

Construction of High Quality Middle School English Classroom with "Double Reduction" Background

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Abstract

The problem of excessive course load in middle school has seriously affected the growth of students and education ecology. "Double reduction" is an important policy measure adopted by the country to solve this problem. This huge reform of compulsory education has aroused a warm response in the whole society since it was released. In this context, improving and guaranteeing the quality of classroom teaching in schools has become a hot issue of concern of the whole society. As a major subject in middle school, English is one of the three compulsory subjects in college entrance examination, and its importance is self-evident. Improving the quality of English classroom teaching is an inevitable trend in the development of English education in current middle school. In this regard, this paper attempts to explore the construction method of high quality English classroom in middle school from the perspectives of deep learning, stratified activities and in-class testing, starting from the focus on students' dominant position.

Keywords

"Double Reduction"; Middle School English; Deep Learning; Stratified Activities; Class Tests.

1. Introduction

On July 24, 2021, the General offices of the CPC Central Committee and The State Council issued the *Suggestions on Further Reducing the Homework Burden and Off-campus training Burden of Students in Compulsory Education*. According to the guideline, the total amount and length of homework should be reduced to reduce students' excessive workload. Improve the level of after-school services to meet the diverse needs of students; Adhere to strict governance and comprehensively standardize off-campus training behavior[1]; On July 25, 2021, relevant officials of the Ministry of Education made an authoritative interpretation and response to the relevant issues of the Opinions in the form of answering reporters' questions: This is the CPC Central Committee "standing on the strategic height of realizing the great rejuvenation of the Chinese nation, to the work of 'double reduction' has made important decisions and plans".

2. Causes and Effects of the "Double Reduction" Policy

Education not only has individual growth function, but also has group screening function. In the new era, the principal contradiction of society has changed, and education will pay more attention to the essence of educating people. Promoting virtue and fostering human resources is our fundamental task, and high-quality development is our strategic theme. However, the excessive workload of students caused by homework and out-of-school training in the stage of basic education seriously affects the healthy growth of teenagers, increases social anxiety, and destroys the education ecology [2].

The policy of "double reduction" award and execution, compulsory education in the school teachers face elastic commuting system, more than 70 national education training institutions face close, more than 10 million education practitioners face unemployment, parents also want

to put more time and energy in family education, primary and secondary school students dropped sharply written work, students part time longer, Spare time needs to be rearranged reasonably and so on. The changes brought by this series of policies have brought great test and challenge to the education and teaching work of schools.

According to a special survey conducted by the Haidian Survey team of the National Bureau of Statistics on the impact of the "double reduction" policy on parents in Beijing's Haidian district, 75.4 percent of parents expressed understanding of the policy support. 54.4 percent of parents pay attention to the measures to improve the quality of education and teaching in schools, such as promoting high-quality and balanced development and improving the quality of classroom teaching, and the proportion is the highest [3]. It can be seen that the introduction of the "double reduction" policy has received widespread attention and support from parents, but the corresponding school teaching quality has become an important subject to be improved and guaranteed.

3. Construction of High-Quality Middle School English Classroom

English is not only a subject, but also a practical language. The traditional English classroom teaching is based on cramming, and the teaching method is too simple to reflect the dominant position of students. The "double reduction" policy requires education to follow the law of education, guarantee students' right to rest, eradicate students' lazy thinking, and cultivate students' ability to think independently. To construct high-quality English classroom, excessive reliance on "time dimension variables" should be transformed into more emphasis on the connotation development of education and teaching, and the classroom should focus on the improvement of students' own internal quality, so as to ensure the real quality of green education [4].

3.1. Pay Attention to the Protagonist of Students and Improve the Quality of Deep Learning

The implementation of the "double reduction" policy requires solving the problem of "time-consuming and inefficient" in middle school English teaching. In his Taxonomy of Educational Objectives, Bloom puts forward that there are different levels of learning. Traditional English teaching emphasizes too much on "mechanical training" and "simple memorization", and students' English learning belongs to the shallow level of learning. However, truly effective English learning should be based on deep thinking such as "initiative", "understanding", "meaning construction" and "problem solving" [5]. Therefore, only by moving out of the teaching-centered passive learning mode and toward the deep learning that focuses on students' learning process and the formation of students' language thinking can English learning really play its due curriculum value.

"Teaching undetermined methods is important in proper methods". In classroom teaching, more diversified teaching methods should be innovated and adopted to guide students' in-depth learning. On the one hand, teachers should mobilize students' learning initiative, create autonomous learning environment, and teach and practice autonomous learning strategies through task-based teaching method, situational teaching method, direct teaching method and other different methods. For example, transfer association method can be used in synonymy expression, word form conversion, pronunciation rules and example application when explaining vocabulary. When students first learn "complete" and then see the "completion", they can more easily remember the source and meaning of the word form. , on the other hand, teachers can make full use of existing teaching conditions, organization students in cooperative learning, cooperative learning approach is not only limited to internal team cooperation, cooperation between groups, more can undertake cooperation between classes, this is not only beneficial to through the activities to strengthen the interaction between students in order to

enhance the enthusiasm of students, can also create the real environment, To give students real application scene experience, improve the learning effect. For example, when teaching English writing, the textbook asks the students to write a letter to a high school student in a foreign country, introduce the customs and characteristics of their hometown, and invite the foreign students to travel to their hometown. In general, students' interest in such writing is low, and the quality of students' writing is not satisfactory. The main reason is that English writing itself is difficult, students have a certain psychological resistance, and this kind of writing is not new, for students, this letter is the task of English writing, there is no reply. With this situation, teachers can cooperate with another class's and grade's English teacher, let the two classes of students to act as each other's foreign high school students, and to reply, so reciprocity, natural more seriously writing attitude, with the arrangement of the letter, the students' interest in writing more thick, the writing time, the students also had two chances to writing exercise.

3.2. Respect Students' Differences, and Promote Development through Stratified Activities

The "double reduction" policy requires respecting the individual differences of students and taking into account the learning ability and level of different students in the teaching process. Only by paying attention to this difference can teachers really improve the quality of the classroom. Bruner put forward that there are differences among students, although the differences are great, if we can provide equal learning opportunities for each student, improve the curriculum and teaching, take care of their differences in learning speed, and provide suitable teaching for everyone, more than 95% of the academic performance will be excellent[6]. To achieve this, the most fundamental is to solve the problem of individualized education. Individualized teaching should not only be understood as a teaching method, but also as an educational concept. Good education is to let every students' full development, and according to their aptitude, is a teacher from the student's ability, personality, interests and other specific conditions, make the teaching of depth, breadth, schedule for each student's individual knowledge and ability to accept, let everyone will get the most suitable, character development and the development of the best, It meets the diverse learning and development needs of students, such as "homework, practice, helping the weak and special skills" [7].

In the process of English education, it is necessary to stratify the teaching objectives of students and students of different levels. In the stratification of students, the whole class can be divided into several groups, and the groups are composed of three levels of students: the first level is excellent students, the second level is general students, and the third level is poor students. In the stratification of teaching objectives, scientific teaching objectives can be formulated according to the requirements of teaching materials and the learning basis and learning ability of students at different levels. Poor students pay attention to skills, improve speed, learn to master skills, learn to use, excellent students skilled skills, use freely. In the process of teaching, teachers can design a variety of novel and interesting hierarchical teaching activities according to different levels of learning objectives, so as to mobilize the enthusiasm of students. For example, in the grammar chapter where infinitives are taught as subjects, students with difficulty can be asked to translate simple words, students with medium difficulty can be asked to practice phrases, and students with high difficulty can be asked to combine sentences. In this way, students at all levels can fully review their old knowledge and prepare their new knowledge in advance through the low-slope, multi-step and hierarchical practice from words, to phrases, and then to sentences, thus clearing the cognitive obstacles for grammar knowledge. In the last link: Choose the words and use the infinitive as the subject to make sentences. You can ask students at different levels to answer the questions through different difficulty words. In this way, students can play according to their own ability level. In addition, in the process of teaching, it is necessary to distinguish and combine the psychological characteristics and

personality differences of different students, and give the students who do not want to speak the opportunity to enhance their self-confidence.

3.3. Clear Learning Disabilities and Ensure the Effectiveness of In-Class Tests

"Double reduction" requires a great effort to improve the quality of education and teaching, to ensure that students learn enough to learn well in school, which requires teachers to make full use of class time to do a good job of student learning and feedback work. Skinner advocated in procedural teaching that big problems in learning should be divided into a series of small problems, which should be taught to students according to certain cognitive rules. Students should gradually answer these small problems, and teachers should give feedback and reinforcement in the learning process, so that students can finally master knowledge[8]. In-class testing can well practice Skinner's educational concept and help teachers understand students, find students' learning problems, so as to adjust the subsequent teaching plan pertinently, help students to detect and fill the gaps, and improve the learning efficiency of students' weak areas.

In terms of test design, teachers should not only take into account the needs of students' thinking development, but also ensure that exercises can play the purpose of consolidation and improvement, and grasp the principles of foundation, diversity and timeliness[9]. The basic principle means that the in-class test proposition should focus on the teaching objectives, key and difficult points, and pay attention to the examination of basic knowledge, which is helpful for students to lay a solid foundation. In the actual teaching, attention should be paid to screening the quality and quantity of exercises, can not equate with the classroom test and examination, need to focus on the basic classroom content to carry out listening, speaking, reading, writing activities. Diversity principle refers to the problem sets to be flexible in form, for example in the teaching character words in appearance, can please describe star or the appearance of the people familiar, can also be textbooks of cartoon characters in the game form of dialogue, make the test more interesting, can also on the theme of each class, Add extracurricular reading to broaden students' general education and understanding background. The principle of timeliness means that teachers should adopt different feedback methods according to students' age, personality characteristics, question design, and the remaining time of class. Simple content can take student self feedback, peer feedback and group feedback. No matter which way, must reflect the principle of timeliness, strive to clear, for the next step of teaching to lay a good foundation. Teachers should focus on the analysis and explanation of common problems, and give timely feedback to students' doubts. At the same time, in-court detection and correction should be timely. Urging students to use the correction book to sort out the wrong questions is helpful to consolidate knowledge. Only by ensuring that students have high-quality "practice", teachers can guide students' learning methods and answering skills, and students can timely break through and consolidate the key and difficult points of knowledge.

4. Conclusion

Education bears the important mission of the great rejuvenation of the Chinese nation. The implementation of the "double reduction" policy is a practical implementation of this mission, a continuous deepening of curriculum reform, and an important macro-educational governance to preserve the ecology of health education. Under the background of "double reduction" policy, high-quality classroom is the natural direction of English teaching. Truly, truly, in order to ensure the students in the classroom with a minute of development and promotion, is ten minutes after class, also can not reach the effect of remediation of teachers to use good every minute of classroom teaching, enhance the sense of classroom teaching goals and benefits, according to the students' cognitive regularity, flexible design learning tasks, let the student

through the independent and cooperative learning a variety of ways to understand the English language knowledge, Master the rules of English learning. In classroom teaching activities, teachers should play to initiative and enthusiasm of the students in learning, hierarchical design activities from the perspective of students differences, discovered in 45 minutes in the process of classroom teaching and students existence of loopholes, reasonable use of classroom test implementation of classroom teaching effect of the teachers and students to summarize and improve their own language to master. Let the students live a complete and happy educational life, is the request of the Party, is the expectation of the people, is also the expectation of parents and students. I hope the "double reduction" policy can bring us more beneficial measures in education reform, so that we can move towards a more leisurely, beautiful and high-quality education era.

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