

How to Construct Efficient English Classes in Junior Middle School under the Influence of "Double Reduction" Policy

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Abstract: With the continuous development and innovation of educational thoughts, China's educational policies are constantly improving. In order to reduce the burden of primary and secondary school students, the state has introduced a "double reduction" policy. Under the background of "double reduction" policy, junior high school English teachers not only need to achieve the basic educational goals and ensure the quality of education, but also need to use various means to improve teaching efficiency, reduce students' learning pressure and psychological burden, stimulate students' learning desire, and finally create an efficient learning classes. Therefore, this study mainly expounded the impact of the implementation of the "double reduction" policy on English classroom teaching in junior middle school, and further put forward the way to construct high efficiency English classes in junior high school under the background of the policy.

Keywords: "double reduction" policy, junior middle school, Efficient English classes

1. Introduction

The "double reduction" policy innovatively manages the burden of on-campus homework and off-campus training, forming the idea of "burden reduction" in both on-campus and off-campus, which represents the governance innovation of the Party and the country on the issue of "burden reduction"[1]. Junior high school students are in the golden period of accumulating English language knowledge and cultural knowledge and cultivating relevant learning ability and skills. However, the new curriculum reform and the further promotion of the "double reduction" policy in China does not mean that the teaching content of listening, speaking, reading and writing in English classes can be declined. So teachers are required to improve their own educational methods and concepts to further develop the efficiency of English classroom teaching, at the same time, the main pressure and tasks of learning are concentrated in the classroom so as to reduce the after-classes burden and homework load of students. Therefore, junior middle school English teachers must study carefully and deeply understand the "double reduction" policy, and later combine it with the actual situation to change their own teaching methods. In addition, teachers should also build efficient English classes, so that students can take the initiative to go deep into the English world, explore the English world, and strengthen their comprehensive quality.

2. The impact of the implementation of "double reduction" policy on English classes

2.1 Higher requirements for teachers' teaching and management ability

The "double reduction" policy is an important strategic decision for China's education to enter the track of high-quality development, which puts forward new requirements for schools and teachers in the stage of compulsory education from aspects of after-school service level, classroom education and teaching quality, and teachers' participation in after-school service [2]. The "double reduction" policy requires students to reduce the amount and burden of after-classes homework, but the original teaching content of Junior Middle School English will not change, which means that teachers have to transfer the original amount of homework to the classroom. In other words, with the implementation of the "double reduction" policy, teachers are required not only to properly assign classroom tasks, but also to help students digest what they have to do after classes. Correspondingly, the teaching pressure of junior middle school English teachers has also increased. Teachers must constantly improve their teaching

quality, build efficient English classes, so that students can learn more in a limited time. At the same time, due to the reduction of students' homework, the burden of students is reduced, and some students may slack off. Students are more slack in learning and lack the ability and enthusiasm of independent learning, which will also affect the progress and efficiency of teaching to a certain extent. Therefore, in order to ensure that students do not slack off, the ability of teachers to manage students also needs to constantly improve. In general, English teachers should improve their inner ability and reform and innovate so as to achieve classroom teaching progress and improve efficiency[3].

2.2 Students have more time to actively study what they are interested in

Before the "double reduction" in junior middle school English teaching, students had a large amount of homework. This situation will not only increase students' learning burden, but also affect students' enthusiasm and interest in Learning English. At the same time, influenced by the pressure of entrance examination, school examination also pays attention to the norm reference and final written examination, which increases the burden of students to a large extent [4]. In the long run, this is not good for students' learning and development. After the implementation of the "double reduction" policy, students have less homework and more free time. Students have time and energy to learn what they are interested in, which is conducive to their all-round development. This can not only help students develop themselves better, but also help students establish a positive learning attitude. To be specific, The English subject covers a wide range of Chinese and Western cultural values and has many interesting contents. After the "double reduction", students do not have to spend too much time practicing exercises every day. They have more time to enjoy their favorite content, such as reading English novels, watching English documentaries, participating in English corner activities and so on. In this way, English will not be monotonous to them, and their interest in English learning will be greatly enhanced.

2.3 Increasing demand for effective English classes in junior high schools

The "double reduction" policy takes improving teaching quality as an important means to reduce the burden, and puts forward a new idea of "vigorously improving the quality of education and teaching to ensure that students learn well in school". It emphasizes to ensure that students meet the academic quality standards stipulated by the state by optimizing teaching methods and teaching as much as possible, thus clearing obstacles for the promotion of burden reduction [5]. First of all, in order to reduce the amount of tasks for students, teachers should allocate the knowledge and tasks involved in the original after-classes homework to the daily teaching process in a scientific and reasonable way to help students digest and absorb relevant knowledge. This requires teachers to change the original teaching methods, seek more active and effective teaching methods and classroom activities, improve the teaching efficiency of English classes, so as to ensure that students can learn efficiently. Secondly, for students, the implementation of the "double reduction" policy can reduce students' physical and mental pressure, and to a certain extent, increase students' leisure and entertainment time, which can effectively help students have enough time to rest and adjust themselves after heavy courses. So as to ensure that they will be more energy into the daily classes process and improve their own learning efficiency. This will have far-reaching significance and influence on students' overall language learning and development in the future.

3. Suggestions to the construction of effective English classes in junior middle school under the background of "Double Reduction"

3.1 Improve students' core competence under the guidance of deep learning

Under the guidance of the policy of "double reduction", English classes in junior middle schools should focus on the core competence of the subject comprehensively, and truly build a student-centered and efficient teaching mode. Only by improving the efficiency of English classes can we achieve the goal of improving the quality of classroom teaching in the "double reduction" policy. Therefore, in order to integrate the "double reduction" policy with junior middle school English classroom teaching, teachers can take deep learning as the teaching orientation and carry out teaching activities accordingly. In addition, teachers can also cultivate and enhance junior high school students' English language ability, thinking quality, learning ability and cultural character through optimized and perfect classroom teaching mode. On this basis, students can improve the quality of learning in classroom. In this way, it

not only saves teaching time, but also gives students more independent time, so that students burden and psychological pressure can be reduced in independent learning and exploration. For example, in the teaching of "Making New Friends", the first volume of HUMAN Education Edition for grade 7, teachers can set up classroom exploration content from the direction of deep learning after teaching basic knowledge, and set up real teaching scenes of Making friends. Teachers can ask students to carry out in-depth discussions on the topic of making friends based on the vocabulary and grammar knowledge of classroom teaching. Meanwhile, in this process, teachers should not only attach great importance to the cultivation of students' vocabulary reserve and oral expression ability, but also pay attention to the development of students' thinking quality and independent learning ability.

3.2 Focus on the real demand to assign proper homework.

Under the "double reduction" policy, when assigning homework, teachers should pay attention to the real needs of English learning and the time required for students to complete homework. For one thing, English courses are different from other courses. The ultimate goal of English courses is to cultivate students' listening, speaking, reading and writing skills to apply English in their life and work. Therefore, when teachers assign homework, they can consciously enhance the practicality of homework. For another, teachers can assign hierarchical homework and selectable homework so that students can complete the appropriate and interesting homework according to their own situation. This can not only enrich the form of homework after classes, but also reduce the amount of homework after classes to a certain extent. Reducing the total amount of homework is a major goal of "double reduction". To reduce the total amount, we must improve the quality of homework to achieve the same learning effect.

3.3 Adopt various evaluation methods to stimulate students

Middle school English teachers should adopt various evaluation methods. Especially in the process of classroom interaction and homework correction, teachers should comment on students' performance specifically and give students more encouragement. Only in this way can students establish confidence in learning English, gain successful experience and help students set up learning goals in the future. For example, Liu Jie et al. have pointed out that as an important means of junior high school English education evaluation, incentive evaluation plays an important role in stimulating students' interest, improving their enthusiasm for learning and thus improving their learning efficiency [6]. In addition, teachers should give different feedback to students at different levels. For example, for students who are good at English, teachers need to encourage them to keep up their efforts and point out what goals they should pursue further. For students with poor English scores, teachers should also see their progress and give them positive evaluation in time to help them establish self-confidence. In general, it is very important to adopt a comprehensive evaluation method for the growth of students.

3.4 Create teaching situations with the help of multimedia to stimulate students' interest in learning

Nowadays, the most important purpose of English teaching is to help students realize the importance of learning English and stimulate students' enthusiasm for learning. It is a good way to attract students to create teaching situation by using multimedia in classroom teaching. With the rapid development of information technology in our country, the use of multimedia technology in junior English classes has become very widespread. Junior high school students are often very lively and active, so now and then it is difficult for them to concentrate in classes for a long time. If the middle school English teachers simply give oral lectures, the classes may become very boring. And students will gradually feel that learning English is a burden. Therefore, teachers should use pictures, videos, music and other sensory stimuli to attract students' attention. For example, junior middle school English teachers can use multimedia technology to play some interesting English movies to students, or play some English songs during the break, which can effectively enrich the English classes.

4. Conclusion

To sum up, an efficient Middle school English class can not only ignite students' enthusiasm for learning, help them make continuous progress, but also enable students to find confidence in the process of classroom learning. In order to improve teaching quality and efficiency and help students learn English better, teachers should actively grasp and deeply understand the relevant requirements of

"double minus" policy. At the same time, teachers should also pay attention to the changes in Junior middle school English teaching in China under the "double reduction" policy, so as to better seek effective solutions, improve the efficiency of English class, and ensure that English teaching can be carried out smoothly and efficiently.

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