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Primary School English Teaching Strategy with Information Technology as the Carrier

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Abstract: With the rapid development of information technology, its application in the field of education is increasingly extensive, which has brought new opportunities and challenges for primary school English teaching. This paper aims to explore the primary school English teaching strategy with information technology as the carrier, aiming to improve the quality and efficiency of English teaching in primary schools by making rational use of information technology. This paper first analyzes the characteristics of pupils' thinking and learning, and the advantages of information technology in primary school English teaching, including resource richness, strong interaction, and convenient situation reproduction. These advantages provide a more vivid and intuitive teaching environment for English teaching, and help to stimulate students' interest and enthusiasm in learning. Then, the paper elaborated the primary school English teaching strategy with information technology as the carrier, namely, interest stimulation, new lesson introduction; micro course teaching, focus on the difficult points, create the situation, create atmosphere, enrich resources, expand horizons, store resources, accumulate precipitation. In short, information technology can not only enrich the teaching content, improve the teaching effect, but also stimulate students 'interest in learning and cultivate students' information support. Therefore, combining information technology with primary school English teaching is an effective way to improve the quality of English teaching in primary school.

Keywords: Information Technology; Primary School English; Teaching Strategies.

1. Introduction

At present, the whole society has entered the "Internet +" era, and the penetration rate of information technology to all walks of life is gradually increasing, including school education. Classroom teaching equipped with information technology is highly sought after by front-line teachers because of its interest, diversity, flexibility, innovation and stimulation. Based on this background, this paper starts from the thinking and learning characteristics of primary school students, and explores the primary school English classroom teaching strategy based on information technology.

2. Thinking and Learning Characteristics of Primary School Students

2.1. Sensible Thinking Mainly, with the Image

Primary school students are in the curiosity of age, is given priority to with perceptual thinking, attaches great importance to the image, so appropriate use the specific image in the teaching of intuitive teaching, it also inspired teachers in the design teaching activities, should be more from the concrete, the carrier of the image or style, with students easy to understand as a starting point, avoid excessive abstract knowledge.

English grade three Unit4Where's the bird? The first class story time as an example, the key language knowledge of the book is the orientation preposition in, on, under, if directly "on paper" new words students are difficult to understand such function words, it is easy to confuse them in memory. Therefore, in this class, this paper made a butterfly to fly to the chair, inside the table and under the chair in the classroom, so as to intuitively and vividly teach new prepositions, and give students a "visible and tangible" experience. Take translation version primary school English fourth grade two volume Unit 6 At the snack bar first class story time as an example, this article in the teaching class, made a real menu and prepared props food and drinks, as well as snack bar tray and other situational props, students in the enthusiasm of the language in class is greatly improved.

But not every class can create such teaching situation, especially when the subject context for outside the classroom, school, in the teaching process will need to use to the whiteboard teaching software, make conform to the subject context scene, in the guide using information technology to create new words and sentence patterns, so that the students more intuitively experience the real context.

2.2. Short Focus Mainly, Fragmented and Scattered

Through psychological research and a large number of classroom practice, it is found that few students can maintain a high degree of attention in every minute of the class, and always have a moment of wandering or wandering. This is related to the students' thinking to brief focus, fragmented. This suggests that teachers should think more about "fragmentation" when designing teaching activities, and various different forms of staggered development, so that students' thinking can get a short rest to better maintain "fragmented focus".

Take primary school English exercises teaching as an example, especially in primary school English senior grade exercises explanation, often need a whole class to finish the exercises. If the teacher does not pay attention to the state of students, often choose to finish the exercises with a class, which is to ignore the maintenance of students 'attention, is not conducive to students' review and consolidation. Therefore, in the exercise class, this article will explain 10 minutes of exercises, some vocabulary or grammar games for students related to the exercises, such as vocabulary, Super Mario true or false, sentence pattern solitaire, etc.

But on the ordinary courseware is difficult to present good animation effect, and make and modify the time is longer, so you can use wisdom blackboard or whiteboard software with small game function, short and efficiently create the game, let the students relax in a relaxed atmosphere, improve receiving knowledge of thinking aggregation, is advantageous to the problem of knowledge of memory.

3. Primary School English Classroom Teaching Strategy based on Information Technology

3.1. Interesting Stimulation, The New Class Introduction

When the bell rang, although the students immediately back to the seat, but most of the students' mind and spirit may also stay in the state of recess idle, relax, this time to import new class, teachers should pay attention to how to arouse the enthusiasm of students, help students put the spiritual attention from recess back to the classroom, and use information technology is a good relaxation, through interesting to import new lesson.

To translate lin version of primary school English grade three volume Unit 5 What colour is it? Class 1 story time, for example, This article makes a PPT for the first three minutes of the class, The first is the display of a number of common life products of different colors, Like the red car, The little white cat, The big gray Wolf dog, Blue bike, Yellow lemons, etc., Each picture also has a sound link, As these colorful pictures came to the students one after another, As the sounds of these simulations appear in the class, Suddenly the class was lively, For the students, This is a visual and sound effect stimulus, Representatives of each color or sound appear one by one, In line with the learning characteristics of students' brief focus. Then, it can be initiated by the students. For example, the author said a color, let the students give an example of what objects under this color, the students said, the teacher side on the computer, such as green, the students will say "willow, grass, golf, cactus, vegetables" and so on. You can use the way of group competition, some groups represent yellow, some groups represent green, some groups represent red and so on, in a limited time, see which color of the group represents the most objects. It can be found that, on the one hand, with the help of information technology, teachers can fully introduce sound, pictures and dynamic images in the classroom to stimulate students' sensory cells visually and auditory. On the other hand, after the computer is connected to the Internet, teachers can immediately search and mobilize the information spoken by students. This way of introducing new lessons is undoubtedly highly interesting.

3.2. Micro-course Teaching, Focusing on the Difficult Points

Micro-course teaching refers to the dynamic video-visual teaching with video taken as the carrier. Students learn relevant knowledge by watching the teaching videos for just a few minutes. In class, teachers can combine the content of the teaching material and choose appropriate micro-lessons to help students better focus on the key and difficult knowledge.

Take the translated forest edition of primary school English grade five Unit 3 Asking the way story time for example, in addition to learning students' vocabulary, the teaching focus of this class is to ask the way and guide (that is, learning sentence patterns How can I get to...? Youcan..., etc.), the difficulty is to state and know the location. The micro class produced by the teacher contains two parts: one minute before, in the form of animation, it tells the story of mother bear leading the bear to play in the animal kingdom on the weekend and asking directions to other small animals along the way. In this story, the mother bear and other small animals are used to include the How can I get to...? You can..., etc. In the last two minutes, another animal introduced the students the sentence patterns when mother Bear talking with other small animals, such as "You can go straight along this road", "You can see a green building there" and so on, and pulled them out in the sentence pattern. Then, the teacher can cite several other ways of expressing the geographical location. Finally, take out a map of the animal kingdom and ask the students about the location of the fox little sister, pig aunt, tiger eldest brother, to the students to answer. In other words, the micro-class ended in a problem way. Therefore, the students after watching this micro class, the teacher will invite a number of students to answer, that is, let the students use their own language to say to everyone where the fox little sister, pig aunt, tiger brother's home is. The content of this micro-class accurately focuses on the knowledge points of the class, and when it ends with the questions, students can explain the knowledge again by guiding the questions.

3.3. Create a Situation, Create an Atmosphere

It is very important for students to create a good English language environment, which is easy for many schools to ignore when carrying out English teaching. Therefore, teachers can use information technology to make up for this defect as much as possible, and create a situation and create an atmosphere through dynamic sound images.

To translate lin version of primary school English grade six volume Unit 2 What a day! The first class hour story time as an example, the key language knowledge in the textbook is about the expression of the weather. The import situation that the teacher can design is that the weather reader is broadcasting the weather across the country and inviting students to do a role simulation. For example, a student plays the role of weather ologist, and several students play the role of tourists across the country. Specific situation is as follows: when the "announcer" broadcast to a certain place of the weather, such as xi 'an, when the announcer with a simple words to say the weather, the multimedia computer in the classroom first through the slide map to the surrounding walls, is related to xi' an, but also play related to Xi 'an English, and then play in xi' an tourism two students with dialogue to introduce the weather at this time, such as "It's very hot today" / "It is rainy now" and so on. At the same time, when the announcer went to Shanghai, Beijing, Guangzhou, Chengdu and other places, the students who "travel" to the place talked briefly about the local weather. In this way, teachers can "restore" the situation in the textbook as much as possible from the two aspects of sound and video. In this way, just like inserting imaginative wings to students' thinking, students can see the practical application of knowledge in this situation. This way of making knowledge from "plane paper" to "three-dimensional and vivid", has undoubtedly injected a clever breath to the knowledge, adding interesting style to the classroom.

3.4. Enrich Resources and Expand Horizons

One of the most important features of the "Internet +" era

is the circulation of information and the convenience of access. Just only a computer and a network cable, you can realize "knowing the world without leaving home". From the perspective of education, this is to promote education fairness has a very important role, it means that every student has the opportunity of high quality learning resources, therefore, teachers should be good at grasping the convenience of convenience, in primary school English teaching, better to rich teaching resources, help students to expand horizons.

Take extracurricular painting class We are going to visit the Great Wall as an example, the cultural theme of this class is "the great rivers and mountains of the motherland", in the emotional value to cultivate students to feel proud of the motherland and proud of the feelings, landing to the specific carrier, is to understand the well-known scenic spots around our country. To this end, teachers can find travel documentaries on the Internet and selectively broadcast them to students, such as playing a clip (such as the Oriental Pearl of Shanghai, Harbin's Ice Sculpture Festival, Guilin's landscape, etc.). After watching the documentary, a number of students were invited to briefly retell it in English. The purpose of this activity is, on the one hand, to expose students to more learning content related to the cultural theme of the unit in class, rather than being limited to the content of the teaching material or their own cognitive scope, which undoubtedly expands their horizon. On the other hand, in the process of retelling and using English, the students themselves have been well trained in either their oral English ability, or their information grasping ability, as well as their courage and confidence in class.

3.5. Store Resources, Accumulate Precipitation

In the era when the Internet and various information tools are very developed, the storage of resources has more superior conditions, teachers should be good at grasping this characteristic, through the storage of resources to help students accumulate precipitation.

In grade 2 second unit They are hens and chicks, for example, in this unit, the author prepared the following resources, such as children's interesting English songs, micro animation (forest kingdom held games, all kinds of animals to participate in, the opening ceremony of the games, all kinds of animals on stage), phrase pattern highlights, etc., these resources will be used by the author one by one, at the end of the classroom, the author will store the resources to the class sharing group, such as WeChat group, QQ group, etc., this is the learning resources in the classroom. In addition, when the author in ordinary access to high quality teaching resources, such as interesting method about words, and words related interesting proverbs / sayings / slang (such as "rain cats and dogs downpour", "cat and dog life" often noisy life "," lucky dog "lucky," 1ove me, love my dog love house and wu ", etc., these resources I will also upload them to the sharing group. So, on the one hand, the students after learning in class, due to the short-term effectiveness of memory, the brain stored information lost after the classroom (such as some students go home is not all remember all the contents of classroom learning), this time, students can by sharing the group of the resources to review classroom knowledge, subsequent teachers in review, also can put the classroom resources assemble before, this is to improve the effective utilization of teaching knowledge. For these extracurricular resources, on the other hand, parents can also its reasonable use, such as to their children, discuss with their children, better guide their children to finish homework, etc., this is to help students to better realize the accumulation of knowledge, for the late in qualitative leap to lay the foundation.

To sum up, in primary school English teaching, on the one hand, teachers should fully realize the current students' thinking and learning characteristics, so as to better design teaching activities in line with the characteristics of students. On the other hand, information technology can be used to introduce new courses, focus on difficulties and focus, create atmosphere, expand horizon, and help knowledge precipitation, so as to help students master English knowledge more efficiently in a more pleasant, more relaxed and more interesting classroom environment.

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