

Research on the Teaching Strategy of Ancient Poetry Chanting in the Senior Grade of Primary School

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Abstract

With the continuous introduction of relevant national guidance policies and the deepening of new curriculum reforms, the teaching of ancient poetry in primary schools has received more and more attention, and the teaching method of chanting teaching has the characteristics of increasing classroom vitality and developing teaching resources with its own cultural inheritance advantages. It can better promote the teaching of ancient poetry. Through research, the current situation of teaching ancient Chinese poetry in primary schools is analyzed. The setting of ancient poems in the textbook and the chanting resources available in life, combined with the relevant qualities of current teachers and students' learning concepts, analyze and derive the problems of neglecting and misunderstanding of chanting, lack of teaching resources and catching up with teaching progress in the teaching of ancient poems, explore the causes of problems from the perspective of schools, teachers and students, and put forward teaching strategies such as separate classes and auxiliary teaching in a targeted manner, so as to help establish a more perfect ancient poetry recitation teaching system, and provide practical reference for the improvement of the current teaching of ancient poems in primary schools.

Keywords

Teaching Ancient Poetry; Chanting Teaching; Elementary School High Section.

1. Research Background

In 2015, the State Council promulgated the "Overall Plan for Comprehensively Promoting the Construction of World-Class Universities and First-class Disciplines", which clearly regards the inheritance of innovative and excellent culture as one of the five main tasks. At the 19th National Congress of 2017, General Secretary Xi Jinping proposed that it is necessary to strengthen cultural self-confidence and promote the prosperity of socialist culture. At the two sessions in 2018, Chen Baosheng, minister of education, said that the Ministry of Education has vigorously developed China's excellent traditional culture in recent years, and he also proposed three key measures for teacher construction, textbook construction and campus culture construction. The recitation of the classics is receiving more and more attention. Since September 2019, primary schools across the country have uniformly used the ministry to compile and compile Chinese textbooks, of which the teaching of ancient poetry has increased significantly: 132 ancient poems have been selected in 12 volumes of 6 grades of primary schools, an increase of 87% compared with the original human-taught version. In 2019, the Ministry of Education issued the Notice on Carrying Out the Construction of Chinese Excellent Traditional Culture Inheritance Bases to expand the coverage and benefits of the construction of traditional cultural bases through "radiation-driven". It is foreseeable that excellent traditional culture will go deep into the classroom in the form of various literary classic teachings, starting from primary and secondary schools, and cultivate the foundation of cultural self-confidence with traditional culture. In recent years, the "Opinions on the Implementation of the Chinese Excellent Traditional Culture Inheritance and Development Project" has

incorporated the inheritance and development of China's excellent traditional culture into the national strategic height. Chinese Minister of Education Chen Baosheng also proposed three key measures to integrate China's excellent traditional culture into the construction of teachers, the construction of teaching materials and the construction of campus culture.

Despite the strong support of national policies, the disconnect between traditional classics and the background of the student era has increased the difficulty of students' in-depth perception of classics. At present, there are also the erroneous status quo of ancient poetry teaching "article analysis" and "full of shows", teachers like Ding Ding Xie Niu to the original complete artistic beauty of the ancient poetry separation, word interpretation, the overall sense of poetry and situational beauty are exhausted, only the cold word connotation and blunt emotional interpretation are left; not only that, although there are relevant scholars to argue the good teaching effect of reading, there is still a situation of "not reading" and "dead reading" in classroom practice. The utilitarian nature of teaching makes teachers especially "cherish" classroom time, unwilling to give in to students' own reading experience, and the classroom atmosphere is dull; or some teachers only pursue the renovation of teaching methods, although there are various forms of reading, but the purpose of reading is not enough, only the pursuit of teaching surface wonderful and lively. Chanting is not only a method of appreciating poetry, but also the main way to create old style poetry, an indispensable part of ancient Chinese poetry, and a language education teaching method that has been widely used in China for thousands of years and proven effective in practice. From the perspective of linguistics, musicology and physiology, the combination of chanting and ancient poetry should be very natural, and practice has proved that chanting is in line with the laws of language and psychology, and it is more suitable for leapfrog teaching to become a new blood to innovate the current ancient poetry teaching, which can provide new ideas for breaking through the difficulties of ancient poetry teaching. However, there are still many difficulties in truly implementing the integration of chanting into classroom teaching. In the process of implementing the chanting teaching, it faces the dilemma of being left out in the cold and underdeveloped resources. The introduction of chanting in the teaching of ancient poetry in primary schools requires theoretical and practical exploration, not only to inherit the advantages of chanting, to follow the basic principles of chanting, but also to seek the difference between aesthetic needs and practical classroom needs in the changes of ancient and modern eras, and to boldly reform and innovate rather than blindly conform to the old ways.

Therefore, it is crucial to study how to use the existing chanting resources to effectively improve its application in the teaching of ancient poetry in primary schools.

2. Literature Review

(1) Literature trend analysis

This study aims to explore the current situation of the teaching of ancient poems in the high section of primary school Chinese and the implementation of chanting teaching and its advantages, and thus put forward suggestions for improving the teaching of ancient poems in high sections of primary school language. Therefore, we set up keyword packages with keywords such as "teaching ancient poems in high sections of primary schools" and "teaching in primary school chanting", and searched with CNKI as a database.

After deleting the literature that is not related to or weakly related to this study, a total of 123 documents are integrated, and the trend of the number of documents is shown in Figure 1, the number of literature has risen sharply in 2019 and the overall number has shown an upward trend, indicating that the relevant research is a research hotspot in recent years, and this research foundation is rich and has certain research value.

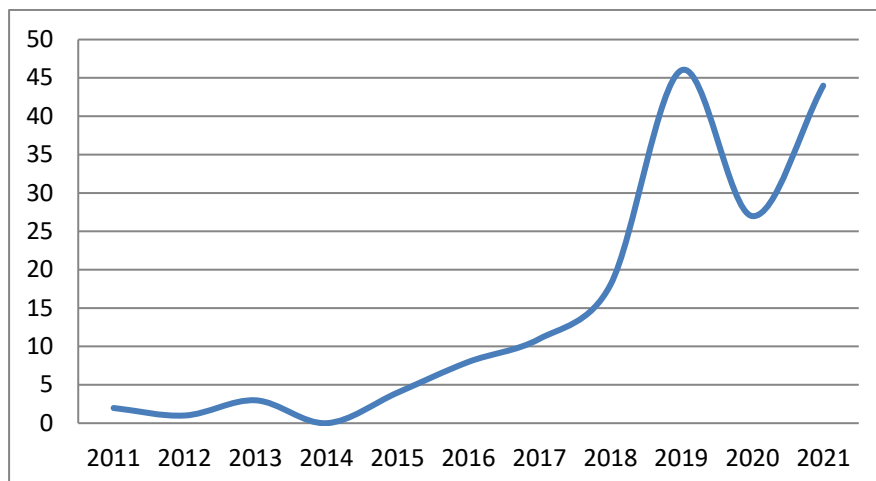


Figure 1. Trends in the number of documents in CNKI

From the perspective of research content, the relevant research on the teaching of ancient poetry in primary school Chinese classrooms has discussed the advantages and necessity of chanting teaching, combined with the current situation of teaching, put forward specific suggestions for the implementation of chanting teaching from the aspects of teacher ability, student quality, curriculum arrangement, etc., and at the same time explains the possibility of combining and promoting teaching methods such as chanting teaching and situational teaching. This study is to study the current situation of ancient poetry teaching in the upper section of primary schools and the relevant awareness of teachers, based on teaching materials, put forward feasible suggestions for the implementation strategy of chanting teaching, and supplement existing research, so this research has certain value.

From the perspective of research methods, most of the research uses the literature research method and the action research method to conduct further field research on the basis of the existing research. This study is based on the conclusions obtained from literature research, combined with the questionnaire method to study the existing teaching methods of ancient poetry, and to strategically discuss the actual implementation of chanting teaching, which has a certain rationality at both the theoretical and practical levels.

(2) Review of literature content classification

1. The current situation of ancient poetry teaching

Some of the existing studies have clarified the research basis from the current situation of the teaching of ancient poetry in primary school Chinese classrooms. Most of these studies pointed out that the existing teaching forms of ancient poetry are more traditional, such as Yang Lisheng's research through the questionnaire method, teachers most like to adopt the teaching method of "teachers asking students to answer" to help students understand key words and dredge poetry. [1]However, with the continuous development of teaching, the thinking about the teaching methods of ancient poetry has also increased, and Hu Junfang explained the practice of situational teaching method in the teaching of ancient poetry, encouraging students to grasp the content of poetry by repeatedly reading.[2]Multimedia teaching also accompanied by scientific and technological progress into the classroom, Wu Xueling proposed the use of multimedia means to display pictures and other methods, in the teaching of ancient poetry, let students combine "scenery", "love" and "poetry" to feel and learn. [3]The above research also shows that the teaching methods of ancient poetry are still being explored and improved, and scholars are exploring better teaching strategies based on existing teaching methods.

2. The value of teaching ancient poetry chanting

Regarding the practical necessity of teaching ancient poetry in primary school Chinese classrooms, the academic community believes that chanting teaching has irreplaceable value and significance in the teaching of ancient poetry.

As far as the development of education is concerned, chanting is of great significance to the dissemination and development of culture, and Zhang Jing emphasized that chanting is a means of spiritual and cultural education to effectively promote the development of culture and the progress of education.[4]As far as students are concerned, chanting is conducive to improving students' interest in learning ancient poems, helping students to understand, increase experience, and enrich their feelings of beauty. When thinking about the students' learning of ancient poetry, Chen Jing also clearly pointed out that the combination of ancient poetry learning and chanting can spread the charm of ancient poetry and stimulate students' love for ancient poetry through music. [5]Lin Xinjie also recognized the similar advantages of chanting teaching, and proposed that chanting teaching can improve students' aesthetic taste, thereby enhancing students' consciousness of inheriting traditional Chinese culture, and also shaping students' character. [6]As far as the inheritance of ancient poetry is concerned, the way of chanting teaching has a long history, complements ancient poetry, and is more beneficial to the dissemination of ancient poetry, Liu Lina pointed out the advantages of chanting teaching in the existing teaching of ancient poetry that attaches importance to the analysis and understanding of words, intentions, ideological content, and points out the advantages of chanting teaching, which is a better embodiment of the meaning of ancient poetry and an excellent inheritance of poetry culture.[7]

3. Problems in the teaching of ancient poetry chanting

In view of the implementation of chanting teaching, scholars mostly analyze it from the perspective of teachers' practical operation and students' acceptance of teaching.

In the process of actually applying the chanting teaching method, teachers will mistakenly increase the entertainment of the teaching method, or deviate from the actual teaching, thus greatly weakening the positive role of chanting teaching. For example, Cai Yuxing pointed out that many teachers combine chanting with performance forms, and at the same time will mainly adopt the mode of collective chanting of classmates, which is not conducive to students' personal grasp of poetry. [8]At the same time, the weak teaching skills of teachers themselves are also an important factor restricting the development of chanting teaching, and Liu Pan has drawn relevant conclusions through the analysis of the cases of chanting teaching by famous teachers in primary schools, believing that teachers' chanting-related literacy is one of the important conditions for the implementation of chanting teaching. [9]

In addition, students' ability to accept chanting teaching is also an important problem facing the development of chanting teaching, students are accustomed to the traditional learning method of directly obtaining knowledge from the teacher's teaching, and the lack of understanding of chanting teaching requires that chanting teaching be carried out in a form that is easy for students to accept. Liu Meijia pointed out that students' mastery of the knowledge related to chanting and students' interest in learning ancient poetry will affect the development of chanting teaching. [10]

4. Classroom application of ancient poetry chanting teaching

In the existing relevant research, most scholars have proposed feasible strategies for chanting teaching in the teaching of ancient Chinese poems in primary schools based on existing understanding, providing a reference for teaching.

First of all, for the correct establishment of teaching points of view, the establishment of correct views can bring about the effective development of teaching, Wu Chunhua in his research specifically explained the importance of the establishment of students' learning concept and teachers' teaching concept, requiring students to grasp the taste of chanting and correctly use

the chanting method.[11]Secondly, for the methodological teaching of chanting should be used as the basis for the teaching of chanting, Dong Yunling pointed out that it is necessary to pay attention to the guidance of music, pictures, etc. for students, to help students in the process of distinguishing the words and words, so that students can complete the appreciation of ancient poetry in the process of suppressing the ups and downs, the sound is strong and weak, and the chanting is slow and steady. [12]The basic methods of chanting teaching similar to the above views have been mentioned a lot, and some scholars have turned to the combination of chanting teaching and other teaching methods, such as the combination of situational teaching methods, and explored more effective forms of chanting teaching. For example, Qu Qiaohua proposed that after completing the preliminary teaching of ancient poetry, students can try to understand their own emotions and write modern poems, and use the song arrangement methods that students like to hear and hear to help them remember for a long time. [13]Qin Yan also proposed a chanting teaching form that combines dynamic and static with group cooperation, providing students with a good learning mood in the classroom to cultivate students' imagination ability, poetic understanding ability and emotional understanding ability. [14]

(3) Literature comment

The existing research mainly focuses on the teaching status of ancient poetry in primary school Chinese classrooms, the significance of chanting teaching and its dilemma, and on this basis, a feasible implementation path of chanting teaching is proposed, which lays a certain theoretical foundation for the further improvement of ancient poetry teaching, and also explores the teaching design of single-chapter poetry in a targeted manner, and explores better practical teaching methods, but there are still the following deficiencies:

First, from the perspective of research objects, the implementation of chanting teaching in primary school language classrooms has become a hot research topic in the past two years, but the relevant research is not detailed and in-depth enough, the development of students at the primary school stage is relatively fast, and there is inevitably an omission in the unified research for all grades, so the targeted research on each section needs to be strengthened. Second, from the perspective of research content, the existing research on ancient poetry as a whole as the object of teaching is too broad, and the design of primary school textbooks has something worth thinking about for the connection between ancient poems, so the relevant research carried out in combination with actual textbooks needs to be supplemented. Third, from the perspective of research methods, most of the existing studies have adopted the literature research method and the action research method, although to a certain extent, the research has been carried out in the classroom, but the research sample is not completely sufficient.

This study takes the teaching status of ancient poetry in the language classroom in the upper part of the primary school as the research object, and the research content includes practical thinking combined with the textbook, using the literature research method, the content analysis method, and the investigation and research method Through the investigation of the current situation of ancient poetry recitation teaching, based on classroom teaching materials, feasible teaching improvement strategies are proposed, relevant research is enriched, and reference suggestions are provided for the improvement of ancient chinese poetry teaching in primary schools.

3. Research Results and Analysis

(1) Sample analysis

1. Descriptive analysis of samples

This study targeted Language teachers in front-line primary schools, a simple random sample was used to obtain 137 valid questionnaires, of which the details of the respondents are shown in Table 1:

Table 1 shows the survey values and proportions of the different underlying information variables in this sample. Among them, the survey subjects have a phenomenon of uneven gender, and the number of male teachers is less than 1/2 of the number of female teachers. This is due to the high proportion of female teachers in primary schools and the characteristics of language subjects. In the "teaching grade", the number of teachers teaching the fifth grade and the number of teachers teaching the sixth grade are basically balanced. In terms of "academic qualifications", most of the survey subjects are bachelor's degrees, more than 1/2 of the overall sample, while the number of people with college degrees exceeds 1/3 of the overall number, and this part of the survey may be teachers with long teaching experience. In terms of "teaching experience", most of them are within 15 years of teaching. In terms of teaching areas, there are more than 30% of the people who are good at "writing teaching" and "oral language teaching". Overall, it has a reasonable structural distribution, which meets the needs of the sample.

Table 1. Sample descriptive statistics

The underlying variable category		count	Proportion
gender	Male	39	28.5%
	Female	98	71.5%
Teaching grades	Fifth grade	71	51.8%
	Sixth grade	66	48.2%
Degree	High school and below	0	0.0%
	college	46	33.6%
	undergraduate	74	54.0%
	Master	12	8.8%
Seniority	PhD and above	5	3.6%
	Within 5 years	40	29.2%
	5-15 years	51	37.2%
	16-25 years	18	13.1%
	26-35 years	21	15.3%
Areas of expertise	More than 35 years	7	5.1%
	Reading teaching	24	17.5%
	Writing teaching	45	32.8%
	Oral teaching	44	32.1%
	Calligraphy teaching	24	17.5%

2. Descriptive analysis of the teacher's mastery and attitude towards chanting

Table 2. Description of the relationship between teachers' attitudes towards chanting and academic qualifications (a)

a2								
	N	mean	standard deviation	Standard error	A 95% confidence interval for the mean		Minimum value	Maximum value
					lower limit	upper limit		
college	46	10.70	1.800	.265	10.16	11.23	7	14
undergraduate	74	10.27	1.838	.214	9.84	10.70	6	15
Master	12	12.17	1.030	.297	11.51	12.82	10	13
PhD and above	5	11.80	1.304	.583	10.18	13.42	11	14
total	137	10.64	1.831	.156	10.33	10.94	6	15

(b)

Variance homogeneity test			
a2			
LeveneStatistics	df1	df2	Significance
1.788	3	133	.153

(c)

One-way ANOVA					
a2					
	Sum of squares	df	mean square	F	Significance
Group room	44.951	3	14.984	4.851	.003
Within the group	410.800	133	3.089		
total	455.752	136			

(d)

Multiple comparisons							
Dependent variable:a2							
	(I)Degree	(J)Degree	Mean difference(I-J)	Standard error difference	Significance	A 95% confidence interval for the mean	
						lower limit	upper limit
LSD	college	undergraduate	.425	.330	.200	-2.23	1.08
		Master	-1.471*	.570	.011	-2.60	-.34
		PhD and above	-1.104	.828	.184	-2.74	.53
	undergraduate	college	-.425	.330	.200	-1.08	.23
		Master	-1.896*	.547	.001	-2.98	-.81
		PhD and above	-1.530	.812	.062	-3.14	.08
	Master	college	1.471*	.570	.011	.34	2.60
		undergraduate	1.896*	.547	.001	.81	2.98
		PhD and above	.367	.935	.696	-1.48	2.22
	PhD and above	college	1.104	.828	.184	-.53	2.74
		undergraduate	1.530	.812	.062	-.08	3.14
		Master	-.367	.935	.696	-2.22	1.48
Tamhane	college	undergraduate	.425	.341	.766	-.49	1.34
		Master	-1.471*	.398	.005	-2.59	-.35
		PhD and above	-1.104	.641	.587	-3.60	1.39
	undergraduate	college	-.425	.341	.766	-1.34	.49
		Master	-1.896*	.366	.000	-2.94	-.85
		PhD and above	-1.530	.621	.291	-4.10	1.04
	Master	college	1.471*	.398	.005	.35	2.59
		undergraduate	1.896*	.366	.000	.85	2.94
		PhD and above	.367	.655	.996	-2.12	2.85
	PhD and above	college	1.104	.641	.587	-1.39	3.60
		undergraduate	1.530	.621	.291	-1.04	4.10
		Master	-.367	.655	.996	-2.85	2.12

*.The significance level of the mean difference is 0.05

A1 is obtained by adding up the relevant questions in the questionnaire that reflect the teacher's mastery of chanting, and a2 is obtained by adding the relevant questions used to reflect the teacher's attitude toward chanting. Then, a one-factor analysis is carried out with factors such as academic qualifications. The result are shown in Table 2(a)(b)(c)(d).

After the variance homogeneity test, the accompanying probability under the current degree of freedom is 0.153, greater than the significance level of 0.05, can be considered to be the homogeneity of the variance of each population where the sample is located, and analysis of variance can be performed. From the results of the one-way ANOVA, it can be seen that the F-value is 4.851, and the accompanying probability is 0.003, which is less than the significance level of 0.05, so it can be considered that there is a significant difference in attitudes towards chanting between at least two of the four academic qualifications.

Because the variance is homogeneous, the LSD method is used to test, as shown in the upper half of the table. From this result, it can be seen that the accompanying probabilities between master's degree and college degree and undergraduate degree are 0.011 and 0.001, respectively, which are less than the significant level of 0.05, indicating a significant difference, while the accompanying probability between master's degree and college degree is 0.696, with no significant difference. The analysis of the teacher's understanding of chanting, as well as the degree of mastery and education, is carried out using a one-factor analysis method.

From the above analysis data, it can be seen that there are significant differences between the attitude of master's degree or above towards chanting and the attitude of undergraduate and below degrees towards chanting, and after combining the content of descriptive statistics, we can see that teachers with master's degree or above pay more attention to chanting, and also master more comprehensive and proficient chanting skills, and are more inclined to let students learn ancient poetry through chanting or similar chanting, and have a positive attitude towards the teaching of ancient poetry.

At the same time, compared with teachers with more than 15 years of teaching experience, teachers with shorter teaching experience are more acceptable and optimistic about the use of chanting for ancient poetry teaching, and most of the teachers in this part are also good at oral teaching or reading teaching. It can be seen from this that whether chanting can be applied in the teaching of ancient poetry in primary schools today is closely related to the quality of teachers themselves.

3. Descriptive analysis of teachers' teaching cognition of ancient poetry

The descriptive analysis method was applied to analyze the teacher's cognition of the teaching of ancient poetry, and the results were shown in Table 3.

From Table 3, it can be seen that in terms of "ancient poetry teaching focus", only 1/10 of teachers think that recitation and memorization are the key content of teaching, and more teachers are more focused on the understanding of ancient poetry words and the whole or the understanding of the thoughts and feelings contained in ancient poetry in the teaching process; in the "problems existing in the teaching of ancient poetry", there are many types of problems, but "difficulty in understanding and understanding" and "lack of emotional experience" account for nearly 80%; more than 40% of teachers believe that the teaching method is too single "There are problems in the teaching of ancient poetry", and nearly 30% of teachers believe that the teaching problems are mainly due to the deep use of ancient poetry words; in the "teaching method", more than 50% of teachers are still accustomed to teaching through practice.

Table 3. Teachers' attitudes toward chanting are described in relation to academic qualifications

		count	Total number of layersN%
Teaching focus	Understanding of words and articles	86	62.8%
	The author expresses his thoughts and feelings	32	23.4%
	Recitation and recitation	14	10.2%
	Inherit a culture of excellence	5	3.6%
Problem	Students are not interested	26	19.0%
	Difficulty understanding and comprehension	57	41.6%
	Emotional experience is lacking	37	27.0%
	The accumulation method is single	17	12.4%
Main reason	The ancient poems are used in deep and astringent words	40	29.2%
	Students have weak comprehension skills	18	13.1%
	Teachers have a single teaching method	57	41.6%
	Teachers lack a foundation in poetry	22	16.1%
Teaching style	Crosstalk	8	5.8%
	Practice	73	53.3%
	Cooperative Exchange Act	34	24.8%
	Self-directed learning	22	16.1%
	other	0	0.0%

4.Descriptive analysis of the teacher's attitude towards the teaching of ancient poetry using chanting

The descriptive analysis method was applied to the teacher's attitude towards the teaching of ancient poetry using chanting, and the results were shown in Table 4 .

Table 4. Teachers' attitudes toward the teaching of ancient poetry through the application of chanting

		count	Total number of layersN%
The main reason for not applying	There is no systematic chanting knowledge	27	19.7%
	Subject to the pace of teaching	43	31.4%
	Teaching resources and methods are scarce	30	21.9%
	Teachers and students are short of energy	37	27.0%
Chanting teaching problems	Words are not well understood	94	68.6%
	Poetic understanding is not enough	20	14.6%
	The recitation is not enough	17	12.4%
	Memorization is not enough	6	4.4%
Learning style	Watch the chanting video and figure out what it means	11	8.0%
	Group cooperation	35	25.5%
	Chanting is one of the assessment contents of ancient poetry	49	35.8%
	Carry out fun chanting activities	42	30.7%
	other	0	0.0%

From Table 4, it can be seen that in today's ancient Chinese poetry teaching classroom, the reasons for the lack of application of the chanting method are diverse: teachers have not received systematic learning of chanting knowledge, are subject to the requirements of teaching progress, lack of chanting teaching resources and methods, and lack of energy of teachers and students, which are the reasons why the chanting method has not been used in primary school classrooms.

At the same time, teachers still have doubts about the effectiveness of the application of the chanting method to the teaching of ancient poetry in primary schools, and they are worried that they will not be able to make students master the knowledge of words through the chanting method to complete the learning goals, and they are not willing to spend time and energy to try the teaching of the chanting method without guarantees.

In terms of the form of chanting learning, more than 30% of teachers believe that it is an ideal way to carry out interesting chanting activities and try chanting through activities outside the classroom, which can avoid the negative effect of changing the learning style on the existing ancient poetry learning as much as possible. More than 30% of teachers also believe that if chanting is one of the assessment contents of ancient poetry, under the inevitable circumstances, the integration of chanting into the teaching of ancient poetry will have to be put on the agenda.

(2) Research findings

Through questionnaire surveys and preliminary interviews, the author learned about the application of chanting teaching in the teaching of ancient poetry in primary schools, and found that chanting was almost not used in the teaching of ancient poetry. Influenced by traditional teaching ideas and habits, the ancient poetry teaching methods in the current language classroom are mostly practice methods, which is actually contradictory to the teaching strategy of chanting, "practice" and "speaking" focus is still different, if the questionnaire is true and reliable, the promotion of chanting teaching may require a certain degree of "game" with traditional didactic teaching.

Through field observation, classroom recording and after-class reflection, combined with interviews with teachers, the author also found that ancient poetry does have the problems of "logical analysis" and "full house performance". Teacher A directly said that the current ancient poetry teaching is more word-by-word explanation, and the ancient poetry class has lost its original taste. Teacher Z also said: "The strategies of classroom teaching will be analyzed sentence by sentence paragraph, and then let the children memorize by rote, and the final consequence is that the students have a very afraid psychology for the learning of this ancient poem." "Teachers' dissatisfaction with the existing model of teaching ancient poetry is beyond words

(3) Summary of the reasons

Regarding the problem that teachers are dissatisfied with the existing teaching mode of ancient poetry, the author conducts an in-depth discussion on the reasons why chanting is snubbed, and the teaching of ancient poetry is rigid and single, and loses vitality, and summarizes the following three points:

1. Neglect and misunderstanding of chanting

The preliminary literature survey found that the cognitive dilemma was first manifested in the bias of teachers' understanding of chanting, and some people thought that chanting was a retro and pedantic performance; although some people agreed with the value of chanting teaching, they were entangled in the inherent form of chanting, believing that chanting was yangchun white snow, and it was inevitable that the song was high and low, and they could only look at the ocean and sigh. Back to the questionnaire, in "What do you think is the focus of teaching in the teaching of ancient poetry?" Of the questions, 86 teachers chose "Understanding words and

articles" and "The most important problems you think the application of chanting to the teaching of poetry could be the most important?" In this question, 94 teachers chose "words are not well understood", which shows that although chanting is one of the ways to appreciate and understand poetry, it is not trusted by teachers, which to a certain extent shows that teachers ignore and misunderstand chanting at the cognitive level. At the same time, 37 teachers believe that there is a lack of emotional experience in the teaching of ancient poetry, but do not realize that chanting is one of the best ways to help understand emotional expression. Teacher S said, "I don't know the difference between chanting and chanting or chanting at all, this is indeed a good method used by the ancestors, but after the history of the Cultural Revolution, such an inheritance has been broken, and it is difficult for me to pick it up." "It is true that many problems of neglect and misunderstanding of chanting are largely due to historical reasons that have led to the rupture between ancient and modern times, but there are still precious chanting resources that have been passed down, and with the deepening of people's attention to excellent traditional cultures, traditional and precious masterpieces such as chanting have been innovated and developed, but we need more people of insight to realize this and join such a team to make efforts for chanting to re-enter the classroom." Then the first thing to break is the dilemma of teachers' cognition, which may be partially reflected in the pre-service training of teachers.

2. Lack of teaching resources and systematic learning

In the questionnaire survey, in the question "Why do you think teachers don't apply chanting to the teaching of poetry?" In this single-choice question, 27 teachers chose not to have systematic chanting knowledge, and in the interview, teachers also said that "I want to learn and there is no place to learn." However, in fact, there have been initial achievements in the development of chanting teaching resources, such as the successful case of Shanghai teacher Peng Shiqiang's chanting teaching, he excavated the valuable spiritual wealth of his predecessors, drew on the skills of Shanghai opera, Yue opera, Suzhou pingtan, and even Peking opera, Cantonese opera and popular songs, melted a variety of arts in one furnace, personally composed music for more than 20 classical poems, personally taught singing, personally practiced, and opened a course of "ancient poetry chanting and appreciation" that shocked many peers. After 7 years of transmission, help and belting, a large number of young teachers have shown great enthusiasm for ancient poetry chanting in the Xuhui district of Shanghai where he teaches, and has used it in teaching.

It can be seen that as long as teachers dare to try, they are not limited to a single form of expression of chanting, and it is still possible to integrate chanting into teaching. However, we should not overlook that it is still a great challenge for teachers of musically rich classroom teaching, many teachers do not have strong musical literacy, this method is not suitable for most working teachers, only a small number of "professional" personnel can use. At the same time, the current training of teacher training students does not pay attention to the guidance of chanting or the teaching methods of chanting, many matters need to be explored by teachers themselves, and the actual dilemma has not been well solved.

3. Affect the progress of teaching

In the questionnaire survey, 43 teachers believed that "subject to the pace of teaching" was also the reason why chanting was not applied. In the interview, Teacher S said: "When we carry out chanting among students, we must first carry out some knowledge and training related to chanting among students, but our current classroom teaching is not possible. However, the fifth grade teacher W has a different view, she believes that as long as it is beneficial to the students, although it may have an impact on the teaching progress in the short term, it will improve the teaching efficiency and accelerate the teaching progress in the long run. From this point of view, the different cognitions of the teachers themselves also have a great influence on the

development of chanting teaching. However, most teachers said that for the establishment of the system of chanting learning, the current teaching progress does not leave enough space for it, subject to the requirements of test-oriented education. Lack of class time and lack of energy became another major reason for the absence of chanting in the teaching of ancient poetry in primary schools.

4. Conclusions and Recommendations

(1) Conclusion

1. The teaching of recitation is not widely used in the teaching of ancient poetry in primary schools

Surveys show that recitation teaching is less used in the teaching of ancient poems in primary schools, and most teachers say that the current teaching progress has not left enough room for the establishment of the system of chanting learning, which is subject to test-oriented education.

2. The use of recitation in teaching has potency and observability

The survey shows that many teachers have a pleasant attitude towards recitation, believing that in the long run, they can improve the efficiency of ancient poetry teaching. The teaching of chanting also needs to be continuously explored and studied by more professionals in this field, and the application of recitation teaching in the language classroom is gradually improved, which is an important measure to inherit and develop the excellent and broad traditional culture of our country.

(2) Recommendations

1. Separate classes

In ancient times, the teaching of chanting emphasized the recitation of character rhymes on the basis of understanding the rhyme of words, and after learning more about the basic skills of biting words, they would recite the overall cavity. Chen Xiangchun pointed out that in ancient times, readers needed to go through 5 years of private school education in their childhood to fully grasp the system of chanting, and believed that at present, a separate chanting class could be set up for the past and the present, and the separate chanting class could be cancelled after the ancient poetry teaching tradition was restored. This type of chanting teaching has been implemented separately as a local curriculum in areas with a strong chanting atmosphere, using traditional enlightenment teaching materials, and following the "read-chant-chant" model after familiarization with the basic chanting rules. However, if the chanting class, which has lasted for thousands of years, is held separately, even if the students' chanting skills can be developed more systematically, the practicality of its operation still needs to be examined.

2. Auxiliary teaching

This kind of chanting teaching is used by more and more front-line Chinese teachers in ancient poetry classrooms, and students are not required to master the systematic rules of chanting, but only need to have a general understanding of Ping shu and give full play to the advantages of chanting teaching. For example, Wu Bibo proposed that the teaching of ancient poetry should be memorized, swimming, imagining, and practicing penmanship in chanting. At the same time, on the basis of this view, Li Zhefeng proposed that it should be transplanted into our classroom as a teaching method to better serve our language teaching.

3. Fuse the two.

In the regularization of poetry teaching, the teaching of chanting is used as an innovative teaching method, and the basic elements of chanting are taught to students in the process of assisting the teaching of ancient poetry, so that they can apply what they have learned. For the formation of the systematization of chanting rules, special chanting classes can be set up as interest classes, which are carried out in the after-class time period, and combined with the

mode of chanting teaching in Taiwan and Japan, accompanied by extracurricular activities, such as chanting competitions, chanting exhibitions and other forms of dual-line development of chanting teaching.

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