

On Participatory Teaching in Teachers' Teaching

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Abstract: With the continuous development of society, in order to meet the educational requirements of the new era, primary education in China is receiving increasing attention and it is attempting to reform, however, this is also facing many new tests on the way. The Chinese Compulsory Education Curriculum Standards emphasized the fundamental concept of the student as the subject of learning. In teaching, in order to avoid the phenomenon of teachers filling the classroom with indoctrination while students do not absorb, we should have a proper understanding of the role of the teacher, face up to the subjectivity of students, and involve students actively in classroom teaching. Therefore, studying participatory teaching in Chinese primary schools will help us to better understand some social situations so that help teachers to teach more effectively and promote students' development. This paper puts forward four principles of implementation and on this basis, proposes specific teaching strategies such as cultivating students' undetermined initiative, choosing teaching materials wisely, enriching classroom activities, strengthening open-ended teaching, and promoting students' undetermined active participation.

Keywords: Primary School Language; Participatory Teaching; Active Participation

1. The connotation elaboration

1.1 The Concept of Participatory Teaching

Students are involved in teaching and learning, and the composition and apparent meaning of the phrase focuses on the word 'participation'. Participatory teaching ' refers to fundamentally change the traditional concept of students ' role under the guidance of schoolteachers under the premise of equal relationship between teachers and students, helping students change from being recipients of knowledge to explorers of knowledge, giving full play to students ' subjective initiative, and actively participate in the teaching process.

Students' participatory teaching emphasizes that students are the subject of cognition, practice and development, and the master of learning. It also emphasizes the leading role of teachers in students' learning process. Therefore, participatory teaching will also be a more respected learning method in the future.

1.2 The connotation of participatory teaching

Nowadays, in Chinese education, teachers not only lack flexibility in listening to their students, but also limit their imagination. Due to various needs such as examinations, teachers immaterially impose their cognition and understanding on students, while students are not active participants in the process. Thus, student participation in Chinese teaching is a new concept. It not only plays a leading role for the teacher, but also motivates the students to learn. The classroom should be a place where teachers and students grow together. Teaching should build on prior knowledge and experience and lead students to acquire new methods and skills, rather than simply instilling knowledge into students.

The focus of student participatory in Chinese teaching is on 'teaching' and 'students'. Therefore, teachers can use a variety of teaching modes in the teaching process to bring students different experiences in different environments, so participatory teaching of Chinese for students is an integrated teaching mode.

2. features and principles

2.1 Subjectivity

Students' subjective participation is also key to students' Chinese participatory teaching and learning. In everyday teaching, teachers should play a guiding role to fully engage students' creativity and guide students to participate in the teaching and learning activities to the maximum extent possible. In this way, students will take the matter into their own hands. At the same time, students should be guided to give full play to their initiative and to inspire and help each other to improve the efficiency of their Chinese learning.

2.2 Democracy

The famous German educator Diesdorf said, "The art of teaching is not to teach skills, but to inspire awakening and inspiration". Now, we advocate a democratic and equal teaching atmosphere, which can not only promote the all-round development of students, but also help teachers teach better. Teachers and students should be equal and democratic, and they can communicate with each other and grow together. Therefore, teachers should create a democratic and harmonious teaching atmosphere. Only in this way can students regard themselves as equal subjects with the teachers, open their hearts so that they can express different opinions, and ask and question teachers.

2.3 Interaction

"Interaction" refers to the appropriate use of a variety of teaching methods to form multi-directional interactive exchanges between teachers and students and between students. Students' interactivity in Chinese participatory teaching and learning is reflected in three main areas.

The first is emotional interaction, which can inspire empathy in students during the teaching and learning process. Good emotions promote thinking and stimulate students' imagination. Emotional interaction therefore keeps students full of energy and makes the classroom fun.

The second is the interaction of action, that is, the process of multilateral communication between teachers and students in teaching. Teachers should give students full trust and support, guide students to complete a task independently, give them the joy of success and encourage them to have the belief and will to continue learning.

Most important is the last one - the interaction of ideas. For example, teachers can improve students' understanding of different points of view by expressing and consulting them, and finally expressing their views accurately through the organization of language. In this process, students' thinking will get greater development and students' thinking level will also get a qualitative leap.

3. Implementation principles

3.1 Equal participation and joint cooperation

Students have equal opportunities to participate and equally share learning outcomes in the learning process. For example, teachers often find that students who are good learners and capable participate in various school activities because this group of students can express themselves well in various activities, while students who are relatively backward in their studies lack self-confidence. In such a learning process, students do not have the same opportunities for development, which may increase differences between students. Therefore, teachers should promote equality in the participatory teaching of students' Chinese. This 'equality' means that each student is given an equal opportunity to participate according to his or her circumstances and that each student is able to make the most of his or her strengths and advantages.

3.2 Respect differences in various forms

There are 'differences' between students and students. This 'difference' includes not only the internal differences of students, but also the differences between students. Therefore, it is important that teachers should pay attention students' differences and fully realise the potential of each student to ensure the effective implementation of participatory teaching and learning

3.3 Enrich experience and improve the system

Enrich students' experience, accumulate knowledge and experience in order to better access to new knowledge. It is necessary to guide students to find an intersection between the existing knowledge and the knowledge they will gain. Because of age and limitation of experience, students may lack of consideration in some cases. Teachers should give corresponding and appropriate guidance and direct students to use existing knowledge and experience to try to solve problems themselves, so that they can more easily gain a sense of accomplishment, increase students' learning motivation and stimulate their interest in learning.

4. Operational strategies

4.1 Cultivating students' subjective consciousness

We want to let students treat themselves as the master of learning, so that they can actively participate in the teaching process. Teachers should create a good environment for students and guide them to actively participate in the classroom. Furthermore, they should maintain a good teacher-student relationship and create a harmonious classroom atmosphere. It promotes communication between teachers and students and helps to create a harmonious classroom environment.

4.2 The design of teaching content should be rich and varied

The design of teaching content can be based on curriculum standards

The curriculum standards, which emerged from repeated studies by Chinese education leaders, were finally developed with due consideration for the learning levels and mastery of children of all ages. Therefore, the curriculum standards should be studied while choosing the content to be taught. It is important to have a deep understanding of them, both in terms of overall objectives and in terms of segmented objectives for different students, and to understand their deeper meaning.

4.3 The design of teaching content can be based on teaching objectives

The teaching goal is the direction of teaching. Teachers can set the teaching objectives for the whole book according to the curriculum standards, and then set the teaching objectives for each unit and each lesson. Therefore, while grasping the overall concept, we should first determine the teaching objectives and, on this basis, set the teaching objectives for each lesson according to the characteristics of the text and the unit, and then combine micro and macro, and comprehensive and in-depth.

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