

# Analysis of Chinese Teaching Strategies in Primary Schools in the New Era

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**Abstract:** In the Chinese teaching activities of primary schools in the new era, primary school students not only need to learn basic Chinese knowledge and skills, but also need to have Chinese thinking ability under the perception of Chinese excellent traditional culture and basic literacy, etc. Therefore, in the new era Chinese teaching, teachers should pay attention to the cultivation of students' comprehensive quality, the cultivation of students' subjectivity and the accumulation of students' basic Chinese knowledge. In addition, the current era is an era of information technology and globalization. It is also a new era of China's development. Thus, in primary school Chinese teaching, teachers should also need to combine the teaching content with the development direction of the times, comprehensively use all kinds of information-based teaching means, build a smart classroom for students, and constantly enhance the enthusiasm and initiative of students in Chinese learning, so as to improve the quality of Chinese teaching.

**Key words:** primary school Chinese; teaching strategy; new era; education

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## 1. The Educational Environment of the New Era

### 1.1 The "double reduction" policy

The government has been making great efforts to reduce the pressure on students' academic work. The "double reduction" policy is also aimed at freeing students from heavy extracurricular training and truly reducing their learning burden. The introduction of the "double reduction" policy enables students to free themselves from the heavy external pressure of learning, and guides students, parents and teachers to focus more on improving the quality of learning and teaching. The closure of a large number of after-school training institutions has greatly improved the efficiency and quality of teaching management in primary schools, and fully developed the potential of teaching services in primary compulsory education. Without after-school training institutions, teachers and parents will pay more attention to making good use of students' existing academic resources, control the total amount of courses and homework, and pay more attention to the final results of teaching and homework. The "double reduction" policy also emphasizes that all kinds of schools in compulsory education stage should pay full attention to the effective use of after-school time, give full play to the school's service role of "after-school 3:30", and integrate "teaching" and "learning" deeply, so that students can complete homework and after-school tasks at school.

### 1.2 Core literacy education

The Chinese core literacy education in primary school requires students to master certain Chinese learning methods

and strategies, be able to accurately use Chinese knowledge, have a certain degree of aesthetic interest in Chinese, and develop good Chinese learning habits. Chinese learning runs through one's whole life. Chinese learning in primary school can lay a solid foundation for Chinese learning and life in the coming decades. There are many ways to learn Chinese in primary schools. Whether it is learning pinyin, Chinese characters, words or articles, there are different focuses. Teachers should adopt targeted teaching methods according to the different physical and psychological conditions of students at different ages in the teaching process in order to better train students' ability to use Chinese knowledge. In terms of aesthetic taste, teachers should try to guide students to pay attention to and discover beautiful things in the teaching process, guide students to pursue a better life, train students to establish lofty social morality, and ensure that students can have healthy and sunny physical and mental development conditions.

## **2. Necessity of Chinese Teaching Reform in Primary Schools**

### **2.1 The requirement of quality education target**

In order to adapt to the changing social conditions, our country chooses to carry out curriculum reform to improve students' comprehensive quality and ability and promote the development of quality education in our country. In the aspect of Chinese teaching, the promotion and implementation of quality education provide a solid guarantee for its innovative development. With the new curriculum reform standards, both teachers and students have greatly improved in all aspects, whether it is teaching mode, teaching method or teaching evaluation. Teachers' educational management of students has been optimized, and students' dominant position in learning has been enhanced. Teachers' enthusiasm in teaching and students' initiative in learning have been greatly improved.

### **2.2 The requirements of carrying forward the excellent traditional Chinese culture**

Chinese teaching has always been an important way to inherit and carry forward the excellent traditional Chinese culture. Chinese teaching is to guide students to learn Chinese language and culture, and Chinese is the mother tongue of the majority of Chinese people. Learning Chinese and the reform of primary school Chinese teaching can help students better master the skills and methods of Chinese learning, better use the basic knowledge of Chinese, accept the influence of excellent traditional Chinese culture, enhance students' cultural accomplishment and aesthetic sentiment, and guide students to establish correct values.

### **2.3 The requirements of intelligent learning environments**

The speed of economic and social development is getting faster and faster, and the society has higher and higher requirements for people's comprehensive literacy, and education is no exception. Today, when all walks of life are pursuing information development, the requirement for education informatization is more urgent. Building an information-based teaching and learning channel in primary school Chinese teaching can help teachers and students change the traditional rigid Chinese teaching and learning way and help students improve their ability of independent learning. Using information technology to carry out intelligent learning is the requirements of the environment, but also the requirement of the development of contemporary Chinese teaching. With the help of information technology, teachers can realize the linkage of Chinese teaching in visual, auditory, tactile and other aspects, but also can break through the limitation of time and space, expand students' Chinese learning resources and teachers' teaching resources, and realize the growth of the abilities in Chinese learning and teaching.

## **3. Current Situation of Chinese Teaching in Primary Schools**

### **3.1 Traditional teaching ideas are deeply rooted**

The traditional rigid concept of cramming Chinese teaching is deeply rooted. Many teachers are unable to fully absorb the new teaching concepts, and they still insist on the comprehensive and rigid indoctrination method in teaching, which

greatly ignores the students' dominant position. The passive learning environment will greatly hinder students from actively learning Chinese knowledge. In traditional teaching, teachers regard the teaching process more like tasks and think less about the possibility of optimizing the teaching effect. And in the process of long-term knowledge inculcation, students' learning effect is poor and lack of learning initiative. In serious cases, they may even feel tired of learning.

### 3.2 Too much dependence on modern information technology

In modern society, teaching without information technology can not adapt to the development and change of the environment. Similarly, the excessive use of information technology in teaching can not optimize the teaching effects. Many teachers rely too much on the image, audio or video, static or dynamic effect of multimedia in the teaching process, which can greatly attract students' attention, but this kind of attraction is short, inefficient, fleeting. Students are only attracted by the information technology and colorful form, rather than the language knowledge taught by teachers. If teachers indulge in the superficial teaching effect, they will ignore the lack of real knowledge and ability in students' individual development. Over-reliance on modern multimedia teaching will hinder teachers' understanding of students, weaken students' deep thinking ability and hinder the transformation of teaching achievements.

## **4. Teaching Strategies of Chinese in Primary Schools**

### 4.1 Change the teaching concept

Teachers' teaching concept can directly affect students' learning behavior and the transformation of their learning effect. Therefore, the reform of primary school Chinese teaching strategy cannot avoid changing teachers' ideas. Teachers should keep up with the pace of teaching reform and development, change the traditional teaching concept, and truly implement the concept of quality-oriented education throughout the teaching process, teach students the methods and skills of learning Chinese, guide students to have interest in Chinese itself, and return the dominant position of teaching to students. To change the teaching concept, teachers need to pay attention to changing the ways of teaching evaluation. As the only evaluation standard, students' scores cannot be synthetically combined with students' attitudes and behaviors in the whole process of classroom teaching and autonomous learning after class. In order to eliminate traditional utilitarian psychology in the teachers' teaching and students' learning, it is necessary to find more advantages of students in the learning process, rather than "only academic" type of oppression and coercion.

### 4.2 Cultivate students' ability of independent thinking

Primary school is an important stage for students to lay a good foundation and form habits. Students at this stage are not perfect in physical and psychological development. They just have a preliminary understanding of the world, basically can be considered to be "uncut jade" state. Therefore, students at this stage can often put forward some unimaginative ideas and novel questions from some angles, and imagination and emotional ability are just the key abilities necessary for learning Chinese. Therefore, when facing students' unconstrained ideas, teachers should adhere to the correct guidance of scientific methods, and not blindly erase them. The correct guidance of ideas can help students strengthen empathy and text perception ability, and can lay a solid foundation for their language learning.

### 4.3 Rational use of information technology

Although the application of information technology in primary school Chinese teaching may pose a challenge to teaching to a certain extent, we have to admit that primary school Chinese teaching in the new era cannot do without information technology. Information technology can help teachers apply more abundant language resources and the better teaching process to students' learning itself. Chinese is a language discipline, which usually emphasizes practical application, but it is difficult for students to experience the actual application of Chinese in the actual teaching process. Whether it is the conventional language communication scene or the deeper understanding of the society and the world, the

traditional Chinese classroom is usually difficult to achieve. However, in modern society, teachers can create virtual teaching scenes for students through information technology, and transfer the application scenes of Chinese life to the classroom, so as to truly combine "teaching" and "learning". In addition, the use of information technology can not only enrich the teaching forms and scenes, but also provide more resources for teachers and students to learn Chinese, and provide strong support for teachers and students to carry out horizontal expansion and vertical mining in Chinese learning. Primary school students usually have high curiosity and imagination about the outside world. In order to meet the special requirements of primary school students, there are many teaching activities in Chinese textbooks for primary schools. Information technology provides a better way for teachers to carry out thematic teaching activities. Through information technology, on the one hand, teachers can transfer more extensive Chinese knowledge to students and make up for their thinking limitations in long-term Chinese teaching activities. On the other hand, information technology can break through the limitations of time and space and connect teachers and students in various places. Teachers can make advance arrangements for various situations that may appear in teaching activities through the vast resources of the information world.

## **5. Conclusion**

Chinese is a basic subject, which is the ideological and cognitive basis for students to learn other subjects and develop themselves comprehensively. Learning Chinese plays an important role in cultivating students' emotional ability, cognitive ability and promoting their all-round development. The change of primary school Chinese teaching strategy is not only to adapt to the development and change of policy, but also to consider the current teaching quality of Chinese subject. Chinese has never been a subject that trains students to be tools of character application, but a cultural subject that is committed to improving students' spiritual understanding level, aesthetic sentiment and life pursuit. The reason for the reform of primary school Chinese teaching strategy is to fully realize this point. The reformed primary school Chinese teaching strategy will better meet the requirements of Chinese subject talent training in the new era.

## **Conflicts of Interest**

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

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