

# *Exploration of Chinese Teaching Strategies in Primary Schools under the Background of New Curriculum Reform*

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**Abstract:** With the continuous deepening of the new curriculum reform, the most important thing in current Chinese teaching is to improve teaching efficiency. To improve the quality and efficiency of Chinese teaching, it is necessary to improve the efficiency of Chinese classroom teaching. Chinese teaching in primary schools is a fertile ground to enhance students' critical thinking ability, improve their ideological quality, and cultivate their innovative consciousness, spirit and ability. Only by skillfully integrating the activation of educational methods and innovative teaching forms into Chinese teaching can we continuously promote the development of teaching reform and further improve the level of quality education. This paper discusses some problems existing in the process of effective teaching of Chinese in primary schools under the background of new curriculum reform, and puts forward some effective suggestions, such as cultivating students' problem thinking, guiding students to actively explore, and attaching importance to moral education infiltration, in order to inspire primary school Chinese teachers to be student-oriented, realize effective teaching and truly realize students' all-round development.

## **1. Introduction**

Chinese in primary schools is the basic stage for students to learn Chinese, and it is also the key period to cultivate students' language organization ability and thinking control ability, so it is very important to realize the effective teaching of Chinese in primary schools [1]. With the advancement of the new curriculum reform, the development of teaching activities has paid more and more attention to quality and efficiency [2]. Under the background of the new curriculum reform, Chinese teaching in primary schools is facing important changes and challenges. With the progress of society and the renewal of educational ideas, higher requirements are put forward for cultivating students' all-round development of Chinese ability. Therefore, we need to pay attention to the importance of Chinese teaching in primary schools under the background of new curriculum reform, and how to promote the improvement of students' comprehensive quality through the application of innovative methods and resources [3].

The new curriculum reform emphasizes that the core of Chinese teaching is to cultivate students' language expression ability, reading comprehension ability and writing ability [4]. Traditional Chinese teaching often focuses on knowledge indoctrination and mechanical training, which leads

to students' lack of ability of thinking and creative expression. Under the concept of new curriculum reform, we should pay attention to cultivating students' language thinking ability, so that they can accurately express their views, feelings and experiences, and understand and interpret others' expressions. By carrying out various Chinese activities, such as reading aloud, speaking, debating and writing, students' language expression ability can be improved and their speculative and creative abilities can be cultivated [5]. The new curriculum reform requires Chinese teaching to pay attention to students' practical application ability. Traditional Chinese teaching often stays in the teaching of knowledge and theoretical research, ignoring the application value of Chinese knowledge in real life. However, Chinese is a practical subject, which involves all aspects of our daily life. Therefore, under the background of the new curriculum reform, we need to set up various situations and tasks so that students can apply what they have learned to practical problems. The new curriculum reform requires that Chinese education must pay attention to students' individual differences and interest development. Every student has different learning characteristics, hobbies and potentials [6]. Traditional Chinese teaching often brings all students into the same teaching progress and evaluation system, which cannot meet the learning needs of different students [7]. In the context of the new curriculum reform, we should pay attention to personalized teaching and provide targeted teaching programs and resource support according to the differences of students. Only through innovative teaching methods and diversified application of resources can students with good Chinese literacy be cultivated. Education departments, schools and teachers need to work together to formulate relevant policies and guidance to provide support and guarantee for Chinese education [8]. By paying attention to students' all-round development, building a dynamic and inspiring teaching environment and applying multiple resources, we will be able to cultivate students with good Chinese literacy and lay a solid foundation for their future study and life.

## **2. Problems in effective Chinese teaching in primary schools**

### **2.1. Students lack problem consciousness and rigid thinking**

In Chinese teaching in primary schools, students' lack of problem consciousness and rigid thinking are common problems. Traditional teaching methods focus on imparting and inculcating knowledge, emphasizing memory and repetition, while ignoring the importance of cultivating students' thinking ability and problem consciousness. This one-way teaching method easily makes students become passive and rigid [9]. At present, the education system often pays too much attention to test scores, pays attention to test skills and answering methods, and lacks the cultivation of students' thinking development and critical thinking. In order to get high marks, students tend to memorize rather than think deeply and ask questions [10]. Some teachers lack innovative ability and methods to guide students' thinking in teaching. They may lack the training and practical experience of enlightening teaching, and cannot effectively stimulate students' problem consciousness and thinking activity. Family and social and cultural environment may also have an impact on students' problem consciousness and thinking ability. In some families and communities, students may lack opportunities to communicate and discuss problems with others, and parents pay insufficient attention to academic issues, which may also affect students' thinking development. Some teaching materials and course contents lack sufficient inspiration and guidance to stimulate students to ask questions and think [11]. The lack of challenging and interactive teaching materials and activities makes students lack the motivation to think deeply and explore knowledge. To sum up, the problem of students' lack of problem consciousness and rigid thinking in primary school Chinese education is formed by a variety of reasons. To solve this problem, we need to reform the traditional teaching methods and pay attention to the development of students' thinking and the cultivation of problem consciousness. At the same time, strengthening teachers' professional

training and quality improvement, creating a good family and social environment, and optimizing teaching materials and curriculum design are the keys to solve this problem.

## **2.2. Students' subjective status is lacking and their interest in learning is not high**

To a great extent, the motivation of primary school students comes from their interest in learning, but many primary school students think that the learning of Chinese knowledge is not very interesting, and their interest in learning is obviously insufficient, so it is difficult for them to concentrate on their studies in the teaching classroom. However, some Chinese teachers in the lower grades of primary schools do not pay attention to the stimulation of primary school students' interest in learning, which leads to primary school students' less and less interest in learning Chinese knowledge and lower teaching efficiency. Looking at the development of the whole teaching activity, the student-centered teaching activity has not been fully implemented, and the student-oriented concept has not been effectively realized. The former is dominated by teachers, and Kan Kan is the only teacher in the classroom. Although interacting with students, it is difficult for students to arouse their enthusiasm and even feel nervous and stressed. The latter is that students are not fully considered in teaching design, which leads to the inconsistency between teaching activities and students' actual situation, such as difficult content, poor focus and poor students' interest, which makes students unable to keep up with the pace of classroom teaching, thus affecting the whole teaching effect.

## **2.3. The teaching mode is single and has defects**

In order to make students learn more knowledge, teachers like to adopt "indoctrination" teaching method in the teaching process. This method can really increase students' Chinese knowledge in a short time, but it is not conducive to students' absorption and digestion of new knowledge, which will eventually make these knowledge "rigid" and not be used flexibly. The traditional teaching form is relatively simple, mainly based on the traditional face-to-face teaching. This teaching form is relatively simple, and it is difficult to meet the learning needs and interests of different students. Every pupil is an independent individual with his own unique characteristics and study habits, and his Chinese foundation and learning ability are different. However, when Chinese teachers in primary schools carry out teaching activities, they do not distinguish the whole pupils, but adopt a unified teaching model and unified teaching evaluation. In the teaching class, the basic knowledge of Chinese is instilled in primary school students blindly, without considering their learning feelings and acceptance, and primary school students have no time to think independently and learn independently. In this teaching mode, the development of primary school students' thinking ability and autonomous learning ability will be limited, and they will have a great sense of dependence on teachers' teaching, get used to teachers' direct teaching, and lose their ability to explore and learn independently, so the teaching efficiency naturally cannot be effectively improved.

## **3. Strategies for effective Chinese teaching in primary schools**

### **3.1. Guide teaching and pay attention to interest cultivation**

For primary school students, a good classroom atmosphere can not only improve students' learning motivation, but also cultivate students' learning awareness; It can also effectively stimulate students' interest in learning and improve their core literacy. Teachers should make detailed teaching plans according to specific teaching objectives, so as to prepare for efficient and diversified classroom teaching activities. First of all, teachers should create a democratic classroom

atmosphere, enhance students' interest in Chinese learning and enhance their awareness of Chinese knowledge application. Teachers should combine students' actual needs and cognitive level to build an efficient Chinese teaching classroom, so that students can effectively express their knowledge of Chinese subjects in a democratic and equal atmosphere and improve the efficiency of Chinese classroom learning. Secondly, teachers should guide students to stimulate their interest in learning, enhance their learning motivation, and guide students to carry out autonomous learning activities by stimulating primary school students' curiosity and thirst for knowledge. Teachers should improve students' learning motivation and interest according to their actual needs and cognitive level, stimulate students' cognition, and urge them to think deeply in combination with specific teaching contents, so as to promote their comprehensive cultivation of Chinese core literacy. Student-oriented is a special educational concept put forward by the new curriculum reform, aiming at carrying out teaching activities based on students' actual situation, ensuring that students can really enter the classroom, want to learn from the heart, and have a strong desire to learn and explore. In this way, students can better participate in the classroom and form effective activities with teachers, thus effectively improving teaching efficiency. Therefore, under the background of the new curriculum reform, teachers should first grasp the principle of student-oriented education and scientifically design teaching activities based on the actual situation of students, so that students can participate in classroom learning activities more enthusiastically and actively. In this process, teachers can combine the development characteristics of primary school students to design a variety of interesting activities, such as role-playing, small games, interesting speeches, etc., so that students can learn knowledge, master methods and improve their interest through entertaining.

### **3.2. Use group cooperation to cultivate autonomous learning ability**

Under the background of the new curriculum reform, more attention is paid to students' learning initiative. Therefore, in teaching, teachers can adopt group cooperative learning to promote students' learning participation and interaction, so that students can actively participate in the learning process and effectively cultivate their autonomous learning ability. Cooperative learning has broken the independent learning style of students in the past. By allowing students to cooperate with each other and open their minds, they can further enhance the divergence of their own thinking, master more learning methods and improve learning efficiency in the interaction of thinking. At the same time, cooperative teaching is also conducive to cultivating students' cooperative consciousness and ability, which is of great significance to students' future growth and development. Therefore, under the background of the new curriculum reform, teachers can also adopt cooperative inquiry teaching methods in time, so that students can complete their learning tasks together in cooperation. For example, teachers can organize students into study groups and provide them with corresponding study materials, so as to design learning tasks and problems, so that students can complete cooperative learning within a limited time, and then let students discuss and communicate around these problems. In this way, not only the students' dominant position can be fully displayed, but also their understanding and knowledge of the text can be enhanced, so that their learning ability and thinking quality can be effectively improved, thus realizing the practical improvement of teaching efficiency. The training mode of the study group is shown in Figure 1.

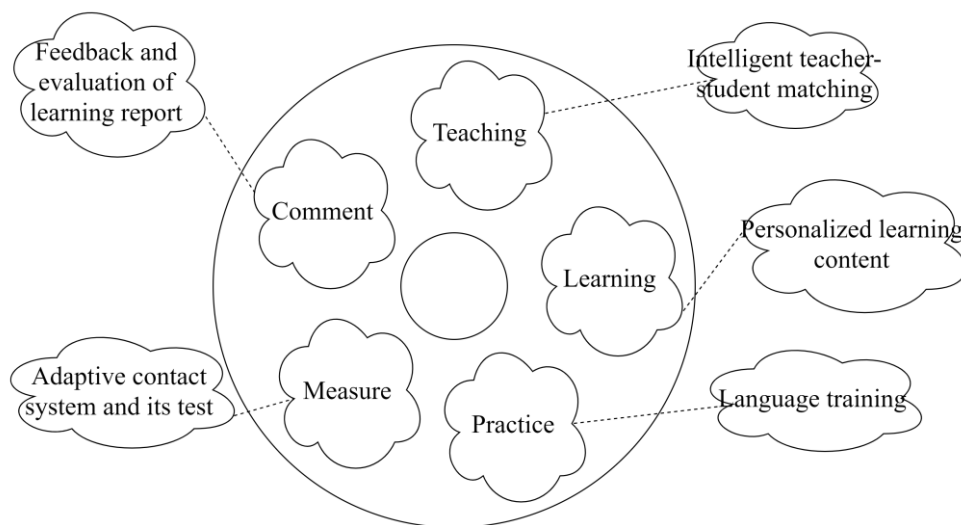


Figure 1: Training Mode of Learning Group

The organization mode of corporatization can fully guarantee students' consciousness, especially driven by interest, students can accelerate the transformation of knowledge and skills. In the study group, you can give positive feedback and support. Members can encourage and appreciate each other's efforts and progress, which helps to establish a positive learning atmosphere, enhance self-confidence, and at the same time correct mistakes and improve learning methods in time. Regular discussion and interaction is an important part of the study group. In these activities, we can solve the problems encountered in our study together and provide new ideas and viewpoints. Through brainstorming, we can broaden our learning horizons and understand and apply knowledge from different angles. By establishing a study group, you can work together with others, share experiences, encourage each other, and accelerate the transformation of interest and the progress of learning.

### 3.3. Innovating teaching forms and optimizing classroom teaching process

Carrying out teaching activities in a way that primary school students like and adapt to is the most fundamental way to improve teaching efficiency. In actual teaching, teachers need to comprehensively consider students' interests, learning situation and teaching content, and then design teaching activities on this basis. Only in this way can we better guide students to study and enhance their enthusiasm and initiative. With the advent of the information age, it is a very effective teaching method to apply information technology to Chinese teaching activities. Information technology, with its diversity and openness, helps students innovate teaching forms and enrich teaching contents with its functions of large information capacity and complete information types, and exposes primary school students to simple and efficient information technology teaching methods, thus promoting the optimization of Chinese classroom teaching. When using information technology to carry out practical teaching, teachers should combine the actual learning characteristics of primary school students, improve their interest in Chinese learning and enhance their interest in exploring Chinese knowledge by optimizing the classroom teaching process. The teaching evaluation mode is shown in Figure 2.

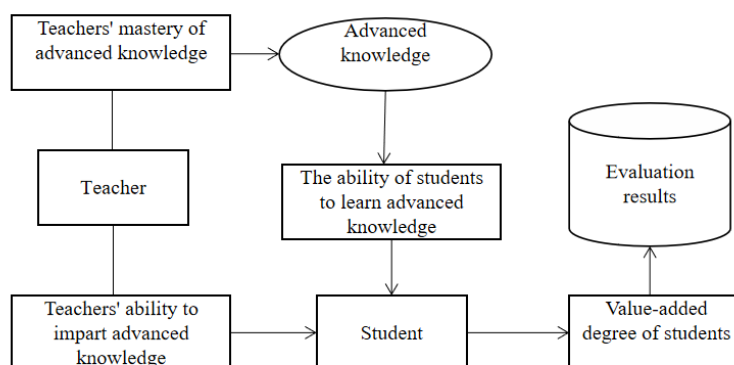


Figure 2: Teaching evaluation mode

Students' grades and academic status are objective manifestations of whether the teaching objectives are achieved or not. Students are evaluated from the aspects of class performance, class attendance, test scores, project test scores and so on. For the evaluation of teaching quality, the idea of "promoting construction by evaluation and combining evaluation with construction" is established. Evaluation is not the purpose, but the purpose of evaluation is to promote teachers' teaching and students' learning, and to promote teachers to continuously improve their teaching level and teach better. As a Chinese teacher in primary schools, we should combine the physical and mental development characteristics of primary school students, use appropriate teaching models, adopt corresponding teaching methods and use advanced teaching means to stimulate students' interest in learning Chinese and encourage them to actively participate in the teaching process. Only in this way can we fundamentally improve the efficiency of Chinese classroom teaching.

#### 4. Conclusions

With the deepening and innovation of the new curriculum reform, Chinese classroom teaching in primary schools has been paid more and more attention. According to the actual learning situation of students, teachers should use their own teaching leading advantages to create suitable teaching situations for students, stimulate students' teaching consciousness, and promote students' Chinese learning concepts to be innovated, so as to carry out Chinese knowledge inquiry learning independently. Teachers should use the method of constructing efficient classroom to improve the efficiency of Chinese teaching in primary schools and cultivate students' autonomous learning ability. In a word, in Chinese teaching activities in primary schools, teachers should combine the actual learning situation of primary school students, formulate detailed Chinese teaching plans, promote the efficiency and level of Chinese teaching, let primary school students fully master the basic knowledge of Chinese in efficient Chinese classes, cultivate their comprehensive awareness of Chinese, and exercise their comprehensive ability, so as to lay a solid foundation for primary school students to explore Chinese knowledge and learn Chinese knowledge efficiently, and pave the way for improving the core literacy of primary school students' Chinese subject.

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