

Exploration of the "Truth" in the Art of Children's Recitation

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Abstract: Nowadays, the art of children's Recitation shows a loss of "truth." Children often appear in the recitation expression of a thousand patterns of expression, the lack of "true" feelings. At the same time, the public's knowledge of the art of children's Recitation is incomplete. This paper centers on the art of children's Recitation and explores methods to achieve a more authentic expression in performances. It also introduces innovative educational approaches for children's Recitation, aiming to achieve an effective teaching outcome, foster a genuine interest in the art, and facilitate significant progress. By emphasizing the importance of authenticity, the paper strives to ensure that the expression effect of children's Recitation reflects their emotions and intentions, making it a powerful tool for teaching and personal growth.

Keywords: Kindergarten Education; Recitation Art; Pedagogical Application

1. Introduction

Presently, recitation art has gained immense popularity among the public, and the audience groups for Recitation have become more diverse. Notably, the art of children's Recitation has been developing rapidly. However, alongside its rapid growth, there is also a noticeable decline in authenticity that needs to be accurately recognized as a fundamental aspect of the art of children's Recitation. It is crucial to acknowledge and address this loss of authenticity to preserve this art form's true essence. It is necessary to accurately understand the "truth" of children's recitation art and how to change the current situation of losing "truth."

2. An overview of the "truth" in the art of children's recitation

2.1 The art of children's recitation and its connotation of "truth"

2.1.1 An Introduction to the Art of Children's Recitation

The art of recitation is a distinctive form of audio-visual art, with a history of thousands of years^[1]. Nowadays, the art of Recitation has changed from a "cold art" to a hot art nowadays. People of all ages have a passion for the art of Recitation. Children's Recitation is an artistic expression that belongs exclusively to children, but there are no clear criteria for defining the age of children. In the context of this study, the term "minor" is defined as an abbreviation of "child" and "adolescent," encompassing individuals under the age of eighteen. Specifically, for this research, the term "children" refers to individuals aged between 3 and 16, divided into different stages based on their developmental characteristics. From 3 weeks to 6 years old, children are in the enlightenment stage. At this stage, it is important to focus on establishing the foundation for expressive abilities and building the confidence to vocalize. From 6 years old to 12 years old, children enter the budding stage. During this stage, they have accumulated a certain amount of knowledge, their cognitive abilities have improved, and they are better able to comprehend the meaning of Recitation. From 12 to 16 years old, children enter the consolidation stage. At this point, they have established the fundamental habits of expression and have accumulated a greater amount of knowledge. They can receive and comprehend new knowledge at a faster rate and are capable of expressing more complex content of the text based on their own understanding. This stage marks a crucial time for further development and refinement of their expressive abilities. For children of different ages, teaching methods and recitation works should be graded, and the effect will be more significant.

2.1.2 Artistic features of children's recitatio

The art of children's Recitation is unique and complex. The art of Recitation has a long history and is an earlier art form in the audible language. Recitation involves transforming written literature into an auditory form. This process is highly creative and artistic, as the art of Recitation enhances the beauty and depth of the text through a process of secondary creation. It injects additional spirituality and emotional depth into the work, enriching its overall meaning^[2]. As far as the art of children's Recitation is concerned, children's perception and imagination of words are very different from those of adults and have their uniqueness. Considering the age and physiological characteristics of children, it is important to note that their literacy levels are relatively low. They often lack the ability to appreciate literature on their own, and their cognitive and receptive abilities are weaker compared to adults. Therefore, the teaching methods and approaches used for children need to be tailored to their specific needs and abilities. It is essential to consider their developmental stage and employ appropriate techniques to facilitate their understanding and enjoyment of literature. At the same time, the way children and adults think and express themselves is quite different. The stage of children is a stage of rich imagination, and the perspective of seeing the world and words is significantly different from that of adults and has a uniqueness.

In the field of children's recitation education, teachers have a vital role in explaining the content of recitation works to ensure children's understanding of the text. They also need to adopt a graded teaching approach, considering the varying age groups of children. The selection of appropriate works that are suitable and comprehensible for each age group is essential, although this process can be quite complex. Through careful selection of works and the implementation of effective teaching strategies, teachers can effectively support children's expressive development in recitation. If teachers choose inappropriate teaching methods, it is easy to have "false expression" and "no emotion". The education of children's recitation art is to combine children's education and recitation art education, which is indispensable, so children's recitation art has its own uniqueness and complexity.

2.1.3 The Connotation of "Truth" in the Art of Children's Recitation

Children's individual experience of the art of Recitation. The art of Recitation is not simply turning words into sound but an art form that brings the audience beautiful enjoyment in the visual, auditory, tactile, and other senses under the joint action of comprehension, expression, and imagination^[3]. When it comes to the stage of expression in children, it's important to recognize that they perceive and experience things differently from adults. Children bring their own unique understanding of the text and imaginative images. Therefore, the teaching process should be appropriately guided to preserve children's natural characteristics, ensuring that the instruction allows for authentic and genuine expression. In the present time, the children's recitation training market has become saturated, with many training institutions and teachers lacking excellent professional abilities and a deep understanding of effective teaching methods for children. As a result, children's recitation performances often lack their own unique, expressive characteristics and instead become repetitive, devoid of spirituality and meaningful content. This situation arises because there is a lack of genuine understanding of children's education and the true essence of the art of Recitation. Instead, the focus is often solely on achieving a surface-level effect through superficial training methods. Children's recitation art training necessitates a combination of children's education and recitation art training in an educational format. These two components are mutually dependent, enabling children to become adept at Recitation and allowing them to experience the individuality of this art form. By integrating education and training, children can truly master the art of Recitation while expressing their own unique qualities.

Individual expression is crucial in the art of children's Recitation. Each form of art undergoes various changes and developments along its evolutionary process. Both in terms of theory and technique, it is essential to adapt to the advancements of the time in order to bring forth innovation. By embracing new approaches, the art of Recitation will have the ability to remain timeless and relevant. The branch of children's Recitation in the art of Recitation has its own development characteristics^[4]. Children's understanding and feelings are very different from those of adults. During the process of education and guidance, it is important to avoid using an adult way of thinking when working with children. Instead, it is necessary to recognize the differences and engage in effective communication, immersing oneself in the world of children in order to understand their perspective on literature. By adopting a child-centered approach, educators can establish a better connection with children and facilitate their learning and appreciation of literature. Children possess varying interpretations, emotions, and perspectives when it comes to literary works. Therefore, during children's recitation art training, teachers should embrace these differences and engage in more communication to understand the children's unique emotional interpretations. If there are any cognitive biases, they should be guided

appropriately, and differing viewpoints should be respected to promote diverse feelings. It is crucial not to undermine children's creative power in the process. The art of children's Recitation then, becomes an artistic creation that showcases their distinctive sensibilities and creativity. It allows for the expression of their personalities through rich imagination and a unique perspective.

2.2 The True Meaning of the Art of Children's Recitation

2.2.1 Recitation helps to improve children's expressive skills

During childhood, children primarily acquire knowledge through direct observation, auditory experiences, and interactions with tangible objects. This process is closely intertwined with language, as language plays a pivotal role in their learning and understanding. Additionally, the ability to express oneself through language has a significant influence on the formation of children's personalities^[5]. By honing their language skills and fostering effective expression, children can develop a stronger foundation for personal growth and self-discovery. This period is the ideal time for enhancing language expression abilities and developing psychological resilience. Many children in this stage begin to establish their own thinking structures and develop clearer and more independent ideas. However, it is not uncommon for children to experience "shyness" or a reluctance to speak in public settings during this phase. It is important to recognize this characteristic and provide the necessary support and encouragement to help children overcome their inhibitions and enhance their language expression skills. In the teaching of children's recitation art, teachers can create a relaxed and engaging classroom atmosphere to enhance children's ability to improvise and express themselves. Through various activities, teachers can exercise children's creative abilities and improve their psychological resilience, enabling even shy children to find the courage to express themselves in front of others. In the training process of recitation art, exercises such as Mandarin voice training, breath training, and voice elasticity training can be implemented. These activities are effective for correcting pronunciation issues, improving vocal techniques, developing proper pronunciation habits in children, enhancing the use of emotions and breath control during recitation, and ultimately boosting self-confidence. Moreover, these exercises can improve the accuracy of expression and the audibility of children's recitations. The voice will become brighter and more pleasant to listen to. When expressing itself, it will effectively convey its intended message with greater clarity and accuracy, thereby achieving effective communication and improving its expressive abilities.

2.2.2 Recitation helps to improve children's recitation habits

Eloquence embodies human ability, wisdom, and cultivation. Having excellent eloquence skills and recitation abilities can help children learn easily and joyfully. Learning recitation and broadcasting hosting can enhance children's ability to express themselves freely and fluently^[6]. During recitation training, students will develop good recitation habits. These habits will enable them to approach literary manuscripts and newly learned texts in the classroom with appropriate preparation. Simultaneously, promoting the development of good reading habits in both children and adults is crucial. Without systematic recitation training, individuals often overlook the importance of manuscript preparation. When encountering an article, they tend to skim through it without fully comprehending its content. However, by thoroughly preparing the material before recitation, one gains a more accurate understanding of the intended tone and message. This deeper comprehension enables children to develop a clearer logical framework and thinking process when writing. Additionally, this process helps accumulate a wider range of vocabulary and sentences, improving their language skills and enhancing their ability to learn and read

2.2.3 Recitation helps to enhance the humanistic qualities of young children

During the recitation training process, individuals will be exposed to various types of literature spanning from the past to the present. Through the practice of reading aloud, they will gain a deep understanding of the content of the articles and develop their ability to comprehend literary works. By engaging in recitation training, individuals will also be exposed to a broader range of articles and writers, enabling them to better grasp historical events and accumulate more literary materials and historical knowledge. This process contributes to the enhancement of their own humanistic qualities. For instance, let us consider the recitation of the poem "Long March in Seven Diatribes." In preparing the manuscript, it is crucial to understand the poem's background and establish the desired emotional tone. As a classic language teaching material in primary schools, this poem vividly portrays the Red Army's arduous and grand journey during the Long March, expressing their unwavering spirit and revolutionary struggle against all odds. To effectively recite the poem, conveying a sense of momentum

is important, uplifting the overall emotional tone excitingly. The recitation should employ a high-spirited tone and maintain a slightly faster tempo to depict the Red Army's bravery in facing challenges and continuously moving forward while expressing admiration for their achievements. To effectively express themselves in every piece of literature encountered, individuals must engage in careful study and gain a deep understanding of the underlying connotations and emotions. Exposure to a wider range of texts and comprehension of various creative emotions and approaches can significantly enhance the humanistic qualities of young children.

3. The Challenges Facing the Art of Children's Recitation in the New Era

3.1 The lack of "true" feelings in the artistic expression of children's recitation

In recent years, children's recitation art has witnessed significant development with strong forward momentum. As a result, children's recitation art education has successfully introduced younger students to the world of audible language creation, yielding fruitful results. However, despite these successes, there is still ample room for further development and growth in this field^[7]. Because the art of children's Recitation lacks a clear definition of the age group it pertains to and a standardized code of practice for teachers, the competence level of teachers engaged in children's recitation training varies. Many teachers lack a systematic approach to teaching children's spoken language, which can lead to various issues. Nowadays, it is common to see uniform and empty expressions in children's recitation activities and training classrooms. During practice, I have observed that children often recite with a continuous, monotonous accent and similar pause times. Upon further investigation, it became apparent that they only knew where to stop and where to emphasize without actually understanding the content of the recitation works. During training, the focus is solely on imitating the teacher's reading, with little guidance on understanding and conveying the emotions associated with the content. As a result, the recitations delivered by students lack the depth of emotion and fail to achieve a sense of "true feeling." Instead, they become empty forms. While this training method may be the most convenient and energy-saving for achieving some results, I believe it erases children's natural abilities and their creative potential. Moreover, the resulting content no longer qualifies as genuine Recitation; it merely becomes an empty shell devoid of "true" emotions.

3.2 The lack of a "real" approach to children's recitation arts education

Most children's audio-language training institutions lack professional and scientific teaching materials, teaching systems, and mechanisms for evaluating teachers' qualifications. There is also a lack of uniform requirements for teachers' professional competence and quality, resulting in a diverse pool of teachers from various backgrounds. For audio language teachers, their own professional ability is of utmost importance, along with the use of a scientifically accurate education method. Only with a precise understanding of the field and knowledge can they effectively teach this art to their students. Without such understanding, it would be impossible for them to provide accurate instruction.

There are many different training materials in the market of children's audio language training institutions today, lacking an accurate and scientific main line of teaching materials. The education system currently lacks systematicity, resulting in differences in teaching methods among individual teachers and even outdated teaching content. In the instruction of broadcasting and hosting arts in colleges and universities, the main teaching focus is on the four textbooks of the "Practical Broadcasting Course," supplemented by other textbooks. This combination has proven to be successful and effective. It is evident that having a unified, authoritative, and standardized set of teaching materials and a comprehensive teaching system is crucial for children's audio-language training. The management and operation of children's recitation education lack in-depth investigation and oversight from relevant organizations. Additionally, the art of children's Recitation lacks a true method or approach that is universally recognized and accepted.

3.3 Lack of "true" understanding in children's recitation arts presentations

As the popularity of recitation art grows, many parents enroll their children in recitation classes in hopes of exposing them to the charm of this art form. However, there is an incomplete understanding of children's Recitation and a lack of accurate judgment criteria. Many organizations train children to recite fixed sentences with predetermined pauses and accents. They believe that this fixed and patterned Recitation is the "essence" of Recitation and a way for parents to witness their children's supposed

learning achievements. Unfortunately, this approach stems from parents' limited understanding of the true essence of children's Recitation.

Partly due to the pressure to showcase "learning achievements," many education and training institutions focus on completing the task rather than instilling genuine emotions into the art of Recitation. This lack of "true" feelings in children's Recitation reflects the general public's deep misunderstanding of its true nature. Ultimately, it is important for parents and institutions to foster a deeper understanding of the art of children's Recitations, enabling children to embrace and express genuine emotions through their recitations.

4. The Response to Achieve the "Truth" of Children's Recitation Art

4.1 Strengthening Teachers' Professional Competence to Enhance Education

An experienced and well-established team of teachers in the art of children's recitation is the key to success in elevating the quality of education. Teachers of children's recitation need to possess an extensive knowledge base and a clear knowledge structure. They should be able to provide accurate and clear answers to students' wild thinking and questions, enabling efficient knowledge transfer. To achieve this, teachers must employ effective critical thinking and identification of common characteristics and thinking styles among children, allowing them to develop more efficient teaching methods. Additionally, teachers should excel in communication and have a deep understanding of children's characteristics, enabling them to accurately grasp the physiological, psychological, and interests of children. Teachers with experience and strong communication skills can better maintain control over the pace and atmosphere of the classroom.

4.2 Mastering the communication styles of children to enhance teaching and learning

Children are active and easily distracted, making it difficult for them to maintain concentration during the learning process. To enhance their focus in the classroom and promote more efficient learning, it is important to capture their attention. The Total Physical Response (TPR) teaching method can be utilized for this purpose. Its theoretical basis lies in the idea that children improve their ability to express themselves through repeated cycles of listening and speaking. By providing opportunities for children to naturally utilize language to convey their meanings, TPR combines listening and engaging physical actions. During language teaching, teachers incorporate games to guide students in thinking about the content being taught and expressing it both physically and verbally^[8]. This interactive approach helps create an enjoyable and stimulating classroom environment, facilitating effective language learning for children. For example, in the course, you can start with simple words combined with movement - such as "sad", "happy", "excited" and other words, and express them with movement. The teacher will further enhance students' understanding as they progress through different levels of content difficulty. Eventually, the teacher will guide the children to give personal demonstrations, which can effectively achieve the desired teaching outcome of comprehending professional knowledge points, expressing them through body movements, and ultimately gaining a complete understanding. By employing teaching methods that are suitable for children and understanding their psychological characteristics, teachers can effectively deliver knowledge by incorporating content that aligns with children's interests. This approach helps to stimulate their curiosity and foster a genuine interest in learning. Additionally, teachers should actively listen to children's expressions, making them feel understood and valued. This creates an environment conducive to more efficient and effective learning.

4.3 Strict control of teaching methods to enhance teaching quality

We implement a scientific and systematic approach known as the "six-step approach" in our teaching and training methods. This approach consists of the following steps: understanding the students' background information in advance, cultivating their interests, establishing a positive emotional connection with the students, focusing on personalized learning, setting appropriate goals for each student, and providing effective teaching guidance. By implementing these methods, students can learn more efficiently. Regarding children's recitation art education, it is crucial to understand the students' basic information, such as their age and knowledge level. This knowledge allows teachers to select appropriate teaching materials and articles that are suitable for the specific stage of children's learning. It is important to cater the teaching approach to the individual needs of the students, rather than adopting a one-size-fits-all approach for students of all ages. Following the "six-step" teaching

approach, it is possible to integrate the recitation of the manuscript with the content covered in the language classroom. By selecting a relevant piece from the language textbooks of different grades, teachers can provide representative examples for students to study. By tailoring the selection to suit the age group of the students, they will have a better opportunity to comprehend and appreciate the texts presented to them. It is important to focus on students' comprehension skills, emotional grasp of the text, and with accurate podcasting to improve the quality of teaching and learning.

5. Conclusions

In conclusion, as society continues to develop, the public's interest in the art of recitation has increased, leading to the emergence of a "recitation exclusivity" that caters to different age groups. The market for children's recitation art is flourishing, but it has also brought forth several challenges, including distorted recitation effects, uniform learning methods, and the lack of standardized education and teaching standards. To address these issues and improve the current state of children's recitation art, it is necessary for parents, teachers, and the community to collaborate. By working together, we can create better education and teaching methods, as well as an environment that fosters the development of children's recitation art. Through these collective efforts, we can strive for a brighter future in this field.

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