

A Brief Analysis of the Application of Inductive Teaching Method in English Teaching in Primary School

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Abstract

As one of the most important teaching methods in primary school English learning, inductive teaching method plays an indispensable role in primary school English learning. This paper mainly discusses the application of inductive teaching method in English teaching in primary schools. By analyzing and discussing the current situation of English learning among primary school students, it is found that there are still many problems in English learning in primary school students. In view of these problems of students, teachers' use of inductive teaching method in class is more conducive to improving students' enthusiasm in English, while as teachers, it is more important to guide children to learn English pronunciation, vocabulary and grammar by inductive method.

Keywords

Induction; English teaching in primary schools; application.

1. Introduction

In the early days, inductive teaching method was mainly used for geometry in mathematics, but now it is more and more widely used in English teaching. As a method to guide students to carry out inquiry learning, the most prominent advantage of inductive mode is that it can improve students' ability of analogy analysis, and make students more interested in learning.

2. The Analysis of the Current Situation of English Teaching in Primary Schools

2.1. The Analysis of Students' Learning Status

Every student who is learning English at the beginning has a great sense of freshness to English learning and shows his desire for English learning. However, with the growth of age and the deepening of learning, students will inevitably encounter many difficulties and troubles in listening, speaking, reading and writing. Especially in the understanding and expression. Students are not confident enough to participate in classroom activities and they want to express themselves, but they are afraid of making mistakes. Many students lack of self-discipline to learn. Although the rapid development of Internet technology makes it possible for many students to study online, few students are able to study independently online. Most of the students do some entertainment through the Internet, instead of using it to study, they do not have good self-control. Some primary school students, because of no teacher constraints, they can not well carry out independent learning and unable to keep up with the pace of learning, their own learning can not give an accurate evaluation, in general, students' individual independent learning ability is poor and they cannot have strong self-disciplined. Self-directed learning is a demanding process, and most primary school students are addicted to online play.

2.2. The Analysis of Teachers' Teaching Methods

In traditional classroom, teachers often spend most of their time on teaching words and sentence patterns, and students can complete the teaching of the text as long as they read the text several times. However, it finds that students can not grasp the taught content well. Although our country strongly advocates the diversification of teaching. But in many places, the traditional teaching model is still used in primary school English education, which makes the English classroom atmosphere look lifeless. As a result, students are unable to be interested in English. In addition there are many students in each class. In English class, the time of each class is limited, so teachers have to spend most of their time teaching students knowledge points, so in class, teachers do not have enough time for every student to practice their oral English. This situation is very unfavorable to students' English application ability. English belongs to a kind of language, the ultimate purpose of students to learn this language is to apply it in practice and communicate with this language. If students do not open their mouth to practice oral English in the process of learning English, it will lead to the formation of dumb English and fail to play the purpose of learning this course.

2.3. The Analysis of the Influence of External Factors

Parents are the children's first teachers. Family education is also very important to the English learning of primary school students. Family education is an extension, supplement and expansion of school education. Parents should communicate with teachers effectively, and teachers should give parents corresponding guidance. In order to realize the positive influence of family environment on children's English learning, parents are required to establish a scientific and reasonable educational concept.

Social organizations, groups and cultural departments outside the courts and schools directly and indirectly carry out various educational activities for the young generation, which is called social education. Students should not only understand the importance of society to English learning, but also have a sense of social responsibility for English learning. Under the influence of this social psychology, students cannot talk about broad social and good English learning motivation. Now, with the advent of the knowledge economy and the information age, the phenomenon of mental and physical inversion has disappeared, and the demand for English talents in all walks of life is also increasing, which provide students with more choices and a wide range of social English learning motivation and English learning society has a new understanding. Teachers make students gradually realize that learning English is not only a personal thing, but also a social responsibility. And inductive teaching method in English learning can lay a firm foundation for the new generation, so that children will have an interest in learning English.

3. The Introduction of Inductive Teaching Method

Inductive teaching method is one of the important methods of scientific reasoning. It is a remarkable feature of inductive teaching method that extensibility, probability and different premises support different conclusions. Although inductive teaching method has played an extremely important role in the history of scientific development, and it will play an important role in future scientific research, as a scientific reasoning method, inductive teaching method still has some problems. For example, sometimes the number of examples needed is too large, more than one incompatible conclusion can be drawn from the known premises. While the introduction of other disciplines, theories and methods will help us to better use inductive teaching method and avoid the introduction of wrong conclusions as much as possible. The features of inductive teaching method are as follows: firstly, it is not limited by the existing knowledge and experience, and encourages the development of new ideas. Second, regardless

of the limitation of time and space, inductive teaching method encourage intuitive and jumping thinking about transplantation and organization.

No matter which teaching method teachers adopt, teachers should pay attention to the application. In practice, students gain the ability to use the language of listening, speaking, reading, writing and so on. Students should speak more English to improve their comprehensive ability of English. When teachers use inductive teaching method in primary school English classroom, they should pay attention to: one is the teaching of single knowledge points, the other is the teaching of multiple knowledge points. In the process of teaching, there should be not only special training of a single language point, but also comprehensive practice of multiple language points, so that students can master the details and use them flexibly. At the same time, students should review in time to improve efficiency. Studies have shown that the key to a person's success in learning is not how long they spend at a time, but how often they study -- the number of times they review. Teachers should pay attention to the recurrence of grammatical phenomena. Teachers not only let students remember the knowledge that has been explained, but also combine new language phenomenon, review in time, so that students' short-term memory can be transformed into long-term memory. The teacher should summarize and conclude the grammar knowledge in time, so that the students can establish the connection between the new and the old knowledge and make it systematic and orderly.

4. The Application of Inductive Teaching Method in Primary School English Teaching

English is a language subject, and its knowledge is trivial and complex. If you want to learn it well, you must use certain methods to make it simple and regular. In the process of English teaching, induction method is conducive to improving the ability of primary school students to master language.

4.1. Systematic Induction of Phonetic Teaching

When teaching words, the teacher should try to lead the students to divide syllables by simply telling the students that the number of syllables is determined by the number of vowels. English is a phonetic language, so teachers can use the positive transfer effect of hanyu pinyin scheme to help students read more than half of the vocabulary, so that students can get the corresponding sense of achievement, in a sense, it also encourage and guide students to pay attention to phonetic learning consciously. Then, summarize the pronunciation of the five vowels, a, e, i, o and u. Since these five vowels are pronounced differently in open and closed syllables, it is necessary to first say what is open and what is closed. Students must master open and closed syllables, and on this basis to meet new words can be correctly distinguished. Go, me, name, like are open syllables. Hand, big, bed, pen, etc are closed syllables (W.D. Tang 76). Vowels letters (a, e, i, o, u) generally pronounce themselves in stressed open syllables, but not in stressed closed syllables. The teacher simply explained to the students that consonants with the final "e" are open syllables. For closed syllable can be generally defined as the last three letters of a word for "one consonants vowels mother a consonant letter" and the phonetic symbol for "vowel consonant" is the for the closed syllables, if the syllables and stressed, that is stressed closed syllables, then it needs to double the last letter again suffix changes accordingly. Eg: shop→shopping, run→running, big→bigger, stop→stopped, etc.

4.2. Induction of Verbs

In the process of learning English words, when teachers adopt inductive teaching method, students can arouse their curiosity and thirst for knowledge by analyzing and comparing words. Teachers use inductive teaching method to improve students' learning effect. Intransitive verbs, synonyms and irregular verbs can all be taught by inductive teaching method. When students

are learning and memorizing English words, they can try their best to connect the words they have learned in the past according to the sound, shape, meaning and other characteristics of the words, so that students can find the common points among the words. At the same time, students can use the old memories to stimulate the new memories, and use the new perception to deepen the old impression, which can greatly enhance the students' memory effect. Here are some simple examples of verbs.

Examples of intransitive verbs include: listen and listen to, both of which mean to listen, but listen is an intransitive verb that cannot be followed by an object. (1) Listening! What is Wu Dong doing? (2) I'm listening to you. When followed by an object, add the preposition "to", and "listen to" is equivalent to a transitive verb. Like the sentences "We listen to the radio every day. Listen to me, please." Similar ones are look, look at and so on.

Generalization of synonyms. For example: speak, talk, say. These three words all have the meaning of expressing one's will through the mouth. The act of speaking, often used as an intransitive verb. "This parrot is studying to speak. She speaks in English." Talk is an intransitive verb that refers to the exchange of ideas between two or more people. Take the object to the corresponding preposition. They're talking. What are they talking about? "Say" is to say something emphatically. Used as a transitive verb, often followed by specific words. Like "Say it again in China. He said, I will come tomorrow." Similar ones are see, look, watch, look for, find, etc (W.D. Tang 77).

Induction of irregular verbs. Irregular verbs can be classified into the following four types according to their generality: 1. Those with the same original verb, past tense or past participle are of the AAA type: put—put—put; read—read—read. 2. The original verb and the past participle are the same as the ABA type: come—came—come; run—ran—run. 3. The past tense of verbs is the same as the past participle. This form occupies the majority of irregular verbs. It is characterized by the vast majority of /t/, /d/ ending for ABB.

A: think—thought—thought; buy—bought—bought.

B: keep—kept—kept; sweep—swept—swept.

C: say—said—said; pay—paid—paid.

4.3. Systematic Induction of Grammar Teaching

In English grammar teaching, the students contact some grammar sentences, instance, and the sentences are in the condition of certain scenes was proposed, and then gradually guide students to understand these instances and sentences into line analysis, induces the characteristics of sentences together, to abstract become a kind of grammar rules. For example, in primary school English learning, the teacher explained the complex number of nouns to the students, and listed two sets of sentences for comparison:

There are many books in the bag.

There is a book in the bag.

A lot of flowers in the garden.

There is a potted flower in the garden.

The teacher can ask the students to observe the characteristics of the two sets of sentences, what are the differences between them, what are the similarities, and how the nouns have changed. Starting from the concept of noun plural, and analogy inductive teaching method, this way can make students' independent learning ability to effectively improve, and at the same time, enhance students' ability of inductive teaching method. However, the simple use of inductive teaching method also has a certain degree of limitation, which requires the deduction of the way to reduce students' learning pressure, save learning time, so that students can learn more easily.

In the teaching of basic English sentence patterns such as general questions, teachers can recombine them into new sentence patterns as long as they teach students to master the inner relation and interrelation of the sentence patterns. At the beginning, due to the influence of Chinese, a considerable number of students do not pay attention to use the verb "be" or auxiliary verb at the beginning of the sentence in general questions, and they often add a question mark after the declarative sentence ambiguously, which leads to wrong sentences. Teachers are required to carry out a series of analysis and inductive teaching method in teaching.

There are two forms of statement sentence pattern turning into question sentence pattern: The first form is the sentence pattern formed by the verb be, have and modal verbs. The second form is the sentence structure formed by the action verb as the predicate verb. Change question sentences, the sentence first plus auxiliary or move auxiliary verbs to. (1) simple present the use of auxiliary verbs do or does (does after the verb prototype). (2) the past tense, with the aid of auxiliary verbs did (did after the verb to use prototype). (3) the present continuous tense and the past, with the aid of a be verb (am, is, are, was, were). (4) the general future tense and the past in the future, with the aid of auxiliary verbs will (shall), order. (5) the present perfect and the past perfect, with the help of the auxiliary verbs have (has), had.

5. Positive Effects of Applying Inductive Teaching Method

First, students will have initiative with inductive teaching method, so that students become passive to active. Inductive teaching method not only improve the enthusiasm of students to learn, but also enhance their self-confidence. Induction teaching is a scientific teaching model. It sees the essence through the phenomenon and reveals the general through the special. Students will be surprised by every discovery, which will boost their confidence and generate a steady stream of motivation for English learning.

Second, inductive teaching method makes the original abstract things concrete, which is easy for students to understand. Inductive teaching method can make full use of students' existing experience knowledge ability, at the same time, through students' self-reflection and summary of pronunciation, vocabulary and grammatical structure, students' memory becomes more solid and their knowledge is more proficient. Therefore, inductive teaching method ensures the effectiveness of English teaching.

Thirdly, the teaching method of induction can avoid the mere abstract explanation. Learners can actively participate in the search for certain rules by contacting specific and vivid language examples, and they can easily understand and remember certain structures and their usage. When exposed to the new structure in the real context, interns can not only understand the structural form, but also make better use of the learned structure. Once learners develop the habit of finding language rules by themselves and apply this skill to the whole process of language learning, they will gradually get rid of the dependence on teachers and gradually learn by themselves. Students will also acquire a sense of language as early as possible, thus feeling that language learning is more and more relaxed.

The inductive teaching method urges students to adopt a deep learning method instead of the superficial and rote learning method. Inductive teaching method can help students acquire the ability of critical thinking and independent learning. These abilities is scientific experts and professional engineers must have characteristics.

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