

# Thinking on the Application of Situational Teaching in Primary School English Teaching

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**Abstract:** *As an international universal language, English has been playing an important role in the process of globalization. Under the background of the new era, China's education has achieved good development. Primary School English courses have been widely opened in all primary schools across the country, and become one of the important courses. This paper mainly analyzes the specific application of situational teaching in primary School English teaching in order to provide reference for primary school English teaching in the new era.*

**Keywords:** *Situational teaching; Primary School English; Application of thinking*

## 1. Introduction

However, many teachers are influenced by traditional education in the actual teaching process, and most of them learn words by rote memorization, which reduces students' interest in English learning to some extent.

## 2. The basic overview of situation teaching

At present, the requirements for English teaching are gradually raised in the stage of primary education, so as to promote the development of primary school students' core literacy in English. Influenced by traditional education and exam-oriented education, most teachers use traditional education methods, which to some extent increases the pressure of primary school students to learn English and reduces their interest in learning English. Situational teaching can effectively stimulate students' desire to explore English learning and improve their interest in English by integrating it into primary School English teaching. Situational teaching is an effective method of combining visual and auditory education. Teachers by setting some real interesting scenes, help students better understand the textbook knowledge, apply what they learn knowledge of English to the real life, lets the student in the setting of use English dialogue, exercise students' English language practical application ability, enhance the consciousness of students' English culture, promote the all-round development of primary school students physical and mental health. Situational teaching effectively enriches English classes, stimulates students' curiosity, conforms to the psychological characteristics of primary school students in class, and creates a good English learning atmosphere, which is conducive to their involvement in English classes.

## 3. Analysis of the influence of situational teaching on English teaching in primary schools

The influence of situational teaching on primary English teaching is analyzed from two aspects: stimulating learning interest and enriching classroom forms.

### 3.1. Stimulate interest in learning

Primary school students have weak self-restraint ability and are easily attracted by new things, thus distracting the attention of learning. Therefore, teachers need to adopt the right method to seize the attention of students. Teachers can make full use of the situational teaching method to stimulate students' interest in English learning and improve their desire to explore English problems. Teachers need to change their position in class, students become the subject of class, and teachers become effective guides. Teachers need to encourage students to think and learn independently, exercise their thinking and ability of independent English learning, create a good English learning atmosphere for students, create a free and open space, fully stimulate their imagination and creativity, and make innovations in the process of

English interaction. For example, when we learned the chapter "Hello" in primary School English, it involved relevant knowledge of "school", "stationery" and "greetings". Teachers can create situations for students to communicate and introduce each other. During this period, only correct guidance is required without too much interference. Let students play their imagination and think about the introduction content, such as "Hello! Do you like pear?" Talk about your favorite fruits and so on. Students can feel the happiness brought by communicating in English in real situations, and also effectively practice the application of English in real life. Teachers use situations to stimulate students' interest, create an innovative learning atmosphere, and let students feel that English is everywhere in life.

### **3.2. Enrich classroom forms**

Teachers can effectively enrich the form of English classroom teaching by using the method of situational teaching. In traditional English teaching, students learn words by rote in class, so they have certain learning pressure in the face of a large number of English words. However, if teachers lack rich teaching methods, students' interest in learning will be reduced to a great extent. In this regard, teachers can adopt the role-playing method to teach. For example, when the teacher talks about the chapter "We Love Animals", the teacher can ask the students to act different animal roles. When the teacher talks about "cattle" in the dialogue, let the students play the roles of cattle to have a dialogue. By asking the students to play different roles of animals, it is helpful for the students to deepen their impression of the word and make their memory more solid. Teachers can also use multimedia information technology to make pictures of learned English words or grammar and play them in class, so as to innovate teaching forms and improve students' learning efficiency. In addition, teachers can also create teaching situations by using videos. Students can contact relevant English words and sentence grammar by watching videos, so as to effectively exercise students' English language sense. For example, when teachers talk about "My Week" in primary School English, they can choose excellent film and television works and play the highlights in class through multimedia editing. Teachers can easily lead students into English teaching situations by using movie clips, so as to strengthen their understanding of the specific meaning of the article. Moreover, students can deepen their memory of the situation by watching movies and TV shows, so that they can associate expressions in movies and TV shows when they encounter similar grammar in future learning.

## **4. The concrete application of situational teaching in Primary School English Teaching**

The specific application of situational teaching in primary School English teaching mainly focuses on stimulating students' interest through situational creation and introducing classroom competition to give play to their ability to exercise.

### **4.1. Stimulate students' interest by creating the situation**

Situational teaching plays an important role in primary School English teaching and is an important way for primary school teachers to teach. Teachers should change their teaching ideas, adopt different forms of teaching strategies, fully stimulate students' interest in English learning, let students become the main body of the class, enhance their confidence, exercise their oral English ability, let students every day is holding the mood of expectation to meet the arrival of English class. Teachers can use life of teaching, let the students not only in the classroom for learning English, such as learning in primary school grade four to "Our school" of Our school, the teacher can lead the students out of the classroom to the campus, real to look at the campus, let the students use English to describe some real things in school. Teachers use the life-oriented teaching situation to transfer the classroom to the campus, so that students can have a deeper understanding and memory of the relevant English knowledge of this chapter. Teachers can also encourage students to share interesting things in school daily life with others, increasing the interaction between students and between teachers and students, enhancing mutual emotional communication, and making common progress in English learning ability. By communicating with teachers in English in real life, students can communicate with teachers more naturally in class in the future.

Teachers can use intuitive means to cleverly design the situation in practical teaching. Primary school students generally have image thinking, teachers use the actual characteristics of primary school students to tap their bright spot, give full play to their inner potential, so as to better carry out primary school English learning. For example, teachers can use simple objects, wall charts and other intuitive teaching tools to assist English teaching, while using stick figures, small games, facial expressions and body

movements to fully stimulate students' imagination, cultivate their thinking mode of learning English, and create a good and real natural situation. Primary school students are easily affected by other new things in class, and they are not focused and cannot concentrate on the class. By creating interesting situations, teachers can effectively catch students' attention and encourage them to devote themselves to English classroom learning, thus improving their learning quality and efficiency. According to relevant studies, the more distinct the teaching tools provided by teachers, the more effective it is to shorten students' perception time and fully stimulate students' cognitive interest. In primary school English, there are many words expressing concrete things, which is conducive to teachers' teaching with concrete objects. Such as primary school English learn about "stationery" of English words, the teacher can prepare a pencil case, combining with the items in the pencil case in the classroom practice of pencils, erasers and so on word, students can not only master the English words on stationery, also can arouse their interest in learning, to help the student to the word memory more solid.

Teachers can also use pictures and stick figures to impart English knowledge. Primary school students are generally interested in pictures and have strong imagination. Teachers create a variety of wall charts in the classroom, using existing resources of teachers to create immersive situations. Teachers can effectively save the time of word explanation by using stick figure drawing to teach English knowledge through simple, intuitive and vivid stick figure drawing, which is more in line with the aesthetic of primary school students and effectively mobilize students to actively participate in English activities. For example, when the teacher is explaining the word "animal", the teacher can combine stick figure drawings of animals to carry out the teaching. Let the students draw various small animals and explain the animals they draw in English.

#### **4.2. By introducing competition in class, exercise ability can be brought into play**

Primary school students generally have a competitive spirit, teachers should grasp the psychological characteristics of students, in the classroom appropriate introduction of competition, stimulate the motivation of students to learn, exercise ability. For example, teachers can organize some simple English plays into groups for competitions, and carry out word recitation and silent writing contests, which enrich students' English cultural life and improve their Comprehensive English level. Teachers can prepare the English words they have learned in advance, divide students into groups in class, and let the groups answer the questions separately. The group that recognizes the most words will win. Teachers need to play a guiding role in activities, highlight students as the main body of the class, and fully exercise their comprehensive ability. Teachers should give appropriate reminders and encouragement, not blindly criticize, reduce students' interest in actively participating in the competition, appropriately provoke competition in class, stimulate students' competitive spirit, improve their grasp of English knowledge, and improve their core literacy and comprehensive ability of English subject.

### **5. Conclusions**

Teachers use situational teaching to change the teaching goal into a situation, so that students can grasp a more intuitive image in English teaching activities, so as to feel a strong atmosphere of English emotion. Teachers adopt rich classroom teaching forms, which can not only stimulate students' desire to explore English and cultivate their thinking mode of Learning English, but also apply the English knowledge they have learned to practical life and improve students' core quality of English subject.

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