

A Study on the Diversified Development of English Education and Teaching

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Abstract: *English is an indispensable foreign exchange language in China at this stage, and the diversified development path of English education and teaching is studied. This paper discusses the importance of diversified development of English education and teaching, including four aspects: teaching objectives, teaching principles, teaching methods and teaching evaluation. It designs diversified development strategies for english teaching, and studies the application strategies of diversified teaching objectives, diversified teaching principles, diversified teaching methods and diversified teaching evaluation.*

Keywords: *English education and teaching; Teaching diversification; Diversified teaching methods; Research on teaching methods*

1. Introduction

The reason why our country vigorously promotes English teaching mainly includes several aspects of needs. The first is to meet the needs of external communication. More than 70% of the world's people can write emails in English. If they want to communicate with others, English is an insurmountable barrier. The second is to meet the needs of scientific and technological development. As the world's largest scientific and technological power, the mother tongue of the United States is English. Most internationally renowned papers and journals need to be published in English. Therefore, taking English as a second foreign language is an essential educational measure in China. However, the current research on English education and teaching is in a dilemma. After the educational reform, many teachers began to look for new teaching methods to improve students' interest in learning, but these teaching methods have little effect in english classroom. Language learning itself is boring. Due to the limited teaching time and the little interaction time between teachers and students, it is impossible to effectively cultivate students' interest in reading. This also directly leads to the students' lack of willingness to participate in the teaching reform, and the actual teaching results are very poor [1]. Therefore, the research on English education teaching has become a very important topic in Chinese teaching research. Without solving such problems, some educators have put forward the path of diversified development of education. This paper studies and analyzes English education and teaching based on this method.

2. The importance of diversified development of English education and teaching

Different educational researchers have different understandings of diversified teaching concepts. Its simple definition is that multiple elements are combined in similar but different ways. From this point of view, there is an important premise for adding diversified development to English education and teaching, which is to achieve the superposition of multiple elements and achieve better teaching results without affecting the whole. Therefore, it can be comprehensively improved in teaching objectives, teaching principles, teaching methods and teaching evaluation. In the diversified teaching concept, the teaching goal is the most important and core content, which has the meaning of clarifying the focus of teaching, and can be regarded as the learning result that teachers and students expect together in teaching activities. Introducing the concept of diversification into the teaching objectives can provide students with richer and more vivid ideals, thus arousing students' interest in learning. The teaching principle is that teachers must abide by the rules in the teaching process. Diversified teaching is usually flexible, so at this time, they should have certain principles, otherwise it is difficult to ensure the teaching progress and will not lose control. Teaching method is the key part of practical teaching

activities. When designing teaching method, diversified teaching can respect students' main position to the greatest extent. On the basis of satisfying the new education, the interaction between students and teachers can be increased, the classroom atmosphere can be active, and good teaching effect can be provided for the course [2]. The diversified teaching evaluation negates the most extensive score evaluation method at present, and it is unscientific to only use scores as the evaluation result of learning, while the diversified teaching evaluation can reflect students' mastery of knowledge well.

3. Diversified development strategies for English teaching

3.1. Diversified teaching objectives

Diversified teaching objectives need to cultivate students' outlook on students, teaching and development. Most teachers pay more attention to the intellectual development of students at the middle school stage, but many students have more advantages in areas other than intelligence. If teachers ignore this, it is easy to waste this talent of students. In the diversified teaching concept, teachers need to combine students' various abilities, choose the appropriate teaching mode, and cultivate students. For the teaching audience who teach students in accordance with their aptitude, it is necessary to clarify the individual differences of students. Teachers, through the differences of students, assign different assignments on the premise of respect. In the diversified teaching objectives, students need to find their own learning methods, while teachers take training students' learning ability as the starting point, and teach knowledge as the secondary goal. Exercises at different levels are arranged to stimulate the self-confidence of students at each level and make them interested in English learning. In the multi dimension development view, it is necessary to cultivate students' broader vision.

3.2. Diversified teaching principles

The following three principles should be followed in English teaching. First, students' personal situation and teaching methods should correspond to the principle. Student's personal situation is the student's learning situation at this time, including students' current level, personal hobbies and interests, learning habits and other factors. If the students have a weak foundation, they need to adopt a variety of teaching methods to make up for their shortcomings, build up their self-confidence and arouse their interest in English learning. For students with a good foundation, it is necessary to focus on cultivating their interests in language and culture, set up the idea of scientific learning, exercise language logic, and increase the learning of interest content. Teachers can choose different teaching methods according to students' personal interests and hobbies.

The second is the principle of optimizing the combination of teaching objectives and teaching contents. If you want to clarify the teaching methods and content, you need to set the teaching objectives first. In specific actions, with teaching objectives as the primary premise and the core principle, the compiled teaching content should not be inconsistent with the teaching objectives. Finally, specific teaching methods should be designed based on such teaching content [3-4]. In the process of designing teaching contents and teaching methods, it is necessary to set up necessary points and key and difficult points for students' learning contents from life examples. The necessary points are the contents that students must learn, and the key and difficult points are the contents that students selectively master according to their own conditions.

Thirdly, it is necessary to follow the principle of adapting to the law of students' physical and mental development. The intellectual development of students at different stages is unbalanced. In primary school, it is difficult for students to understand the grammatical content of English learning. Therefore, it is not necessary to teach them too difficult knowledge, just need to explain some simple commonly used vocabulary, and oral and common language mainly. In junior high school, students' abstract thinking ability is still relatively weak, at this time can not teach long difficult sentences in class. Junior high school students are mostly in adolescence and have a good interest in practical problems. Therefore, we can start from life examples to teach junior high school students common English in life, such as buying things, asking directions, seeing a doctor and so on. In high school, when students' thinking ability gradually approaches adults, they can have a deeper understanding of the vast majority of grammar knowledge. There are many ways to arouse students' interest in learning English. The vivid teaching way is shown in Figure 1.

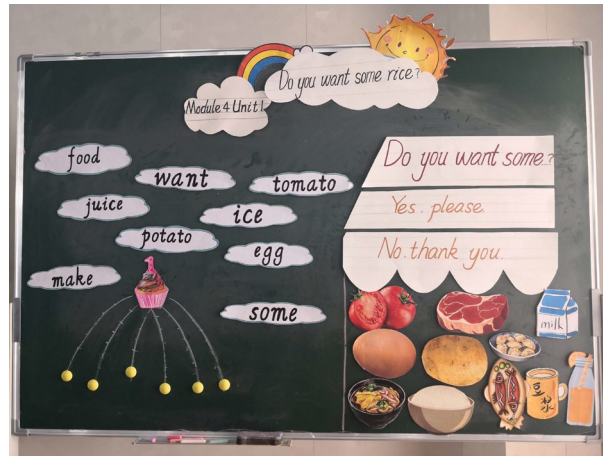


Figure 1: Teaching methods that stimulate students' interest in learning

3.3. Diversified teaching methods

Diversified teaching methods have great advantages, which can fully mobilize the enthusiasm of students, clarify the main position of students, and improve teaching efficiency. In the diversified teaching, in order to help more students exercise their own advantages, we need to design a multi-sensory interactive teaching method. This kind of teaching needs to mobilize students' limbs, visual and auditory senses, cultivate students' oral ability, listening ability and problem-solving thinking ability, and help students develop team cooperation and competition awareness and other interactive abilities. In this process, some interesting English teaching games are very suitable communication and interaction platforms. At the same time, teachers can also introduce the focus of this lesson by creating diversified teaching situations. Through the problems with enlightening thinking, help students to operate their thinking, so that students can learn to think, so that they can independently solve difficult problems.

3.4. Diversified teaching evaluation

The diversified evaluation is different from the traditional evaluation method, which emphasizes people-oriented, stimulates students' interest in exploring external things through creative thinking, and stimulates students to improve themselves constantly. Diversified teaching evaluation pays more attention to the future of the evaluation object rather than the present. In the evaluation oriented to individualized development, this teaching concept holds that each student has its own advantages and characteristics, so teachers need to teach students in accordance with their aptitude and evaluate them according to their own characteristics. Each student is independent and obviously different. If the assessment standard is set as the same standard line for everyone, it is difficult to accurately grasp the real development of students [5]. The comparison between the diversified teaching evaluation methods and the traditional teaching evaluation methods is shown in Table 1.

Table 1: Comparison between diversified teaching evaluation methods and traditional methods

Comparison of items	Diversified teaching evaluation methods	Traditional teaching evaluation methods
Principle	People-oriented, stimulate students' interest in learning	Based on student achievement and ranking
Major Project	Evaluate the future of the object	Evaluate the object's present
Teaching Idea	Give full play to students' own advantages and strengths	Unified teaching is difficult to teach students according to their aptitude
Criteria of Assessment	Diversification	Relatively simple

In the diversified personality development, we should focus on teaching students in accordance with their aptitude and try to help students improve and develop on their own standard lines. In the diversified and comprehensive development, it is not only necessary to pay attention to the examination results, but also to accurately evaluate the oral English ability, listening ability, writing ability, etc. Although the existing evaluation system takes words and grammar as the core, the above three kinds of

contents that have not been assessed are really applied in the society. The diversified development is just to promote the improvement of these three abilities. In the diversified and healthy development, students need to constantly break the ego, build sufficient self-confidence, so that students can be happy in learning, rather than disgusted. Only in this way can students still adhere to independent learning without supervision. In the diversified evaluation, it needs to include written evaluation, language evaluation, form evaluation, file evaluation and other forms. Among them, the written evaluation refers to the proficiency of words and grammar, the language evaluation refers to the students' ability to use English speaking and listening, the form evaluation records the students' learning attitude and classroom performance, and the archival evaluation refers to the students' excellent homework and award certificates. In general, the diversified evaluation is the expression of the traditional evaluation method and is applicable to all people, and the only screening method based on the score theory can not reflect the advantages of all students. Therefore, it is the fundamental demand of diversified teaching to establish a set of student evaluation system which is centered on people and can reflect the needs of complete quality education.

4. Conclusion

To sum up, the application of diversified teaching methods in English education and teaching is the only way for future education and teaching. In the process of diversified development, teachers need to set themselves as the role of guides. Under the student-centered teaching principle, they need to increase students' interest in English learning as the starting point, cultivate students' comprehensive ability, and bring greater impetus to English teaching in China.

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