

Research on the Implementation Strategy of Chinese Teaching in Large Units in Primary schools under the Background of New Curriculum Standards

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Abstract: With the deepening of education reform, Chinese teaching in primary schools should be further optimized. Teachers should actively introduce new education concepts and teaching methods, so as to better arouse students' interest, strengthen their understanding and application of the knowledge, and improve the education effect. As a popular education model, large unit teaching can greatly enrich the content of primary school Chinese teaching, broaden the path of education, and greatly promote the comprehensive development of primary school students. In view of this, this article will focus on the background of the new curriculum standard in primary school Chinese teaching large unit analysis, and put forward some strategies, only for your colleagues reference.

Key words: New curriculum standard; Primary school Chinese; Large unit teaching; strategy

1. Overview and analysis of large unit teaching

According to the analysis of the New Curriculum Standards for Primary School Chinese (2022 Latest Revision), it can be seen that large unit teaching mainly means that when teaching work is carried out, the whole analysis of different units is started, and the teaching content is divided into different learning task groups, which can better connect the Chinese knowledge and improve the education effect. By carrying out large unit teaching of primary school Chinese, it can further enrich the Chinese knowledge reserve of primary school students, enhance their cognitive ability, understanding ability, analytical ability, etc., which is conducive to integrating loose Chinese knowledge and helping primary school students memorize it more efficiently. From the perspective of constructivism, large unit teaching can enable primary school students to explore and learn knowledge in a more independent cooperative exploration environment, which is conducive to breaking the shackles of different knowledge systems and has a far-reaching impact on the comprehensive development of primary school students.

2. The value of the implementation of large unit teaching in primary school Chinese under the background of new curriculum standards

(1) It is conducive to stimulating students' learning initiative

In the past primary school Chinese teaching work, few pupils can feel happy from the classroom, the overall teaching atmosphere is more boring, which is extremely unfavorable to improve the effect of education, and even some small students on the knowledge of Chinese learning conflict, resistance and other psychological. Through the introduction of large unit teaching, it can realize the further optimization of the teaching path and teaching process, create a more high-quality and vivid learning atmosphere for primary school students, so that they can better feel the charm of Chinese knowledge, so that primary school students can understand the knowledge from different angles and directions, and stimulate their initiative to explore Chinese knowledge.

(2) It is conducive to deepening students' understanding level

Generally speaking, the understanding ability of primary school students is relatively limited, when learning some Chinese knowledge, there may be difficulties in understanding, understanding is not in place, which will greatly hinder their future Chinese learning activities, not conducive to the improvement of teaching effect. To this end, we can carry out large unit teaching, through the combination of knowledge content, can allow pupils to carry out knowledge exploration from shallow to deep, and through micro-lessons, multimedia videos and other AIDS, which can make Chinese knowledge become more vivid, image, to deepen the understanding level of pupils has a great role in promoting.

(3) is conducive to optimizing the form of Chinese teaching

By introducing large unit teaching into primary school Chinese classroom teaching, it can realize the further optimization of the previous teaching form, so that primary school students can better understand and apply the knowledge, which will greatly promote the development of their comprehensive Chinese literacy and the improvement of learning ability. In addition, the introduction of large unit teaching in primary school Chinese under the background of the new curriculum standard can achieve a breakthrough in the previous formatted, rigid and boring teaching forms, and enhance the interaction level between primary school students and Chinese knowledge, so that they can gradually become the main body of the class and lay a solid foundation for the subsequent teaching work. In addition, we can also use information technology means, the Chinese knowledge and pupils' daily interests, life combination, in order to create a more interesting, systematic large unit teaching form, improve the effect of teaching reform.

(4) Conducive to the formation of independent learning habits

Students in primary school generally have poor self-control, and it is difficult for them to carry out high-quality independent learning

in daily learning, which is extremely unfavorable to improve the effect of primary school Chinese teaching. To this end, we can try to introduce large unit teaching and create a more efficient classroom environment to lay a solid foundation for primary school students' self-study activities. In the implementation of large-unit teaching, we can introduce some micro-lessons and multimedia resources related to the teaching content into the platform, and then let primary school students carry out self-study activities combined with these digital resources, which is of great significance to improve their self-study efficiency. In addition, we can design an interactive module in the self-study platform based on the actual situation, so that primary school students can interact with classmates and teachers in combination with problems and puzzles, so as to improve their self-study efficiency and help them form good self-study habits.

3. Analysis of the current situation of Chinese teaching in primary schools

(1) The idea of educating people is outdated and the teaching form is solidified

In order to improve the effect of primary school Chinese teaching, we should constantly enhance the interest and effectiveness of primary school Chinese teaching, and actively optimize the current educational ideas and teaching models, which is of great significance to improve the effect of education. However, at present, some teachers in the primary school Chinese teaching work, although in the subjective want to optimize the teaching form, to help primary school students master the knowledge of Chinese at the same time, to help their literacy, ability development. However, when they carry out teaching, they will still use the infusing way of teaching, which will lead to many primary school students' cognitive ability and learning interest is difficult to be further improved. In addition, the subject status of some primary school students in the classroom has not been effectively highlighted, many teachers in the primary school Chinese classroom teaching, will still put themselves in the main position of teaching work, primary school students are mostly passive to accept knowledge, they can rarely combine their own knowledge of the language to express their own views, in the classroom discussion in the enthusiasm, speaking initiative is also relatively insufficient. It can be seen that the working atmosphere of primary school Chinese teaching is more depressed, the relationship between teachers and students is not ideal, and the form of education is solidified, which is difficult to meet the development needs of primary school Chinese teaching.

(2) The teaching content is single and the students' interest is insufficient

Under the background of the new curriculum standard, the content of primary school Chinese course teaching has been significantly increased, and the forms of Chinese knowledge have become more diverse, but it is still difficult to meet the needs of primary school students. Therefore, when we carry out Chinese teaching work, we should pay attention to the expansion of teaching forms and paths, and introduce more abundant educational content. However, at present, it is difficult for many teachers to introduce more high-quality teaching resources when carrying out Chinese teaching work, and the attention and development of some digital resources and extra-curricular resources are insufficient, which greatly hinders the improvement of the reform effect of Chinese teaching in primary schools. In addition, because the knowledge content in the textbooks is mostly reflected in the form of text, primary school students will encounter some difficulties in understanding this kind of knowledge, which is extremely unfavorable to the improvement of teaching effect and does not meet the actual needs of teaching reform.

4. Under the background of the new curriculum standard, the implementation strategy of Chinese teaching in large units in primary schools

(1) Stimulate students' interest with the help of micro-lesson introduction

Under the background of the new curriculum standard, when carrying out the teaching of primary school Chinese large units, we should do a good job in the introduction of the corresponding new lessons, so as to attract the attention of primary school students more efficiently, so that they are more active and actively participate in the exploration of Chinese knowledge. To this end, in the development of primary school Chinese teaching, we can try to introduce micro-lessons into the process of large unit teaching, in order to achieve further optimization of the import effect. Through the introduction of high-level classroom, primary school students can enter the learning state faster, so that they can better focus on the corresponding knowledge content. Without reasonable introduction, it will be difficult for pupils to focus their attention on the knowledge in a short time, which will greatly hinder the development of subsequent teaching work. To this end, we can try to combine information technology and integrate some micro-class videos into the class introduction stage when carrying out primary school Chinese teaching in large units, so as to better arouse pupils' interest and curiosity in knowledge exploration and lay a solid foundation for the subsequent education work.

For example, in the teaching of the poem "Late Scenery of Huizhong Spring River", in order to better stimulate the students' interest in knowledge exploration and strengthen their understanding of the content of the poetry unit, we can try to integrate micro-lessons into the introduction. By designing a micro-lesson video that integrates duck, river water, puffer fish and other images, primary school students can have a deeper understanding of the poetry content, and help them to grasp the corresponding poetry theme and characteristics more deeply and intuitively. In this way, it can greatly enhance the interest of primary school Chinese teaching in large units, let primary school students participate in the exploration of Chinese knowledge more actively, and improve the effect of education.

(2) Introduce media video to enrich the teaching content

Under the background of the new curriculum standard, through the analysis of primary school Chinese textbooks, it can be seen that some of the content of the units is difficult for primary school students to understand. At the same time, due to the limited space of

the textbooks, many knowledge contents are not perfect, which will hinder the formation and development of primary school students' Chinese knowledge system to a large extent. Therefore, when the teaching of primary school Chinese is carried out in large units, we can try to combine the power of media videos to summarize and sort out the content of the whole unit, and download some videos related to teaching content from the Internet as an aid, so that more rich and vivid knowledge can be presented to primary school students to meet their expectations for teaching content. In this way, can effectively meet the different levels, characteristics of pupils' Chinese knowledge learning needs, so that the quality of primary school Chinese teaching has been further improved.

For example, in the teaching of Zhaozhou Bridge, we can try to take traditional culture as the theme of the teaching of the large unit, and expand the teaching content according to the Qingming Festival, the invention of paper, etc., which has an important role in promoting the teaching effect of the large unit. In teaching practice, we can try to download some videos, pictures and other content related to Zhaozhou Bridge from the Internet and integrate them into the teaching of large units. In this way, we can help primary school students to further improve their own language knowledge system, so that they have a deeper understanding of China's traditional culture, and promote primary school students to take the initiative and actively participate in the exploration and learning of traditional culture.

(3) Build self-study platform and cultivate self-study habit

Under the background of the new curriculum standard, in order to further improve the teaching effect of primary school Chinese large units, we should pay attention to the further development of primary school students' self-learning ability. By cultivating their good self-learning habits, they can be more active and actively participate in knowledge exploration, which is of great significance to improving the educational effect. However, in the previous primary school Chinese teaching of large units, few pupils can carry out independent exploration and learning activities in combination with the knowledge they have learned, the reason is that they do not have an effective auxiliary learning platform, when they encounter problems in self-study, it is difficult to solve the problem at the first time, which has a great hindrance to improving their self-study efficiency and self-study confidence. It is not conducive to the development of good self-study habits of primary school students.

To this end, we can analyze the actual situation of our school, and use the method of large unit teaching to create "pre-learning, co-learning and research" links for primary school students, open up the channels of students' self-study, and create a better self-learning platform for them, which can help them solve all kinds of difficulties encountered in learning activities more effectively and timely. When primary school students encounter bottlenecks in "pre-learning", they can try to sort out and summarize the problems, and then solve the problems with the help of classmates and teachers during "co-learning" in class, which will greatly promote the smooth development of their self-study activities. In addition, in the reform of primary school Chinese teaching, we can also insert information release function in the "research" platform to regularly share some speculative questions for primary school students, so that they can combine the problems to develop Chinese knowledge thinking and communication. In this way, the thinking ability and communication ability of primary school students can be further developed, which is of great significance to improve the effect of teaching reform.

Summary

To sum up, if we want to improve the implementation effect of large unit teaching in primary school Chinese under the background of new curriculum standards, we can use micro-lessons to stimulate students' interest; Introduce media video to enrich the teaching content; Build a self-learning platform, cultivate self-learning habits and other aspects of the analysis, in order to virtually promote the new curriculum standards under the background of primary school Chinese teaching large unit implementation quality to a new height.

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