

The Teaching Methods of Primary School Chinese Core Curriculum based on Specialty Characteristics

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Abstract: Primary school Chinese teaching is an important content of the whole primary school stage, the teaching goal is to improve the students' comprehensive Chinese quality, mobilize the enthusiasm of students, promote the students' personalized development. Primary school Chinese teaching has been in constant research and development, the current teaching work there are many shortcomings, if we do not find out the reasons and solutions in time, will hinder the personal development of students, affecting the development of education. This paper starts from the concept of interest and interest teaching method, explores the aesthetic characteristics of the core "interest", and discusses the necessity of the implementation of interest teaching method in primary school Chinese classroom based on the background of the new curriculum reform, the physical and mental characteristics of primary school students and the characteristics of Chinese subject. Secondly, three forms of investigation, including questionnaire, interview and classroom observation, were used to investigate and visit H primary school to analyze and integrate the remaining problems of interesting teaching method in teaching. Finally, in view of the practical problems, respectively from the rich interesting teaching methods, teaching contents interesting transformation and teachers' interest aesthetic ability three aspects put forward the application of interesting teaching method in primary school Chinese teaching strategy, and puts forward four principles, namely the students' subjectivity, suitability, the principle of aesthetic and effectiveness, the interesting method of teaching for primary school Chinese teaching under the smoothly.

1. Introduction

For primary school students, most of the learning behaviors occur in the classroom, and most of the teaching activities arranged by teachers should be carried out in the classroom. Only by improving the effectiveness of classroom teaching and reducing the problems in classroom teaching, can the teaching work be done well [1]. Chinese teaching in primary schools can not only help students to establish a basic language foundation [2] and improve their language organization ability and comprehension ability [3], but also serve as an important way for primary school students to establish a thinking model, which is the basis for students to learn other subjects in the future and plays an irreplaceable role in the whole primary school stage [4]. Primary school Chinese classroom teaching is a way to promote the rapid development of students' language. Through learning basic language knowledge, students can acquire such basic skills as literacy, word formation, understanding of meaning and communication [5-6].

From the actual situation, it has been a long time since the interesting teaching method was introduced into the Chinese classroom, and remarkable results have been achieved in the Chinese teaching in primary schools [7]. Notable is, however, although interest teaching method than the traditional force-feeding teaching method is more popular with children, but in the process of practical application, there are still some problems: some teachers blindly pursue pleasure classroom atmosphere, the activities, the derivative into the teaching of the game, all the class down the noisy, but the students didn't learn what method knowledge [8-9]; For another example, some teachers did not design teaching according to the actual situation of students and the characteristics

of teaching materials, so that teachers and students did not do a good job of empathy, students' enthusiasm for learning also failed to be continuously mobilized. In view of the above imperfections, it is one of the urgent problems to be solved in Chinese education and teaching how to naturally and appropriately use the interesting teaching method and give play to its powerful effect to stimulate and maintain students' interest in learning and form a virtuous circle of learning for fun [10].

This paper adheres to the principle of seeking truth from facts and follows three steps in the process of investigation and interview. Secondly, the students and teachers of H primary school were investigated deeply to get a comprehensive understanding of the actual situation. Finally, the statistical analysis of the data, the corresponding solution strategy.

2. Method

2.1. Current Problems in Primary School Chinese Teaching

(1) Low classroom teaching efficiency. Under the guidance of the new curriculum standards, the primary school Chinese teaching should arrange the contents that need to be prepared for the students before class, and do a good job in the preparation and material sorting before class, so as to give full play to the limited time in class. Students fail to do a good job in preparation before class, which leads to students' failure to catch up with their learning progress in class. This will also bring a lot of inconvenience to teachers, which is not conducive to the smooth development of teaching work.

(2) Serious formalism in classroom teaching. At present, there are a lot of formal problems in primary school Chinese teaching. On the surface, the teacher speaks in detail, and the students show no problem and show positive performance. However, in the process of after-class testing and investigation, many students do not really master the knowledge and cannot meet the requirements put forward by the teacher.

(3) The teaching method is too traditional. At present, many teachers' teaching concepts are still not advanced enough, and they fail to apply the concepts of inquiry learning, cooperative learning and autonomous learning to teaching.

2.2. Application Principles of the Fun Teaching Method of Primary School Chinese

(1) Principle of student subjectivity: the principle of student subjectivity can also be called following the principle of taking students as the subject. It is understood that the teaching should be student-oriented, and interesting teaching activities should be designed according to the age stage, psychological characteristics and cognitive development level of primary school students, so as to fit the actual situation of students and their real life.

(2) The principle of appropriateness the principle of appropriateness refers to that teachers should be flexible in designing and using interesting teaching methods and learn how to make choices, which is helpful to classroom teaching.

(3) Aesthetic principle aesthetic principle mainly means that teachers should activate the deep effect of interesting teaching method, pay attention to the edification of beauty, train students' ability to understand beauty, and show the unique charm of Chinese class.

(4) Principle of effectiveness principle of effectiveness, that is, in the preparation stage, the implementation stage and the summary stage of the application of interesting teaching method, teachers should always pay attention to the progress of students' activities, take and release classroom discipline freely, and ensure the effectiveness of activities.

3. Experiment

3.1. Subjects

In order to understand the current situation of Chinese classroom and grasp the application effect of interesting teaching method in practical teaching and the problems that need to be solved in

practical teaching. A middle level H primary school students were selected as the subjects of the survey. H primary school currently has 27 classes, 1343 students and 30 Chinese teachers. The specific situation is shown in Table 1.

Table 1 Specific conditions of the investigated objects

Project	Subtotal	The proportion
First grade	223	16.61%
Second grade	245	18.24%
Third grade	263	19.58%
Fourth grade	201	14.97%
Fifth grade	220	16.38%
Sixth grade	191	14.22%
Total effective number	1343	

3.2. Questionnaire Design

A class was randomly selected in each grade, 301 questionnaires were issued and 295 questionnaires were collected, with a recovery rate of 98.0%. Among them, 19 questionnaires were deemed invalid and invalid due to unclear answers and too many missed questions. Therefore, there were 276 effective questionnaires, with an effective rate of 93.5%, basically meeting the survey requirements. In addition, in terms of teachers, 8 teachers of different ages were randomly selected as the interviewees to understand their cognition and attitude towards the interesting teaching method and some teaching situations.

4. Discussion

4.1. Analysis of the Current Situation of Chinese Interest Teaching in Primary Schools

It can be seen from the survey results that 86.59% of primary school students think that Chinese learning is very important, while only 13.41% think that Chinese learning is of average importance, and no one chooses the option that Chinese learning is not important. This shows that primary school students generally believe that learning Chinese is very necessary. According to the results of the question on the significance of Chinese learning, the students think that the practical significance of Chinese learning is equal to the spiritual significance of Chinese learning. This shows that each child has his own little mind garden, they need language to add a touch of brilliant color. They need language to integrate into the society and express themselves. They also need language to fill their spiritual world and find pleasure in knowledge. The distribution of reasons for liking/disliking Chinese class is shown in Figure 1.

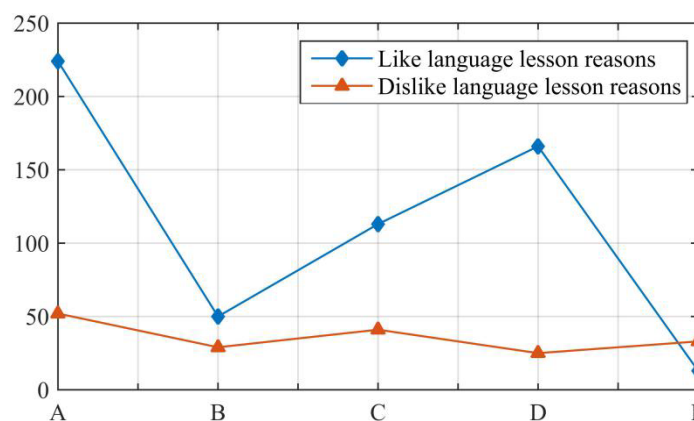


Figure 1 Distribution of reasons for liking/disliking Chinese class

As can be seen from figure 1, when mentioning the reason why they like Chinese class, "they think Chinese is interesting and easy to learn, and they have strong confidence in learning", so the

number of students who like Chinese class is the most, 224. In contrast, "influenced by the strong Chinese learning atmosphere of the students with good grades and the class", the number of students who like Chinese class is the least, with 50. On the one hand, the survey reflects that learning confidence has an important influence on the subject of learning. On the other hand, it also reflects that there is not a strong culture of Chinese learning in the current primary school education and teaching environment, and the role of Chinese learning as an example has not been highlighted. Through the investigation of the reasons why students do not like Chinese class, it is found that "the weak foundation of Chinese learning, no confidence to learn Chinese" is the main reason why primary school students do not like Chinese class; "The Chinese class is boring and boring, the teacher's way of teaching does not attract me" also became the primary school students do not fall in love with the Chinese class of the second reason. It can be seen from the survey that to make students fall in love with Chinese class, it is very necessary to help students build up confidence in Chinese learning. In addition, interesting teaching is also a key to make students fall in love with Chinese class.

The distribution diagram of students' class status is shown in Figure 2.

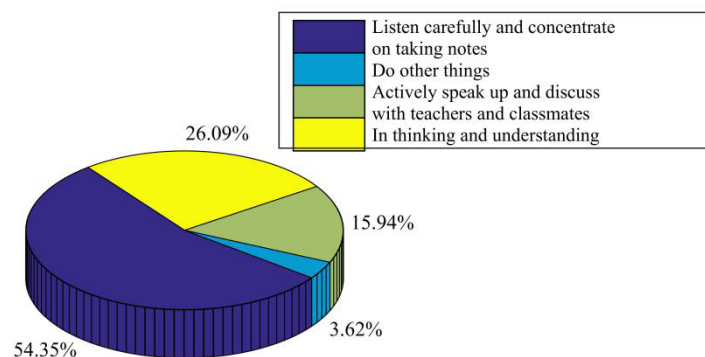


Figure 2 Distribution diagram of students' class status

According to the results of the survey on the class status of primary school students, only 15.94% of the students spoke actively in class and discussed with the teachers and classmates. Most of the students were more like a bystander and did not actively participate in the class. Therefore, the enthusiasm of the students in the class was not fully mobilized.

According to the survey results on the completion of homework, more than half of the students said that they would often complete the homework as required and timely preview and review. Students who rarely or never completed assignments as required made up just 5.8 percent of the total. When faced with difficult problems, 82.97 percent of the students said that they would think on their own first and consult their teachers and parents after failing to achieve any results. This shows that the vast majority of children's Chinese learning attitude is very correct, and have the habit of thinking independently.

According to the survey results of homework, the author found that 77.54% of students can do homework, and nearly half of them are actively looking for extra-curricular problems to do. This shows that there are a small number of children have developed the habit of learning knowledge independently, they are willing to take the initiative to explore Chinese knowledge. According to the survey of extracurricular reading and writing, 36.59% of the students have been keeping the habit of reading and writing. 54.35% of the students said that they would read extra-curricular books or write diaries in their spare time. Only 9.06% of the students have never had the habit of reading and writing. It can be seen from this that students do not exclude reading extra-curricular books and keeping diaries, but only a small part of them keep the good habit of reading and writing all the time, and most of them do not keep the good habit.

4.2. Strategies of Integrating the Fun Teaching Method into Primary School Chinese Teaching

Interest teaching in primary school Chinese teaching strategy aiming at the reality, in the design

and use of interest teaching method to grasp the good student subjectivity principle, the suitability principle, aesthetic principle as well as the principle of effectiveness, can play in the direction of guidance and regulation and contribute to the smooth implementation of classroom teaching on Chinese, and give full play to its biggest interest teaching. But in the concrete practice, also should have the concrete counter strategy. In the process of primary school Chinese teaching, there are two important factors to promote the integration of interest into teaching, one is external stimulation, the other is internal excavation. Starting from the outside, the author discusses how to integrate interest into teaching and give full play to the interest mechanism. Secondly, through the interesting conversion of teaching content and the cultivation of teachers' own aesthetic ability, more interest can be found in the text, so that teachers can teach students more interest and beauty. In this way, the interesting teaching method can be more perfectly integrated into the teaching of primary school Chinese.

(1) The teaching form is interesting. Starting from the external form, effective use of various methods to stimulate students' interest in learning, is currently the use of interesting teaching method to improve the primary school Chinese classroom teaching dull common way and an important means. According to the survey results in the third chapter, the reason why the interesting teaching method does not go deep into the classroom is largely caused by the teachers' short lesson preparation time and monotonous interesting way. Therefore, the author proposes to use novel and interesting introduction and colorful games to make the classroom lively.

(2) The teaching content is interesting. Because primary school Chinese textbooks are designed for children between 7 and 12 years old, the textbooks themselves are interesting and feature stories. Most of the articles are close to life. However, there are still some Chinese textbooks such as: more patriotic elements into the article, the expression of life and other deep feelings of the article, the performance of the great rivers and mountains of poetry and prose and other such subjects of the text because of the relatively abstract thought and emotion is difficult to be understood by students. Therefore, the author puts forward to carry on the interesting conversion to the teaching content, lets the student break through the knowledge key difficult point.

(3) Teachers' own aesthetic ability training. Teachers play a leading role in the process of teaching. Starting from teachers themselves, improving their own taste, aesthetic accomplishment and professional level is the promotion from the inside out. In a sense, it is to promote the smooth development of interesting teaching method in primary school Chinese teaching from the source of teachers.

5. Conclusion

Primary school Chinese teaching is the basic stage of the whole Chinese teaching. The quality of primary school Chinese education not only affects the formation of children's Chinese learning ability, but also has a profound impact on the formation of their correct values and good personality. At present, education reform is changing with each passing day, and the teaching concept has changed from teacher-centered theory to student-centered theory. It is one of the main research directions of today's education reform how to make children have a pleasant mood in learning and fully mobilize their subjective initiative and enthusiasm for learning. Combined with the psychological characteristics of primary school students and their love of play, the fun teaching method fundamentally embodies the idea of "happy learning", and internalizes and persists the "happy", so that students can truly fall in love with Chinese learning. As a result, the interesting teaching method gradually entered people's field of vision and was widely used in the classroom. The main purpose of this paper is to help improve the interesting teaching method in primary school Chinese teaching through theoretical exploration and practical investigation, so as to provide practical Suggestions for teachers to better use the interesting teaching method.

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