

Significance Of Elementary English Pedagogy at The School Level After the Pandemic

Ms. Sarita Bansilal Upadhye

School of Scholars, Yavatmal,

Abstract

This research mainly focus on the relevant issues with respect to teaching of English in public schools; as school teachers play very important role in to shape the life of a student at school level because their learning competence are at melting stage after the Covid-19. The educational development of a student totally depends upon the qualified and trained teachers to nurture the career of the students by providing them adequate guidance and knowledge to satisfy the need of the students. Many schools transitioned online to reduce viral spread and promote social distancing amid the COVID-19 pandemic. Remote learning may impact health behaviors and coping strategies among adolescents, including reduced physical activity and increased screen time. Finally, it is necessary to say that learning English during elementary school will help the child to develop his mind, since he will become more flexible and creative, he will have mental ability and a better concentration. The cognitive development of the child will increase and therefore will have a better capacity for communication. With the teaching of English in primary school, we will be making it possible for the child to speak more fluently and in his adult stage he will not have difficulties to continue learning the language.

Key Words – Elementary English, significance, pedagogy, coronavirus, behavior, covid.

1. Introduction -

To enhance the English learning skills of students either formally or informally, a teacher plays a vital role and builds a good competence in English. A good teacher always tries to create a positive environment tonurture the learners. A good teacher needs to be professionally updated and well-equipped. If one needs to achieve excellence in teaching, one has to practice and observe others' work, so that one can understand how to connect the method of teaching and the actual classroom situation.

What Is Pedagogy In Teaching?

Pedagogy in teaching can be referred to as an educator's understanding of how the students learn. The teachers are focused on presenting the syllabus to the students in such a way that it is relevant to their needs. Pedagogy demands classroom interactions between the teacher and students which create a significant impact on the learner's mind.

2. Findings and Discussion

The initial process was carried out for a literature review of elementary school students. Further changes in student behavior during the pandemic. The aim is to find out the causes of changes in students' emotional well-being. In addition, psychological factors during the pandemic during school closures.[2][15]. Based on data from the survey results of the Indonesian Child Protection Commission (KPAI) during the online learning pandemic impacts elementary school (SD) students. Some of the impacts felt by students include lack of rest, stress, and fatigue due to the many tasks from teachers which are supposed to be heavy without

interacting directly. During the pandemic, behavior changes occurred in students due to school closures. In addition, learning productivity of student character Modifiable factors related to psychological distress and control of preexisting psychological distress were examined. Cognitive and behavioral avoidance were the most consistent predictors of psychological distress during the pandemic. Online social engagement and problematic Internet use also pose a greater risk. the behavior will likely be different during closures. In the implementation of online education, some teachers carry out satisfactory educational practices. For example, the teacher provides information but does not use academic skills in conveying information. So that teachers experience difficulties, resulting in attitudes from students, Research on changes in physical activity and eating behavior disrespectful during a pandemic by considering gender or age differences. Now, one can find the actual consequences of English knowledge as it has become a symbol of people's aspirations in the quality education and people are being globalized. It seems the people feel privileged to discuss that their children are in CBSE or ICSE boards of school. The visible impact of the English is seen at the minds of the people at the very initial stage of the schooling. The NCF-2005 emphasis on the usage of child's mother tongue as a medium of learning at the school level.

Verma (1988) understands the role of English second language in the following words,

“... English in India is what it is because of its functions which are controlled by its socio-cultural setting and by its interaction with the major Indian languages. This socio-cultural approach to English in India is designed to show how the lexico-grammatical systems of a language get shaped and reshaped by its functions. There is, therefore, no feel that English in India is or will be less effective or less efficient as a system of communication, but there is every reason to say that it has and will continue to have a marked Indian flavor”. (p.35) There are many aspects of English language learning but the present study deeply focuses on learning of English. Why have we selected this aspect? This aspect impinges upon each and every English sentence. Sentence is smallest unit of communication (according to communicative approach).

2.1. Changes in the behavior of elementary school students-

Changes in the behavior of elementary school students. Based on the qualifications above, Changes in the conduct of elementary school students. World-Brazil mental health survey research discusses issues related to the COVID-19 pandemic with indicators such as anxiety, sadness, and social isolation[19][10][20][21][22][23][24]. These seven articles explain that changing conditions during the pandemic have caused anxiety, sadness, and dependence on others, both parents and family.

2.2. During the pandemic-

During the pandemic. According to Bernard, interest is not spontaneous but the result of experience, habits, and participation during study or work. Interest in learning is a psychological aspect that is influenced by student interest in education, both from internal and external factors. [25] Learning motivation consists of two words, namely motivation and learning. Motivation is a change in energy that occurs in individuals characterized by the emergence of feelings and reactions or actions to achieve specific goals. [26]. This pandemic not only increases stress, anxiety, and depression but can also disrupt sleep. During sleep, humans can regulate emotions so that sleep disturbances may have direct consequences on emotional functioning the next day. With the onset of the COVID-19 pandemic, at least two factors beyond stress have also resulted in the effects of the lockdown and unusual work schedules. [27]. Research shows that isolation from other people for some time can also lead to desynchronization with the outside world. In contrast, others suggest that this isolation leads teens to a new lifestyle where media use is increasingly common, hurting their sleep. Learning motivation can be formed from a conducive classroom atmosphere, which can happen when learning is done

offline. At the same time, online learning will make it difficult for teachers to maintain a learning climate and control students with virtual spaces with limitations. Strong character formation cannot be formed through distance learning.

3. Conclusion – Sampling of the Study

The data has been collected randomly from the teachers as well the students. Methodology used for the Study Test Papers: The researcher has designed two test papers for classes III and V based on their English textbooks and conducted a diagnostic test to assess their level of comprehension in English. Some parameters for evaluation are selected based on the evaluation guidelines followed by their textbooks and their teachers. Questionnaire: Questionnaires are designed for all the three categories of respondents: the English Teacher Educators, the Teacher Trainees, and for the Trained School Teachers. Each questionnaire is designed in such way that it can elicit the perceptions of the respondents about the BTC course in general and the teaching of English in particular. The questionnaires also seek information as regards the respondents' familiarity with the latest trends in the English language teaching.

Observation:

Teachers are teaching in schools, and the Students both have also been observed by the researcher to match their responses to the questionnaires and their classroom responses in reality.

4. Results- Overall Conclusion

As quoted by R.N. Srivastava, Vaishna Narang and R.N. Mehto that in spite of the availability of the large number of teaching and learning resources, facilities and materials, learners as well as the teachers in India, are unable to produce the desired results in English. (R.N.Mehto. M.Phil Thesis, 2006 JNU Library).

Over view of the study

The present research has made an attempt to study, the significance of English pedagogy at school level. The findings of the study have shown a mismatch between the theory and practice in the teaching of English that seems to affect the English pedagogy of the language. The study has dealt with various aspects of the BTC English course and the training program, which are held in the DIETs for the professional development of the school teachers. The training English syllabus that needs refinement and has identified the scope of probable improvements in the teaching-learning situations in English at the school level and further, it presents the problems and issues in the learning of English as experienced by conducting Pre-test and Post test. Through the observation it is also seen that the teachers are often forced to teach English although they have not ever studied English. The trained candidates often do not get the actual platform to show their skills, many untrained teachers are working as regular teachers, although they have not attended any teacher training program officially. They are called 'Shiksha Mitras'.

5. References

1. JoannaBlogger. (Noviembre de 2011). Aprender Inglés en Primaria. Obtenido de ¿Por qué estudiar inglés en primaria?: joannatic.blogspot.com/p/por-que-es-estudiar-ingles-en-primaria
2. Aggarwal, J.C. (2004). Teacher and education in a developing society. New Delhi: Vikas Publishing House Pvt. Ltd.
3. ASER (2012). The annual status of education report. Facilitated by Pratham. Retrieved from
4. http://img.asercentre.org/docs/Publications/ASER%20Reports/ASER_2012/up.pdf National Curriculum Framework. (2005). National Council for Educational Research and Training, New Delhi. In
5. Dutta, U., NCERT. (2012). Teaching of English at primary level in government schools. NCERT &EdCIL (India)

6. Ltd. New Delhi.
7. NCERT (2006). National focus group position paper on teaching of English, New Delhi: NCERT.
8. Stephen D. Krashen (1998). The Natural Approach Language Acquisition in the Classroom, University of Southern California.
9. California.
10. Verma, S.K., (1988). 'Teaching and learning English in a multilingual setting' in, Ashok Kijha and Rahul Bhargava
11. (ed.) 'New directions in English language teaching', (p.35.) Jaipur: Pointer Publications. J Sch Health. 2021 Jul; 91(7): 526–534.
12. Published online 2021 May 16. doi: 10.1111/josh.13029