

Research on Teaching Strategy of Primary School Chinese Reading Project-based

Xiao Nan

Pingsha New Town School, Zhuhai, 519000, Guangdong, China

Abstract: *In the context of "double reduction", in order to deeply improve students' core Chinese literacy, this article explores project-based teaching for the problems existing in primary school reading. Project based learning makes knowledge structured and programmed, which is beneficial for students to acquire knowledge and further enhance their subject abilities and cultivate subject literacy through collaborative exploration. Project-based learning is used to reconstruct the reading classroom and build high-quality deep learning Chinese reading.*

Keywords: *project-based learning; Primary school reading; Double reduction; Core Chinese Literacy*

1. Introduction

Since its introduction to China, project-based learning has been actively explored in various stages and disciplines, in order to promote the transformation of students' learning methods and thinking, and enhance their core literacy. Project based learning requires course implementers to aim to cultivate students' spirit of exploration, adventure, perseverance, and the ability to learn independently. In the research results of "Core Literacy for Chinese Student Development" released in 2018, it was proposed that student development core literacy refers to the essential qualities and key abilities that students must possess to adapt to lifelong development and social development. A 'fully developed person' requires students to achieve comprehensive development in various aspects such as knowledge, abilities, emotions, attitudes, and values, and adapt to personal development and social life. The reading ability of primary school Chinese language is precisely a manifestation of students' comprehensive key abilities. Therefore, in the interaction of reading teaching, it is necessary to strengthen the effective combination of classroom teaching and project-based learning.

On the basis of existing research and relying on the theory and process of project-based learning, this paper explores project-based teaching strategies for primary school Chinese reading in the context of "double reduction", focusing on project-based learning and Chinese reading courses.

2. The necessity of using project-based learning to reconstruct the reading classroom

2.1. Optimizing Reading Styles

The teaching of Chinese language should be diverse and dynamic. Reading is the top priority of Chinese language education. In the process of Chinese language education reform and development, educators have explored diversified reading teaching models, such as Wei Shusheng's "six step teaching method" and Li Jilin's "situational teaching method". The application of project-based learning in reading teaching is undoubtedly a new exploration. The physical and mental characteristics of primary school students also determine that the teaching method of reading should not remain unchanged, but should be driven by task exploration to actively engage in thinking, enthusiastic exploration and cooperation, and ultimately achieve ideal learning outcomes. If students are blindly required to follow outdated and outdated reading teaching models, it will only prematurely diminish their reading interest and make them hesitant to "read the entire book" from the elementary school stage.

Therefore, drawing inspiration from the theoretical model of project-based learning, project activities are used as a line to guide students' reading activities and enhance their interest. At the same time, constantly exploring and optimizing students' reading methods and reading classrooms in reading practice is a top concern for researchers and a difficult task for frontline teachers in the classroom.

2.2. Implementing Reading Teaching Objectives

In the "Chinese Language Curriculum Standards for Compulsory Education (2022)", the reading requirements for students are divided into three categories: "practical reading and communication", "literary reading and creative expression", and "speculative reading and expression"^[1], fully demonstrating the importance of reading for the Chinese language discipline. Reading, as a comprehensive activity in the Chinese language discipline, requires high levels of students' abilities. The new curriculum standard has put forward detailed and specific reading requirements for students from the early stages of primary school, and gradually runs through the middle and senior stages of primary school. During the six years of primary school, the requirements for students are constantly increasing and challenging.

At each age group in primary school, the requirement for students to read is not only to follow the requirements of Chinese textbooks and be able to read and complete designated books, but more importantly, to enhance the cultivation of students' independent reading ability at each age group. Step by step in the activity, students are able to acquire the ability to read independently and obtain information, laying a solid foundation for completing long narrative, obtaining a large amount of information, and acquiring independent thinking skills in middle school and later learning stages. Project based learning is more suitable for comprehensive activities such as reading, and when implementing project based reading activities, students can also gain more.

2.3. Highlighting the Subjective Status of Students

The learning habits in primary school will be the starting point of a student's life. As they grow older, their ability and confidence to explore external things gradually increase. If students want to gradually grow, they are striving for their own initiative in various aspects of life and learning. At the same time, the increase in age also greatly equips students with the ability to independently read and learn, as well as the ability to collaborate on project completion. Therefore, introducing project-based learning into reading teaching can first guide students in the form of interesting projects, enabling them to have an interest in self-directed learning. The so-called interest is the best teacher, who can use interest as the internal driving force for students to read, making them spontaneously want to read and enjoy reading, highlighting the active position of students in reading. Secondly, project-based reading learning can create more opportunities for students to collaborate in learning, allowing them to truly become the masters of the project through communication and collaboration, taking responsibility for the project itself, and highlighting their dominant position in reading learning. Finally, project-based reading learning is a comprehensive and exploratory learning approach that not only enables students to achieve reading, but also connects all comprehensive knowledge of humanities with reading as the main thread, allowing students to gain a comprehensive and holistic experience in project-based learning.

3. Current problems in primary school Chinese reading teaching

Although reading is an indispensable part of the Chinese language discipline, there are still a large number of problems in the current frontline classrooms, and many Chinese reading courses are in a state of absence. Inadequate reading guidance from teachers in primary school classrooms, relying solely on students' own "comprehension"; There is no designated reading list, and the reading materials are only limited to the texts in each semester's Chinese textbooks. The number of students reading cannot be guaranteed; Not to mention the depth of students' reading, in the fast-paced era, students' lives are filled with fragmented and shallow information, which makes deep reading almost impossible to survive.

3.1. The reading materials have limitations

Usually speaking of reading teaching, there is a focus on teaching around the text in the classroom, but equally important is the teaching of extracurricular reading. The Chinese language classroom should not be limited to the classroom, but should extend beyond the classroom. However, the current situation is not optimistic, as there are many Chinese language classrooms that do not attach importance to extracurricular reading and even give up entirely. The reading materials for students are limited to the texts in each semester's Chinese textbooks. If teachers only focus on textbook content for reading teaching, it will lead to the consequences of students' narrow reading range, which is very

detrimental to students' reading training and reading ability improvement. It can be said that the primary school stage is the time for students to cultivate reading habits and develop reading interest, and such reading volume is far from enough for students.

Due to the absence of Chinese reading classes, many of the reading content choices in more families lack interest. In the early stages of primary school, a series of classical Chinese books such as the "Three Character Classic" and "Romance of the Three Kingdoms" were purchased, which students cannot understand. The content in the books is not interesting for young students. In this context, students' interest in reading cannot be effectively cultivated, ultimately leading to poor reading results.

3.2. Absence of Teacher Reading Guidance

In the current Chinese language classroom teaching, some teachers still only focus on the cognition of "teaching textbooks" and "teaching Chinese". These teachers rarely involve content outside of the textbooks in their subjective thinking and classroom teaching, let alone realizing the importance of cultivating reading interest in a student's growth process. It can be said that the teaching quality and level of primary school Chinese reading teaching are severely constrained by traditional and outdated teaching models. Influenced by traditional teaching models, teachers still focus on imparting Chinese knowledge in Chinese language classroom teaching, without leaving sufficient time and space for primary school students to read and communicate, resulting in a relaxed and enjoyable classroom reading environment that seriously restricts primary school students' interest and enthusiasm in reading. In the long run, it will cause primary school students to completely lose interest in reading, let alone improve the effectiveness of reading teaching.

In addition, many teachers themselves have not mastered scientific reading teaching methods and methods, and are unable to provide guidance for students' reading. Although teachers have focused on extracurricular reading, they are only limited to the required and selected readings recommended by the Chinese language curriculum standards. After being randomly assigned, the entire process is handed over to students themselves, resulting in a strong sense of randomness in students' reading and a clear tendency towards family oriented responsibility in expanding reading.

3.3. Insufficient depth of students' reading

American educator Walter Corynes once said, "The extension of Chinese language learning is equal to the extension of life. It can be said that Chinese language courses are open and oriented towards practical life. The extension of humanities is equal to the extension of life. In this sense, students' in-depth reading means entering and discovering life. At present, superficial reading seriously undermines the depth of students' reading, making it difficult to enrich their spiritual world inward and truly discover life outward.

The current iteration of electronic product updates has made digital reading accessible and flexible, while also raising concerns about attention fragmentation and content entertainment. For students, it's not just digital reading methods, but also a variety of short videos that fill their childhood lives. Students who are exposed to electronic products often obtain fragmented and shallow information through electronic products, which is not beneficial for reading development. The more fragmented and shallow information is obtained, the more it makes it difficult for students to face linear text and engage in in-depth reading. The so-called 'depth' of deep reading does not entirely point to the depth of knowledge or meaning, but rather focuses more on the immersion and completeness of the reading process, the authenticity of the reading experience, the flexibility and relevance of the thinking process, and the self construction of the reading method.^[2] It can be said that students must construct a "knowledge graph" of reading through the interaction of various factors, allowing them to immerse themselves in reading activities and obtain rich and overall feelings, in order to be called deep reading.

4. Research on the Application of PBL in Primary School Chinese Reading Teaching

4.1. Material accumulation and deepening of language expression ability

To fully implement project-based reading teaching, teachers must prioritize promoting students' progress and develop their core competencies. The so-called "language is the tool and means of people's thinking, the material shell of thinking" and "language is the tool of thinking, without language, human beings cannot engage in effective thinking". Therefore, in the new Chinese curriculum standard,

such views are also cited: "language is an important communication tool and thinking tool".

Language expression ability mainly refers to the ability of students to use words, phrases, and sentence segments. Good language expression ability mainly refers to accurate use of words, clear meaning, appropriate structure, concise sentences, coherent language, and standard language. It can express objective concepts clearly, accurately, coherently, appropriately, and without language errors. It can be said that the primary school stage is the core period for cultivating students' language expression ability.

However, it is far from enough for students to rely solely on elementary school Chinese textbooks to input the most basic words and sentences in their daily expression and written writing. In order for elementary school students to deepen their language expression abilities, they must have a large amount of input accumulation in the early stage - massive reading. The learning of project-based reading not only stimulates students' interest, enables them to read good books and read more, but also promotes their oral expression and action coordination skills with others through project-based cooperation.

4.2. Develop students' thinking and promote the development of thinking abilities

Chen Xianyun proposed that the development of language and the development of thinking complement each other. The cultivation of thinking and aesthetic abilities is based on the understanding and application of language, and is achieved through the process of cultivating and improving language understanding and application abilities.^[3] In the "Chinese Language Curriculum Standards for Compulsory Education (2022)", the introduction of "thinking ability" is as follows:

Thinking ability refers to students' cognitive performance such as associative imagination, analysis and comparison, and inductive judgment in the process of Chinese language learning, mainly including intuitive thinking, visual thinking, logical thinking, dialectical thinking, and creative thinking. Thinking has a certain level of agility, flexibility, profundity, originality, and criticality. Having curiosity and a thirst for knowledge, advocating true knowledge, used for exploration and innovation, and cultivating the habit of accumulating and thinking.

Reading is the most core and crucial effective way to cultivate students' Chinese thinking ability development. In practical teaching, due to the inability to quantify the cultivation of thinking, many schools do not attach importance or are unable to attach importance to it. However, frontline teachers do not have a substantive task of cultivating students' thinking abilities, which leads to a lack of integration of humanistic literacy content and cultivation of humanistic thinking abilities in the frontline teaching process. For students, only with sound thinking abilities can they use flexible thinking to master knowledge. Good thinking abilities are the foundation for achieving leapfrog progress in their learning.

Through project-based reading teaching, students can effectively improve their comprehensive Chinese literacy through project implementation, cooperation, situational creation, and material exchange. In cooperation, form healthy competition with classmates, stimulate students' reading curiosity, and cultivate their ability to learn independently. Similarly, after each reading, teachers organize and evaluate the results, which can also exercise students' thinking extension and expansion abilities.

4.3. Experience thoughts and emotions, improve aesthetic creativity

Students can use their imagination in reading to transform linear text into mental images, which are then processed by the brain to form a series of story comics. Reading can enhance imagination, enrich students' spiritual world, allow them to experience the connotations of books in each book, and resonate and vibrate with the thoughts and emotions of characters in each exciting story. This will make students more empathetic after reading, more able to connect emotionally with those around them, and also enrich their thoughts.

At the same time, through project-based reading learning, students will develop their own reading preferences, reading taste, and aesthetics. For example, some students only love literary works such as prose, some like argumentative articles, and some students focus on appreciating novels, which is a different aesthetic formed by students in reading. In the process of project cooperation, students can also develop diverse and rich aesthetic abilities through communication and cooperation with other classmates. Whether it is their thoughts or aesthetics, they will be more tolerant and broad, rather than just focusing on a certain type of literary work. It can be seen that reading teaching, especially

project-based reading teaching, plays a crucial role in cultivating students' aesthetic and creative abilities.

5. Conclusion

Of course, when designing reading projects, teachers must consider the actual cognitive level of students at the current stage. It is suitable for students to "cushion their feet and pick peaches" Only with a high reading level can students seriously think and explore under the promotion of learning projects, and thus achieve better progress and growth. On the contrary, some reading projects without any difficulty are difficult to stimulate students' enthusiasm for learning; while reading projects with high difficulty can make students hesitate, which is also not conducive to mobilizing students' enthusiasm for participating in project learning. How to learn from the existing experience of elementary school students Starting from the actual cognitive ability, setting up reading project learning closely related to Chinese language teaching is a problem that requires long-term attention and exploration by researchers and frontline workers. This will largely determine the effectiveness and quality of project-based teaching in primary school Chinese reading.

In summary, while drawing inspiration from project-based learning theory, teachers should engage in localized reading practices in China, continuously enrich the depth and breadth of reading courses, stimulate students' reading passion, and take the first and most solid step towards students' lifelong reading behavior.

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