

A Probe into the Research-based Learning Model in Modern Chinese Teaching for Primary Education Majors

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Abstract: In order to cultivate high-quality talents with innovative ability and realize the perfect transformation of education and teaching, we must take students as the foundation, combine students' quality, knowledge and ability, reform and innovate the education and teaching mode, and improve classroom teaching methods and teaching contents. The reform of modern Chinese for primary education majors in normal universities should be closely related to the reality of Chinese teaching in primary schools, and the teaching contents should be adjusted reasonably according to the training objectives. The content of modern Chinese teaching is boring, which is divorced from pragmatic practice for a long time, and it is difficult to improve students' interest in learning. This paper discusses the teaching reform from the aspects of the renewal of teaching content, the renewal of teaching methods and the exploration of research-based learning mode, so as to be practical and interesting, so as to improve students' language quality and be competent for primary school Chinese teaching. The teaching reform of modern Chinese course is necessary, and research-based learning provides us with an effective way. The research-based learning of modern Chinese should emphasize the active inquiry learning, so as to change the students' passive learning style and stimulate the enthusiasm of active exploration.

1. Introduction

Modern Chinese is a compulsory subject in the liberal arts direction of primary education in higher vocational colleges in our country, and it has strong practicality and academic nature [1]. Its teaching purpose includes two aspects, one is to enable students to have a systematic and rational understanding of modern Chinese, and the other is to cultivate students' language literacy and certain language teaching ability through language training [2]. The clarity of the training direction of primary education professionals determines the importance of modern Chinese curriculum education and teaching for their future professional development and professional growth. To improve students' language literacy, language skills and certain language teaching ability, to meet the actual needs of people in today's society, and to be qualified for primary school Chinese teaching, modern Chinese teaching must be reformed [3]. The efficiency and quality of classroom teaching can be improved only by innovating the modern Chinese teaching mode for primary education majors, using modern teaching methods flexibly and giving full play to students' subjective initiative. The curriculum reform must be oriented to the "pragmatic" reality and the reality of language teaching in primary schools. It is necessary to comprehensively reform the teaching contents and methods so as to make the teaching practical and interesting [4].

Inquiry learning is a learning concept, strategy and method. Its positive significance is reflected in the basic goal of cultivating students' attitude of never being satisfied and pursuing excellence, and cultivating students' ability to find, ask and solve problems [5]. The basic content is the scientific research methods learned in the whole process of raising and solving problems, rich and multifaceted experience and scientific and cultural knowledge. The research-based learning of modern Chinese should emphasize active inquiry learning, so as to change students' passive learning methods and stimulate the enthusiasm of active exploration [6].

2. Reform of Modern Chinese Teaching in Primary Education Majors

2.1. Update of Teaching Content

Modern Chinese is a basic course for Chinese language and literature majors in colleges and universities. Guided by dialectical materialism and based on national language policies and regulations, it systematically teaches basic theories and basic knowledge of modern Chinese common language, namely Putonghua, trains basic skills, trains and improves students' ability to understand, analyze and apply modern Chinese common language, and lays a good foundation for their future work, especially language teaching and scientific research. The modern Chinese curriculum system was established in the mid-1950s, and adopted the Soviet model, which was divided into four categories: pronunciation, vocabulary, grammar and rhetoric, and rarely reflected the fresh modern life breath. The teaching content is relatively old and boring, and its practicality is not strong enough to arouse students' strong interest in learning. Although a few versions of the teaching materials have changed slightly, the basic framework remains unchanged. Teaching emphasizes the systematicness and integrity of language knowledge, while ignoring the transformation of knowledge and the cultivation of skills [7].

The liberal arts direction of primary education major mainly trains future primary school Chinese teachers. The current modern Chinese textbooks rarely consider the needs of teaching objects in the future. The reform of modern Chinese teaching must first update the teaching content, because the teaching content is the basis and foundation of teaching. Teachers should carefully select the new teaching materials compiled and published in recent two years that reflect the new achievements of subject research, and widely collect new knowledge and materials about modern Chinese for supplement. The purpose of language learning is to use, and the knowledge of verbal communication should also be supplemented appropriately, such as oral rhetoric. The appropriate use of educational and teaching language in specific context is also a teaching content that can not be ignored.

2.2. Updating of Teaching Methods and Concepts

Language teaching is different from literature teaching. Literature teaching can be vivid and vivid, while language teaching is often rather dull, which is not easy to arouse students' interest and attention. If the classroom is filled with teacher-centered classroom teaching, the teaching effect can be imagined. Chinese curriculum standards put forward the learning methods of autonomy, cooperation and inquiry. Modern Chinese teaching should meet the needs of Chinese curriculum standards, and vigorously advocate and practice independent, cooperative and inquiry learning methods [8]. Construct a personalized and exemplary teaching mode, so that students' abilities and personality can be fully cultivated and trained in the teaching process. The classification of the complexity factors of education management is shown in Figure 1.

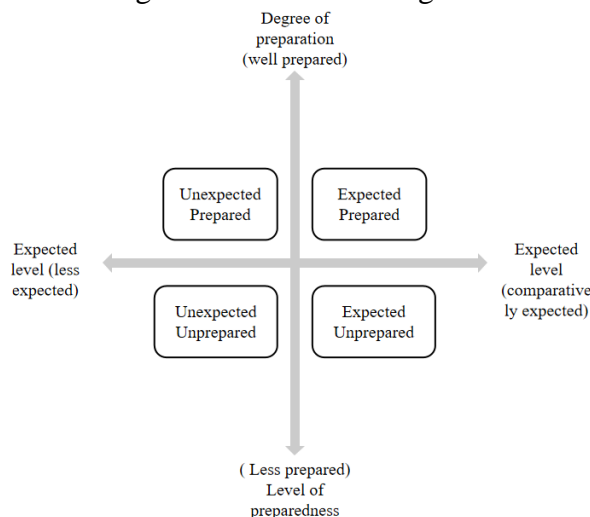


Fig. 1 Complexity factors of educational management

The teaching content is constantly being updated, and modern Chinese teaching methods must also be constantly changing. Teachers can choose a reasonable teaching mode according to the different teaching objects, teaching content, and teaching conditions, and they can also carry out various combinations of forms around the characteristics of inquiry. No matter which teaching mode you choose, you must highlight the dominant position of students in learning, create problem situations, enhance students' awareness of problems, give students full rights and opportunities to explore, cherish students' unique feelings, experiences and understanding, and pay attention to the relationship between teachers, students and students Cooperation and exchanges to achieve truly effective inquiry. Teaching modern Chinese should be linked to pragmatic practice, because the purpose of language learning is to acquire pragmatic competence [9]. Implement two-way heuristic teaching to form a good teacher-student, student-student interactive learning atmosphere. Teachers try to speak as little as possible, and they should talk about key content. Ask as many questions as possible, guide students to think about germination, and guide students to observe and research.

3. Research on Research Learning Mode

3.1. Research Study Method

The teaching method of inquiry learning takes the development of inquiry thinking as the goal, the basic structure of the discipline as the content, and rediscovery as the learning method. It emphasizes that students are discoverers and stimulate students' interest in the subject itself. Under the guidance of teachers, like scientists discovering truth, students discover laws through their own exploration and learning and through their own practical activities. Master basic scientific methods and improve ability [10]. Inquiry learning is open. One of its purposes is to teach students to use a variety of means and ways to obtain information and master knowledge. Combined with the standardized teaching content of language and characters, subjects can be arranged for students to complete. Inquiry learning is a new learning method. It requires students to only obtain book knowledge and indirect experience, and pay attention to obtaining direct experience and solving problems through practical activities and experience.

Openness, inquiry and practicality are the characteristics of research-based learning, focusing on guiding students to pay attention to nature, society and life, emphasizing the integration of theory with practice and solving practical problems. From simply paying attention to students' mastery of the subject knowledge system and their ability to imitate and reproduce book knowledge, to paying attention to cultivating students' ability to collect, analyze, judge, reflect and apply a large amount of information. Research study emphasizes the process, not the result. Emphasis is placed on learning, not necessarily learning in the sequence of teaching structure. Mainly reflected in: teachers should first create an autonomous learning situation for students, and then combine inspiration, reading, inquiry, comment and summary organically under the guidance of teachers.

3.2. Exploration of Inquiry Learning

Research-based learning emphasizes the relationship between theory and society, science and life practice, and highlights the application of knowledge. In teaching, if Chinese and literature courses are closely combined, it can not only solve the problem of abstract and boring language courses, but also cultivate students' ability to collect data, analyze problems, use and process information, apply what they have learned, and stimulate students' interest in learning. Under the background of the new curriculum reform, classroom teaching evaluation must reflect the concept of promoting students' development and emphasize their main position. It means that students should change from passive receivers to active participants, and teachers should stimulate their learning enthusiasm and encourage them to explore independently, so as to better achieve teaching objectives.

Paying attention to the learning process, improving the level of thinking, and cultivating the ability to discover and solve problems are important characteristics of research learning. Modern Chinese teaching should not only focus on the teaching of theoretical knowledge, but ignore the

training of ability. Research learning usually revolves around a practical problem that needs to be solved. Research-based learning focuses on the experience of personally participating in research and exploration. Cultivate the ability to collect, analyze and use information, and learn to share and cooperate. Cultivate a scientific attitude and scientific ethics, and cultivate a sense of responsibility and mission to the society. Students can learn through various methods such as literature research, survey research, practical research, experimental research, and comparative research. In the learning process, by guiding and encouraging students to discover and raise problems autonomously, design solutions to problems, collect and analyze data, investigate and research, draw conclusions and carry out results exchange activities.

4. Conclusions

The reform of modern Chinese teaching is not only an enduring topic, but also a complex and thorny problem. In order to realize the reform of modern Chinese teaching in primary education, we should apply modern science and technology to teaching and realize the visualization, interaction and personalization of the teaching process. It is an effective way to integrate modern information technology and curriculum. On the basis of talent training, we should clarify the teaching objectives, reasonably arrange the teaching contents, optimize the teaching means, and visualize and vividly the classroom teaching contents, so as to truly teach students according to their aptitude. In such a learning, students will cultivate an open thinking, which is particularly important for the cultivation of students' innovative spirit. Inquiry learning is a positive learning process. It teaches students to learn, can build an open learning environment for students, provide multi-channel access to knowledge, provide them with practical opportunities, promote them to form a positive learning attitude and good learning strategies, and cultivate innovative spirit and practical ability. Learn from the society, understand the society through social practice, investigation and research, and learn to care about the progress of the country and society, which is conducive to the formation of a positive attitude towards life.

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