

Research on the Practice of Situational Teaching in Primary School Chinese Classrooms

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Abstract

With the deepening of the new curriculum reform, situational teaching has gradually been applied to primary school Chinese classrooms. Teachers use a variety of means to carry out situational teaching, which can not only attract students' attention and stimulate students' motivation to learn, but also cultivate students' feelings in the situation, so that students can actively participate in the classroom in real teaching situations. However, in the current practice of primary school Chinese teaching, there are still many problems in the application of situational teaching. Therefore, this paper analyzes the problems and causes in situational teaching, so as to propose targeted improvement strategies.

Keywords

Situational Teaching; Primary School Language; Applied Strategies.

1. Introduction

Situational teaching conforms to children's cognitive laws and is in line with the characteristics of children's physical and mental development. The use of this method in language teaching is to create a situational atmosphere consistent with the content of the text through music rendering, language description, role play, picture display, etc. according to the teaching content, so that children can immerse themselves in it, obtain emotional experience, further mobilize the enthusiasm for learning, and help children perceive the content in a specific situation, understand the teaching materials, and achieve all-round development.

There are two feasible conditions for the application of situational pedagogy in primary school language teaching. First, the situational pedagogy explains the nature of language teaching in primary schools. Primary school language education pays attention to the practical training of listening, speaking, reading and writing, and learning excellent articles in teaching materials. Teachers guide students to learn the central idea of the article and the author's emotions, convey the purpose of the author's writing, and use emotional experience and situational performance to promote students to truly understand the author's emotions and artistic conception, so as to understand the theme and words of the article. Secondly, the situational teaching method is in line with the age and psychological characteristics of students in primary language education. Students in primary education have a strong sense of curiosity, so situational language teaching can only give students an intuitive feeling, so that students can understand and understand the main points of knowledge in classroom teaching. The situation creation behavior of primary school teachers can not only promote the overall development of students, but also make students feel the joy of learning language knowledge.

2. The Value of Language Situational Teaching

As a teaching method, situational teaching is extremely effective in solving the problems currently facing language teaching. In the situation created by the teacher, students can easily

and happily learn knowledge, can also feel the image of beauty, and the emotions are sublimated. In general, the significance of implementing language situational teaching is mainly as follows:

2.1. Enliven the Classroom Atmosphere

In the teaching of language situation, teachers take the content of the teaching materials and teaching objectives as the basis, combined with the actual situation of the students, and flexibly create various situations for students, such as image atmosphere situations, emotional atmosphere situations, problem atmosphere situations, etc. Whatever the situation, it creates a lively classroom atmosphere for students. In this atmosphere, students can see vivid and vivid images, can freely let go of their imagination, and can also communicate and interact democratically and equally. In this atmosphere, the teaching form of the classroom has become flexible and diverse, and the identity of the student has changed from a passive learner to a subject of learning.

2.2. Stimulate Students' Interest in Learning

“The situation created in the classroom can shorten the distance between students and textbook knowledge, display vivid and vivid images in front of students, and thus bring them into the familiar life.”[1] In situational teaching, students have a strong interest in knowledge, they are not only willing to participate in the classroom organized by the teacher, but also exert their own subjective initiative to actively explore knowledge. In learning, with interest is also the motivation to learn, students will show super learning ability driven by their own inner motivation, so as to complete the learning task quickly and well.

2.3. Develop Students' Thinking

Language situational teaching puts the development of students' thinking at the core of the entire teaching activity, and is good at using the method of creating situations to develop students' thinking. On the one hand, in the teaching of language situations, the situation created by the teacher is not the prototype of copying life, it is a similar imitation, which brings the student to a broad realm, in which the student liberates the mind, frees his imagination, so that his thinking can be further expanded. On the other hand, by creating various problem situations, teachers stimulate students' sense of inquiry and problem awareness, so that students can learn to find problems, analyze problems, solve problems, cultivate students' ability to explore, and further improve the quality of students' thinking.

3. Analysis of Situational Teaching Problems in Primary School Chinese Classrooms

“Primary school Chinese teaching should be led by situational teaching, and lively and changeable situational teaching methods should be created and used to promote students to master the correct application of knowledge in the process of learning language knowledge.”[2] In contrast, in the current primary school Chinese teaching classroom, the situational straightening is often unsatisfactory, and it is difficult to mobilize students' enthusiasm for participating in situational teaching activities, and the problems are as follows:

3.1. Situational Teaching is Divorced from Everyday Life

In the past primary school Chinese teaching practice, some teachers did not combine the teaching process with the life situation at all, but directly instilled it into the students according to the script, and could not arouse their interest in learning. Of course, most teachers will also introduce situations in teaching, formulate situational teaching plans, courseware, and can be separated from students' daily lives when setting up textual situations. From this point of view, the vast majority of primary school Chinese teaching instructors have insufficient

understanding of the creation of situational education, ignoring the importance of adapting to daily life.

3.2. The Contextual Setting Lacks Innovative Vividness

Innovative and vivid contextual teaching environments can change the long-standing lack of interest in learning Chinese among primary school students. Although many teachers attach great importance to situational teaching, especially the younger generation of teachers, in order to enhance the enthusiasm for learning, they have a deeper understanding of situational teaching, but the situation setting form is single, repetitive, no innovation, not vivid enough, can not mobilize students' enthusiasm for learning language, and in the long run, it will cause students to be more tired of language.

3.3. The Context Setting is not Very Targeted

The situational teaching of the design of the situation based on the context setting is only a rough imposition of the situation that the teacher subjectively feels is suitable for the student's learning to the student to perceive and dialogue, and does not combine the actual situation to create a targeted classroom situation. At present, under the influence of the traditional primary school Language teaching model, most teachers' Language classroom situation settings are not well targeted, such as a poor grasp of the link between new and old knowledge, resulting in a disconnect between new and old knowledge, resulting in more difficult for students to enter the learning state.

4. Optimization Strategies for Situational Teaching in Primary School Chinese Classrooms

4.1. Create a Performative Teaching Situation

When arranging classroom content and designing teaching activities, teachers should guide students to play roles, through role play to understand the psychological characteristics of each character in the text, and then interpret the characteristics of the roles one by one. When creating a performance teaching situation, teachers must start from the teaching content and the actual situation of students, first mobilize the enthusiasm of students, so that students are willing to find out the psychological characteristics of the characters and perform, so as to enliven the atmosphere of the language classroom and deepen the classroom teaching effect.

4.2. Focus on Textbooks and Add Meaningful Instructional Content

The fundamental purpose of situational teaching is to increase students' interest in learning the content of Chinese teaching materials. When creating a language classroom situation, teachers should first take the teaching material as the center, combine the purpose of the article and the author's emotions, express it in vivid and vivid language, convey the realm presented by the text, and improve students' interest in learning. Therefore, in order to attract students' attention and design vivid essay situations, teachers must learn and transmit beautiful moods to students based on teaching materials.

4.3. Integrate Problems and Stimulate the Desire to Learn

The basic purpose of situational teaching in primary school Chinese classrooms is to create a lively, lively and interesting teaching environment and promote students to easily grasp new knowledge. Therefore, when creating a situation, teachers should integrate new knowledge points and problems into the textbook, so that students can deepen their thinking about the problem by feeling the context of the article, promote students to acquire knowledge and master methods, and achieve the purpose of creating classroom situational teaching. As students move on to the situation they create, they should be guided to analyze, think, and

express their own ideas. At the same time, in the process of situational classroom teaching, the knowledge points mastered by students are reconstructed in the context, so as to realize the continuation of knowledge, stimulate students' desire for knowledge, and integrate language learning into life.

References

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