

The Application of Children's Songs in Primary School Chinese Teaching

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ABSTRACT. *With the rapid development of China's economy and the significant improvement of international influence, the education of Chinese as a second language has been developing rapidly, and the teaching of Chinese as a second language in Thailand is gradually showing a trend of younger age. On the basis of previous research, combined with the teaching practice in Anuban Sikhoraphum School, this paper demonstrates the auxiliary role of children's songs in primary school Chinese teaching in Thailand.*

KEYWORDS: *chinese teaching thailand songs*

1. Introduction

On the one hand, the teaching object is young and the Chinese level is low. On the other hand, the author's Thai foundation is poor. In order to avoid the boring classroom and ensure the normal and efficient Chinese class, it is necessary to introduce children's songs into the classroom as an auxiliary teaching method. Students can master the teaching content more quickly and accurately, and have an interest in Chinese.

2. Student Characteristics of Anuban Sikhoraphum School

2.1 Loose Discipline, Loose Attitude and Inattention

Because Thai primary school students are young, immature and have no pressure to enter school, their attitude towards learning is more casual. Classroom management is particularly difficult. In Thailand's ordinary primary schools, Chinese class exists as an interest class, and the biggest motivation for students to learn is interest.

2.2 Being Good At Singing and Dancing, and Having Strong Desire for Expression

Thailand's education advocates the all-round development of students, focusing on the cultivation of students' abilities in all aspects. So, Thai students have a strong practical ability, regardless of the quality of learning. Therefore, when teaching and singing children's songs, students will actively participate and actively cooperate.

To sum up, classroom management is a major difficulty in teaching. Only when students are interested in teaching content, students can actively participate in it. Therefore, in order to increase students' learning initiative and enthusiasm, the author chooses to introduce children's songs in teaching to avoid indoctrination teaching method.

3. The Principles of Teaching Children's Songs

3.1 Pertinence

3.1.1 Chinese Level Suitable for Students

The choice of children's songs should be in line with the cognitive level of Thai primary school students. The teaching object belongs to zero basis or primary stage. The choice of children's songs should not only consider the students' Chinese level, but also consider the students' understanding. For example, the author teaches a first-year student. When he teaches his family members, he chooses the Chinese version of *Three Little Bears*, neglecting the students' learning level, which makes it difficult for students to open their mouths and only sing tunes. It fails to achieve the purpose of teaching. While the author is teaching the same track in grade three, the students master the song very well. From this, we can draw a conclusion that we should fully consider the students' learning level when choosing children's songs. The difficulty of songs is not easy to be too high. We should start with the simple lyrics and easy and happy melody of children's songs. The choice of songs teaching is not only conducive to the teaching of Chinese teachers, but also can increase students' learning enthusiasm. In the teaching process, the author has taught *Digital Song*, *Two Tigers*, *Body Song*, *Family Address Song* and so on.

Secondly, when there is no suitable nursery rhyme, Chinese teachers can adapt it properly. For example, the author has taught animals before teaching the five senses of grade one, so I still choose the nursery rhyme *Two Tigers* when teaching animals. On the one hand, it can review and consolidate the five facial features vocabulary learned before, and also let students better remember the vocabulary of this lesson. The author also adapted *Two Pandas* adapted from *Two Tigers*: two pandas, two pandas, so cute, so cute. Two black eyes, two black eyes, so cute, so cute. In the process of learning, students' learning enthusiasm is very high; most of the students dance with the songs, and accurately remember the new animal words in this lesson. Facts have proved that Chinese songs as an auxiliary means of teaching can better

stimulate students' interest in learning and improve the teaching effect. It has been proved that the introduction of Chinese songs into the classroom can better enable students to master the content of this lesson.

3.1.2 Suitable for Students' Physical and Mental Characteristics

Linguists call the age of 3-12 as the critical period of children's language learning. Among them, 3-6-year-old is early childhood, and 6-12-year-old is early school age.^[1] Kindergartens and primary schools take various measures to promote children's language learning according to the characteristics of children's language development of different ages. What teaching methods and means are particularly important. Because of its light melody and simple lyrics, children's songs are in line with the age and personality characteristics of Thai primary school students. Therefore, the use of nursery rhymes to assist Chinese teaching is in line with the thinking characteristics of Thai primary school students.^[2] At the same time, Thai primary school students are also at the initial stage of learning Chinese because of their younger age. In this case, Chinese teachers need to innovate their own teaching methods and use nursery rhymes if they want to grasp the enthusiasm of Thai primary school students in learning Chinese. In Chinese class, students' learning enthusiasm can be improved and their enthusiasm for learning Chinese will be raised, so that students can learn Chinese better.

The choice of the melody of Chinese songs is also very important. Thais are primary school students who like songs with a sense of rhythm, so we should firmly grasp this feature in the teaching of Chinese songs. The author teaches the body part as the theme. This song, because of its light melody and rhythm, has a good learning effect. Therefore, when we choose Chinese songs, we should give full consideration to the characteristics of Thai local students, and choose the corresponding songs according to the characteristics of students.

3.2 Practicability

3.2.1 Match the Teaching Content

Children's songs are just an auxiliary tool. We should choose the appropriate songs for teaching. We can't confuse the teaching objectives and turn Chinese class into music class. The main purpose of teaching Chinese songs is to improve students' Chinese level, and to better serve Chinese teaching; the selection of children's songs should match the teaching content. When we choose children's songs, we should not only consider the amount of new words, grammar, rhythm, melody and so on, but also consider whether the selected nursery rhymes are combined with our teaching content. Only in this way can we achieve the teaching goal, and finally achieve the goal of Chinese teaching assisted by nursery rhymes. The teaching of nursery rhymes should be moderate. First of all, we should make it clear that children's songs are auxiliary to Chinese teaching, and the selection of nursery rhymes should focus on our teaching content, which can consolidate knowledge points. Secondly, the difficulty of the songs we choose should consider

the students' learning level. The difficulty of the children's songs matching the new teaching should not be too high, and the vocabulary should be the content of the previous learning or this lesson. Finally, we need to distinguish the teaching focus and the primary and secondary. It is very important to insert children's songs into the teaching process in the new class, but we should grasp the degree and control the time of the professor.

3.2.2 *Serving the Classroom*

In the author's school, Chinese acts as a compulsory course, in order to take into account the majority of students. We should use children's songs to assist Chinese teaching. At the same time, we should choose songs with happy melody and rhythm, so as to let the whole class participate as much as possible. First of all, the content of children's songs should be matched with corresponding pictures or actions, so that students' attention can be focused on learning, and Chinese level can be improved. For example, *Body Song*, *Happy Clapping Song* and so on, these songs are simple and interesting; students can participate in them. Secondly, the children's songs we choose should have plot, which can be displayed through MV, such as *Two Tigers*. Students can see the singer's mouth shape while watching the MV to help students pronounce correctly. Finally, we should adhere to the combination of speaking, singing and practicing. When using nursery rhymes to assist Chinese teaching, we should not only pay attention to the singing links, but also strengthen the speaking and practicing links. We should explain some difficult words and grammar in children's songs, so that students can better understand them.

To sum up, the purpose of introducing children's songs into Thai primary schools is to help students better master Chinese. When choosing nursery rhymes, we should fully consider whether they are suitable for the age characteristics and cognitive level of primary school students, and we should fully consider the applicability of lyrics to words.

4. The Shortcomings of Children's Songs Teaching

Of course, there are also great problems in the teaching of children's songs. First of all, some children's songs contain some deep-seated Chinese culture. The author's limited Thai language level can not accurately convey the deeper meaning of songs and the Chinese culture contained. Secondly, improper selection of songs will affect the whole teaching process. Thirdly, it is difficult to maintain the classroom order when teaching and singing children's songs. While teaching Chinese songs, we need to pay more attention to classroom management than usual. Then, the improper choice of children's songs will get twice the result with half the effort and waste time sometimes. Therefore, Chinese teachers should make more efforts and think more in lesson preparation.

5. Conclusion

During the internship in Thailand, the author applied nursery rhymes to the teaching of Chinese as a foreign language in primary schools. From the perspective of students' classroom feedback and teaching effect, the use of nursery rhymes in TCFL classroom has aroused students' interest in learning and improved their initiative in active learning. In addition, students are more willing to open their mouth to speak Chinese, so that Chinese can be better used in real life. Therefore, it is an appropriate teaching method for Thai primary school students to use appropriate nursery rhymes in teaching Chinese as a foreign language.

References

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