

How to Improve English Teaching in High School under the Background of NECS

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Abstract

There are some problems in high school English teaching, notably serious imbalance in teaching content, mechanical teaching methods and fixed teaching evaluation. In the final analysis, these problems are caused by teachers' failure to deeply understand and give a farewell to the requirements of ordinary high school English curriculum standards. Teachers should make efforts to solve these problems. Firstly, the teaching content should cover the six elements required by NECS to promote the all-round development of students; Secondly, teachers should change the mechanical teaching method to realize efficient English learning; Lastly, it's necessary to carefully design teaching evaluation and make comprehensive investigation of students' quality.

Keywords

High School English Teaching; NECS; Problems and Suggestion.

1. Introduction

National English curriculum standards suggest that ordinary high school English curriculum is a basic cultural curriculum for the full implementation of the Party's educational policy, the implementation of the fundamental task of moral cultivation, the development of the core quality of English subject, and the training of socialist builders and successors (Ministry of Education, 2020). At present, there are some problems in high school English teaching in terms of teaching content, teaching methods and evaluation. Therefore, it is urgent to solve the problems facing high school English teaching.

2. Problems in High School English Teaching

2.1. Serious Imbalance in Teaching Content

At present, the teaching content of high school English teaching is seriously affected by national college entrance examination. Teachers will teach what will be tested in the national college entrance examination. The specific manifestation of this problem is that in class, teachers conduct a lot of grammar knowledge explanation, reading and writing exercises, but they rarely provide students with opportunities to develop cultural awareness, learning ability and thinking quality. In the long run, students gradually misunderstand the nature of English learning and regard that English learning is just memorizing words and learning grammar. In addition, the serious imbalance of teaching content will also lead to students' poor development.

2.2. Mechanical Teaching Methods

The mechanical way of teaching and listening is very common in high school English classes. In this kind of class, the teacher plays the core role and the student is the supporting role. The teacher explains the knowledge points, and the students just listen carefully, answer the teacher's questions sometimes and take good notes. Overreliance on this teaching method seriously reduces students' participation, leading to low classroom activity and poor teaching effect.

2.3. Fixed Teaching Evaluation

The mechanical way of teaching and listening is very common in high school English classes. In this kind of class, the teacher is the protagonist and the student is the supporting role. The teacher explains the knowledge points, and the students just need to listen carefully, answer the teacher's questions sometimes and take good notes. Over-reliance on this teaching method seriously reduces students' participation, leading to low classroom activity and poor teaching effect.

3. Suggestions on How to Solve High School English Teaching Problems

3.1. Cover Six Elements by NECS to Promote All-round Development of Students.

As the basis for developing students' English subject core competencies, including six elements, the teaching content should cover thematic context, discourse type, language knowledge, cultural knowledge, language skills and learning strategies (Ministry of Education, 2020).

This requirement makes it clear that the content of high school English curriculum is not only the mastery of grammar knowledge and literacy skills training, which are just two little aspects. The content of high school English course should be comprehensive and oriented to guide students to understand the meaning of the topic. This requires teachers to deeply analyze the text, dig out the theme meaning, analyze the important and difficult points, and take understanding the theme meaning as the ultimate goal to learn language knowledge, cultural knowledge, and develop language skills. This is conducive to the all-round development of students. Take FLTRP's compulsory book 1, Unit 1 Understanding ideas as an example. The discourse is a diary, in which the protagonist's observations and feelings on the first day of high school are recorded. Its theme meaning is to help students feel and adapt to high school life, and teachers' curriculum content should serve it.

3.2. Change Mechanical Teaching Methods to Achieve Efficient English Teaching and Learning

Based on the concept of English learning activities, led by the thematic context, based on the oral and written forms of multi-modal discourse, English activities promote the development of students' English subject key competencies through the progressive integration of language, thinking and culture through learning and comprehension activities, application and practice activities, and transfer and innovation activities (Ministry of Education, 2020).

The past mechanical teaching method can not meet the requirements of the new curriculum standards, and can not build an efficient English classroom. In order to reverse the mechanical teaching method and improve the efficiency of classroom teaching, teachers must dig deep into the text, dig the meaning of the theme, and design a series of logical activities based on the text, in-depth text and beyond the text. Take Unit 4 understanding ideas of FLTRP Compulsory 2 as an example. The material is a narrative article titled When Hamlet meets Peking Opera, which describes the author's experience of watching Hamlet in Peking Opera. The author's emotional changes before, during and after watching the film are linked together to guide students to protect Chinese traditional culture, build up cultural confidence and the awareness of the integration of Chinese and Western culture. The teacher introduced a video of Peking Opera in class to attract students' interest. Then the students are instructed to predict the content of the article based on the title. And then to the analysis of emotional changes and article structure; Finally, discuss how to treat Chinese and Western culture correctly in the form of a group. Through this series of activities, students can understand the greatness of traditional Chinese culture, arouse their protection and inheritance heart, and at the same time view the integration of Chinese and Western culture in a correct way. This teaching method contains the concept of

English learning activities, which is student-centered and teacher-led. It greatly enhances the participation of students, builds an active classroom, and promotes the development of students' English subject core competencies.

In addition, English teaching should be closely related to students' daily life. Now English is taught mainly in school classes. To be an excellent English learner, that is far from enough. Nowadays, the development of computer provides great convenience for English learners. Students can choose their learning courses and methods independently according to their personal interests and personality development needs (Zhu Yongxin, 2020). Therefore, in addition to learning English in class, teachers should guide students to use computers to achieve English learning anytime and anywhere. It is a supplement and extension to the English class, which helps students to understand the learning content deeply and develop good English learning habits at the same time.

3.3. Design Teaching Evaluation Carefully and Make Comprehensive Investigation of Students' Quality

Teaching evaluation is an important part of English curriculum. Its purpose is to promote English learning, improve English teaching, perfect curriculum design and monitor academic quality. Teaching evaluation should be based on formative evaluation and supplemented by terminal evaluation. Quantitative evaluation should be combined with qualitative evaluation, focusing on the diversification of evaluation subjects, diversified evaluation forms, comprehensive evaluation content and multi-dimensional evaluation objectives (Ministry of Education, 2020).

The current English teaching evaluation mainly focuses on the final evaluation, which is not conducive to comprehensively examining the quality of students. To change the current situation of English teaching evaluation, teachers can start from the following three aspects. First, update the evaluation system. The final score of students consists of 70% final exam score and 30% ordinary score. Ordinary score is the score of process evaluation, including ordinary performance in and out of class, such as participation in group discussion, role play, cooperative ability, creativity etc. (Ge Bingfang, 2008). This evaluation model is conducive to encouraging students to participate in classroom activities and observe their progress.

In addition, integrate multiple evaluation subjects. Teachers, students and parents can all be the evaluation subjects. As for students, they participate in the whole learning process, so they should have the right to participate in the evaluation process. For example, at the end of a class, the teacher can present an evaluation scale for students to test their learning in this class and remedy their weaknesses after class. Making students evaluative can develop students' learning ability. Parents are good supervisors of students' learning. They can provide information about students' learning outside of school to enrich evaluation materials.

Furthermore, enrich the feedback tools. Students' evaluation is often presented in quantified scores, which is often abstract to students. Teachers can adopt the grade system and attach some comments in the evaluation. In addition, teachers can seek the help of modern educational technology to collect, sort out and analyze educational data, such as credit bank. In the credit bank, every student keeps his/her own learning results and provides comprehensive, timely and thoughtful services for teachers and students. (Zhu Yongxin, 2020).

4. Summary

With the continuous development of English teaching, problems arise. The common problems are the imbalance of teaching content, mechanical teaching methods and the fixed evaluation. The new English curriculum standard provides powerful guidance to solve these problems. Teachers must deeply understand and implement the relevant requirements, reasonably

design the teaching content, correctly choose the teaching method and carefully design the teaching evaluation.

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