

Research on the Improvement of Reading Teaching Ability in Lower Primary Grades

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Abstract: Reading teaching plays a vital role in the initial stage of primary school, which can promote the accumulation of Chinese characters, the exercise of writing, and the expansion of knowledge in the reading of students in the lower grades, so as to lay the foundation for future Chinese learning. Besides, it is also clearly emphasized in the Chinese curriculum standards that reading teaching is the main component of Chinese teaching, and it is also a major form and method of classroom teaching, and it is necessary to pay attention to cultivating students' reading habits and reading ability. Therefore, the teaching of reading in the early grades should not be neglected, but it has been found that the guidance of reading teaching to help students is not an easy task. This paper investigates and analyzes the current situation of reading teaching in the lower grades of primary school to find better teaching strategies to promote the self-growth of students in the lower grades. The author adopts the questionnaire survey method and literature research method to investigate, and puts forward the methods and strategies to promote reading learning in lower grades based on the current situation of reading teaching in primary schools.

Keywords: Lower Primary School; Reading Instruction; Current Situation; Strategy

1. Introduction

With the advent of the era of national reading, there are more and more forms and types of reading, and the development of reading materials suitable for people of all ages has become a hot topic today. Reading is the driving force for children to build a happy childhood, but also for a better future, reading as a characteristic course throughout the primary school stage, the literacy of students in the lower grades of primary school is not much, long and boring reading will bring pressure to

students' reading, so that students lose interest in reading, the early stage of reading in the lower grades of primary school, is a critical period for the cultivation of reading ability, reading teaching is very important. Based on the exploration of relevant academic papers, the author found that scholars' research focus is biased towards the study of reading picture books in lower primary schools, but there are few strategies for reading teaching in lower primary schools, so the author proposes to investigate the current situation of reading teaching in lower primary schools, and strive to find suitable strategies for reading teaching in lower grades, so as to lay a good foundation for the better development of students. This paper fully investigates the current situation of reading teaching in the lower grades of Xinkang Primary School, and deeply analyzes the effective strategies to promote the teaching of reading in the lower grades of Xinkang Primary School according to the existing situation.

2. Significance of the Investigation

Professor Wen Rumin believes that if reading is neglected, it will be incomplete and half-cut learning. He pointed out that students should read freely and extensively, and advocated following students' reading interests and actively reading, so as long as the books that students are interested in, they are all good medicine to stimulate interest, and "idle books" are not necessarily useless. This concept of reading requires teachers to pay attention to stimulating and protecting students' interest in reading, making reading a way of life, and internalizing reading into a habit. [1] The practical significance of this survey is mainly reflected in the following: effective reading teaching can promote the formation of reading learning habits among students in lower grades, cultivate reading ability and interest in reading, and help front-line teachers to effectively guide students to read, and explore the most effective strategies for reading teaching. In the teaching

of reading in the lower grades of Xinkang Primary School, teachers will communicate with students regularly in order to understand the various habits and learning effects of students in the class.

3. Survey Methods and Survey Subjects

The survey methods in this paper mainly adopted the questionnaire survey method and the literature review method. The questionnaire survey method is mainly adopted, the tool of the survey is self-compiled questionnaire, and the survey results are summarized by a three-line table to classify and sort out the data, so as to obtain real and reliable data and improve the scientific basis for research. At the same time, literature research is used to assist. Adopting these methods allows the article to gain some pillars, both practically and theoretically. Since the teaching of reading involves the "teaching" of teachers and the "learning" of students, the author advocates investigation and analysis from two dimensions: teachers and students. The survey respondents in this paper are mainly teachers and students in grades 1 to 2. A questionnaire survey was conducted on the teachers and students of Xinkang Primary School in Ningxiang City. Among them, 101 questionnaires were actually collected by teachers, 1 invalid questionnaire was eliminated, and 100 valid questionnaires were obtained. The students actually collected 114 questionnaires, eliminated 14 invalid questionnaires, and obtained 100 valid questionnaires.

4. Teaching Strategies for Reading in Lower Primary Schools

4.1 Reshape the Motivation for Reading and Discover the Joy of Reading

Wen Rumin of Peking University once put forward the idea that "cultivating reading interest and habits should be regarded as the top priority of Chinese teaching". [2] Like the good, the good is not as good as the happy. "It's the importance of interest that is being illustrated. Especially for younger students, interest is especially important. This is a student at this age, everything is done from personal preferences, and the educational enlightenment brought by this is that teachers need to be interest-oriented, so as to help students establish good reading habits, so that primary school

students are willing to read in their spare time, so as to ensure that extracurricular reading is implemented. Students in the lower grades of primary school have entered the stage of basic education and have gradually formed their own value orientation in learning, but they still obey adults, especially teachers, who are the authority in the hearts of students. Therefore, on the way of students' extracurricular reading, teachers, parents and even society need to give positive guidance. The lower the child's grade, the more specific the motivation to learn, and if it is linked to the interest in learning, it will be influenced by the interest in learning. [3] In other words, the formation of good habits will benefit you for life, as Mr. Ye Shengtao said: "What education is, in simple terms, it only takes one sentence to develop good habits." Teachers need to pay attention to the cultivation of students' reading habits in the lower grades of primary school, and teachers need to improve some problems in students' reading, such as reading posture and reading environment. In addition, teachers need to remind students to excerpt and annotate some new words and sentences during reading to form a good and effective reading habit. [4] Mr. Xu Teli once said: "If you don't use pen and ink, you can't read." "When students are reading, teachers should pay special attention to the process of students' thinking and recording, thinking while reading, recording while reading, and expressing while reading, which is conducive to the cultivation of students' reading thinking.

4.2 Plan Reading Content and Broaden Reading Channels

"When choosing books, the first thing to pay attention to is those books that can understand the inner world of children and reflect their learning and life." [5] Respect students' right to choose their own books, and satisfy students' curiosity. However, in the face of a wide variety of books, students in the lower grades of primary school are unable to distinguish between them due to the limitations of their thinking and understanding, so teachers should help students choose suitable books. Students in the lower grades of primary school have limited literacy, so they can choose to use phonetic books with pictures and texts to consolidate the pinyin they have just learned, and on the other hand, to learn new words. Choose books for junior primary school students, the number of

words should not be too much, and a thick one will make students daunting and produce psychological pressure. Students with a large amount of literacy and strong reading ability can choose books with a slightly larger number of words and profound meanings to read, and students with less literacy and poor reading ability can choose relatively simple and illustrated phonetic books to read. Gender differences between boys and girls will also make a difference in the choice of bibliographies. Boys can choose to read popular science and history books, and girls can recommend some fairy tales and picture books. Teachers can choose colorful and content-rich picture books in the classroom, books with animated series may have a stronger interest, and can also use modern information technology means to integrate audio and video related to the content of the text into teaching, so that students can efficiently complete classroom reading tasks in life-like and three-dimensional reading scenarios.

4.3 Strengthen Reading Guidance and Cultivate Reading Habits

At the beginning, it is very difficult for students in the lower grades of primary school to understand the content of the text, so the classroom needs the teacher's teaching and guidance, the teacher guides the students to understand the words and sentences in context, and uses the illustrations in the book to understand, combined with their own actual understanding and other methods of interpreting the text, and the teacher should let the students memorize these refined methods. After repeated polishing and practice in classroom teaching, students have certain learning experience and reading practice, and when students encounter difficulties, they can digest and absorb them by themselves with the help of the methods they have learned. In short, a series of guidance and learning processes are the process of improving students' reading ability.

5. Epilogue

Freezing three feet, not a day's cold. Qiji thousands of miles is not a day's work. If you want to make a career, engage in writing, and establish doctrines, you must study the ideas

and concepts of the ancients, and you must also pay attention to the frontiers of science and technology in today's society, both of which are indispensable. This requires reading a large number of books, but all those who have made achievements in their careers are good at finding knowledge from books, and reading habits can not be cultivated overnight. Goethe once said: To read a good book is to have a conversation with many noble people. Therefore, a large number of beneficial extracurricular books are very beneficial to the healthy growth of primary school students.

Based on the investigation and analysis of the current situation of reading teaching in the lower grades of Xinkang Primary School, this study puts forward relevant suggestions for teachers' specific problems in reading teaching. Since the scope of the author's investigation is limited to Xinkang Primary School in Ningxiang City, it is inevitable that there will be omissions. In the future, research in this area will be more comprehensive and rigorous.

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