

A Discussion on the Theoretical Basis of English Teaching Design in Primary School

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Abstract: In order to improve the classroom teaching effect, promote the professional development of teachers, and promote the all-round development of students, instructional design plays an important role. Based on the reading of Professor Chen Donghua's English Teaching Design for Primary Schools and the research of relevant policy documents, this paper analyzes the theoretical basis of English teaching design for primary schools from four aspects: English Curriculum Standards for Compulsory Education (2011 edition), language learning theory, learning theory and teaching theory, aiming to provide help for primary school teachers' teaching practice.

Keywords: Instructional Design; Theoretical Basis; English Teaching Design for Primary Schools.

1. Introduction

English is one of the most widely used languages in the world. Learning and using English plays an important role in absorbing the achievements of human civilization, drawing lessons from foreign advanced science and technology, and promoting mutual understanding among countries around the world. Offering English courses in the compulsory education stage can lay a foundation for improving China's international competitiveness, national literacy, and cultivating talents with innovative ability and cross-cultural communication ability.

In February 2001, the Ministry of Education issued the Guiding Opinions of the Ministry of Education on Actively Promoting English Courses in Primary schools, which required primary schools above township level to offer English courses from the third grade. Since then, the primary school English curriculum has been incorporated into our country's compulsory education curriculum system. By 2005, with the exception of a few areas, primary schools had basically opened English courses.

2. The Nature and Task of English Curriculum in Primary School

In order to guide the teaching of English courses in primary schools throughout the country, the Ministry of Education formulated the English Curriculum Standards for Full-time Compulsory Education (Experimental Draft) in 2001, which serves as the main basis for the implementation, teaching evaluation, review and selection of teaching materials for primary school English courses. In 2011, the Ministry of Education issued the "English Curriculum Standards for Compulsory Education (2011 Edition)" (hereinafter referred to as the "Standards"), which clearly stipulates that the English curriculum of compulsory education starts from the third grade of primary school and ends at the graduation of junior middle school. The nature of the English curriculum in the compulsory education stage is clearly stipulated.

The English curriculum of compulsory education has the dual nature of instrumental and humanistic. As far as instrumentality is concerned, English courses undertake the task of cultivating students' basic English literacy and developing students' thinking ability, that is, students master

basic English language knowledge through English courses, develop basic English listening, speaking, reading and writing skills, initially form the ability to communicate with others in English, and further promote the development of thinking ability. It lays a foundation for further study of English and other relevant scientific and cultural knowledge in English. In terms of humanism, English courses undertake the task of improving students' comprehensive humanistic literacy, that is, through English courses, students can broaden their horizons, enrich life experience, form cross-cultural awareness, enhance patriotism, develop innovation ability, and form good character and correct outlook on life and values. An English curriculum that integrates instrumental and humanistic nature is conducive to laying a foundation for students' lifelong development.

English course is included in the compulsory education curriculum system, which is not only a foreign language course, but also a quality education course for students. Setting up English courses in the compulsory education stage can lay a foundation for improving the overall national quality, training talents with innovative ability and cross-cultural communication ability, and improving the international competitiveness of the country and the international communication ability of the people. Specifically speaking, the tasks of the compulsory English course are as follows: stimulate students' interest in learning, build up students' confidence, develop good learning habits and effective learning strategies, and develop independent learning ability and cooperative spirit; Cultivate students' observation, memory, thinking, imagination ability and innovative spirit; To help students understand the world and the cultural differences between China and the West, expand their horizons, cultivate patriotism, and form a healthy outlook on life. The "Standard" has given clear requirements to the tasks of compulsory education English curriculum from a macro perspective, and is the overall guiding ideology for teachers to implement English curriculum teaching and the macro goal of English teaching.

English course in primary school is a foreign language enlightenment course for students. Due to the characteristics of its foreign language curriculum, compared with other quality education courses, it not only undertakes the task of implementing quality education, but also undertakes the task

of the course itself, which can be summarized as follows: learning the language and forming the initial foreign language communication ability; Cultivate interest and lay the foundation for future life development; Broaden my horizons and understand the differences between Chinese and Western cultures; Cultivate the sentiment and promote the healthy growth of students.

3. Primary School English Teaching Design

With the reform and development of the basic education curriculum, the teaching of English in primary school is also undergoing continuous reform and development, its teaching concept is constantly updated and its teaching method is constantly innovated. It changes the previous tendency of English courses to pay too much attention to grammar and vocabulary knowledge and neglect the cultivation of language application ability. It emphasizes that the curriculum should start from students' learning interests, life experience and cognitive level, advocate the learning mode of experience, practice, participation, inquiry and cooperation and task-based teaching approach, and develop students' comprehensive language application ability. The process of language learning becomes a process for students to form a positive emotional attitude, active thinking and bold practice, improve cross-cultural awareness and form independent learning ability.

1. Concept Definition

Instructional design refers to the process of using systematic methods to analyze teaching problems and determine teaching objectives, propose strategies to solve teaching problems, try out solutions, evaluate trial results and modify the programs. It aims to optimize the teaching effect and is based on the learning theory, teaching theory and educational communication theory.

2. Basis one: English Curriculum Standards for Compulsory Education (2011 edition)

First, the "Standards" clearly stipulates that training students' comprehensive ability to use English, improving students' comprehensive humanistic quality, and promoting mental development are the objectives of compulsory education English curriculum. The comprehensive ability to use English reflects the instrumental and humanistic nature of English, which requires teachers to plan the teaching tasks of each stage based on the five curriculum objectives of language skills, language knowledge, emotional attitude, learning strategy and cultural awareness.

Second, the Standards point out that: "English courses in compulsory education should be oriented to all students, reflect the idea of students as the main body, and consider the development needs of all students in terms of teaching objectives, teaching content, teaching process, teaching evaluation, and the use and development of teaching resources." Therefore, teachers have a deep understanding of each student's personality characteristics, pay attention to the individual differences of students, strive to provide teaching design adapted to different types of students, optimize the classroom teaching process and extracurricular language practice environment, so that every student can get the maximum development, is the basic requirements of teachers' teaching design.

3. Basis two: Language learning theory

First, environmentalism. Environmentalism emphasizes

the decisive influence of environment and school on language acquisition. The most representative views of environmental theory mainly include imitation theory and reinforcement theory. Traditional imitation theory holds that children learn language as a copy of adult language, and children's language is just a simple copy of adult language. Later, linguist Chomsky emphasized the initiative and creativity of children in the process of language acquisition, and studied the role of imitation in language acquisition. The theory of reinforcement, derived from Pavlov's conditioning and the theory of two signal systems, holds that the development of language is a combination of a series of stimuli and responses. Later, according to Skinner's theory of operant conditioning, children's language acquisition is a process of stimulus-response-reinforcement. A child's correct response to a stimulus is reinforced by an adult (verbal approval or material satisfaction), which increases the likelihood of a response in a similar situation. Children acquire language in the process.

Second, apriori determinism. This theory denies that environment and learning play a decisive role in language acquisition, and emphasizes that language learning is a function of innate endowments. Chomsky's "innate language ability theory" holds that: The factors that determine children's mastery of speech are not experience and learning, but people's innate ability to master language rules, which is manifested in a "language acquisition mechanism" determined by genetic factors in children's minds, that is, language ability, which is a kind of ability to convert the universal grammar rules already in the mind into the grammar rules of the mother tongue. Innate determinism particularly emphasizes the innate human ability to acquire language, just as birds have the innate ability to learn to fly and people have the innate ability to learn to walk, which is the fundamental reason for language acquisition. The process of children's language learning is regarded as an active, active and creative process.

Third, epistemology. This theory is based on the "cognitive stage theory" of the famous Swiss child psychologist Piaget, which holds that children's language development is the result of the interaction between innate ability and objective experience. Children's language learning is based on the development of children's cognitive ability. Language learning ability is a kind of cognitive ability, and the development of cognitive ability determines the development of language ability. This theory attaches importance to both innate factors and acquired factors, and holds that children's language develops in the interaction between innate factors and acquired factors.

From the above theories on children's language acquisition, it can be seen that each theory has a certain truth to some extent. Understanding language theories helps us to combine various theories with our actual teaching situation in teaching, learn from different strengths, and help us to effectively and scientifically design primary school English teaching.

4. Basis three: Learning theory

The main task of students is to learn, and learning is regular and can be followed. Learning theory is the theoretical basis of instructional design, and learning theory is a variety of theories that study the process of learning, the process and the conditions of effective learning. There are three kinds of learning theories which have great influence on instructional design.

First, behaviorist learning theory. The core point of the theory is that the learning process is the process in which the

organism forms the connection between stimulus and response under certain conditions, so as to gain new experience, emphasizing the plasticity of students. In practical teaching, language learning is the result of stimulation and connection under certain conditions. According to this theory, teachers should pay attention to the analysis and development of students' learning behavior in the process of designing teaching. In English teaching, the mode of "stimulus-response-reinforcement" can be used to design various interesting English teaching activities to "stimulate" students' "positive response", so as to achieve "effective reinforcement", which is the most effective means to achieve the prescribed learning objectives.

Second, cognitive learning theory. This theory, which is opposed to behaviorist learning theory, mainly studies the learner's internal processing and mechanism of environmental stimuli (information), not limited to explicit stimuli and responses. It studies how people form concepts, understand things, think and solve problems. Cognitivism learning theory holds that a person's knowledge is organized in a certain structural way and is full of internal connections, and people do not simply pile various concepts and facts in their memories. Cognitivist learning theory has important implications for teaching design. In the design of English teaching, the design of teaching objectives should help students master the structure and method of English knowledge and build the corresponding cognitive structure; The teaching process should be designed to take into account students' cognitive abilities and interests, so that students can actively participate in learning.

Third, constructivism learning theory. This theory is a new development of cognitive learning theory. Since the 1980s, as a new epistemology and learning theory, it has had a very profound impact in the field of education research. Constructivism emphasizes that meaning does not exist independently of us, individual knowledge is constructed by people, and the understanding of things is not simply determined by the things themselves, and people construct their own interpretation and understanding of the real world on the basis of the original knowledge. It emphasizes that learning is an active process of meaning making and social interaction. Teaching is not only the "infusion" of knowledge and experience, but to guide students to grow new experience from the original experience, advocating that adults should pay attention to the reconstruction and expansion of children's existing knowledge.

5. Basis four: Teaching theory

Teaching theory is a concept system that aims to explore, explain and predict teaching phenomena in the process of teaching, research teaching phenomena and problems, reveal the general laws of teaching, and use and follow the laws to solve the practical problems of teaching. From the meaning of teaching theory, it can be seen that the primary school English teaching design must be supported by teaching theory.

The most influential teaching theories include Babanski's teaching process optimization theory, Skinner's program teaching theory, Bloom's goal classification system in mastery learning theory, Gagne's classification of learning results, Bruner's discovery learning method, Ausubel's meaningful learning, Vygotsky's area of proximal development theory, and Val Genschein's case teaching theory. Are the theoretical basis of English teaching design. According to the close degree of primary school English teaching design, the following is a brief introduction to the

teaching theories of Babanski, Bloom and Vygotsky.

First, Babanski's teaching process optimization theory. Babanski takes the dialectical system theory as the methodological basis of teaching theory research and puts forward the theory of teaching process optimization. Teaching process optimization is not a special teaching method or teaching means, but a methodological principle to guide teaching scientifically and organize teaching process reasonably. The optimization of teaching process can make teachers and students spend less time and energy, and receive high quality results, which is an important guarantee for teachers to achieve effective education. According to Babanski's point of view, there are two basic criteria for evaluating whether the teaching process has reached the optimization: one is the effect and quality standard, which means that under specific conditions, the maximum benefit should be brought into play as much as possible, so that students can obtain the maximum development. The second is the time standard, that is, the teacher must complete the teaching requirements in as little time as possible. It can also be understood that the criteria for determining the optimization of the teaching process are: good teaching effect, less time consumption, less energy consumption, less heavy mental burden, and less expenditure. According to the theory of teaching process optimization, the determination of curriculum objectives, the selection of teaching content, the design of teaching activities and the design of teaching evaluation can all be based on the optimization criteria to achieve effective teaching results.

Second, Bloom et al. 's "Taxonomy of educational objectives". This theory holds that educational goals have a hierarchical structure and should be stated in terms of students' concrete and explicit behaviors. It should include the cognitive field, the emotional field, the motor skill field, and the goal of each field is divided into several levels from low to high. For example, according to the order from simple to complex, from low to high, in the field of cognition, Bloom divided the goals of human knowledge education into knowledge, comprehension, application, analysis, synthesis, evaluation, etc. When designing English teaching objectives, teachers can also divide the teaching objectives into different levels from low to high according to the learning content and the situation of students, and determine which knowledge needs to be understood and applied by students and which knowledge needs to be analyzed by students.

Third, Vygotsky's theory of the zone of proximal development. The theory holds that for teaching to be effective, it must take into account children's existing level and stay ahead of their development. Therefore, teachers need to consider two levels of children in teaching, namely, the current level of children and the higher level of problem solving that can be achieved under the guidance of others, especially adults. To make teaching developmental, Vygotsky believes teachers can use scaffolding teaching, which provides guidance and support when children are trying to solve problems that are beyond their current abilities, to help students navigate the zone of proximal development. According to this theory, primary school English teachers can be guided to correctly understand their role, understand the current level of students, and help students to play their potential in the design of teaching, so as to improve their cognitive level.

4. Conclusion

To sum up, "Standards", language learning theory, learning theory, teaching theory, etc., from different aspects and different angles to the primary school English teaching design enlightenment. Primary school English teachers should consider the above factors comprehensively in their teaching design and guide their teaching according to them.

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