On Chinese Composition Teaching in Primary School

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Primary school is the key stage for students to learn and grow up, and it is also an important period for students to develop their writing ability. Primary school Chinese composition is an important part of Chinese teaching, but the effect is not ideal in the actual teaching. In the context of the new curriculum reform, primary school Chinese teachers should constantly improve the composition teaching method, comprehensively cultivate students’ interest in writing, enrich students’ writing ability, strengthen extracurricular reading, and so on.

Keywords: primary school, Chinese, composition teaching, writing ability

An Overview of Chinese Writing in Primary School

Writing is “an important way to express and communicate with words, and a process of understanding the world, self and creative expression” (Ministry of Education of the People’s Republic of China, 2012). As a social animal, writing is a necessity along with social life and communication.

“The ability to write represents a person’s level of education”, says the book Writing Crisis in the United States. Writing ability is a kind of ability to express one’s own thoughts. It is a kind of ability that students need all their lives. It is indispensable to serve the society and to survive and develop in the future. Especially, in today’s world with rapid development, we live in the era of high information technology, correspondingly, the written and oral expression ability of language has put forward higher requirements. In the process of Chinese teaching, composition teaching is the main way for teachers to guide students to form writing ability and develop their observation, thinking, and imagination. Chinese composition teaching in primary school is an important part of teaching and an important training medium to improve students’ Chinese quality. The level of writing level and writing ability reflects whether a student can use Chinese knowledge well and have good Chinese quality. As “It is easy to talk, but it is hard to express what you want to say”.

Problems in the Teaching of Chinese Writing in Primary Schools

In Chinese teaching, composition teaching has always been an important part. Primary school “Chinese curriculum standards” also pointed out: To make students “can write commonly used practical text, can write a simple narrative, to achieve a central, organized, specific content, fluent sentences, true feelings, and healthy thinking” (Ministry of Education of the People’s Republic of China, 2012). Because through the pupil’s exercise, the teacher can understand the student’s inner activity, grasps the student’s thought pulse, thus has the pointedly according to the situation guides, raises the student’s thought understanding level gradually, teaches
the student the composition and teaches the student to behave closely together. However, in fact, the primary school Chinese writing teaching is facing many serious problems.

From the Perspective of Students

Students lack interest in writing. Positive interest is the driving force of learning, so is writing interested in writing will make students concentrate, active thinking, and even will achieve sleep and food ecstasy state, is a kind of happy spiritual enjoyment. However, today’s primary school students do not have much interest in the composition, even the composition as a big burden. Most students hear the next class to write a composition or today’s homework has a composition, a little face all fell down, “too many words”, “do not know what to write” and a series of complaints followed. For them, writing is a task, not a pleasure.

The lack of emotion in students’ writing. Primary school students are young, and their life experience and life experience are very limited, hence, they cannot integrate their own experience or emotion in writing, but will passively accept the model articles and examples that the teacher has seen and apply them in their own articles. Therefore, we always see a lot of “twin brothers” composition: “sick in the middle of the night, my mother braved heavy rain to carry me to the hospital”; “learn from Uncle Lei Feng to help grandma cross the road”; “quarrel with classmates and make up”; etc. Even more, other articles are just a blind stack of beautiful sentences. Students have become emotional writing machines, no, not even the word “writing”. Behind the stereotyped composition is the emptiness of students’ thoughts. Writing is also a kind of aesthetic education, if a student does not even have an emotional understanding of beauty, what is the need to write?

The utility of students’ writing. Education taboos utility, but is often full of utility most (Gu, 2018).“I do not know when to start, it has become a high score routine to sell miserably in the composition”. For a simple example, in the composition, “Our mother always has a pair of rough hands, with several silver wires growing on her temples. Is this the only way to reflect the greatness of mother?” This is actually a morbid thought. There are countless possibilities for a good mother to write a good composition. Utilitarianism firmly equates writing with score, Instead of simply expressing feelings and freely expressing opinions.

From the Perspective of Teachers

We should not only pay attention to the written education, but also despise the practical education. The writing of primary school students is influenced by their own life and cognitive level, which has great limitations. However, sometimes teachers are impractical in writing topics, even in areas that students have not been exposed to, such as “the nobility of human beings lies in the soul”. Roughly speaking, adults do not even know themselves, what can children know? It also led to “some composition questions children cannot write, can only compile”.

Students do not pay attention to the accumulation of basic writing knowledge. Today’s composition class seems to have become a routine, and the composition class mode is relatively fixed: The teacher releases a composition question on the courseware, emphasizes the composition format, punctuation is consistent, and mistakes are made, and so on. The next step is that students spend two classes trying to write a composition that the teacher is satisfied with. “Teachers still stay at the static teaching level when guiding students to write, but ignore the students' analysis of things and the cultivation of thinking ability subjectively. The model curriculum can only make students feel helpless for lack of strength or no conditions” (Pan, 2019).

Teachers often pursue conservatism in composition teaching. In On Poetry, Zhao Yi of the Qing Dynasty said,“Poems and articles should keep pace with The Times and innovate every day” (Zhao, 1997).It
means that innovation is the most important thing in poetry. However, in the process of composition conception teaching, teachers often pursue stability and rapidity, while ignore profundity and uniqueness. As a result, students tend to stay on the surface of materials or topics, with single thinking direction, rigid thinking mode and narrow thinking space, without their own independent and distinct opinions.

From the Perspective of Society

The writing style of the test article makes the children no longer use sincere words. For a long time, the school only requires students to write narratives and describe the scenery of events, and seldom emphasizes to express their attitudes and opinions. Chinese students grow up writing “The Happiest Thing in the Holiday”, while their peers at the other end of the world think calmly about “On Today’s International Form”; Chinese students recite history, while foreign students study history and analyze history and constantly think about the general rules; we pay attention to school life, and they have paid attention to the changes of the world. When our students are writing, they are looking for the answers the teacher wants. They cannot express their ideas sincerely, or even become a habit, so it is hard for our children to form their own opinions and express them accurately. Foreign children explore their inner thoughts and footprints to show their true self. This is the biggest sorrow of primary school students’ writing nowadays: They do not know themselves and have no ability to be themselves. When they finally have the chance to be themselves, they have already lost the ability to explore the true self. Just as the academic research of our students often starts suddenly from the university, can it really be accomplished in one move?

Teaching Strategies of Chinese Writing in Primary School

“It is necessary to enable primary school students to express their feelings clearly and accurately when writing, and to use reasonable language and words to write in combination with real life” (Ministry of Education of the People’s Republic of China, 2012). In fact, the primary school stage does not emphasize how beautiful and long the writing is. In the primary school stage, the purpose of teaching writing by Chinese teachers is only to cultivate students’ writing skills. It is enough that writing is supplemented by oral communication, extracurricular reading, comprehensive learning, etc., so that students can express their own thoughts.

Cultivating Students’ Interest in Writing in an All-Round Way

Love is a person’s best teacher. Writing a composition should start with students’ interests. Primary school is the most active period of children’s thinking, teachers should take its good, can start from the imaginative composition, such as “If I have a pair of wings”, so that children can have no scruples, think what to write. Teachers should choose some aspects that students know better, such as parents, animals, and so on, so that students not only want to write but also have words to write. Teachers can also be in the teaching of the text when subtly to guide the point. For example, when learning the text “Race With Time”, guide students to understand the preciousness of time, learn to cherish time. At the same time, let everyone tell a story about their own cherish the time, and then arrange similar essay questions after class. What is more, with the development of science and technology, the function of multimedia is becoming more and more powerful. For example, in the composition class about animals, because “today’s primary school students have few opportunities to approach nature and society, and lack of observation and thinking about animals” (Wang, 2018). Teachers can show the living conditions of different animals with the help of multimedia. With the increase of knowledge
and the increase of writing angles, their confidence is greatly improved and their interest comes naturally. In the long run, perhaps students will come to ask: “Teacher, do not write today?”

**Enrich the Writing Emotion of Primary School Students**

Lack of real feelings is a common problem in primary school students’ compositions. There are not so many events that students are exposed to, even if there are some special things, they will not know how to connect this experience with their emotions. Teachers should cultivate students’ emotional enrichment through more life-oriented teaching methods. For example, many teachers now arrange weekly notes, which is a good teaching method. Not only encourage students to have a pair of eyes that will be found to find things worthy of recording in life, but also make students consciously start to think about the realization of daily small things. Although, at the beginning, most of the children handed in their daily accounts of what they did in the morning, what they ate at noon and what they played in the afternoon. However, as time goes on, their weekly records will start to focus on different things than usual, such as who they met today and what they learned today. They will also start to think about what these small things bring to them. This not only exercises the students’ ability of language organization and emotional expression, but also forms a good habit of recording life for students.

**Strengthen Primary School Students’ Extracurricular Reading**

Why cannot students write good articles? Because they have nothing to write and nothing to say. As the ancients said, “Read wide and you will wisely write”. Rich reading can help students to accumulate more knowledge, accumulate rich materials, and lay a solid foundation for their own writing; reading can cultivate primary school students’ divergent thinking, improve their imagination, enhance their ability to see things more comprehensively; reading is an important link for students to learn writing skills, master expression methods, learn from writing experience, and stimulate writing desire. According to the survey, the reading capacity of primary school students in China is far below the world average level. Not only lack of life experience, but also lack of material accumulation, and how to write? How can we express our feelings accurately? Reading has always been a harmless thing, teachers should encourage students to read from the beginning to the end, and often purposefully select some books and excellent articles for students, teach students to summarize reading skills, and internalize them.

**Make Full Use of the Evaluation System**

Teachers should first learn to show excellent works and use comments skillfully. The length of a pupil’s essay is generally not too long, and the teacher’s careful correction and appropriate comments will not take a long time, but can achieve twice the result with half the effort. On the one hand, the evaluation of a composition is a continuous evaluation rather than a summative evaluation. Therefore, the purpose of composition evaluation is not to judge students, but to motivate students. Humorous comments can not only indirectly point out the shortcomings of students’ compositions, but also make students have a little expectation to write compositions every time. On the other hand, children all like to be praised. The motivation of primary school students to write compositions is mostly to get praise and high marks. Teachers should never be stingy with their scores. For example, a good composition can get a score of 100 points or even more than one hundred points after modification. At the same time, you can also show your excellent composition. In addition to getting the praised students to write more carefully next time, the rest of the students will also redouble their efforts in order to be able to display in the hands of their classmates. In addition, students can also take the form of mutual evaluation. Pupils who write their own essays often do not read them carefully, let alone revise them.
But, the curiosity of the pupil is particularly strong, like to see how others write and like to pick out the fault of the classmate. Not only let students experience the feeling of being a teacher, but also the level of composition will be imperceptibly improved.

**Refine Teacher Teaching**

To improve students’ writing ability is never a matter of one day and one night. Teachers should persist with the greatest love and patience, constantly improve their professional ability in teaching, and improve the effectiveness of composition teaching. It is said that a teacher’s influence on a student is lifelong, and the level of composition teaching directly affects a student’s writing ability. Teachers must start from themselves, improve and perfect their own teaching methods, to maximize the “guide” role. This requires teachers to control every detail in the teaching process. Teachers can analyze the composition questions, because composition topic is the soul of composition, guiding students to understand composition topic directly affects the quality of students’ composition, and the inspiration of students’ writing also comes from their own understanding and association of composition topic. Therefore, in the process of teaching, the teacher should read the topic thoroughly to help the students to activate their thinking. In addition, teachers can guide students at different levels to improve their overall writing ability. Every student is a different leaf, similarly, the composition level of every student is also different. Hierarchical guidance can make teachers give targeted guidance to students’ deficiencies. For example, for students with good writing foundation, teachers should find out and point out their shortcomings in time, and encourage students to carry out targeted imitation writing, which is the beginning of writing, but does not mean patternization; for students with weak writing, teachers should encourage students to strengthen the memorization of good words and sentences on the basis of understanding, and properly use words and sentences. This is a good strategy to improve the effectiveness of composition teaching rapidly.

In a word, the primary school composition teaching pays attention to multiple teaching methods. The cultivation of writing ability needs continuous accumulation and training. Teachers should not be eager for quick success and instant benefit. At the same time, teachers should boldly abandon the traditional Chinese teaching mode, to explore the new ideas of composition teaching. Slowly, students will realize the qualitative leap from fear to willing to write. Also, need to pay attention to, teachers should combine the actual situation of students and promote the improvement of students’ writing ability with scientific guidance methods. The authors have always believed that although teachers have no way to change the reality of the environment, but each teacher can let their students write both wonderful and different articles.

**Conclusion**

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