional attitudes and values, and improve their learning motivation and self-confidence.

3.4. Linguistic Theory

For language learning, the situational teaching method is also supported by the linguistic theory. Language acquisition theory holds that language learning needs to be carried out in a real context and to master language knowledge and skills through the actual use of language. By simulating the real language communication scenarios, the situational teaching method provides students with rich language practice opportunities and helps them to improve their language use ability in practical application. In addition, the situational teaching method also focuses on cultivating students' intercultural communication ability, so that they can carry out effective language communication in different cultural backgrounds.

4. Characteristics of Pupils' Interest in English Learning

Primary school students (usually refer to the third and fourth grade students) show some unique characteristics in their interest in English learning, which are not only related to their psychological development stage, but also influenced by the learning environment and teaching methods. This paper will analyze the characteristics of the stage of students' English learning, because the age characteristics of interest research has very important significance, it is our one of the important basis of the stage students' education teaching, the content and means of education teaching if against the age characteristics of the development of the general rule, will not achieve good effect.

4.1. Strong Curiosity and a Desire to Explore

The middle school students are in the age of curiosity. They are full of curiosity about unknown things and eager to increase their knowledge through exploration. In the process of English learning, this curiosity is often manifested as a strong interest in new vocabulary, new sentence patterns, new stories and other content. Teachers should make full use of this feature and design creative and interesting teaching activities, such as role playing, story solitaire, etc., to stimulate students' desire for exploration and interest in learning.

4.2. Transition from Intuitive Perception to Abstract Thinking

According to Piaget's cognitive development stage, with the growth of age, the thinking mode of the middle-course primary school students gradually changes from intuitive perception to abstract thinking. In English learning, they are no longer just satisfied with simple word memory and

sentence pattern imitation, but begin to try to understand the cultural connotation and grammar rules behind the language. Therefore, teachers should pay attention to cultivating students' language thinking ability and cross-cultural communication ability when teaching, and help students to better understand and use English through rich context creation and real language practice activities.

4.3. Interest in Learning is Influenced by Many Factors

The learning interest of students in the middle section of primary school is often affected by many factors, including learning motivation, teachers' teaching methods, teaching material content and learning environment. Learning motivation is one of the key factors that affect students' interest in learning. When students realize the importance of English learning, their interest in learning will improve accordingly. At the same time, teachers' teaching methods also have an important impact on students' interest in learning, and the lively, interesting and interactive teaching methods can better attract students' attention more. In addition, the interest and practicality of the textbook content is also one of the important factors affecting students' interest in learning.

4.4. Individual Differences Were Significant

The individual differences in English learning in middle school students are also obvious. Some students may be naturally language-sensitive and learn fast, while others may need more time and help to master English. Therefore, teachers should pay attention to students' personality differences in teaching, adopt the teaching strategy of teaching students according to their aptitude, and provide suitable learning resources and support for students at different levels.

4.5. Willing to Participate and Interact

Primary school middle school students are lively and active, like to participate and interact. In the process of English learning, they are willing to show their learning results and language skills through games, competitions, and cooperation. This participation and interaction not only helps to stimulate students' interest and enthusiasm in learning, but also to cultivate their team spirit and a sense of competition. Therefore, teachers should fully consider this characteristic of students when designing teaching activities, and provide them with more opportunities for participation and interaction.

4.6. Focus on the Sense of Achievement and Self-confidence in Learning

Primary school students began to pay attention to the sense of achievement and self-confidence. When they make progress or are praised in their English learning, they will feel very proud and satisfied, and this positive emotional experience will further stimulate their interest and motivation in learning. Therefore, teachers should give students positive feedback and encouragement in the teaching process, to help them establish confidence in learning and sense of achievement.

5. The Role of Situational Teaching in Primary School English Teaching

5.1. Enhance Learning Interest, Improve Learning Enthusiasm

The situational teaching method, by combining English learning with real life scenes by creating vivid and interesting situations, makes the learning process more interesting and attractive. This teaching method can greatly stimulate students' interest in English learning, and improve their enthusiasm and participation in learning. When students are in a real or simulated situation, they will be more actively involved in learning, so as to achieve better learning results.

5.2. Promote Language Understanding and Memory

The situational teaching method emphasizes the combination of language learning with specific situations, which helps students to better understand the meaning of vocabulary and grammar. By simulating real-life situations, students can feel and understand the use of language in a specific context, so as to deepen their understanding and memory of language. This teaching method helps students to better master the language knowledge and skills, and improve their language use ability.

5.3. Improve the Language Application Ability

Scenario teaching method focuses on students' practical and application ability. In the created situation, students need to use the English knowledge they have learned to communicate and express, which helps them to better use English better in real life. By simulating real language communication scenarios, students can improve their oral expression skills and listening comprehension skills, so as to better adapt to the future learning and work needs.

5.4. Cultivate Cross-cultural Awareness and Communicative Competence

The situational teaching method also focuses on cultivating students' intercultural awareness and communicative ability. In the created situation, students can be exposed to the language expression methods and habits under different cultural backgrounds, so as to understand the differences and characteristics of different cultures. This will help them expand their horizons, enhance their cross-cultural communication skills, and lay a good foundation for future international exchanges.

6. The Strategy of Applying the Situational Teaching Method to the Primary School English Teaching

6.1. Construct the Teaching Situation According to the Teaching Objectives

When teachers create teaching situations, teachers must be based on the content of the teaching material and teaching objectives, so as to avoid the teaching situation and teaching content and teaching objectives. Due to some primary school students have a weak learning ability, lack of learning motivation, often in the classroom, distraction and other situations, in the long run, will have a huge negative impact on primary school students' interest in learning English, learning awareness and learning performance. When teachers

construct teaching situations that are in line with students' physical and mental development and learning needs, students can have a strong desire to participate in class. If teachers can carry out targeted teaching activities at this time, they can strengthen the effect of students' absorbing English knowledge, and then achieve the purpose of improving the energy efficiency of classroom teaching. For example, in the teaching of Shopping, in order to make students skillfully use the core sentence patterns of this lesson, they know how to ask about prices when shopping and how to warmly receive customers as a salesman, for example, "Can I help you?" "How much is/are...?", "Do you like this ...?", "They are too..." Teachers can simulate the supermarket shopping life scene, set up a simulated shop environment, let the students in the familiar scene situation of learning and using English, teachers can play salesman and students interactive teaching activities, then the students can dialogue between this situation, for example, through the form of dialogue, guide the students in the situation repeated oral practice, in the process of feeling knowledge and skills. To this end, teachers can also use objects and props to help students more intuitively understand the vocabulary and sentence meaning and usage, for example in this lesson clothing class vocabulary, teachers can take itself, for example, let the students observe outfit, combined with the color of the learning vocabulary to describe the color of the teacher's clothes, also let the students practice English knowledge each other between the table. When teachers and students build a good communication bridge between them and form a positive communication atmosphere, it will further reduce students' resistance to the class, and then strengthen students' positive initiative in English learning, and improve their oral expression ability and cross-cultural communication consciousness.

6.2. Using Information Technology to Construct Teaching Scenarios

Information technology has become an important auxiliary means of primary school English education and teaching activities. How to give full play to the advantages of information technology and promote the integration of information technology and situational teaching method will have a key impact on the construction quality of English classroom in primary school. Teachers can enrich a variety of teaching modes, so that students can feel the interest brought by multimedia courseware under the influence of multimedia courseware, so as to establish a relatively high learning enthusiasm and strong enthusiasm for English learning. Multimedia courseware mainly uses vivid pictures, video clips and audio materials, etc. Teachers can content and teaching objectives according to the content of the teaching materials, combined with the hardware facilities provided by the school and the Internet to find teaching resources related to this class, and form multimedia courseware to show students. For example, in teaching At the farm, in order to be able to understand What are these / see?/How many ...do you have? These sentence patterns, can say Look at this / se..., They are..., I have... sentence patterns, when teaching animal vocabulary, teachers can show all kinds of animal pictures and video, let the students hear also see the message, then the teacher to play some stories related to the sentence pattern small theater and dialogue recording, can help students accurately grasp the English pronunciation, intonation and rhythm, teachers can encourage students to read or imitate, in

order to improve their pronunciation and oral expression ability. This not only improves the interest of English class, guides students to complete their study in a more relaxed and interesting atmosphere, but also enables students to skillfully use the sentence patterns and patterns learned in this class in class.

6.3. Contact with the Actual Life, Construct the Teaching Situation

A lot of knowledge in primary school English textbooks is closely related to students' daily life. If students can observe the knowledge related to English in their daily life, it will play a positive role in improving the efficiency of classroom teaching and strengthening students' awareness of independent learning. In addition, as a primary school English teacher must realize that through the scene teaching method is beneficial to improve the classroom teaching atmosphere, its main purpose is not simply to let students improve the classroom activity, more key point is to let students truly in real life flexible use knowledge of English and English skills, guide students to learn to show in life, willing to communicate, finally realize the "live with" teaching purpose. Therefore, teachers should design some simple dialogue scenes when constructing classroom teaching scenes, so that students can play dialogue exercises, so as to be associated with students' daily life as far as possible, and create opportunities for students to practice, so as to achieve the teaching concept of "integrating teaching and doing". For example, in the process of developing the How can I get there? A lesson teaching, in order to help students to consolidate learning orientation position, and deep learning and master the words "new, in front of, next to", teachers can play between the group to drill orientation position, thus exercise the students bold ability to speak in the classroom, in the professor and the way, can let the students play ask passers-by and the way dialogue, so that you can make students more profound grasp the core knowledge of this lesson. After completing the above teaching activities, the teacher can also create a lost situation, let the students around the "How can I get there?" Practice the dialogue. This can not only exercise students' oral expression

ability, but also cultivate their imagination and team spirit. In order to use good sentence patterns, to ensure that every student can participate, really get exercise, teachers can also design introducing game elements, such as "quick identify", "word solitaire" game, help students to consolidate and memory vocabulary, in this way, students can learn English in a relaxed and happy atmosphere. Teachers should let every student dare to communicate with others, ask others to ask the way and directions. This can not only enhance students' confidence in English classroom learning, but also cultivate students' bold expression ability, gradually reduce students' resistance to speaking English in class, so as to gradually strengthen students' oral English and English expression ability. In addition to the scene dialogue game form in English classroom teaching, teachers can also show silent animation clips, invite students to understand the animation of different emotional dubbing, or around the teaching content design scene small theater, lead students into the relaxed fun English class, reduce the students' rejection of English class, gradually improve students' learning self-confidence and learning enthusiasm.

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