



# Exploring the Teaching Status of Primary School Chinese Teachers and Ways to Improve Their Abilities

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**Abstract:** Primary education is the key stage of basic education, and primary school Chinese plays a key role in shaping students' healthy personality and cultivating basic cognitive, communication and understanding abilities. Therefore, in the teaching of primary school Chinese, it is very important to improve the ability of teachers. The comprehensive quality of teachers will directly affect the growth and learning effect of students. In order to lay a solid foundation for students' learning career in the basic stage of talent training, in the new era environment, it is necessary for us to construct and improve the teaching ability of primary school Chinese teachers. An effective path to help curriculum reform. This paper analyzes the problems in the current situation of Chinese education in primary schools, explains the practical significance of improving the teaching ability of Chinese teachers in primary schools, and provides feasible suggestions on how to improve the current situation of teaching and improve the comprehensive quality of teachers.

**Keywords:** primary school Chinese, Chinese teacher, teacher ability, teaching status

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## 1. The practical significance of improving the teaching ability of primary school Chinese teachers.

Language is the mother of humanities and social sciences. The quality of Chinese teaching affects students' cognition of the world and their academic performance in other subjects. The teaching of primary school Chinese is the foundation for the smooth progress of other multidisciplinary education. Primary school Chinese not only teaches students to read and write, but also cultivates students' cultural aesthetics, civilization quality and healthy personality. Primary school is the starting stage for students to officially start their learning career. The improvement of primary school Chinese teachers' teaching ability will help cultivate students' interest in learning Chinese and lay the foundation for a correct understanding of Chinese subjects; at the same time, it is conducive to enriching students' cultural background, from pinyin literacy to reading composition. Chinese learning is a process that requires accumulation. While teaching knowledge, teachers can also accumulate their own cultural accomplishment. In addition, the improvement of primary school Chinese teachers' ability can enable students to have better language organization ability and way of thinking, which is of great benefit to the improvement of students' performance in other subjects, especially history, politics and other liberal arts subjects. Helps deepen understanding of a wider range of texts. The teaching of Chinese also carries the function of disseminating the excellent traditional national culture. Chinese contains extensive and profound knowledge and represents the culture of the Chinese nation for thousands of years. Improving the teaching ability of Chinese teachers is conducive to allowing Chinese teachers to cultivate in a more natural and reasonable way. Students' cultural self-confidence and national pride allow students to feel the charm of Chinese culture from an early age.

## 2. Analysis of the current situation of Chinese teaching in primary schools

### 2.1 The teaching methods of teachers are single, and the teaching mode needs to be updated

Primary school Chinese teachers may think that primary school students should still use traditional teaching methods to teach, because the students are too young, even if they use new methods to teach, they may not get good results. In fact, it is not always the case. The environment of the times is changing. We need to cultivate talents with stronger abilities and better adaptability to social development. If the traditional teaching mode has been adopted, students' thinking and cognition may not keep up with the development of the times. In addition, teachers will also ignore the improvement of their own abilities, thinking that they can fully cope with primary school teaching in terms of subject expertise, but the more important thing is the education of "people". Although schools may organize Chinese teachers to participate in some training or teaching and research projects, most Chinese teachers are passively involved, so they do not pay much attention to the improvement of

their own teaching ability. In the current primary school Chinese teaching, there is a common situation that teachers cannot create effective teaching scenarios for students, and cannot flexibly solve students' problems in actual teaching. and vitality, under such circumstances, it is difficult for primary school students to become interested in Chinese.

## **2.2 Weak language research ability**

Most Chinese teachers do not pay much attention to Chinese scientific research, or fail to fully realize the relationship between Chinese scientific research and Chinese teaching. Chinese scientific research is one of the important ways to improve the quality of Chinese teaching. Under the background of the new curriculum reform, Chinese teachers cannot rely on their rich teaching experience and ignore Chinese scientific research, how to mobilize students' enthusiasm and initiative, and how to cultivate students' learning Interested in collaborative, inquiry-based learning. Only when Chinese teachers correctly recognize the importance of Chinese scientific research can they practice the reform of the curriculum model. And the improvement of scientific research ability just needs to find and solve problems in Chinese practice teaching, to reflect and improve problems. Chinese teachers seem to ignore the importance of thinking about how to teach. Students' classroom participation, changes in learning mood and mentality should all be issues that Chinese teachers should pay attention to in teaching practice. The advancement of scientific research will effectively meet the requirements of current educational development and personnel training.

## **3. Path analysis of the improvement of teaching ability of primary school Chinese teachers**

### **3.1 Change teaching concepts and learn information-based teaching methods**

Chinese teachers must first change their old teaching concepts ideologically. Of course, this does not mean that the previous traditional teaching methods are completely abandoned, but to improve their own teaching quality according to the requirements of the new curriculum reform, such as learning information-based teaching methods, and gradually develop Information-based language teaching. The information-based teaching ability of Chinese teachers is a comprehensive quality that promotes students' all-round development, innovates teaching methods, and shares educational resources. Today's primary school students grow up in an Internet environment full of electronic products from birth, and their learning and entertainment are inseparable from digital information. The cognitive ability of primary school students is limited, and it is impossible to deepen their understanding of the text by relying on the oral description of the language teacher. The language teacher should make reasonable use of information technology, supplemented by a variety of new media methods, to introduce and expand the story behind the text, etc., using voice , images and text to help students better grasp the learning content. In addition, the use of multimedia technology can also make students feel emotional resonance with the text, which is conducive to creating a situation and atmosphere similar to the teaching content, so that students' emotions can be mobilized and a profound emotional experience can be generated. In the new era, teachers must update their teaching concepts to adapt to the changes in the society and teaching objects of the times. Only by grasping the new teaching trends can they formulate appropriate teaching strategies and achieve good teaching results.

### **3.2 The school organizes teacher training to improve teachers' professional skills**

Teachers' subject expertise is the basic foundation for teachers to carry out teaching. Chinese teachers must like Chinese from the bottom of their hearts and love Chinese teaching, in order to improve themselves after class, accumulate their own cultural accomplishment, and enrich the knowledge inventory of teaching. Primary school Chinese teachers should pay attention to their Chinese teaching ability, and always maintain a learning attitude to face their careers. It may be easy to impart knowledge, but the evaluation of teaching results is also very important. If language teachers do not understand students' knowledge absorption and mastery, they will not be able to carry out further teaching. Classroom teaching has completely become a one-way indoctrination. In this way, not only the ideal teaching effect will not be received, but also the classroom experience of the students will be destroyed. Especially in the stage of laying the foundation in primary schools, it is very important for students to participate in classroom teaching with a positive and optimistic attitude. Chinese teachers should think about strengthening the ability of Chinese teaching practice from different perspectives. First of all, they should thoroughly study Chinese textbooks and fully grasp the theory of Chinese textbooks. The trend of subject development, and even predict the development trend of Chinese teaching, master the dynamic academic information in the field of Chinese teaching, and on this basis, adjust teaching strategies and teaching concepts in a timely manner according to their own class conditions. Chinese is a comprehensive subject. Only by laying a solid Chinese teaching foundation can we strengthen the connection between Chinese and other subjects, and enable students to learn in Chinese classrooms. Infiltrate learning

in other disciplines. In addition, schools should organize training programs for teachers from time to time, mainly for the learning of information-based teaching methods and the updating of teaching concepts. Young teachers are naturally very proficient in the use of information technology and are handy in teaching, but for some older teachers, if the school can carry out special skills training, it will be more helpful for the improvement of teaching efficiency and teachers' information literacy .

### 3.3 Strengthen communication among teachers and learn from each other's teaching experience

Students in different classes may have huge differences in grades, which are not only affected by students' attitudes and abilities, but also by teachers' different teaching methods. This requires you to strengthen communication and exchanges between classrooms. Although the basic conditions of students are different, good methods and methods must have something in common in inspiring students to think and cultivate students' good study habits. For primary school Chinese, considering that students have similar starting points, Chinese teachers should try their best to narrow the gap between students and students, so as to lay a good foundation for entering middle school. In lesson preparation, collective lesson preparation can be carried out by subject. Of course, the form of lesson preparation is not limited to one type. After lesson preparation, focus time on classroom design, teaching ideas, teaching methods, classroom structure, etc., and discuss the teaching results and teaching experience. To share and communicate, complement each other's advantages, and learn from each other, so as to improve their own teaching ability and improve the overall Chinese teaching quality. In addition, the school can also organize Chinese teachers of different classes to conduct evaluations in groups. The evaluation content includes classroom display teaching, teaching design plans, teaching achievements, etc., and rewards teachers who are selected as excellent or with higher scores, forming an encouragement mechanism to encourage Chinese teachers devote themselves to the cause of Chinese teaching with greater enthusiasm, and at the same time help Chinese teachers to increase their emphasis on Chinese scientific research, conduct in-depth analysis and calm thinking in different teachers' teaching methods, and combine their own class conditions to create more Operational teaching design, so as to improve the overall level of Chinese teaching.

## 4. Conclusion

Chinese is a very important basic and comprehensive subject at any stage of the student era. Chinese is a tool for people to exchange ideas and a guarantee for the ability to learn other subjects. An educator once said that mathematics is the foundation of all sciences, and Chinese is the foundation of this foundation. The level of Chinese proficiency also determines the grades of other subjects, so it is very necessary to learn Chinese well. In addition, primary school Chinese learning is not only for a good grade, but also for a good literary quality, but also an important way to carry out emotional education, aesthetic education and moral education for students. Therefore, the improvement of the ability of primary school Chinese teachers is not only a necessary course for teachers in their careers, but also a soft guarantee for the starting point of students' spiritual enlightenment. Chinese teachers should enrich themselves and precipitate themselves in their daily teaching practice, so as to calmly cope with the changes in the educational environment and the development of the times.

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