

Strategies for Cultivating Students' Interest in Writing in Primary School Chinese Teaching

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Abstract:

With the deepening of the new curriculum reform, Chinese teaching in primary schools has put forward higher requirements. In writing, teachers are required to be able to cultivate students' interest and let them actively learn relevant knowledge, so as to continuously improve their writing ability and lay a good foundation for the follow-up Chinese learning. Writing teaching is a powerful measure to continuously improve students' language expression ability and writing level. Teachers should further innovate the teaching methods and modes of primary school Chinese writing on the basis of fully respecting students' individual differences, help improve students' writing level, enhance students' self-confidence, and provide support for students' good development.

Keywords:

Primary school Chinese; Interest in writing; Writing ability; Training measures

Introduction:

Primary school is a critical period for students to learn and grow up. At this time, it is very important to strengthen the cultivation of pupils' Chinese writing ability and interest, in order to pave the way for their all-round development. Usually, writing enables pupils to express their inner feelings through language, re-recognize themselves and treat things objectively. Students' writing ability is the concrete manifestation of their comprehensive Chinese literacy. Teachers play an educational role in classroom teaching, according to the teaching concept of "student-centered", attach importance to the innovation of Chinese writing methods, gradually cultivate students' independent writing ability by strengthening students' writing consciousness, expand writing content with the help of reading teaching materials, and guide students to collect writing materials after class, which is conducive to students' solid mastery of writing skills and methods. Consolidate the foundation of Chinese writing.

1. The important value of cultivating students' interest and ability in writing.

(1) The key path to cultivate students' written expression ability

The syllabus of the new curriculum standard clearly points out that the improvement of students' writing level should be placed in an important position to the maximum extent, which intuitively shows the important role of composition in students' future development. As the initial stage of learning, the primary

school stage needs to further cultivate students' good writing interest and ability, accurately master the practical writing skills, gradually change from the initial rejection of writing to active and voluntary writing, devote themselves wholeheartedly to their own thoughts and feelings, and further cultivate students' good written expression ability.

(2) Ways to cultivate students' observation, thinking and imagination

In the actual teaching process of primary school Chinese writing, in order to improve the quality of the whole composition, students are required to have strong observation and imagination, combine with the relevant knowledge learned in class, give full play to their imagination, tap the potential of students' observation from the essential level, make them good at observation and learn to observe from their daily study and life, gradually transform it into internal force, and actively cultivate their interest and ability in writing.

(3) The key method of objective understanding of things

Students are in the stage of physical and mental development. Teachers constantly take corresponding measures in writing teaching to stimulate students' interest and ability in writing, continuously guide students to learn to correctly depict and describe relevant things, and analyze things from multiple perspectives and levels. Composition is the most direct and effective way to test students' ability to express themselves in words and their level of understanding. To carry out composition

teaching is not to solidify the connection between words, but to lead students to understand things correctly and objectively, to form a correct aesthetic view, and to consolidate students' Chinese foundation step by step.

2. The problems existing in the current Chinese composition teaching

(1) Neglecting students' feelings

In the current composition teaching classroom, there are still some teachers ignore the phenomenon of students' feelings. Some teachers can not get rid of the shackles of exam-oriented education and traditional teaching, and still have the wrong teaching concept of only explaining theoretical knowledge to students, ignoring students' learning experience. This traditional teaching method will make students hate writing, hate the classroom, and even hate Chinese, which will lead to a disastrous decline in Chinese performance. This kind of teaching phenomenon will lead to students' inability to express their own emotions and views through writing, and will accumulate too many negative emotions in their hearts, and then passively carry out writing training, do not listen carefully, can not produce a strong interest in writing, can not understand the basic knowledge, can not master the basic skills, which has a huge impact on students' learning and development.

(2) Neglecting students' interests

With the rapid development of the times and the gradual implementation of the new curriculum reform, teachers need to quickly recognize their own position, give full play to the role of their own guide, put students in the main position of the classroom, return the right to speak to students, and guide students to carry out autonomous teaching. However, there are still some teaching problems in the current classroom, some teachers ignore the interest of students, in order to let students quickly complete the teaching task, blindly cramming teaching to students. This kind of teaching method leads to the inefficiency of the classroom. Although students have completed the teaching tasks assigned by the teacher on the surface and memorized the knowledge explained by the teacher in their minds according to the requirements, they can only copy and write, which can not reflect their own personalized thinking and writing ability. In addition, this will make the content of the composition empty and the form rigid, which can not reflect the students' full and sincere feelings and writing style.

(3) Neglecting to revise students' compositions

At present, the teaching effect of primary school Chinese composition is not good, the most important reason is that some teachers only pay attention to the teaching work of explaining writing skills in the early stage, but neglect to correct students' compositions. If teachers simply lead students to write training and do not pay attention to revising

students' compositions, for a long time, students will think that teachers do not pay attention to teaching feedback and teaching effect, and begin to produce negative psychology to cope with teachers and teaching tasks. Over time, they will start writing in order to complete the task, and can not give full play to the important role of writing training in teaching. Correcting compositions can help students see the advantages and disadvantages of their own writing, gradually improve their shortcomings and strengthen their strengths. In the process of correcting compositions, some teachers pay too much attention to theoretical knowledge, pay attention to saving teaching time to explain specific writing skills for students, and are slightly perfunctory in correcting students' compositions. This kind of teaching method is wrong, which will make students think that teachers do not identify with themselves and do not attach importance to their articles, thus alienating the feelings between teachers and students, and also reducing students' writing ability and language achievement.

3. Strategies for Cultivating Students' Interest in Writing in Primary School Chinese Teaching

(1) Connecting life and stimulating students' interest in writing

The inspiration and material of writing mostly come from life, such as Chinese, which covers a wide range of subjects, but it also comes from life and is used in life. If there is no experience in life, then it is impossible to write a good composition. Therefore, in view of these problems, primary school Chinese teachers should improve their reflection on their own teaching methods, carry out corresponding extracurricular activities, help pupils accumulate more extracurricular materials, enrich their extracurricular life, and enable them to find writing inspiration by contacting some new things. For example, teachers can carry out knowledge contests or spring outings and visits to places of interest to guide pupils to feel and familiarize themselves with life and understand the various laws contained in nature. This will not only help pupils improve their knowledge reserves, but also broaden their horizons. During the period of participating in these extracurricular activities, pupils will think and distinguish independently about various things, and accumulate more and more knowledge reserves, which will also stimulate the desire to write. For example, after explaining the text "Palace Museum", in order to make pupils feel the same, teachers can organize them to visit local museums to learn about the various cultural relics and the stories behind them. China is an ancient civilization with a long history, and many historical deeds are passed down through cultural relics or buildings to inspire future generations. At this time, the knowledge reserve of primary school students is obviously insufficient, and when learning the text of the Palace Museum involves some cultural relics, teachers can popularize

the cultural relics according to the content of the textbook, and then lead students into the local museum after class. For example, there is a weapon from the Warring States Period on display in the museum. Teachers can ask pupils what they think after seeing the weapon. At this time, students will start their imagination and bring their thinking back to the Warring States Period. Some students think of the story of an ancient soldier defending the country and killing the enemy, while others imagine a majestic general carrying his sword through his life. But in any case, these are the pupils through their own thinking imagination, the teacher's task is to help them supplement their thinking imagination, tell the real historical background to the students, but also to praise them, so as to stimulate the enthusiasm of students to learn. At the same time, participating in museums can also enrich students' historical knowledge reserves. After the visit, teachers can let students write freely on the topic of "Museum in My Eyes", so that they can write out the real feelings of visiting museums, which often integrates the real feelings of primary school students, and can help students pay more attention to life in the future, find materials from life and accumulate them. In this way, students can lay a good foundation for their future composition creation.

(2) Multimedia guidance to build vivid emotional space

The application of multimedia technology in the teaching of Chinese writing in primary schools can not only promote the reform of disciplines, but also promote the innovation of teaching mode, so as to make the main body of teaching more prominent. Teachers should emphasize the creation of learning atmosphere and encourage students to strengthen writing practice, which will have a positive impact on the improvement of follow-up learning and writing ability. Multimedia technology can present the teaching content comprehensively in various ways, such as rich pictures and texts, rich voices and texts, which is conducive to the collection, sharing and editing of writing materials, can present subject knowledge in a diversified way, stimulate pupils' senses in an all-round way, activate students' emotions in a vivid situational space, and enable students to express their feelings in writing. Show the three-dimensional and authenticity of the exercises. For example, when teaching "Father and Son in the Earthquake", teachers can use multimedia technology to show the characteristics, actions and appearance of the characters, so as to guide the development of students' thinking correctly, encourage students to explore the main idea of the article in depth, and enhance students' perception ability. When teaching, the relevant fragments of the earthquake can be played, so that students can understand the actual situation of "father and son" in the earthquake and deepen their impression of the main idea of the article. On this basis, teachers can let students

write a review of about 500 words in a narrative way, which is convenient for students to express their true feelings. In the process of teaching, in order to effectively activate students' emotions, teachers can show students father-son stories related to the text, effectively activate students' emotions by creating multimedia situations, so that students can express their thoughts under the influence of emotions, tell stories between themselves and their fathers in a brilliant way, and express their feelings vividly with the help of feelings after reading. At the same time, teachers can use 10 minutes before the next class to spot check the completion of some students, point out the advantages and disadvantages of students in class, so that students can practice and correct in the future, so as to improve their writing ability. The students' compositions that were not sampled in class were collected by the class representative and handed in. At other times, the teacher carefully checked each student's feelings after reading, and marked the comments, and then sent back by the class representative. This can also provide corresponding guidance and training for each student's composition writing, and significantly improve students' writing ability.

(3) Opening up students' writing ideas by combining teaching situations

The teaching methods applied by teachers in classroom teaching will have a greater impact on students' learning, so teachers should pay attention to the choice of ways in the teaching of Chinese writing. For example, situational teaching method mainly refers to the method that teachers create corresponding situations for students according to specific teaching content, so as to improve the effect of classroom teaching. In this atmosphere, students can understand the content of the article more intuitively and stimulate their interest in learning effectively. For example, in learning the text "Burning Clouds", the difficulty of the article focuses on the words describing colors, which requires students to classify them in multiple forms. Through in-depth study of the language described in the text, according to the color and shape, we can deeply feel the magic of burning clouds, which is difficult for students to learn. In order to help students open up their writing ideas, teachers can show students intuitive pictures and videos of burning clouds, so that they can deeply understand the content of the textbook and really feel the praise expressed by the author. After watching the video, the students were quickly attracted by the scene of the burning cloud, and then had a more intuitive impression of the burning cloud, and made clear their writing ideas. It can be seen that teachers create specific writing situations for students in the classroom, so that students can be infected in the situation, better cultivate their interest in writing, so as to meet their own learning and development needs.

(4) Pay attention to students' practice and constantly improve their writing ability

In classroom teaching, teachers can enrich students' practical experience by carrying out practical activities. In this way, it is helpful for students to improve their interest in writing and form good writing habits. Based on this, in the specific implementation process, teachers should reasonably plan activities about life education according to students' various aspects, and then let students write this activity in detail, accumulate writing elements in the process of actual experience, so as to continuously improve Chinese writing ability. For example, when teaching the content of "Pottery Pot and Iron Pot" to students, teachers organize students to read the text aloud. This is mainly to enable students to have a deep understanding of the characteristics of the roles of pottery pots and iron pots, and to understand the moral embodied in the article, that is, everyone has his own strengths and weaknesses, to be able to find the strengths of others, and to learn to face up to, respect and understand their own weaknesses. In the teaching of the course, students' understanding and understanding of the content are strengthened, and then the students are divided into different groups to explore the content of the textbook in depth. In order to deepen students' understanding of the protagonist's emotional journey, teachers can let each group perform the text. In this process, students reproduce the story of the article through language and action, which not only effectively improves their understanding of the article, but also enhances their sense of experience, thus effectively improving their writing effect.

(5) Reasonable application of various correction methods and continuous improvement of writing ability in practice

Composition correction is very important in primary school writing. At present, with the implementation of the double reduction policy in China, students' homework is reduced to a certain extent, and in the actual learning process, most of them stay within the scope of excerpt learning, so composition correction is very important. In order to further play a key role from the source, we can actively and gradually implement a variety of composition marking methods: First, actively update

the teacher's full marking methods. Under the background of the new curriculum reform, there is a phenomenon of teachers' comprehensive correction, which has some drawbacks. It is no problem to actively choose the full correction itself, but it should be consistent with the development of the times to meet the actual writing needs of students. Full correction is conducive to grasping the actual writing situation of students in an all-round way, providing a powerful platform and media for communication between teachers and students, so it is particularly important to actively select full correction. Second, students evaluate and correct each other. We should rely on the mode of self-correction and mutual correction, constantly draw on internal advantages, and enhance students' interest and ability in writing through mutual cooperation. Teachers should always do a good job of their role positioning, maintain an equal position with students, give students trust, provide students with a good platform to develop their abilities and show themselves, and rely on students' actual experience to achieve better results. Third, develop the habit of self-correction. As far as students are concerned, they should have their own thinking and discernment, actively cultivate their self-correction habits, correctly grasp their own shortcomings in writing, and carry out directional revision. Teachers should actively guide students, provide them with space and time for self-correction, and ensure that students achieve the goal of improving their writing interest and ability.

3. Conclusion

In order to improve the effectiveness of Chinese writing teaching in primary schools, teachers should play a guiding and teaching role in each link, choose appropriate teaching methods according to the actual situation, formulate a sound teaching plan, and stimulate students' interest in writing. The comprehensive use of various reading teaching methods can help students accumulate writing materials and strengthen their sense of autonomy. Teachers should innovate the teaching mode and emphasize the authenticity of the composition content so as to achieve the expected teaching objectives.

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