

# Strategies for enhancing the teaching design ability of novice Chinese teachers in primary schools

Yao HUANG

College of Primary Education, Changsha Normal University, Changsha 410100, China

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**Abstract:** Teaching design ability is an important part of teachers' professional ability and an important cornerstone to ensure teachers' teaching quality. In view of the current situation of the teaching design ability of novice Chinese teachers in primary schools, this paper puts forward suggestions from four aspects in order to provide reference for improving the teaching design ability of novice Chinese teachers.

**Key words:** Chinese of primary school; novice teacher; instructional design ability

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## 1 Introduction

Through the analysis of the current situation of teaching design ability of novice Chinese teachers in primary schools, it is found that there are problems such as distortion of teaching objectives, over-reliance on teaching staff, inadequate analysis method, hollow analysis of the learning situation, unbalanced arrangement of links and insufficient control of time, as well as overemphasis on courseware and neglect of blackboard design, a single form of post design, and job work being superficial. Based on this, this paper puts forward the corresponding optimization strategy, aiming at providing reference for novice Chinese teachers.

## 2 Independently prepare teaching objectives and contents under the guidance of course standards

In the investigation, it is found that novice teachers lack independence in the preparation of teaching objectives, and appear to rely too much on teaching staff or online ready-to-use teaching plans. Even if they complete it independently, they will deviate from the curriculum standards to prepare teaching objectives. Curriculum standard is an important basis for teachers to carry out teaching design [1]. Novice teachers need to understand the educational concepts and teaching principles in the new curriculum standard when compiling teaching objectives, and prepare teaching objectives and contents based on the general requirements of the new Chinese curriculum standard and the objectives and contents of the teaching section. At the same time, it is also necessary to use specific, observable and measurable action verbs to describe the teaching objectives. Teachers can refer to relevant materials, such as Zhang Qiuling's *Chinese Teaching Design: Optimization and Reconstruction*, which proposes four factors including learning object, learning behavior, learning method and learning degree.

Table 1. Design of teaching aim

Teaching Objectives of Unit 4, Volume 1, Primary School Chinese of Grade 3, Beijing Normal University Edition: Morning in a Small Town
<p>1. Read the text correctly, fluently and with emotion.</p> <p>2. Learn new words, understand the meaning of new words, write words that are structurally similar to "Xian Nen" and "Shuilingling", and initially feel the beauty of the language in the text.</p> <p>3. With the help of specific language materials, through the combination of pictures, students can feel the beautiful scenery of the water town in the south of the Yangtze River in the morning, and feel the simplicity and enthusiasm of the town people.</p>

Based on the above case, we can briefly summarize the design requirements of teaching objectives. Firstly, teachers should pay attention to the embodiment of three-dimensional objectives. Secondly, students should be the main body. Teachers need to make clear what kind of learning effect students can achieve through what kind of teaching activities in the classroom (e.g., to be able to speak, to be able to do, to be able to learn, to be able to feel, including verbal information, wisdom skills, cognitive strategies, exercise and reading skills, emotional attitudes, etc.). Thirdly, the teaching objectives should reflect the learning level of students: memory, understanding, application, formation, reaction and evaluation of emotions, attitudes and values. Teaching objectives should make specific and explicit statements about the state of outcomes that students should achieve through learning each subordinate knowledge skills. Finally, the teaching objectives should be clear and specific, operational and assessable [2].

### **3 In-depth understanding of students and comprehensive analysis of learning situation**

Analysis of learning situation can help teachers have a deeper understanding of each student's specific situation, including their learning habits, cognitive level and so on. This enables teachers to accurately grasp the different learning needs of different students, so as to formulate teaching plans and methods that are more in line with the actual situation of students and develop individualized teaching. Every student is a unique individual with different aspects. In order to have a detailed understanding of the learning situation of each student in the class, teachers need to use a variety of means and methods to analyze the learning situation: Through heart-to-heart talks with students and home visits, teachers can understand the basic situation and family situation of students, and master the factors that may affect their knowledge level. Teachers can observe students' classroom performance, homework completion, etc., to understand students' learning status and learning effect. In addition, primary school Chinese teachers can also use classroom quizzes, unit tests and other activities to conduct quantitative assessment of students' learning [3].

### **4 Closely following the characteristics of students, designing exquisite and diverse blackboard writing**

In primary school Chinese teaching, blackboard writing can not only help teachers transfer knowledge, but also stimulate students' interest, deepen students' memory and understanding. An exquisite and concise board writing design can not only vividly and intuitively display the teaching content, but also enable students to consolidate knowledge anytime and anywhere in the classroom and improve the efficiency of classroom teaching. Therefore, novice teachers should pay attention to the design of the blackboard writing, carefully design the blackboard writing before class so that it can be used in class.

Due to the age characteristics of primary school students, it is difficult for them to concentrate and their self-control is poor, therefore, novice Chinese language teachers in primary schools should pay special attention to the design of

blackboard. In addition, blackboard writing should be intuitive to a certain extent, marking around the teaching objectives, and various knowledge points, using bold, large font and other ways to highlight the teaching focus, and to help primary school students quickly grasp the key points of knowledge and return to the class even if they are distracted. Secondly, the layout should be concise and easy to remember, and knowledge should be advanced layer by layer. By drawing simple charts or diagrams, complex knowledge points can be presented in an intuitive form, which is easy for students to understand.

Finally, to catch students' eyes, attract their attention and arouse their interest, teachers can use rich colors to match, or make simple pictures according to the age characteristics of students, so as to make the blackboard writing more beautiful and eye-catching. However, teachers need to pay attention to the harmony and unity of colors and avoid overly garish or flashy colors.

At the same time, in the design of blackboard writing, appropriate white space can increase the hierarchy and aesthetics of blackboard writing and help students to focus. In the actual teaching, teachers can choose different board writing design skills according to the teaching content and the characteristics of students. For example, when teaching ancient poetry, the artistic conception of ancient poetry can be drawn to help students better understand the poetry; When teaching students the words, we can use different colors to mark the radicals and strokes of the words to help students remember them better [4].

### **5 Combined with the double reduction background, carefully design high-quality operations**

Under the background of "double reduction", how to optimize the concept of homework design, innovate the method of homework design and improve the quality of homework design is a "mandatory course" for novice primary school Chinese teachers. First of all, teachers should pay attention to the "amount" of homework when designing homework, and meet the requirements of homework assignment in the "double reduction" policy, that is, "Written homework is not assigned in the first and second grades of elementary school, and the average completion time of written homework in grades three to six of primary school is not more than 60 minutes." Secondly, homework design should be based on the class section requirements, such as "focusing on literacy and writing in the first and second grades of elementary school, word comprehension in the third and fourth grades, paragraph comprehension in the fifth and sixth grades" to determine the focus of homework design. Finally, teachers should pay attention to innovation, adopt a variety of ways to design homework, and combine written and non-written assignments. Here, the author provides the following blackboard design methods [5].

Subject integration method: Due to the fundamental and unique nature of Chinese subject in primary school compared with other disciplines, our class adopts a comprehensive subject assignment in conjunction with other disciplines in homework design. The setting background of this assignment is mainly completed through the knowledge background of other disciplines and the practical principle of Chinese subject. Taking the article "Falling Peanuts" in volume 1 of Grade 5 as an example, students can be assigned to grow plants and complete the integration of growth records with knowledge related to plant growth in nature and science courses. The teacher can divide homework into different stages. After the completion of each stage, the teacher will organize a class discussion on how to record plant growth and what insights were gained. Finally, the teacher will refine the theme. In this process, students not only need to apply the knowledge they have learned, but also innovate their language application ability in life when completing the plant growth record. The above design not only enables students to complete assignments, but also stimulates their interest in learning different subjects and a deep understanding of the subject [6].

Interesting design method: Based on the age characteristics of the primary school students, the non-written homework is designed in combination with the text of the textbook to make it interesting.

We will take the second grade ancient poems "Village Residence", "Ode to Willow Trees" in the second volume of elementary school as an example. Based on the two ancient poems, the assignment is designed with gradients to meet the needs of different students. And primary school Chinese teachers need to explore more homework design methods, and combine these methods to design homework to meet the needs of different students in Chinese learning and meet the needs of children with different interests.

### **Conflicts of interest**

The author declares no conflicts of interest regarding the publication of this paper.

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### **About the author**

Huang Yao (1993-), female, born in Huanggang, Hubei Province, is a full-time teacher in Changsha Normal University, engaged in the research of primary school Chinese curriculum teaching theory, and higher education research.