

# Strategies for the Construction of Efficient Chinese Classroom in Primary School

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## Abstract:

*It is an important teaching goal for primary school Chinese teachers to actively explore and study the methods and strategies of efficient classroom construction in primary school Chinese and comprehensively improve the quality and efficiency of primary school Chinese teaching, which is also an active choice for them to implement the core literacy training goal with high quality. Primary school Chinese teaching pays attention to practice, emphasizing that students should use knowledge on the basis of understanding. Therefore, primary school Chinese teachers should update their teaching ideas, guide students to think actively, give full play to their subjective initiative, and make them improve their Chinese literacy on the basis of mastering basic knowledge. The process of building an efficient Chinese classroom in primary schools is a process that needs to be constantly improved, which requires teachers to clarify their responsibilities and actively explore in order to achieve the ultimate goal*

## Keywords:

*Primary school Chinese; Efficient classroom; Effective strategy*

## Introduction:

Efficient classroom is to improve students' learning efficiency in the classroom as the ultimate goal, aiming to allow teachers to use the least teaching time in the classroom, so that students can use the minimum learning input to maximize the learning results of students, which occupies an important position in primary school Chinese teaching. At present, there are still many problems in Chinese teaching in primary schools, the most prominent of which is the low efficiency of teaching. It can be said that under the background of the new curriculum reform, the construction of efficient primary school Chinese classroom has become the unremitting pursuit of every Chinese teacher.

### 1. The practical significance of efficient classroom to primary school Chinese

#### (1) It is conducive to improving the quality of classroom teaching

As far as the Chinese subject at the present stage is concerned, teachers need to pay attention to improving the essence of Chinese subject in educating people, reduce the pressure of primary school students' after-school learning by improving the effect of classroom teaching, and let them have more after-school time to achieve personalized development combined with their hobbies. Therefore, the construction of efficient classroom has become a major part of the work of

primary school Chinese teachers. By improving the teaching effect of the classroom, Chinese teachers can help students understand more Chinese knowledge, expand the teaching capacity of the classroom, and let students learn more knowledge. In addition, in the process of building an efficient classroom, teachers need to help students form a sense of autonomous learning, so that their learning behavior is no longer passive, but active exploration of subject content. In this process, teachers need to put students in the main position of the classroom, so that they can master the effective way to solve problems in language problems, and then enhance the ability of students to overcome difficulties, and gradually reduce the pressure of learning. Through such guidance, pupils can have a certain degree of autonomy in learning activities, which plays an important role in promoting the long-term and efficient effect of Chinese classroom teaching.

#### (2) It is conducive to guiding students to experience the charm of Chinese subject.

In the process of building an efficient classroom, teachers are bound to optimize the teaching methods according to the actual situation of primary school students. Through this design, the Chinese classroom can be more in line with the psychological needs of primary school students, and then stimulate their interest in learning Chinese. Under the impetus of interest, pupils can produce strong learning motivation, which in turn further improves the teaching effect of Chinese classroom. Under the

traditional teaching mode, Chinese teachers usually use a single form of blackboard writing to explain Chinese knowledge, which makes students feel boring. For pupils with weak self-control ability and concentration, a single teaching mode will inevitably cause difficulties in listening. However, in the efficient classroom mode, Chinese teachers can use multimedia equipment to present Chinese knowledge in a variety of ways, such as playing relevant famous works through video, helping students understand the specific content and explanation described in the text, and improving the classroom teaching effect. Use multimedia to play music selections corresponding to the text to set off the atmosphere for classroom teaching activities; It can also use multimedia equipment to play relevant picture content and enrich the presentation of language knowledge. With the help of this way, teachers can enrich the teaching form of Chinese classroom, stimulate pupils' interest in Chinese teaching activities through the richness of courseware, so as to enhance the actual effect of Chinese classroom, driven by interest, help pupils maintain concentration for a long time.

**(3) To ensure the effectiveness of teaching to a certain extent.**

The effectiveness of teaching activities fully reflects the teaching ability of teachers, and is also an important purpose of carrying out teaching activities. With the continuous improvement of teaching activities, under the guidance of advanced teaching concepts, the traditional Chinese classroom shows more drawbacks, which is also an important reason for carrying out teaching reform activities. Therefore, the main purpose of putting forward the concept of building an efficient classroom in the field of education is to improve the effectiveness of classroom teaching. Under this mode, the teaching activities of primary school Chinese classroom get rid of the shackles of the traditional mode, and provide a strong guarantee for the cultivation of pupils' appreciation ability and aesthetic ability. In addition, under the concept of building an efficient classroom, primary school Chinese teachers will integrate the theoretical and practical contents of Chinese textbooks to comprehensively improve the Chinese literacy of primary school students. At the same time, under the concept of efficient classroom, teachers need to design the teaching content, so that it can be presented in a better and more understandable way in the Chinese classroom, which can effectively enhance classroom teaching activities.

## **2. Principles of Constructing Efficient Chinese Classroom in Primary Schools**

### **(1) Long-term principle**

The construction of efficient classroom is a matter that needs long-term persistence and exploration. Therefore, primary school Chinese teachers should follow the long-term principle in the specific process of building an efficient primary school Chinese

classroom, and actively prepare for the long-term, and make clear the basic steps, effective channels and the key and difficult points to be broken through at each stage.

### **(2) The principle of interaction**

The construction of efficient classroom requires teachers to strengthen the interaction and communication with other excellent teachers, to summarize and accumulate experience in the process, and to discuss and solve the problems found in teaching practice, so as to better grasp the basic law of efficient classroom construction.

### **(3) The principle of purpose**

The fundamental purpose of the construction of efficient classroom is to promote the better development of students, and its direct purpose is to continuously improve the efficiency and quality of teaching, so as to better achieve the teaching objectives. Primary school Chinese teachers should follow the principle of purpose and actively promote the construction of efficient classroom around the two themes of promoting students' development and improving teaching efficiency.

## **3. Strategies for the Construction of Efficient Chinese Classroom in Primary School**

### **(1) Stimulate students' interest through situational teaching**

Situational teaching refers to the teaching method in which teachers construct relevant teaching situations based on the teaching content and the knowledge to be imparted, so that students can feel that the learning content is more real, the learning environment is more comfortable, and the learning methods are more interesting, thus ultimately achieving the effect of mastering classroom knowledge. On the one hand, situational teaching takes full account of the characteristics of students' age, that is, students of this age are not perfect in mind, lack of dedicated learning awareness and learning habits, situational teaching can attract students to actively participate in the classroom through the teaching environment that students are interested in, and mobilize students' enthusiasm; On the other hand, situational teaching can improve the teaching efficiency of teachers in the classroom, in which the content of teachers' lectures is more attractive, and students can grasp new knowledge more firmly in the interesting teaching process, thus enhancing the teaching effect of teachers. Therefore, in the efficient classroom of primary school Chinese, teachers should carry out situational teaching, be good at using vivid and interesting language, rich and varied courseware and beautiful music and other learning methods to create a relaxed and pleasant Chinese learning environment, stimulate students' interest, and let them explore knowledge and research in a comfortable atmosphere. So as to achieve the effective construction of efficient classroom. For example, in the teaching process of the text "Autumn", the teacher should first let

the students preview the text, let the students have a preliminary understanding of the "autumn" in the text to be learned before the formal class, and then assign a question for them to read the text with the question, that is, let the students describe the autumn in their minds. When the text is formally studied, the teacher first asks questions before class, and lets the students describe the autumn in their minds one by one, so that the learning theme and atmosphere of "autumn" in the whole classroom are created. Then the teacher asked the students to read the text together, and the feelings of the middle school students for autumn were shown. Then the teacher began to take the students to learn the text, "The weather is cool, the leaves are yellow, and the leaves fall from the trees one by one." In order to stimulate the students' interest, the teacher used multimedia to show the "fallen leaves" in the text with pictures and videos. The combination of dynamic and static display made the scenery described in the whole text appear in the classroom, and also appeared in the students' minds. Then, the sky and wild geese in the text appear, the whole situation about the text is created, and the students learn more vigorously. In this environment, the students have a deeper understanding of the text and a stronger grasp of knowledge.

### **(2) To strengthen students' understanding through interactive teaching**

Interactive teaching refers to the teaching method that teachers and students, students and students communicate and exchange on the basis of thinking in the classroom, and realize the construction of efficient classroom in the process of expressing their ideas and views. For a long time, primary school Chinese class is a course involving communication, understanding and writing, which requires students to constantly improve their communication and writing skills. Interactive teaching is the most effective teaching method to cultivate these two abilities. Specifically, teachers' interactive teaching is mainly achieved through the design of classroom questions. Classroom questioning is the most important part of Chinese teaching in primary schools. Many students have their own ideas about the text after previewing the text. Designing questions provides students with an opportunity to express their ideas. On the one hand, in this process, students think independently and organize their language to make progress from thinking to speaking. And in the process of asking questions, students' attention will be attracted, on the other hand, students will have a deeper understanding of the whole text through independent thinking in this process. Questioning in the classroom enables teachers to interact with students and understand students' ideas by asking questions, which has a positive effect on further targeted and efficient teaching. For example, in the teaching process of "Cao Chong Weighing Elephants", teachers can ask students a question before class, such as "If you are Cao Chong in the text, what methods can you think

of to weigh elephants". There is no fixed answer to this question. Teachers mainly want students to think actively and preview with questions when reading and previewing the text. On the one hand, this way of learning helps to improve students' ability to find problems, analyze and solve problems independently. On the other hand, it promotes students' deep understanding of the text. Especially for the wisdom shown by Cao Chong in the text, different students will have different views. Wait until the formal class, the teacher gives enough time to let the students express their views heartily, for each point of view, the teacher gives affirmation from different angles, so that the students' thinking is affirmed by the teacher. Through this kind of questioning interaction, students' thinking is mobilized and they will think about the knowledge they have learned, so it will also improve their learning efficiency, thus promoting the construction of efficient classroom.

### **(3) Adopt the Chinese classroom teaching mode of combining reading and writing.**

Pupils tend to treat reading and writing as two independent parts when learning Chinese knowledge, which brings some difficulties to students' systematic learning. Under the background of the new curriculum standard, teachers need to base on the actual learning situation of students, combine Chinese reading with writing teaching, and effectively improve students' comprehensive Chinese literacy. For example, when students learn fable texts, teachers can combine story explanation with the cultivation of students' imagination, so that students can think about the inspiration of fables, and then give full play to their reasonable imagination and learn to continue to write fables. Teachers also need to guide students to grasp the key points of story narration, let students think about the framework of fables when reading, and associate the writing order of text content in the continuation. In addition, teachers should collect relevant extra-curricular Chinese learning materials for students, guide students to gradually master the skills of intensive reading, so that they can deeply understand the main idea of the text. Teachers should be good at discovering the advantages of students when evaluating their learning effect, guide students to strengthen the practice of Chinese knowledge from the two aspects of "speaking" and "writing", and help them build up self-confidence in learning. 2. The combination of multimedia teaching and traditional teaching methods, the extension of teaching content, the combination of multimedia teaching and traditional teaching methods, can achieve better teaching results. When teaching, teachers should pay attention to students' personality and learning needs, teach students in accordance with their aptitude, and use multimedia teaching methods flexibly. For example, in the teaching of "Sunrise on the Sea", at the beginning, the author can use multimedia equipment to display pictures of sunrise on the

sea, so that students can feel the magnificence of nature; Then let the students say which one is the sunrise on the sea in their hearts, so that they can express their opinions and raise their awareness of participation. Then, with the traditional teaching method, let the students draw the sunrise on the sea in their minds. In a class introducing scenery, teachers combine multimedia teaching with traditional teaching methods, so that students can deeply feel the magnificent sunrise on the sea and appreciate the beauty of nature.

#### **(4) "Practice-oriented" and acquisition of ability**

In classroom practice, there are students' independent reading, group activities and exchanges, students' division of labor and cooperation, thinking and learning, accumulation and acquisition; There are interaction between teachers and students, and there are also teachers and students practicing, pursuing tacit understanding and effective training. In this fast-paced and high-density classroom teaching, we can achieve efficient teaching. For example, in the teaching of Traditional Festivals, the author can prepare materials and tools in advance according to the analysis and prediction of the learning situation, teaching content and teaching process design, so that students can explore the content of the textbook by themselves and enhance their practical inquiry ability. At the beginning of the class, the author uses information technology to show students the scenes and customs of Spring Festival, Lantern Festival and other festivals, to understand the charm of traditional festivals in China, which students have actually experienced, and soon aroused their resonance. The author pressed the pause button at the right time and asked the students: "Where is the charm of the Lantern Festival?" Many students thought about it, almost at the same time said it was lively and reunion, the author immediately gave full affirmation, and told the students that this is one of the essence of the blood of the Chinese nation. After the broadcast, the author said

to the students: "Our country has many traditional festivals, these festivals have unique customs, today, please choose your favorite festivals, with their own hands to express the customs of the festival!" I have prepared some materials here. You can make handicrafts, draw festival scenes with pens, and play freely. Students read the contents of Chinese textbooks and have the experience of watching videos, so they choose their favorite festivals and start making them. Some students choose the Spring Festival and paint with their pens to depict the festive scenes of the Spring Festival, while others choose the Lantern Festival, where several people work together to make lanterns and write riddles on them. Some students unexpectedly chose to paint the scene of their parents working home and getting together with themselves. Students' practice and experience also make the author feel a lot: carrying out practical activities enhances students' practical inquiry ability, not only helps students deepen their understanding of Chinese traditional culture, but also enhances children's understanding of their parents and gratitude to their relatives. Looking back, intentionally or unintentionally, it has made a useful foreshadowing for the fifth grade to learn family texts.

#### **4. Conclusion**

To sum up, there are many ways to build an efficient Chinese classroom, teachers need to improve their comprehensive teaching strength, flexible use of innovative forms of teaching programs, to create a different Chinese classroom for students. At the same time, teachers need to combine the current concept of educating people, actively adjust their teaching views, and support the reform of teaching mode. In addition, teachers also need to fully integrate the actual situation of primary school students, so that teaching activities have a strong pertinence, laying a good foundation for building an efficient classroom.

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