

# A Study on the Current Situation of Writing Words among Students in the Lower Grades of Elementary School

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**Abstract:** This study focuses on the interest of primary school students in writing and the current situation of writing, analyzes the survey results, and then discusses the improvement strategies of writing teaching in primary schools based on relevant theories. Based on the analysis of the problems existing in the current teaching activities of Chinese writing in primary schools, the author puts forward the following strategies based on his own practice: starting from the aspects of teaching content and teaching form, to cultivate students' interest in writing. Starting from the teaching of words and punctuation marks, we will consolidate students' basic skills, instruct students to observe life, and cultivate students' awareness and ability to accumulate materials. The author tries to combine theory and practice to promote the effective implementation of writing teaching activities, in order to promote the improvement and optimization of Chinese writing teaching in primary schools.

**Keywords:** Lower Grade; Primary School; Writing; Teaching Problems; Strategies

## 1. Formulation of the Problem

Judging from the current primary school Chinese classroom, teachers do not pay enough attention to the teaching of writing, except for the training of writing in textbooks, they usually do not combine speaking and writing in the classroom, and consciously train students. Most teachers are just completing the class tasks, the teaching of writing is limited to textbooks, the excavation of writing materials is not extensive enough, and when guiding students to write, the requirements are too high, the constraints are too much, the starting point is too high, and they do not follow the requirements of the course standards, and strive to cultivate the interest and self-confidence of

primary school students in writing, which leads to the fear of difficulty in writing in the initial stage of composition.

Therefore, how to change the problem of writing among students and implement the teaching of writing is a question worth thinking about. From the perspective of "writing", I would like to focus on "writing" and carry out this study.

## 2. Significance of the Study

Many parents think that financial management is a matter for rich people, and small money does not need financial management, this concept is also wrong, thousands of high-rise buildings rise from the ground, there is no basic thing, where can such a tall building, so when accumulating wealth, do not feel that the money is small, the money is small and does not need to manage money. To cultivate the financial management ability of primary school students, it is necessary to break the outdated concepts and establish a correct financial management concept for primary school students, so that the better the children's financial management ability, the better they can manage the family's internal finances when they start a family in the future.

## 3. Survey Design and Analysis of Results

### 3.1 Survey Design

Based on the existing literature and the author's own thinking on the teaching of writing, this paper systematically considers and expounds the connotation and characteristics of the teaching of writing, the influencing factors and the practical significance of strengthening the teaching of writing. Then, the author went to the front line of writing teaching in the lower grades of primary school, carried out questionnaires and relevant interviews, obtained first-hand empirical information, analyzed and researched the obtained data, and obtained the problems in the teaching of

writing in the lower grades, and analyzed the reasons for these problems mainly from the perspective of student learning. Finally, in view of the above research, the author proposes relevant strategies to improve the teaching of writing in the lower grades.

### 3.2 Survey Methodology

The first is the literature method, which collects published papers and publications, and provides rich theoretical support and guidance for the research of this paper through the collection and analysis of relevant data; the second is the questionnaire survey method, which takes the students of a primary school in Changsha as the survey object, compiles the corresponding questionnaire to investigate the current situation of primary school students' writing; and the third is the case analysis method, which uses the form of sampling survey to analyze the writing works of primary school students to obtain more real research data.

For the questionnaire survey method, the author designed a questionnaire based on the interest and current situation of primary school students, and conducted a relevant survey on students. The questionnaire survey is supplemented by relevant interviews. The questionnaire is divided into twelve objective multiple-choice questions and one subjective question.

## 4. Discussion on the Improvement Strategy of Writing Teaching for Primary School Students

### 4.1 Cultivate students' Interest in Writing

#### 4.1.1 Enrich the teaching content of writing and arouse interest

Writing textbooks are the main basis and content source for teachers to implement writing teaching, but writing training can not be limited to the "learning words and sentences" part of the textbook, and the development of students' writing ability needs to be trained over time, so teachers should consciously let students receive writing training in their usual classroom teaching. The reading texts selected in the Chinese textbooks have a distinct atmosphere of the times, are very close to the actual life of children, and contain rich humanistic spirit and emotional factors. In the daily teaching of reading,

teachers should make use of the resource advantages of teaching materials, give full play to the edification and influence of language, and at the same time, teach reading texts as a model for learning language, and carry out writing training in various forms, strengthen language practice, and improve students' language practice ability.

#### 2.1.2 Enrich the teaching form of writing and maintain interest

The physical and mental development characteristics of primary school students determine that children at this stage have developed image thinking, love games, love activities, good performance, strong curiosity, and are easy to be interested in novel things. According to these characteristics, teachers should pay special attention to the use of diversified methods and methods to enrich the form of writing teaching, so that students will not feel that the lessons of writing teaching are often the same and have no new ideas. If the teacher constantly changes the teaching form in the teaching, the students will always maintain a fresh and curious attitude, and the new and interesting content will definitely stimulate the students' desire to try to write. In this way, students can also get exercise in different forms of writing teaching, and can find their favorite writing methods and forms.

### 4.2 Consolidate Students' Basic Skills

#### 4.2.1 Implement vocabulary teaching

For primary school students, literacy is a top priority in teaching. When teaching, it is important to ensure that students can recognize the glyphs and understand the general meaning of the words. Whether or not they learn words solidly in their usual teaching will be intuitively reflected in the students' writing works. When it is found that the teaching is not in place, the teacher should take measures in time.

In view of the wrong use of words, teachers should guide students to memorize and read aloud texts more often, strive to be familiar with skimming texts, and proficient in memorizing intensive reading texts. In this process, effective methods can also be used to improve the effect of students' memorization and reading. For example, when reading aloud texts, teachers can take the form of reading, reading together, relaying, reading in groups, etc., and can also hold recitation competitions,

role-based reading and other activities, so as to deepen students' understanding of the words and sentences of the text, improve their sensitivity and appreciation of language, and successfully establish the connection between oral language education and written language.

#### 4.2.2 Learn punctuation

Punctuation marks that often appear in students' writing works include commas, periods, question marks, exclamation marks, colons, and quotation marks, among which the use of colons and quotation marks is more difficult. To reduce punctuation errors, teachers can conduct special punctuation fill-in-the-blank exercises, setting up different contexts and dialogues during the fill-in-the-blank process, so that students can feel and understand the application rules of different symbols.

### 4.3 Cultivate Students' Awareness and Ability to Accumulate Materials

#### 4.3.1 Instruct students to learn to observe and accumulate writing materials

If students want to express their meaning through written words, the most important thing is to have something to say, something to write, that is, to have materials. For students, the main way to accumulate material is through observation and reading. The curriculum standard requires students to "pay attention to the things around them" and "be willing to use the words they have learned in reading and life in writing", which shows the importance of cultivating primary school students' observation skills and guiding their reading accumulation. Pay attention to the things around you, read more, think more, and accumulate more, so as to avoid a situation where there is nothing to write when you write.

#### 4.3.2 Instruct students to read outside of class and accumulate writing materials

The Chinese classroom is an important place to learn a language, and the texts provide children with examples of how to learn and organize the language, but it is not enough to learn the texts in the books well. Knowledge is like a vast and boundless ocean, and the texts collected in a book are like a glass of water in the ocean. Therefore, teachers should also inspire students to continuously expand their knowledge, increase their knowledge, and constantly improve their level of understanding. This requires teachers to guide students to read

outside of class, and advocate more reading and accumulation, which can provide rich materials and beautiful rhetoric for writing.

### 5. Epilogue

At present, there are problems in the teaching activities of writing, which are mainly manifested in the following aspects: students' interest in writing is not high, their motivation is insufficient, their written expression is not standardized enough, their basic skills are not solid, and they lack the awareness of writing and the materials for writing. According to the analysis of the existing problems in the current Chinese writing teaching activities in primary schools, the author believes that there are the following targeted strategies: starting from the teaching content and teaching form to cultivate students' interest in writing, starting from the teaching of words and punctuation marks, consolidating students' basic skills, and guiding students to observe life and read more, so as to cultivate students' awareness and ability to accumulate materials. The author tries to combine theory and practice to promote the effective implementation of writing teaching activities, in order to promote the improvement and optimization of Chinese writing teaching in primary schools. The implementation of Chinese writing teaching in primary schools will inevitably be a relatively long process in the future, which requires the continuous efforts of educational researchers and education implementers to form a joint force to promote the improvement of students' writing level to the greatest extent!

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