

Research on the Life-oriented Chinese Classroom Teaching in Primary School

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Abstract:

Life-oriented teaching method is a kind of teaching method that integrates life and classroom teaching organically, which can reduce the difficulty of teaching to a certain extent and realize student-centered teaching. Because Chinese teaching is the basis of other teaching, and primary school teaching is the basis of nine-year compulsory education, teachers need to pay attention to primary school Chinese teaching. In order to achieve the goal of life-oriented teaching, teachers can carry out teaching activities and deepen the reform of Chinese teaching from the aspects of establishing the concept of life-oriented education, creating life-oriented teaching situations, constructing life-oriented classroom, and carrying out life-oriented comprehensive practical activities.

Keywords:

Primary school Chinese; Life-oriented; Teaching strategies

Introduction:

The fundamental purpose of classroom teaching is to help students understand the essence and connotation of knowledge, and to provide guarantee for them to use the knowledge flexibly to solve various problems in life. The application of life-oriented teaching method can achieve this goal. Classroom and real life can never be equal, nor can they be transformed into each other. Classroom life is closely related to educational goals and has very important educational significance. It has something in common with our real life. So, how to train teenagers to become people who can apply what they have learned? The author believes that teachers should construct a Chinese classroom full of life fun in teaching, and cultivate students' good habits of loving and using Chinese in Chinese classroom.

1. The problems existing in traditional Chinese teaching

(1) Pay more attention to exam-oriented education and neglect practice

Chinese teaching requires teachers to clarify the fundamental problems. However, in recent years, there is no unified understanding of what needs to be taught in Chinese teaching, and each sticks to its own argument. However, Chinese teaching lies in learning for the purpose of application, that is, to give full play to the social function of Chinese education and

highlight the use of language. Since the establishment of Chinese subject, there has been a saying of "speaking Chinese" and "using Chinese", but the common problem in Chinese teaching is that students simply listen to teachers' lectures, and the dominant position of students in the classroom is not prominent, which leads to students in a passive learning state. In this way, when teachers train students, they start from the wishes of the society and do not consider the needs of students' self-development. The teaching concept is relatively old, so the teaching content is more in accordance with the regulations of the school, and students learn what teachers teach. This means that students do not know what to learn, nor can they make demands on the content of learning. Therefore, students in the classroom are more around the teacher, there is little space for independent thinking, lack of opportunities for independent exploration and cooperation, and it is impossible to absorb the essence of Chinese in life, learning is more to cope with various examinations. In addition, through the analysis of the traditional classroom, we can see that teachers are more likely to explain the key paragraphs, writing techniques and central ideas of the text to students, and students can not synchronize with teachers in the teaching mode of cramming. However, this phenomenon has not been significantly changed in Chinese education, and the new educational concept and practice are not in a state of synchronization. It can be seen that under the influence of exam-oriented education, teaching reduces

students' interest in learning, which is not conducive to students' all-round development.

(2) Lack of practicality and interest in traditional textbooks

For a long time, Chinese textbooks are basically organized according to the Chinese knowledge system, and do not pay attention to the connection with students' life, which leads to students' lack of interest in Chinese learning. At the same time, after-class exercises are more to strengthen students' understanding of the text, which is conducive to students' understanding and memory of knowledge, rather than to let students start from their own experience. At the same time, the curriculum pays more attention to knowledge and ignores the ability of students, and the division between disciplines is more detailed. In essence, the key point of Chinese teaching reform is to strengthen students' understanding of students' life and actively expand to the life world. However, when students learn Chinese, textbooks are the most intuitive things they come into contact with. Only by promoting the life-oriented textbooks can they realize the life-oriented Chinese teaching. Textbooks are closely related to life, and take students' life experience as the starting point, which is also the most basic principle of compiling textbooks. However, the lack of interest in Chinese textbooks is not conducive to mobilizing students' enthusiasm for learning. Secondly, the teaching content of Chinese subject is not close enough to students' life. Finally, the compilation of textbooks does not pay attention to imparting knowledge and cultivating students' practical ability, which may lead to students' inability to acquire corresponding knowledge in learning, and is not conducive to cultivating students' independent ability and creative learning.

3. Too much attention is paid to the transmission of Chinese knowledge, not to the cultivation of students' Chinese literacy. In Chinese teaching, teachers should strengthen the cultivation of students' love for Chinese, mobilize students' love for language and writing, let students enrich their knowledge, constantly spread their own thinking, master basic learning methods, and form good learning habits. Improve students' adaptability, oral communication ability and reading ability. Thus it can be seen that teachers should not only impart basic language knowledge to students in Chinese teaching, but also strengthen students' understanding of the humanistic spirit in Chinese subject, deeply understand the course of human life, and constantly improve students' humanistic quality. However, combined with the actual teaching situation, we can see that some teachers pay too much attention to knowledge teaching and do not pay attention to the cultivation of students' Chinese literacy. For primary school students, they have already mastered certain grammar knowledge, so teachers should not blindly instill

grammar knowledge into students, but should strengthen the cultivation of students' correct attitude, emotion and will. It can be seen that it is precisely because teachers pay more attention to the details of Chinese knowledge in teaching and do not pay attention to grasping its meaning as a whole that students use their own logical grammar to entertain words and sentences in the process of learning, which is not conducive to the development of students' imagination, and naturally can not achieve the goal of cultivating students' core Chinese literacy.

2. Life-oriented Teaching Strategies of Chinese Classroom Teaching in Primary School

(1) Create life-oriented scenarios to arouse students' interest in learning

Interest is the basis for students to participate in teaching activities, the premise to improve the efficiency and quality of teaching activities, and the basis for students to gain in teaching activities. The creation of life-oriented scenarios can arouse students' interest in learning to a certain extent. Therefore, when carrying out Chinese teaching in primary schools, teachers can take the creation of life-oriented scenarios as a starting point, and make students enter the corresponding scenarios through skillful guidance and reasonable creation of teaching scenarios, so as to effectively learn Chinese knowledge. For example, in the teaching of "Fox Fake Tiger Power", teachers can create life-oriented scenarios to arouse students' interest in learning. Although it is a fairy tale and students like it, the teaching methods and modes chosen by teachers can have a direct impact on students' enthusiasm and initiative in participating in teaching activities. Therefore, stimulating students' interest in learning has become a problem that teachers have to think deeply. The creation of life-oriented scenarios can enable students to enter the article and help students grow and develop better. Therefore, teachers can make use of this method. Specifically, teachers can teach the story first, and then use multimedia technology to play music and present pictures after students have a certain understanding of the content of the story, so that students' vision and hearing can be mobilized, and thus enter the scene. After that, teachers can give students some space to cooperate in groups and perform the story of "Fox Fake Tiger Power". Because students have a strong sense of competition, and every student wants to be encouraged and praised by teachers, they will analyze the role in depth and make use of the relevant actions. In such teaching activities, we can realize the organic combination of life and text, stimulate students' interest, and lay a good foundation for students' learning and development. Moreover, such teaching activities are conducive to students' perception of the charm of Chinese learning and their interest in it. For example, when teaching "Looking for

Spring", teachers can introduce some children's songs related to spring, including but not limited to "Where is Spring" and "Little Swallow", so that students can quickly concentrate and have a certain interest in learning relevant knowledge. After students have a certain understanding of it, teachers can use multimedia technology to create life scenes, and guide students to imagine by presenting pictures of spring scenery, so as to provide guarantee for their perception of the charm and connotation of spring. In such teaching activities, students can find the connection between knowledge and life, and have a greater interest in it, so as to provide protection for their growth and development. Thus it can be seen that the creation of life-oriented scenarios combined with the content of the text and the actual situation of students can lead students into the corresponding scenarios to a certain extent, and through their imagination to think and explore, so as to provide a guarantee for their perception of the beauty of spring and their greater interest in Chinese learning. However, when creating scenarios, teachers need to analyze the relevant content in depth and make use of diversified ways.

(2) The content of classroom teaching is life-oriented

By using life-oriented measures in primary school Chinese teaching, teachers can make the teaching content life-oriented. First of all, teachers can lead students to review their lives. Part of the content in the textbook is closely related to students' life, but students usually do not realize the relationship between learning content and life, or do not fully understand it, which requires teachers to arouse students' memory in teaching, help students recall things and scenes in life through language and situations, and compare them with the content of the text, so as to deepen students' understanding and improve the teaching effect. For example, in the teaching of *Cat*, because cats are common animals in students' daily life, teachers can put forward clear needs in teaching, guide students to recall the cats they have seen and related things, so that students can form a deep impression of cats in their minds. Then, teachers guide students to observe cats in life and understand the characteristics of cats, including temper and temperament. On this basis, learning the text can not only deeply understand the text, but also increase students' life experience. Secondly, experience life in combination with teaching content. Texts record life information in the form of words, and learning Chinese knowledge is to restore the content of words to objective phenomena and obtain subjective feelings from them. In life-oriented teaching, teachers can guide students to transform other people's text content into their own life, deepen students' experience of life, and achieve the learning purpose of active acquisition and absorption. Finally, students should learn to use the knowledge they have learned from life.

The focus of Chinese teachers' education for students is to use knowledge to solve problems, and the materials used in teaching should be chosen from life as far as possible, so as to excavate the relationship between teaching content and students' life. Teachers can organize comprehensive practical activities such as explaining tourist attractions and promoting products according to the needs of teaching contents and objectives, so as to achieve the teaching objectives of flexible learning and application of knowledge.

(3) Expanding with life experience

The extension of language is equal to the extension of life. Only when language is rooted in the soil of life can it flourish. In the process of teaching, teachers should pay attention to the close connection between Chinese classroom and real life content, so that students can expand Chinese classroom in real life experience. The accumulation of life and experience is the key to whether students can learn Chinese well, which requires teachers to pay special attention to improving students' comprehensive practical ability of Chinese. Life experience can illuminate the way forward and point out the way forward for our Chinese learning. The process of learning Chinese and the process of life experience are interpenetrated. It can be said that constantly enriching students' life experience can effectively expand the breadth and depth of their mastery of Chinese knowledge. Therefore, teachers can use students' life experience to expand the Chinese classroom. For example, when teaching Ba Jin's "Stars", the author shows the picture of stars in the sky through multimedia courseware: in the quiet and deep night sky, the stars in the sky are flashing. Such a picture brings the students' thoughts into the mysterious space. Just when they were intoxicated with it, the author sighed: "Alas!" It's a pity that the starry sky seldom appears in our daily life nowadays. Do you know why? Look up at the sky, and I'm sure you'll understand. Then please think again, what should we do? After class, the students actively went to the Internet to collect information about air pollution and some shocking pictures, and discussed how to protect the atmospheric environment, and put forward a series of protective measures. A few days later, they shared their findings in class and appealed to the whole society to protect the earth's environment. The author believes that this win-win experience of language and life is of great significance to students. Language and life permeate and integrate with each other, and students will have many questions in the process of contacting with nature, society and others, which stimulates their desire for further understanding. Students gradually learn the skills of communication with others, learn how to deal with the world, and gradually establish a correct outlook on life and values.

(4) Developing life-oriented practical activities

Chinese teachers should let students learn and use Chinese

knowledge in social life, and promote them to form a strong sense of social responsibility. For example, in view of the irregular use of words in many popular advertisements, students can play the role of civilized guards, personally find businesses, point out their unreasonable use of words, so as to effectively correct this kind of phenomenon around them. In addition, it can also guide students to pay attention to some hot events happening around them, carry out various social practice activities, actively play their civic responsibilities, and help social development. Recently, the author has also carried out an activity, that is, in view of the situation that some students use mobile phones to play games for a long time after school, organized everyone to investigate and discuss, and carried out relevant speech and debate activities in the name of the Young Pioneers Brigade, and published the final results in the school newspaper, which has received strong attention from all teachers and students. In carrying out the above activities, students have written many articles, and their enthusiasm for participation is very high, which not only improves the ability of language use and social practice, but also further strengthens their sense of social responsibility.

(5) Implementing life-oriented evaluation methods

Another important link in primary school Chinese teaching is evaluation. It is clearly pointed out in the new curriculum standard of primary school Chinese that "the evaluation of primary school students' Chinese learning is not only to test their knowledge mastery, but also to guide teachers to reflect and make continuous improvements based on the problems in teaching, so as to improve the quality of classroom teaching." For example, after learning the lesson "Reading for the Rise of China", when

evaluating students' learning situation, teachers must make the evaluation more lively, such as "Our discussion today is very heated, the number of participants is large, the quality of speaking is very high, and the thinking is very active" and so on. Teachers can also ask students to talk about whether there are students around them who are similar to the protagonists of the text, and what we should learn from them? Ideological and political education should be carried out with the help of examples, so that students can learn Chinese knowledge while improving their ideological and moral character.

3. Conclusion

To sum up, the effective application of life-oriented teaching method in primary school Chinese teaching is the fundamental way to improve the efficiency of teaching activities and the basis of training relevant talents, so teachers need to apply it skillfully according to the actual situation. When applying such teaching methods, teachers need to take into account some contents, including but not limited to the actual situation of students, the difficulty of teaching content, students' knowledge interests and hobbies, and then choose scientific and effective methods to design activities to ensure that students can actively participate in teaching activities. For example, in teaching activities, teachers can create life-oriented situations to arouse students' interest in learning. It can strengthen life practice and bring students unique learning experience. It can make use of life-oriented elements to effectively cultivate students' abilities. Effective infiltration of life-oriented teaching can effectively improve teachers' teaching ability, so as to ensure the effectiveness of life-oriented teaching.

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