

The Specific Application of Poetry and Prose in Primary School Chinese Language Teaching

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Abstract: In primary school Chinese language teaching, ancient poetry accounts for a large proportion and is a key focus of Chinese language teaching. However, for elementary school students whose understanding ability is not yet fully mature, the implicit emotions and obscure content in ancient poetry are often difficult to understand, so teaching ancient poetry is also a difficult point in Chinese language teaching. The teaching of ancient poetry bears the responsibility of inheriting and promoting China's excellent traditional culture to a certain extent, so the teaching of ancient poetry should attract the attention and importance of teachers. Based on this, this study discusses the application value of poetry in primary school Chinese language teaching, analyzes the current problems in teaching, and proposes specific methods such as creating scenarios and enriching related activities, in order to provide reference and assistance for the application of poetry in primary school Chinese language teaching.

Keywords: Elementary Chinese; Poetry Teaching; Specific Applications

Introduction

Poetry is the essence of Chinese traditional culture accumulated for thousands of years, and it is an art form bearing the excellent historical culture and spiritual connotation of the Chinese nation. Although the times continue to develop and progress, the beauty of poetry is still recognized and valued by the cultural community. The spiritual connotations and beauty contained in it have not been eroded by the passage of time, but have gradually formed new meanings and values. Whether teachers carry out poetry teaching or introduce poetry into daily classroom teaching, they can enable students to master traditional Chinese culture through poetry, continuously improve their personal cultural and artistic literacy, and form higher aesthetic abilities, which is of positive significance for promoting students' comprehensive development.

1. The Value of Using Poetry in Primary School Chinese Language Teaching

1.1 Expand Horizons and Educate People with Poetry

Primary school Chinese textbooks contain many ancient poems with diverse contents, either describing the great scenery of the motherland, expressing personal joys and sorrows, or criticizing current problems. Different poems showcase diverse social life and are a true reflection of it. By learning poetry, elementary school students can not only broaden their horizons and form new understandings of things, but also receive good education, improve their personality, and enhance their moral level. Taking the poem "Sympathy for the peasants" as an example, by learning this poem, students can feel the hardships of farming, marvel at the hard-won food, and guide them to cherish food. For example, "The Wanderer's Song" vividly depicts a scene where a mother sews clothes for her son who is about to go out, allowing students to feel the mother's love and care for their child, and then associate it with the energy their parents have put in for them, forming a grateful heart. It can be seen that teachers can reasonably introduce poetry into teaching, which can achieve the effect of educating and nurturing students, gradually guiding students to continuously improve their personal ideological and moral levels.

1.2 Accumulate High-Quality Words and Phrases to Improve Expression Ability

Primary school Chinese education aims to cultivate students' ability to understand and use Chinese language and characters. Writing is the sublimation of language art. Learning poetry, a catchy literary form, helps students accumulate more excellent sentences and improve their language abilities. Poetry has the characteristics of concise and implicit language, and excellent works of poetry can serve as classic examples of language expression, while also being essential materials for students to learn language. There are significant differences in language styles among different dynasties and poets. Some are simple and elegant, some are bold and unrestrained, and some are subtle. Teachers introduce

these styles of language into classroom teaching to infect and influence students, which helps to improve their expression and writing abilities. For example, in the second volume of the fourth-grade edition of the book “Qingping Le: Village Living”, the poet describes his son with a derogatory term in the sentence “My favorite little son is mischievous, He's lying beside brook peeling lotus pods”. This not only shows the child's mischievousness, but also portrays their adorable innocence. The use of the word “lying” vividly depicts the child's innocent and care-free appearance. For example, in the poem “Presented to Wang Lun”, the phrase “Peach Flower Pool a thousand feet deep is shallower than the love of Wang Lun who sees me off” vividly portrays the preciousness of friendship through comparison. Frequent reading of this type of poetry by students not only allows them to quote these beautiful lines in their writing, but also enables them to learn more descriptive techniques, which has a positive impact on improving their language expression and writing abilities.

1.3 Strengthen Students' Imagination

Students' daily writing and reading cannot do without imagination, and teachers should attach importance to cultivating students' imagination in daily teaching. Poetry depicts daily life in different eras and regions through concise language, expressing emotions in different states. It has high spatial-temporal and expansiveness, providing students with rich imagination space. Therefore, poetry is an effective material for cultivating students' imagination and expanding their thinking. As a Chinese language teacher, one should fully utilize various opportunities using poetry as material in teaching, cultivate students' imagination ability through different forms, and guide them to feel the beautiful emotions and profound ideas in poetry. For example, guiding students to observe illustrations and expand their imagination of the environment at that time; By telling stories, guide students to imagine the scene at that time; Using the blank spaces in poetry to guide students in filling them in.

1.4 Improve Students' Aesthetic Level

Literature is the process of aesthetic education, and using poetry and literary works to cultivate can help students develop aesthetic perception abilities. Poetry is an excellent spiritual treasure trove that can purify students' minds and enhance their aesthetic awareness. Primary school students are in the developmental stage and have not yet formed a complete aesthetic value system, so they cannot make correct judgments about good and evil, beauty and ugliness, and right and wrong. Teachers can use poetry to fill this gap. Ancient poetry blends the beauty of color, the beauty of meaning, and the beauty of philosophy into one, with a special aesthetic meaning. For students, the process of learning poetry is not only a process of appreciating beauty, but also a process of enhancing personal aesthetic awareness. For example, in “Two golden orioles sing amid the willows green; A flock of white egrets fly into the blue sky” multiple colors are used to outline the four colors of yellow, emerald, white, and green. The images are presented solely through text, allowing students to see the scenery and feel the colorful beauty of poetry during recitation.

2. The Current Situation of the Application of Poetry in Primary School Teaching

2.1 Neglecting Students' Comprehension Ability

Due to the long-term influence of exam-oriented education on education in our country, many teachers attach great importance to whether teaching tasks have been completed and whether students can cope with exams in their teaching. Therefore, in the explanation of poetry, it is often not emphasized whether students have fully understood the content of the article, only emphasizing students' memorization and being able to write the entire text word for word. This teaching method that only emphasizes exam preparation and neglects the understanding of poetry content, although it can improve students' academic performance to a certain extent, does not provide significant help in improving their overall Chinese literacy. The use of this teaching method by teachers can only help students form temporary memories, but they do not deeply appreciate the various beautiful images in poetry, and even cause students to have serious negative emotions towards poetry learning, which is extremely unfavorable for future poetry learning.

2.2 Lack of In-Depth Explanation

The beauty of poetry lies in its subtle and implicit expression of both artistic conception and emotions. However, this feature is often overlooked in traditional Chinese language teaching. Many teachers, in the process of explaining ancient poetry, only translate the meanings of the verses word for word and sentence for sentence, while explaining the meanings of some key or rare words to students, ignoring the interpretation of the overall beauty of the poetry. Taking “Village Residence” as an example, some teachers only explain word by word and sentence by sentence according to the annotations in the textbook, such as the meaning of the paper kite and the meaning of the east wind. However, they do not show students the free, unrestrained, innocent and lively happy life after school, nor do they make students feel the comfort, ease and freedom of village life. This lack of in-depth explanation cannot evoke emotional resonance between students and poetry, nor can it stimulate students' interest in learning, fail to achieve teaching goals, and even eliminate the original artistic conception in poetry. It does not have significant help in improving students' aesthetic ability and cultivating their aesthetic concepts.

2.3 The Teaching Method is Relatively Simple

Interest is the best teacher for students. If teaching can cultivate students' interest and enthusiasm for poetry in teaching, it can improve students' ability to learn independently, the quality and efficiency of poetry learning. However, in actual teaching, most teachers still use traditional teaching methods and lack interaction with students. They unilaterally impart theoretical knowledge to students, including word pronunciation, poetic content, and the central idea of poetry. In this teaching mode, students do not have a process of thinking and can only passively receive and memorize knowledge, without further understanding the connotations of poetry. Moreover, the classroom atmosphere is very dull and uninteresting. Elementary school students have difficulty concentrating and are prone to shifting their attention during classroom learning. Over time, students are prone to losing their enthusiasm and interest in learning poetry, and may even develop resistance and unwillingness to learn poetry related knowledge.

3. The Specific Application of Poetry in Primary School Chinese Language Teaching

3.1 Situational Teaching Enhances Students' Comprehension Ability

Primary school students have weak cognitive abilities, and the content of poetry is often obscure and difficult to understand. How to help students deeply understand the connotation of poetry is a key focus that teachers need to pay attention to. Constructivism proposes that students should learn in specific contexts, and through immersive learning, they can fully devote all their energy and emotions to the learning process, which is beneficial for improving teaching efficiency. Through specific scenarios, students can more intuitively experience the connotations of poetry, which has a positive significance for deepening their understanding. Therefore, teachers can create special scenarios for students through diversified methods based on the specific content of poetry, in order to stimulate students' learning enthusiasm and lay a good foundation for their poetry learning.

Taking the second volume of sixth grade, "The Faraway Cowherd Star," as an example. If students do not understand the story of the Cowherd and the Weaver Girl, they cannot comprehend the entire meaning of the poem. Therefore, during the explanation process, teachers can download videos about the Cowherd and Weaver Girl from the internet for students to play, explaining the story of the Cowherd and Weaver Girl to students, allowing them to truly experience the sadness of being separated and missing each other, and then guide students to learn poetry. In this way, students have a better understanding of the story background and are more likely to comprehend the emotions and meanings expressed in poetry. In teaching poetry, teachers should combine familiar stories or stories related to poetry to help students create scenarios that can attract their attention, stimulate their learning enthusiasm, and deepen their understanding of the content of poetry. Therefore, in primary school Chinese poetry teaching, teachers should build a learning environment that is easy for students to understand based on the students' perspective and the content of the poetry, in order to reduce the difficulty of students' learning and improve the quality and efficiency of teachers' teaching.

3.2 Reading Aloud Teaching Deepens the Depth of Explanation

Ancient poetry should be classified as rhymed, with a special sense of rhythm and cadence. Therefore, teachers should change the traditional teaching mode that only emphasizes word explanation. After completing the explanation of basic knowledge, actively guide students to feel the unique rhythmic beauty of poetry, and guide students to deeply experience the beauty of poetry culture. In this regard, teachers can adopt the method of reading aloud teaching. On the one hand, teachers can demonstrate the pronunciation of words and phrases to students through reading aloud teaching, helping them master the pronunciation of each word and the sentence breaking methods of different regulated poems, so that students can feel the changes in phonetics during the rhythmic reading process. On the other hand, teachers should adjust their tone, intonation, and reading rhythm in response to changes in poetic emotions during the reading process. Through multiple readings, students can accurately grasp the emotional elements of poetry works, and then deeply experience the connotation and specific artistic conception of poetry.

For example, in the second volume of fifth grade, "Seeing off Yuan Er on a Mission to Anxi", the poem is a seven-character quatrain. In the teaching process of reading aloud, teachers need to first introduce the commonly used sentence breaking methods for seven-character quatrains to students, and guide them to mark pauses in the textbook using the "/" symbol, and read aloud based on the marked pauses. Afterwards, the teacher will demonstrate the correct way of breaking sentences and the rhythm of reading aloud. During the reading process, the teacher should highlight words such as "Wei", "Yi", "She", and "Chen", and remind all students to observe the rhyme of each sentence during the reading. After the students finished reading independently, the teacher introduced to them that the poem is about parting, and the images of "guest house", "willow trees", and "wine" used in it are generally used to express the sadness of separation. Therefore, when reciting, a more soothing and prolonged rhythm should be adopted, and emotions should be slightly sentimental and reluctant. At this point, the teacher requires the students to read aloud again, so that they can more accurately grasp the connotations and emotions of the poetry. At the same time,

students are required to reflect on the emotional differences between “Seeing off Yuan Er on a Mission to Anxi” and “Farewell to a Lutist” in terms of reading aloud, in order to guide students to understand that although both are farewell poems, there are still differences in emotional expression. It can be seen that strengthening the teaching of reading aloud can deepen the depth of explanation and enable students to have a deeper understanding of the delicate emotions of poetry.

3.3 Enriching Teaching Methods to Stimulate Students' Interest

In addition to classroom teaching methods, teachers can actively organize diverse learning interactions to stimulate students' interest in learning, guide students to learn actively and efficiently, and have a positive impact on improving students' ability to learn independently.

For example, teachers can organize poetry competitions in the class and set themes for students, requiring them to find poems related to the theme and recite them in the poetry competition, providing certain material rewards for the winners. For example, when teaching “The Wanderer's Song”, students are required to search for poems and works related to maternal love, including “Thinking of Mother”, “Farewell to Old Mother”, “Mo Xuan Tu · One”, etc. The process of students searching for poetry, reading poetry, and memorizing poetry is also the process of learning poetry. In addition, teachers can guide students in poetry writing, such as organizing a class poetry creation competition, allowing students to search for information and think about how to write poetry on their own. The teacher displays the poetry written by the students in the class, and the students evaluate it from aspects such as rhythm, connotation, and wording, in order to improve their ability to appreciate poetry and enhance their ability to create poetry, which helps to improve their writing skills. Through the above activities, students' enthusiasm for self-directed learning can be fully stimulated, which has a positive significance for improving their ability to appreciate and learn poetry independently.

4. Conclusion

Students can not only acquire more knowledge of Chinese language through the use of poetry, but also inherit the excellent traditional culture of our country. Therefore, poetry teaching is the focus of Chinese language teaching. Therefore, teachers should clarify the value of poetry teaching and the current problems in teaching, and further improve the quality and efficiency of poetry teaching by enriching teaching methods and situational teaching, fully realizing the educational value of poetry.

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