

The school should support the development of professionally oriented English teaching in its policies and clarify its main role. All students and teachers should pay attention to the development of professionally oriented English courses and emphasise its place in the curriculum. [4, p. 188] Also the adoption of modern teaching tools, such as computers, projections and other internet devices, can make the content of professional English more vivid and concrete. At the same time, some relevant specialized websites can be introduced to academics to update some of the obsolete contents in the textbooks and expand students' professional knowledge with the help of the information available on the Internet.

3. Increase teacher input.

Professional English courses, which require teachers to have not only a good level of English but also solid professional competence, should be taught, and the task should be undertaken by a special foreign language teaching and research department in order to better link general English with professional English, and to facilitate teaching and research activities, such as discussing the syllabus, compiling teaching materials, conducting teaching seminars and developing assessment preparation. Schools should set clear goals and requirements for full-time teachers, while increasing financial investment and providing policy support.

4. Improve the delivery and evaluation mechanism of English teaching under professional orientation.

The traditional ability to read and write by listening is an important but not the only task of professionally oriented English teaching. With globalisation, there will be more and more opportunities to interact with foreign colleagues in technical and other fields. The current classroom teaching of professional English uses a traditional lecture-based model in which students are in a passive position. It is possible to change the written language training to oral skills training and to exercise students' expression and thinking skills. The traditional assessment mechanism could also be changed, for example, by creating a study report in English, which would fully exercise the students' application skills. [4, p. 186].

In summary, professionally oriented English teaching in the new era has to be designed in accordance with the actual situation and in line with the development of the flow of time. Professionally oriented English education, as an extension of basic English education, [1, p. 5] is a necessary step in the development of applied and research-oriented talents.

References:

1. Research on the design and practical ideas of teaching mode of English for engineering majors under professional orientation - a case study of Baise College/ Qin Lixia// Campus English. - 2015.01.01
2. Discussion on the reform of professional English teaching/ Xiong Xiaochun// Crazy English (Teacher's Edition). - 2008.04.01
3. Discussion and practice of the full English teaching mode of "Material Failure Analysis"/Li Dayu, Liu Cheng, Zhang Qi//Curriculum Education Research. - 2016.12.25
4. Design and Practice of a Major-Oriented Teaching Model of English for Engineering/ Tang Yang, Feng Jian, Thomas Lane// Research in Higher Engineering Education. - 2014.7.28

UDC 372.881.111.1

DESIGNING ENGLISH TEACHING PEDAGOGICAL CONDITIONS IN RURAL PRIMARY SCHOOLS

Shang Guoxingzhi

*Master's student of General Pedagogy
Belarusian State University of Maxim Tank, Minsk
fishstorysgxz@163.com*

Foreign language teaching is an important link in basic education. However, the current situation shows that teaching concept and teaching methods in rural primary schools are still traditional. This paper analyzes and proposes educational innovative measures that can be implemented in teaching English in rural primary schools to stimulate students' interest in learning and cultivate students' learning habits. So that English education can be carried out smoothly in rural primary schools to lay the foundation for the subsequent education of students.

Keywords: teaching English; primary school; rural education; teaching methods.

Foreign language education is an indispensable link in basic education. With the continuous development, society's demand for language is not limited to learning to use mother tongue and mastering a foreign language has become a compulsory course. English, as an international language, is naturally the first choice in foreign language education. Teaching experience shows that English classroom teaching should not only be satisfied with traditional teaching, but should gradually shift to innovative classrooms that stimulate students' interest in learning.

The research of this paper is based on teaching experience in rural schools in China. Compared with urban, children from rural Chinese schools show a terrible lack of basic knowledge in English and low level of interest in English learning.

In a teacher-centered classroom teacher explains a grammatical rule in the native language, then translation exercises follow, perhaps preceded by some fill-in-the-blank or verb conjugation or noun declension work. There is no attempt at "real" communication. Therefore, in modern English teaching, teaching methods should be based on "a student-centered, theme-centered and activity-centered classroom" [1, p.12] Modern English teachers must use their own teaching experience and wisdom to integrate English learning content into life experience, so that students will not think English is a boring course but it is a fun "skills class."

There must be significant changes in the forms, means and technologies of training, including going beyond the traditional training sessions. Active, personality-oriented learning technologies based on the theory of constructivism, as well as problem-oriented learning, are becoming increasingly important. Constructivism focuses on the development of trainees' ability to solve real life problems. The nature of learning is determined by the interests of the cognizing subject.

At the same time, students should pay attention to their emotions, so that they constantly form new knowledge, new skills, new concepts.

There is a need to adjust teaching content appropriately to improve teaching efficiency. The textbook arrangement that can be published and used must be relatively scientific and reasonable, but the learning situation of students is not the same, especially the learning situation of students in rural schools, so sometimes in the teaching may not fully abide by the textbook arrangement, according to the teaching needs to adjust the teaching content, can achieve higher teaching effect. Therefore, when teaching certain contents, teachers can adjust the teaching materials appropriately and teach some contents earlier or later according to the personal development of students.

For example, when students in the lower grades of primary school just get to know English, they can advance some interesting activities, such as English songs, so as to stimulate students' interest in learning. Most students in rural schools have never been exposed to English before English classes, so they have low interest in learning English. If words and grammar at the beginning of learning will discourage students' learning enthusiasm, so choosing interesting content to teach in advance to avoid students losing interest in learning could be successful. At the same time, inserting the focus of a lesson into interesting activities like playing games or role playing promotes faster assimilation of educational material.

Thus, when designing organizational and pedagogical conditions, it is necessary to adopt various teaching methods to cultivate interest in learning:

1. Adhering to intuitive teaching.

Digital auxiliary equipment (such as multimedia, video) to create a lively classroom atmosphere must be used. Chinese rural primary school classrooms are fully equipped with digital teaching equipment, making digital teaching a reality. At the same time, a large number of visual teaching technologies are used

in class, such as objects, activity pictures, decorations, etc., so that students can memorize words and sentences instead of boring letter combinations, but life image information, so that students can better understand what language expresses [2, p.8].

2. Ballad teaching.

In view of the children's naturally active character, English nursery rhymes are used to teach, and simple movements are arranged to organize classroom teaching. The effect is very good. For example, digital songs: one, one, ji, ji, ji; two, two, jump, jump, jump; three, three, meow, meow, meow, ; four ,four, woo ,woo ,woo; five, five, duck, duck, duck.. [3, p.6]. By combining numbers with animal words that have been learned, students are willing to participate, and it combines learning and review.

3. Game teaching.

In teaching, the boring language phenomenon is transformed into a vivid and interesting form of learning that students are willing to accept, and rich language communication situations are created for students. Rural students have few opportunities to use English in their daily life, so language communication can only be carried out in school. Giving full play to the advantages of "Total physical Response" and "The Natural Approach" is very successful.

4. Creating situational teaching.

The setting of simulated context in class for learning language knowledge is the preparation stage of using language for communication activities. It avoids the phenomenon that teachers teach too much grammar knowledge out of reality and teachers teach the whole class. Students can learn the sentence patterns in the specific context set by the teacher. Grammar usage, summarize its rules, so as to exercise the students' image thinking.

- Create a physical situation with the help of specific items, such as teaching supplies, stationery, toys and so on, and let students conduct simple imitation training;
- Create situations with self-made pictures and projections, and train students to look at pictures and speak;
- Express the interest in teaching through language, movements and facial expressions, so that students can fully perceive the content and acquire knowledge and skills from it;
- Use sound, image and other audio-visual situations for students to carry out oral communication practice;
- Use headdresses, costumes, props, scenes, etc., to set up information gap and create life situation, so that students can make up dialogues and communicate with each other in a realistic situation, and develop the good habit of daring to speak and love to speak English.

5. Using incentive evaluations.

Students like to be praised, so the language should be based on encouragement and praise. Motivation is the most basic function of education. Children who grow up in a motivating atmosphere will make continuous progress. Such classroom language as «Very good», «Well done», «Pass», «Wonderful», «Great», «Give me five», even friendly smile to students and other incentives are very important. The students who are praised will evaluate each other after class, gradually promoting students' interest in learning and confidence.

6. Focusing on communication cultivation.

Language has social and cultural functions. Situation method is carried out in the simulated context, and the significant ability which is cultivated is language ability. However, in real communication, attention should be paid to the appropriateness of a sentence and its acceptability in addition to syntactic correctness. Therefore, teachers should not only cultivate students' language ability, but also cultivate students' communicative ability. The communicative method here is different from the situational method. It provides students with a real communicative environment, and students can exert themselves freely according to their own language knowledge and show more imagination and creativity.

We came to the conclusion that, transformation of English teaching methods in rural primary schools not only enables pupils to master English knowledge and skills in the process of learning English, but also improves their language application ability. Designing organizational and pedagogical conditions

in accordance with the mentioned innovative approaches help students to feel the charm of English in the process of learning, develop students' thinking, cultivate students' sentiment, and develop students' personality.

References:

- 1.李艺清. 立足“双减”，创新教学—构建农村小学英语高效课堂的策略/广东教育学会，2022。- 12 页。 [Li Yiqing. Based on "Double Minus" and Innovative teaching -- Strategies for Building Efficient English Classrooms in Rural Primary Schools/Guangdong Education Society, 2022. -12 p]
- 2.卢国益. 聚焦新课标，创新小学英语课堂/校园英语,2022。-8 页。 [Guoyi Lu. Focusing on the New Curriculum Standard and Innovating Primary School English Classroom/School English, 2022. -8 p]
- 3.胡可芳. 民工子弟学校的家庭教育问题及英语教学方法创新研究——以慈溪市碧海学校为例/青春岁月,2018。-6 页。 [Hu Kefang. Family Education in Migrant Schools and the Innovation of English Teaching Methods -- A Case study of Cixi Bihai School/Youth Years, 2018. -6 p]

UDC 372.8:784.2(510)

PROBLEMS AND COUNTERMEASURES IN THE MUSIC EDUCATION OF FAMILIES WITH YOUNG CHILDREN

Tian Chen

*Master's student of the Department of Music and Pedagogical Education
Belarusian State Pedagogical University named after Maxim Tank, Minsk
1847157222@qq.com*

This article is dedicated to analyzing the status of family music education of young children in China. It explains the importance of family music education for young children, studies the impact on the healthy development of children's mind and body and determines the effective family participation model in early childhood music education in China. The article finds out the problems and promotes the practice of family participation in the early childhood music education process.

Keywords: family music education; music education problems; countermeasures in music education; preschool children

In recent years, with the gradual improvement of people's education awareness, family education has been highly valued by all areas of life, and it has become the main force of preschool children's education. It has a profound impact on the healthy development of children's mind and body. Music is a good medium to convey emotions through beautiful sounds, and it is a way of important help to people's physical and mental development.

Scientific family music education for young children has special educational significance and plays a role in promoting children's development that cannot be ignored. It can be seen that it is necessary to explore the problems and countermeasures in the family music education of preschool children.

The importance of family music education for young children contributes to the healthy growth of children. Young children are at a critical stage of physiological development, so the educational environment and lifestyle can guarantee the healthy growth of children. Home music education is no exception.

According to scientific research, learning music has a good positive effect on the development of children's left and right brains, which is undoubtedly very helpful to the healthy growth of children [1, p. 79 – 81]. In addition, children can improve their mental health in family music education activities. Vital capacity drives blood circulation, keeps children's body and limbs in a state of well-proportioned development, becomes a form of healthy activity that children like, and lays a solid foundation for children's healthy growth [4, p. 108 – 110].