

# Effective Exploration of the Combination of Reading and Writing in Primary School Chinese Classroom Teaching

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## Abstract:

*With the reform and development of basic education, comprehensive ability and quality have become the focus of Chinese teaching in primary schools. The research on the strategy of combining reading and writing in primary school Chinese teaching is to cultivate the comprehensive ability of primary school students, make them have the ability of reading and writing at the same time, and guide them to grow into the talents needed by the society, so as to truly practice and implement the educational thought of the new curriculum reform. This paper takes this as the core to discuss the primary school Chinese education under the background of the new curriculum reform, aiming at finding a new direction for the primary school Chinese education and accumulating valuable experience.*

## Keywords:

*Primary school Chinese; Combination of reading and writing; Apply the policy*

## Introduction:

The teaching mode of combining reading and writing is a hot topic in Chinese teaching nowadays. Applying it to the teaching of Chinese in primary schools can not only expand the accumulation of Chinese knowledge of primary school students, but also greatly improve their comprehensive quality. For this reason, the new curriculum standard of primary school Chinese clearly points out that we should strengthen the innovation of classroom teaching mode, base on the all-round development of students, adopt the teaching mode of combining reading and writing, and promote the integration of reading teaching and writing teaching, so as to improve teaching efficiency and promote the strengthening of students' key abilities and core qualities.

### 1. The application value of the combination of reading and writing in primary school Chinese teaching

#### (1) Innovative learning mode

In primary school Chinese classroom teaching, the teaching mode of combining reading and writing is the most typical representative of teaching innovation. In terms of learning form, the effective integration of reading and writing has achieved a two-pronged approach, which enables students to accumulate writing skills in reading and exercise their reading ability in writing. This teaching effect of getting twice the result with half

the effort can not be achieved by any other teaching activities. In the past primary school Chinese classroom, reading and writing are two completely independent teaching contents, and teachers will not integrate them too much in teaching, because we know that students' cognition is limited, reading and writing are difficult contents, if not handled properly, it will make students' learning more difficult, so we all take a conservative way to teach. In fact, the learning ability of contemporary students is far stronger than teachers imagine. Under the background of quality education which emphasizes the cultivation of students' learning ability, we might as well provide more space for students, so that they have better opportunities to perceive and explore. The teaching mode of combining reading and writing has been applied, and has become the key method to improve students' reading ability and writing level.

#### (2) Accumulating teaching materials

In the process of primary school Chinese teaching, whether reading or writing, students need to accumulate teaching materials, because both of them can be promoted through constant contact. However, the time of classroom teaching is very limited, and teachers can not prepare enough materials for students every time, which will lead to the situation that students' learning needs can not be met. In order to solve this problem, so that students can have a better learning experience in learning, teachers choose to combine reading and writing together,

which can not only maximize the needs of students for knowledge, help them to achieve the accumulation of teaching materials, but also save classroom teaching time, thus achieving better results in primary school Chinese classroom teaching. Du Fu, a famous poet of the Tang Dynasty in China, mentioned in his work *Twenty-two Rhymes Presented to left Cheng zhang Mr. Wei* that "reading ten thousand volumes and writing like a master". Although there are only ten words, it tells the relationship between reading and writing. Thus it can be seen that the combination of reading and writing is the wealth accumulated through the development of cultural history for thousands of years, which can not only bring us the way of learning knowledge, but also help us see the essence of learning. Therefore, the application of the mode of combining reading and writing in the Chinese classroom is a teaching choice with the history of science, which can not only improve students' learning ability, help them accumulate more excellent materials, but also help them develop good learning habits, which brings important support for students' future development.

### **(3) Improving learning effect**

From the perspective of primary school Chinese classroom teaching, students' learning based on the combination of reading and writing will bring them better learning experience and further improve their learning effect, which plays a key role in the realization of the goal of primary school Chinese quality education. First of all, the application of the teaching mode of combining reading and writing can make it easier for students to find the way of thinking in learning. If they find the better writing content and skills in the reading process, they can absorb them and try to use them in their own writing, so as to improve their writing level. Similarly, in the process of writing, students will also understand the author's writing techniques and emotional expression in similar reading materials because of the role substitution, which makes students' reading level get exercise. Secondly, the application of the teaching mode of combining reading and writing can realize the teaching of two aspects of knowledge in one class hour, and under this learning mode, the learning effect of students will be significantly improved, which makes the classroom teaching of primary school Chinese more efficient. Finally, the application of the teaching mode of combining reading and writing can make students better understand the relationship between Chinese knowledge, which can improve their understanding of the essential state of Chinese knowledge, and at the same time improve their cultural literacy, which will help to achieve the goal of Chinese quality education in primary schools.

### **(4) Stimulating students' interest**

Interest is not only the best teacher, but also the main source of students' learning motivation. In knowledge education

activities, no matter which subject, what type of knowledge, what stage of students are faced with, teachers must carry out teaching work based on students' interests, because only by meeting the needs of students' interests can students show initiative in learning, and then more actively and actively interact with teachers and classmates. Complete the learning task. For the primary school Chinese subject, reading and composition are relatively difficult knowledge content, students in the study of these two knowledge will often be more difficult, there is a strong fear of difficulties, learning interest is relatively low. From the perspective of pupils' thinking development, it is normal for them to have such a situation. Teachers should find ways to simplify the learning process, reduce the difficulty of learning, and complete the stimulation of students' interest in learning. As a learning mode that combines reading and writing, the combination of reading and writing can make students achieve the effect of killing two birds with one stone in the interaction with teachers, which will arouse students' interest in the combination of reading and writing to a certain extent. At the same time, with the help of the mode of combining reading and writing, students can draw inferences about other cases from one instance, infer from reading to writing, and associate writing with reading, which can improve students' learning efficiency, promote their learning progress, and enhance their learning enthusiasm.

## **2. The Application Strategy of the Combination of Reading and Writing in Primary School Chinese Classroom**

### **(1) Stimulate students' interest in learning**

Only when students are interested in what they have learned, will they put all their attention on learning, so that they can optimize their learning effect. Students' cultural foundation is weak, their understanding of Chinese characters is relatively small, and their life experience is relatively small. Because of these reasons, their understanding ability is not enough, so in the process of reading and writing, they will encounter many problems. These problems have a great impact on students' learning, and many students feel very afraid when it comes to writing, which is a very common phenomenon. You know, "interest is the best teacher", if a student is not interested in writing, then the teacher's teaching level will be difficult to play out. Therefore, in the process of combining reading and writing, we should attach importance to stimulating students' interest in Chinese learning and improving their reading and writing level. For example, in the lesson "The Sound of Nature", when talking about the sound of nature, we can use multimedia equipment to show all kinds of sounds in nature. The purpose is to let students better understand the sound of nature, deepen their

understanding of the voice of nature, activate the classroom atmosphere, stimulate students' interest in learning, and also let students have a strong interest in reading and writing.

## **(2) Innovating routine teaching activities and cultivating awareness of reading and writing**

Students' awareness of the combination of reading and writing affects their behavior of writing in reading and reading in writing. If we want to apply the mode of the combination of reading and writing to optimize the Chinese teaching in primary schools, we should first promote students' participation in the learning activities of combining reading with writing, so that they can form the learning awareness of combining reading with writing. However, the change of students' consciousness is not an overnight effort, but requires lasting infiltration and positive influence, so teachers should infiltrate the thinking of combining reading and writing in the regular teaching activities of primary school Chinese, and cultivate pupils' good consciousness of combining reading and writing with the help of imperceptible thinking infiltration, so that they can fully understand the importance of reading and writing in Chinese learning activities. Fully stimulate their subjective reading and writing initiative. However, at the present stage of Chinese teaching in primary schools, most teachers do not combine the teaching objectives of reading and writing with the curriculum objectives of conventional reading and writing in teaching, they regard the combination of reading and writing as an independent teaching activities, ignore its internal relationship with writing and reading, and do not skillfully infiltrate it into daily teaching and writing. As a result, students lack the opportunity to participate in and experience the combination of reading and writing, and it is difficult to form a positive sense of the combination of reading and writing, which affects the organic construction of the teaching mode. In order to solve the problem of students' weak awareness of combining reading and writing caused by the improper combination of objectives, primary school Chinese teachers should integrate the related contents of reading and writing courses on the basis of establishing the conventional teaching objectives according to reading and writing courses, construct the curriculum objectives of combining writing and reading, and innovate the traditional primary school Chinese teaching mode. The combination of reading and writing will be fully infiltrated into the curriculum activities. As a result, under the effective teaching mode gradually explored and formed by teachers, students are imperceptibly influenced by the combination of reading and writing, change their independent reading and writing consciousness, establish the thinking of the combination of reading and writing, and actively enter the learning state of the combination of writing and reading.

## **(3) Improving students' expressive skills by combining reading and writing**

The teaching mode of combining reading and writing can play a very good role in promoting the improvement of students' written expression ability. Through extensive reading, students can effectively understand the content of the work, experience the creator's emotions, so as to understand the creator's writing intention, and can learn and draw lessons from the expression order and skills of the article. In this way, we can realize the successful "grafting" of excellent creative ideas and ideas, so that students can express flexibly and display effectively. For pupils who have just come into contact with writing, teachers can guide them to imitate writing, that is, to let pupils write according to their learning and understanding of the reading object, imitating the creator's ideas and writing methods, so as to show the knowledge they have learned and comprehended in the process of reading in the form of writing, so that on the one hand, they can show students. On the other hand, it can deepen the understanding of the reading object. In the specific teaching process, primary school Chinese teachers can guide students to imitate the text according to the requirements of the syllabus, so as to strengthen the application of reading and writing strategies and improve the quality of classroom teaching. In imitative writing exercises, teachers can not only guide students to imitate the text structure, such as the general structure, parallel structure, etc., but also imitate the expression adopted by the author, such as narrative, flashback, etc. By introducing diversified forms of imitation writing exercises, teachers can not only cultivate students' expressive ability, but also enhance the interest of imitation writing process, so as to mobilize students' enthusiasm for participation and achieve the optimization and improvement of teaching effect. For example, when I explain the text "Whale", I consciously guide students to try to write expository essays according to what they have learned in the text, which is also the embodiment of students' written expression ability. In the process of teaching, I first guide students to read the text in depth, to understand the writing characteristics of giving examples, making comparisons and listing numbers in the article, and to record them in the material book. At the end of the reading, I asked the students to imitate an expository essay on animals. After the imitation, I guide the students to evaluate and learn from each other. Finally, I ask students to break away from the text and imitate writing, to create a new one with their own understanding of the exposition, and to use the explanatory methods of giving examples, making comparisons and listing numbers flexibly, so as to grasp the writing characteristics of the exposition and improve their written expression ability. After a period of imitative writing practice, teachers can provide students with more kinds

of writing training, which can not only help students understand the content of the text, but also improve their expressive ability. One is the continuation exercise, many texts have more implicit endings, leaving readers with rich imagination space. Teachers can encourage students to carefully analyze the writing ideas of the text, give full play to their associative ability, extend and continue to write the content of the article, so as to cultivate students' creative thinking. The second is the rewriting exercise, which allows students to change the form or content of the text, but not the central theme. Among them, changing person, genre and so on are commonly used forms. For example, for third-person texts, teachers can encourage students to rewrite in the first person. In the process of rewriting, students need to participate in the story as the master, so that they can have a deeper understanding of the characters' emotions and the connotation of the story. Third, expansion exercises. Part of the text language is more concise, using a shorter length to describe rich pictures or complex stories. After leading students to learn the content of the text in depth, teachers can encourage students to expand the content of the text as a whole or somewhere.

#### **(4) Implementing teaching evaluation and improving the effectiveness of combining reading and writing**

For the application of the teaching mode of combining reading and writing in primary school Chinese teaching, teachers need to formulate scientific evaluation criteria, which should not only clarify the level of improving students' writing level, but also evaluate the process of the teaching mode of combining reading and writing from the perspective of development, so as to realize the whole process evaluation of students and promote students to better carry out reading activities. It can apply the reading results to writing more efficiently, so as to realize the cultivation and promotion of the core literacy of primary school students in Chinese subject. Teaching evaluation methods mainly include the following. First, self-correction, teachers should first teach students some basic skills of reading and revising articles, after students complete the exercise training, guide students to

use skills to read and revise their own works, and independently discover and deal with some simple problems in the works, such as some obvious grammatical errors or typos. Second, in the process of self-correction, some problems are difficult to be found in time. At this time, teachers can guide students to exchange works with each other and carry out exchange activities so as to find out the problems comprehensively. Third, teachers' participation, pupils' writing level and revision level are limited, in the process of carrying out student evaluation, teachers should participate in time to give students the necessary guidance and help. Fourth, revision, after many revisions, the problems in the article will gradually be found out, students through the study and reflection of the problems, will have a deeper understanding of the language use of the article, so as to further improve the quality of works and writing ability. At the same time, revision is also the most important link. In order to ensure the effect of revision, teachers should guide students to clarify the key points of each revision. For example, the first time focuses on the analysis of the conception and structure of the text, the second time starts from the language of the text, analyzing which sentences have language defects and which words are not accurate enough, and the third time pays attention to the details that are easy to ignore, such as punctuation marks, typos and so on.

### **3. Conclusion**

As an integrated teaching mode based on reading and writing, the combination of reading and writing can link the essence of reading and writing knowledge together, and help students achieve the learning effect of learning one, understanding two and getting twice the result with half the effort. On this basis, teachers must further strengthen the interaction with students, so that students can get the exercise of cognitive concept, thinking level and Chinese knowledge in the process of communication with themselves, so as to further improve their reading comprehension and composition conception, and bring help to the construction of their Chinese literacy.