

meaning. And it is important to ask the students to rewrite the translated text back into the target language. This strengthens the correlation between the two languages and motivates students to engage in the thought process of the target language. And it is vital for students to collectively review the original passage in class and engage in discussions about any discrepancies that may arise between their translations and the original version. Students should be encouraged to reflect on the choices they made in their translations and how those choices may have influenced the overall meaning.

By engaging in this translation activity, students have the opportunity to improve their writing skills, expand their vocabulary, and deepen their understanding of the target language. The activity also promotes critical thinking, analysis of language structures, and cultural awareness.

However, as for teachers, it's important to note that translation activities should be supplemented with other communicative and task-based approaches to provide a well-rounded language learning experience. The specific texts and translation tasks can be adjusted based on the students' proficiency level, interests, and the learning objectives of the lesson.

The analysis allows us to come to the following conclusions: the translation for learning any language is an indispensable part, not only can consolidate the knowledge content of language learning, but also can promote language use. And it is often used to test language level or as a form of exercise to consolidate learned knowledge. By analyzing the role of translation on foreign language teaching, this paper aims to reveal that pedagogical translation, as one of foreign language teaching methods, has a certain effect on language learning. Pedagogical translation can be used as a teaching method to effectively improve the effect of foreign language teaching.

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PATHS FOR PRIMARY SCHOOL ENGLISH TEACHERS' PROFESSIONAL SELF-GROWTH

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The proficiency of teachers in their profession influences the enjoyment and outcomes of students' learning. With positive personal attributes teachers form the foundation for enhancing teaching effectiveness. Primary school English teachers should constantly pay attention to the improvement of their own professional abilities and comprehensive qualities. By reviewing their own teaching abilities, expanding their knowledge, updating their concepts and applying advanced teaching methods, teachers form their own professional teaching style, so that they can better carry out teaching and achieve self-growth.

Keywords: primary school; English teachers; professional abilities; comprehensive qualities; self-growth.

The proficiency of teachers in their profession influences the enjoyment and outcomes of students' learning, with positive personal attributes forming the foundation for enhancing teaching effectiveness. An American Associate Professor of University of Texas Frances F. Fuller suggests a quadruple-phase approach to teacher growth, starting with worries about the pre-teaching phase, followed by initial survival worries, the effects of teaching, and student-related concerns, derived from an examination of teachers' worries [1, p. 207-226].

Consequently, it's crucial for teachers to highly value their professional skills and enhance their pertinent knowledge for improved educational outcomes. Issues persist in primary English instruction where teachers lack clear self-definition, overlook enhancing and advancing their professional skills, and lack leadership in their professional growth. Although relevant departments have organized many training on this issue, the training methods cannot solve the actual problems in the implementation of English courses. If teachers want to change the current teaching situation, solve practical problems, and improve teaching quality, the most important thing is to have the awareness to improve their professional abilities and take actions to improve their teaching abilities through efforts.

The first step towards the professional growth is to improve the overall quality of teachers. Teachers' cultural heritage and connotation cannot be shaped just by preparing lessons or reading a few books, but require long-term accumulation and persistence. Primary school English teachers should have noble moral qualities and cultural accomplishments, so as to promote the improvement of teaching skills. In order to achieve ideal teaching results, teachers must first be passionate about English and teaching, and have a strong sense of responsibility. Teachers should respect students' differences in academic performance and personality characteristics, truly treat every student fairly, and provide patient guidance.

Moreover, in the teaching process, teachers should make full use of teaching material resources for teaching. There are many videos and audios matching the teaching materials on the Internet. Teachers can collect relevant resources enhance and update them for their students' level and educational needs.

The next step is to construct and improve self-thinking. In today's primary school English education field, some teachers are satisfied with the status quo. Some teachers have become slack in improving their teaching abilities because they have been engaged in teaching work for a long time. In traditional primary school English teaching, teachers often focus on how to improve students' English scores, but ignore the cultivation of students' interest in English learning. This kind of teaching method not only fails to improve students' English learning results, but is also not conducive to the improvement of teachers' teaching abilities. Therefore, teachers need to change this teaching philosophy, adjust their teaching thinking, innovate teaching methods and improve their professional abilities.

On the one hand, teachers need to pay attention to teaching reflection, make full use of their accumulated teaching experience, combine their own teaching experience with students' learning experience, and put themselves in students' shoes [2, p. 266].

On the other hand, teachers need to change their teaching attitude, adjust their teaching status, maintain their enthusiasm for teaching, reasonably organize students to conduct independent learning, and continuously improve their teaching professional abilities.

Continuous growth in teaching practice is also crucial. Teachers must put their knowledge into teaching practice, in order to impart knowledge to students without reservation. Therefore, in the process of improving their professional skills and comprehensive literacy, teachers should also pay attention to the combination of practice and theory [3, p. 191-192]. In the teaching process, teachers need to think diligently and actively accumulate experience to improve their professional quality and teaching skills.

Teachers should conduct in-depth discussions on teaching content, and research on teaching topics, and write teaching-related articles to improve their teaching skills through these methods. In addition, a balanced and harmonious teaching atmosphere has a positive effect on teachers' self-growth. In this environment, teachers can learn from other teachers and share

teaching experiences with other teachers, thereby achieving common growth for all teachers.

Teachers' improvement of their professional skills is undoubtedly the cornerstone of improving education and teaching levels. Teachers should first pay attention to the improvement of their own professional skills which will help them attract students and develop their knowledge. In a rapidly changing world, the main professional quality that a teacher must constantly demonstrate to his students is the ability to learn. Readiness for change, mobility, ability to take non-standard actions, responsibility and independence in decision-making – all these characteristics of a successful professional fully apply to a teacher.

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THE IMPORTANCE OF DISCOURSE COHESION THEORY IN READING COMPREHENSION

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This article mainly characterizes and substantiates the importance of applying discourse analysis to reading comprehension by theoretical analysis and inductive methods. Few researches has been performed on applying such methods to junior and middle school reading teaching. Compared with traditional methods, reading instruction based on discourse analysis is more meaningful. It can cultivate discourse awareness, improve language and cultural knowledge and text structure which totally meets the requirements of New Curriculum Reform. This research is aiming to confirm that it can stimulate learners' reading interest, foster better reading habits and reading ability. The results of this research may be applied during reading comprehension classes.

Keywords: discourse cohesion theory; reading comprehension; grammatical cohesion devices; lexical cohesion devices; New Curriculum Reform; reading instruction.

Textual cohesion theory, as a notion in linguistics, has been broadly popular in different parts of language teaching, including reading comprehension, writing, listening and speaking [1]. According to the author Raphael Salkie, textual cohesion theory refers to a theory that concentrates on the internal structure between sentences and paragraphs within a text or discourse. It stresses the significance of semantic, grammatical and lexical relationships for establishing a coherent and meaningful text [2]. Lots of studies so far have mainly explored and analyzed the teaching strategies or the applications of discourse cohesion theory in senior high school English teaching [7, 9]. However, there are not many researches on applying discourse cohesion methods in junior middle school reading teaching.

As is known to all, reading is a complex but significant activity that involves a wide variety of skills [3]. Reading comprehension, as well as listening, speaking and writing, is one of the most crucial skills in foreign language, which usually takes up a large proportion in grading tests. According to our research, for example, reading comprehension in TEM-8 takes up 30% of the test, the highest of all. Reading comprehension in CET-6 and CET-4 takes up 35% of the