

Writing Ideas and Teaching Enlightenment of Junior Middle School English Textbooks based on New Curriculum Standards

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Abstract

Textbook is the important content of classroom teaching, the main medium of teaching and learning, which plays an important role in teaching. This paper will take the new curriculum standard as the guidance, regarding junior middle school English textbook from PEP edition as a whole, through the analysis of its compiling concept and teaching content and other dimensions to explore the great textbook. After the in-depth analysis of the content of the textbook, it provides reasonable suggestions for modification, so as to better help front-line teachers to use the textbook efficiently.

Keywords

New Curriculum Standard; PEP Version; Junior High School English Textbook.

1. Introduction

Since the new curriculum standard reform (hereinafter referred to as the new curriculum reform), China's English curriculum system has been continuously improved, which has greatly promoted the development of basic education in our country. To train young people in the new era, teachers and teaching materials are indispensable. Textbooks are the main position of classroom teaching, and a set of high-quality English textbooks is an important guarantee to improve the quality of English teaching. The implementation of the new curriculum reform and the promulgation of the New Curriculum Standard have given clearer instructions for the writing ideas and design guidance of English textbooks in the stage of compulsory education. By analyzing and discussing the new features, ideas and contents of the new version of junior high school English textbooks, this paper provides some reasonable teaching suggestions for future English teachers to understand and use the textbooks more objectively.

2. The Writing Concept of the Junior Middle School English Textbook for PEP Version base on the New Curriculum Standard

In the New Curriculum Standard, it can be found that the basic concept of the curriculum is an important standard to measure the basic concept of a set of textbooks. Through analyzing the new version of the junior middle School English textbook, the author finds that the textbook mainly adopts task-based language teaching as the writing concept, reasonably introduces foreign language teaching concepts, and adapts it according to the actual situation of English teaching in China. With a progressive learning process close to life, the textbook guide students to use English to carry out language learning activities in a planned way, making teachers pay attention to individual characteristics and respect individual differences, infiltrating certain learning strategies in teaching materials, and gradually cultivating the students' cultural awareness in unit learning. In addition to the innovation in the concept of textbook writing, Cheng Jun (2023) mentioned that in the future, junior high school English textbooks should pay more attention to the cultivation of students' learning strategies, especially the cultivation of application, analysis, evaluation and creative thinking ability.

3. The Main Teaching Contents of Junior High School English Textbooks for PEP Version base on the New Curriculum Standard

The author will discuss the teaching content of the junior middle school English textbook for PEP version from three parts: language skills, language knowledge and cultural awareness.

(1). Language skills

The language skills emphasized in the new curriculum refer to listening, speaking, reading and writing skills and their comprehensive application ability. First of all, through the analysis of the teaching materials, it is found that the arrangement of the listening training is systematic and logical. Secondly, among the types of oral activities in the textbook for junior middle School, users can see that it provides a variety of practice methods, including controlled practice, semi-controlled practice and communicative practice. Then, in the reading part, the junior high School English textbooks for PEP version refer to three teaching links of "before reading, while reading, after reading " in the new curriculum standard. The pre-reading part sets up the introduction to help students before entering the body to do a good job of preparation. In the reading section, the learning activities of reading strategies are designed to help students understand the article more deeply and exercise their reading thinking. In the post-reading section, three kinds of post-reading activities are designed according to different reading purposes: content understanding, language knowledge acquisition and problem solving. It is also mentioned in the New Curriculum Standards (2022) that it is necessary to cultivate students' ability to acquire and process information in a text. Finally, in the writing part, by observing the activities designed in the writing section of the textbook, it can be divided into three steps. The first step is to guide students to read the writing model essay . The second step is to show the writing outline. Step three is to write and polish the essay again and again.

(2). Language knowledge

Language knowledge includes four parts: phonetics, vocabulary, grammar and pragmatics. This paper mainly discusses phonetics. As can be seen from the textbooks, the learning of language knowledge is not arranged in each unit in the PEP Edition". The content related to phonetic knowledge is partially introduced in the starter part of seventh grade, and the following textbooks only introduce relevant knowledge in the attached table, including phonetics, intonation, natural pronunciation, etc., just because it is not in the formal curriculum planning. That is not part of the teaching task. As a result, a considerable number of teachers ignore or have no time to teach this part of the content. Students may acquire this knowledge through extracurricular study or self-study, which leads to uneven learning results and is not conducive to students' phonetic knowledge, such as pronunciation rules, phonetic symbols, pronunciation skills and so on.

(3). Cultural awareness

Language and culture have been closely related since ancient times. Although there is no separate section or unit for learning cultural knowledge and cross-cultural communication, the teaching activities of many units in the edition will involve some cultural knowledge or give some cross-cultural communication guidance. For example, many topics in the textbook are related to the history, allusions and customs of English speaking countries. For example, they will talk about Christmas activities, traditional sports activities and dining habits in Western countries. In addition to Western culture, there will also be the transmission of traditional Chinese culture, such as famous historical and contemporary figures, traditional Chinese architecture, traditional Chinese festivals such as the Spring Festival and so on. All these topics enable students to have a preliminary and clear understanding of the differences between Chinese and Western cultures, accumulate their own cultural knowledge, and maintain a strong interest in the cultures of Western and Chinese countries.

4. Enlightenment and Suggestions on the Teaching of Junior High School English Textbooks based on the New Curriculum Standards

After the above research and discussion, the author puts forward two suggestions on the use of junior middle school English textbooks.

(1). Take the core accomplishment as the orientation and use the teaching materials flexibly
Excellent teaching materials reflect the concept of new curriculum standards, arrange the course content reasonably and scientifically, and conform to the teaching logic of teachers. Therefore, the majority of front-line teachers need to adjust the teaching order and choose the content of teaching materials according to the actual teaching needs. For example, for the teaching materials that do not systematically list phonetic knowledge, teachers can intersperse the design in the teaching of regular classes according to the needs of teaching progress.

(2). Attach importance to Chinese cultural traditions and promote core socialist values
Excellent traditional Chinese culture is the treasure of China. Zhou Jiahao (2023) once pointed out that a large number of foreign celebrities, representative buildings, customs and habits are introduced in the textbooks of the PEP edition, but the local excellent culture that truly embodies Chinese characteristics and core qualities is lacking. Although it is good for students to be exposed to the world's diverse cultures as much as possible, they should not play more to result in ignoring another. China has a large number of excellent traditional culture since ancient times. Textbook writers should strengthen the study of Chinese culture and attach importance to the guidance of the selection of materials to students' value orientation, so as to cultivate their patriotism and cultural confidence.

5. Conclusion

Good teaching materials bring good teaching effect, and good teaching materials are the joint efforts of teachers and editors. The PEP version of junior middle school English textbooks provides a solid knowledge foundation for the all-round development of junior middle school students' English learning ability from various dimensions. Guided by core qualities, it spreads the value of educating students. With language skills, language knowledge and cultural awareness as the teaching focus, it transmits spiritual nutrients, guides students to apply what they have learned to practice with task-based teaching concept, and truly implements learning and application. It is hoped that the majority of front-line teachers and students can fully tap the essence of Li teaching materials, comprehensively develop students' thinking and skills in English learning, improve the quality of English teaching, promote the development of English education, carry out the fundamental task of cultivating morality and cultivating people, and enhance cultural confidence and national pride in English teaching.

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