

Investigation on Oral Communication Competence of Primary and Middle School Students in Rural Areas of Shandong Province and Countermeasures

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Abstract

Oral communication ability is an important part of students' comprehensive quality. Influenced by many factors, oral communication teaching is still a weak link in primary and secondary education in rural areas of Shandong Province. For oral communication, a brand-new class, teachers should renew their educational ideas, make rational use of teaching materials and create a democratic and relaxed teaching environment. Stimulate students' interest and enthusiasm in communication in "creating context" and "extracurricular practice", and design a scientific and reasonable oral communication evaluation system; education departments and schools should gradually make oral communication teaching independent and accelerate the development and construction of school-based courses. Finally, effectively improve the students' oral communication skills.

Keywords

Oral Communication; Practice Training; Comprehensive Quality.

1. Survey Background

Oral communication ability is a comprehensive ability, which not only refers to the speaking skills and skills, but also includes the speaker's thinking ability, knowledge level and other intellectual qualities. The Chinese Curriculum Standard for Full-time Compulsory Education (2018) states: "Oral communication is an essential ability of modern citizens. Students should be trained to listen, express and cope with it, and they should initially learn to communicate with each other civilly. Develop the spirit of cooperation to enable students to have the accomplishment of civilized and harmonious interpersonal communication." Oral communication training is conducive to promoting the development of students' thinking, cultivating students' high attention, understanding and expression, and it is also an important way to improve students' ideological and cultural qualities. Therefore, it is an inevitable demand for the development of education to offer oral communication courses separately. However, from the current teaching situation and students' oral communication ability, there are still many problems, especially in primary and secondary schools in rural areas. Due to the constraints of economic conditions, social and cultural background and other factors, oral communication teaching has not been paid enough attention. There is a big gap between students' oral communication ability and the new curriculum standard, which directly restricts the overall improvement of students' comprehensive quality and hinders the overall rapid development of rural education.

In order to specifically understand the current situation of primary and secondary school students' oral communication in rural areas of Shandong Province, in order to explore ways to improve students' oral communication skills, we conducted a questionnaire survey.

2. Survey Basic Situation

2.1. Subjects Investigated

We selected 10 primary and secondary schools in the rural areas of Weifang, Zibo, Binzhou, Dongying, Rizhao and Liaocheng in Shandong Province to conduct a questionnaire survey, which included 6 primary schools, 3 junior middle schools and 1 high school. These are: Longyuan Bilingual School in Zhucheng, Weifang City, Nanding Central School in Zhangdian District, Zibo City, Purified Town Central Primary School in Boxing County, Binzhou City, Yanwo Town Central Primary School in Lijin County, Dongying City, Wanghu Town Central Primary School in Wulian County, Rizhao City, Jinxiang Primary School in Changcheng Town, Zhucheng City, Weifang City. Shengtuo Middle School, Kenli District, Dongying City; Gaoze Town Junior High School, Wulian County, Rizhao City; Jiankou Junior High School, Shunwang Street, Zhucheng City, Weifang City. No.1 middle school of yanggu county, liaocheng city. A total of 464 students participated in the survey, of which 234 were girls, accounting for 50.43%. There are 230 boys, accounting for 49.57%. Among them, the number of participants in questions 4-7 is 282, and the rest are 464.

2.2. Survey Results

Table 1. Survey Results

Serial number	Survey question	Survey options, number and percentage
1	Do you think oral communication classes are compared with literacy, writing, reading, and writing ()	A. Is more important (112) (24.14%) B. Is equally important (346) (74.57%) C. Is not important (4) (0.86%) D. Is not important (2) (0.43%)
2	What do you think of your oral communication skills? ()	A. Strong oral expression skills, full of confidence in oneself (148) (31.9%) B. Generally, I want to improve my oral expression ability (309) (66.59%) C. Fair or poor, it doesn't matter (7) (1.51%)
3	Does your school have a special oral communication course? () (If yes, please continue to answer questions 4-7, if not, please skip to question 8)	A. Yes (282) (60.78%) B. No (182) (39.22%)
4	Do you like the oral communication classes arranged by the school?	A. Like (279) (98.94%) B. Don't like (3) (1.06%)
5	If you like oral communication classes, which of the following are the reasons you like it?	A. Give full play to one's own strengths (122) (43.26%) B. Can express oneself appropriately when interacting with others (53) (18.79%) C. Improve oral communication skills (100) (35.46%) D. No need to write homework (7) (2.48%)
6	If you don't like oral communication classes, which of the following reasons you don't like?	A. Feel boring (0) B. No exams, no need to learn (3)

		(100%)
7	Oral communication classes help improve your oral communication level	A. Is very large (255) (90.43%) B. General (25) (8.87%) C. Is not big (2) (0.71%) D. Did not help (0)
8	In school, you will use () when talking with classmates	A. Mandarin (300) (64.66%) B. Sometimes Putonghua is used, sometimes dialect is used (141) (30.39%) C. Dialects (23) (4.96%)
9	There is a stranger at home, would you like to take the initiative to say hello?	A. Willing (381)(82.116%) B. Reluctantly willing (66)(14.22%) C. Unwilling (17)(3.66%)
10	What do you do when you talk to strangers?	A. Very natural (150)(32.33%) B. A little embarrassed (283)(60.99%) C. A little scared (18)(3.88%) D. Scared (13)(2.8%)
11	In class, facing the teacher's questions, what you do is:	A. Think positively and raise hands proactively (301) (64.87%) B. Able to think, sometimes raising hands (153) (32.97%) C. Don't like to think, don't raise hands, wait for answers (10) (2.16%)
12	The reason for reluctance to answer questions in class is: ()	A. Fear that the answer is wrong and dare not say (262) (56.47%) B. Nervous when standing up, speech is unorganized (138) (29.74%) C. It's fine if I know it in my heart, and I don't want to express it (64) (13.79%)
13	Do you use ordinary oral communication in class?	A. Both teachers and students (371) (79.96%) B. Teachers use partly for students (67) (14.44%) C. Teachers, individual students (17) (3.66%) D. Teachers and students are not used (9) (1.94%)
14	In your opinion, the influence of extracurricular reading on oral expression ability: ()	A. Read more to have something to say (428) (92.24%) B. Little relationship (31) (6.68%) C. It's okay (5) (1.08%)
15	Do you want the school and teachers to carry out more oral communication activities or courses?	A. Hope very much (423) (91.16%) B. Hope, but I don't want to participate, I just want to see how other people do activities (24) (5.17%) C. Without wishing to (4) (0.86%) D. Does not matter (13) (2.8%)

3. Investigation Analysis

3.1. Students' Classroom Performance

According to the survey, more than 32% of students choose to think and sometimes raise their hands when asked by their teachers. 2% of the students chose not to raise their hands and wait for an answer. 64% of students would like to have the opportunity to show themselves in class and feel confident in themselves. Analyzing the reasons why students are unwilling to answer questions, 56% of students are afraid to answer incorrectly and dare not say it. 29% of the students are nervous when they stand up, and they don't speak well. A few of them think that they can do it in their hearts and don't want to express themselves. It can be seen that primary and secondary school students in rural areas are not willing to express themselves in class. Most students are used to waiting for answers instead of "speaking" their own opinions, and their oral expression ability can be imagined.

3.2. Problems Existing in Students' Oral Communication Learning

Unwilling to communicate, not daring to communicate. The main reason for the low oral ability of most students is psychological factors. They are afraid of making mistakes and embarrassing and dare not speak in public. Some students were nervous when speaking in public, blushing shyly, afraid to face everyone, trembling in their voices, unnatural hands and feet, worried about saying something wrong, and not knowing what to say. In the "talking to strangers, what do you do?" In the survey, 61% of students felt embarrassed, and nearly 4% felt a little scared.

The language is poor and nonstandard. In oral communication, rural students are unable to express clearly because of the lack of reading, the lack of rich vocabulary and the lack of quick thinking. In the survey, although 92% of the students think that "reading more can make us talk", due to various factors, the extracurricular reading amount of rural students is not optimistic. In daily communication, more than 35% of students can't use Putonghua completely, and they are often influenced by dialects when speaking, which leads to obstacles in language expression.

3.3. Teachers' Problems in Oral Communication Teaching

Many teachers say that they do not want to take oral communication classes, but are limited by time and conditions, and do not have so much time and teaching aids. In order to have a good oral communication class, it is necessary to make full preparations in advance, and to spend more time collecting data and practicing, so that teachers have more time and less energy.

Some teachers don't pay enough attention to the teaching of oral communication. They think that they only take written tests, but don't take oral tests. They just mention the topics and requirements of oral communication in class. There are also some teachers who do not pay enough attention to the cultivation of students' oral communication ability. They can't actively explore teaching materials and create oral communication scenarios in class, and improve students' oral communication ability through multiple channels, especially in reading class, composition class and word inventory class.

4. Cause Analysis

4.1. Environmental Factor

In recent years, the rapid progress of urban development has resulted in the outflow of a large number of surplus labor from rural areas. In addition to economic constraints, the number of "left-behind children" is increasing. Most of them appear timid, slow, dull, indifferent, and

cherished. Bad personality characteristics such as hostility. Rural students have narrow social circles, few contacts and less knowledge improvement. At the same time, the teaching equipment and environment of oral communication in rural primary and secondary schools are far behind those in urban primary and secondary schools, lacking the atmosphere of listening, speaking and communication, which are not conducive to the development of students' communication ability.

4.2. School and Teacher Factors

For a long time, in order to cope with the entrance examination, primary and secondary schools in rural areas have unilaterally emphasized the intelligence factor, and only paid attention to cultivating students' "scoring ability", ignoring the cultivation of oral communication ability. "Do you want schools and teachers to carry out more oral communication activities or courses?" In the survey, 91% of the students chose "I hope very much", but the reality is that only 60% offered special oral communication courses. Even in schools that offer oral communication courses, some teachers' oral communication courses are too simple, old-fashioned, and simple in form, causing students to gradually lose interest in this course and are reluctant to take an active part in the course.

4.3. Student Factors

Not enough attention has been paid to the ability of oral expression. Many students think that it is not necessary to pay too much attention to the exam without examining oral expression. They feel that mastering words, words, sentences and articles and writing a good composition is enough, regardless of the strength of oral expression. Some students are not interested in oral communication. They think that anyone can speak, so there is no need to set up a special class, train and practice with heart, and even less need teachers' guidance. After a class, few students are willing to speak, and the dull classroom indirectly causes teachers to pay little attention to the cultivation of students' oral expression ability.

4.4. Investment Factor

At present, the uneven distribution of educational resources in urban and rural areas is a major factor affecting educational achievements in rural areas. Oral communication courses in rural primary and secondary schools lack policy and administrative support. According to the survey, more than 40% of schools do not have separate oral communication courses, and there are no full-time teachers in schools that have courses. All of them are part-time language teachers. Due to the restrictions of school and regional conditions, activities related to oral communication, such as debating contests, speech contests, small host contests, etc., are rarely held, and there is a lack of effective methods to test teaching results.

5. Responses

5.1. Improve Teachers' Language Literacy

Teachers play a leading role in the classroom, and should use standard Mandarin to guide students and improve their oral communication ability. First of all, teachers should strengthen oral English training. Rural schools should regularly carry out Mandarin training for teachers to effectively improve their Mandarin level, enhance teachers' sense of language, and strengthen their sensitivity. Secondly, teachers should establish a correct teaching concept of oral communication. Oral communication is not simply listening and speaking, but the effective combination of listening, communication and expression to form a comprehensive oral communication ability.

5.2. Use Teaching Materials to Cultivate Oral Communication Ability

Teachers should use teaching materials flexibly and creatively. The soul of oral communication lies in the generative and uncertain nature of communication, which is multi-directional and interactive. Teachers should pay attention to consciously infiltrating oral communication training in reading teaching, composition teaching and extracurricular Chinese activities, and guide students to consciously improve their oral communication ability in daily life. Teachers should carefully prepare oral communication teaching content, integrate and filter the special content of teaching materials, and choose teaching content that can stimulate students' learning based on the local reality and students' lives.

5.3. Evaluate Incentives to Enhance Confidence in Oral Communication

Oral communication attaches great importance to practicality, so teachers should put students in the main position, adopt the form of "speaking with learning", and provide more opportunities for students to exercise on the stage. In teaching, teachers should appropriately locate teaching objectives, and focus on training students' confidence in daring to speak and saying. Every participation of students in oral communication activities should be fully affirmed, and every progress should be appropriately praised, so that they can constantly enhance their self-confidence, gradually form a stable psychological quality and cultivate a civilized communication attitude.

5.4. Broaden Channels and Strengthen Oral Communication Training

It is necessary to guide students to use their spare time to read extensively, and recommend newspapers, magazines, and books for extracurricular reading to students. Encourage students to read books in the library. Carry out class "book drifting" activities to realize resource sharing. It is recommended that students often watch TV programs such as "Focus Interview", "Let's Talk" and "Classic Chant". Encourage students to learn the language in their daily life, and collect fresh and lively oral language from the masses in fields, markets and shopping malls on holidays and holidays. Use class sessions and midday to watch videos of interest to beautiful students, and then ask the students to retell the general idea of the story and describe the wonderful moments in the video. In each Chinese class, we insist on three minutes of language training, or telling international current affairs, or tracking hot spots, or small story meetings, etc. After training, students not only get bolder, but also enhance their sense of participation and expression, and greatly broaden their horizons.

5.5. Go to the Society and Carry out Various Practical Activities

Oral communication training is inseparable from extracurricular practical activities. Teachers should carry out a variety of comprehensive practical activities to provide a good platform for students' oral communication training. For example, on publicity days such as promoting Putonghua and planting trees and greening, teachers can organize students to take to the streets of the community to widely publicize the importance of speaking Putonghua and planting trees and greening, so that students can gradually improve their oral communication skills in publicity activities. For another example, on Teacher's Day and Double Ninth Festival, students can be organized to visit retired teachers and elderly people in nursing homes, and let them use civilized language to express their sincere respect and care.

5.6. Perfect Supervision Mechanism and Evaluation System

The local educational departments shall take the lead in gradually making the oral communication teaching in primary and secondary schools in rural areas independent and training a group of full-time teachers. At the same time, we should speed up the development and construction of school-based courses, develop targeted teaching and training materials

for oral communication, and formulate a scientific and rational evaluation system for the oral communication ability of primary and secondary school students in rural areas.

6. Conclusion

The cultivation of oral communication ability of rural primary and secondary school students is a long-term and arduous systematic project. At present, there are still many problems in oral communication teaching in rural primary schools. Therefore, primary and secondary schools in rural areas should pay enough attention to oral communication teaching, and constantly improve teachers' comprehensive teaching ability to ensure that the problems in oral communication teaching are effectively solved.

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