

# Optimizing teaching design methods to improve the quality of primary school Chinese Teaching

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**Abstract:** Under the background of the new era, primary school Chinese teachers should pay attention to setting up teaching according to the concept of the new curriculum standard, improve teaching quality through diversified teaching methods, optimize teaching paths, and help students' all-round development. As a language and tool discipline, Chinese is closely related to life, and course learning is closely related to students' actual life. Teachers should pay attention to reasonably setting up teaching according to students' personality and development laws, effectively expand teaching paths, expand students' learning horizons, and help students learn better. Based on this, this paper analyzes the design methods of improving the teaching quality of primary school Chinese course, in order to provide reference for educators.

**Key words:** Instructional design; Primary School Chinese; Teaching quality; Teaching reform

Introduction: primary school Chinese is an important course to promote the development of students' language ability and expression ability. Improving the quality of classroom teaching can not only enrich teachers' teaching methods and means, but also improve students' learning efficiency and promote the development of students' comprehensive Chinese ability. In the process of the new curriculum reform, teachers should focus on improving the quality of classroom teaching, constantly optimize teaching design methods, make up for the shortcomings of traditional teaching, and promote the development of students' comprehensive ability. Through the teaching reform, it can not only help students master the concept of Chinese knowledge, stimulate students' enthusiasm for Chinese learning, but also help students understand the true meaning of Chinese learning and achieve all-round development.

## 1. The importance of improving the quality of primary school Chinese Teaching

It is of great value to improve the quality of primary school Chinese classroom teaching through teaching reform, which is mainly reflected in the following aspects: first, it helps to cultivate students' comprehensive thinking habits. Chinese is the study of language content and language connotation. The understanding and learning of Chinese subject knowledge are closely related to semantic expression. Improving the quality of Chinese classroom teaching, promoting students' in-depth reading and analysis of text content, and understanding the semantic expression and connotation of the text are helpful to cultivate students' habit of comprehensive thinking. In the teaching of Chinese course, teachers should pay attention to the cultivation of students' ability to draw inferences from one instance, promote students' ability to understand new knowledge points with the help of learned knowledge, and enable students to understand the solutions of other types of questions after mastering a certain type of questions, so as to develop students' Chinese thinking ability. Second, it is conducive to creating a good teaching atmosphere. In the process of improving the teaching quality, teachers can effectively activate the classroom atmosphere, promote the interaction between teachers and students, students and students, effectively develop students' thinking ability, and deepen students' understanding of curriculum knowledge. In this process, teachers conduct teaching guidance according to the actual situation of students, guide students to use their own thinking to understand the text knowledge, and develop students' Chinese thinking ability. Third, it is conducive to stimulating students' learning enthusiasm. In the process of improving the quality of classroom teaching, teachers should strengthen the guidance of students, apply diversified teaching methods to mobilize students' senses, enrich students' learning experience, let students enhance their enthusiasm for Chinese learning in finding and solving problems, and effectively stimulate students' internal motivation. The benign interaction between teachers and students can not only inspire students' thinking, but also promote the connection between students' knowledge and real life, develop students' innovative thinking and associative thinking, and help students better learn Chinese.

## 2. Teaching design methods to improve the quality of primary school Chinese Teaching

### 2.1 Create diversified teaching situations to promote students' in-depth mastery of course knowledge

Situational teaching can attract students to study, promote students to better understand the course content and master the course knowledge in depth. In this regard, teachers can create the following situations: first, interactive teaching situation. To help students feel the content of the text, teachers can use multimedia technology to play videos and music related to the course for students, so as to promote students' immersion in Chinese learning, drive the interaction between students, and deeply perceive the connotation of the course. For example, in the teaching of the "looking for spring" text, considering that the text is closely related to students' actual life, and the content of the text is filled with children's interest, teachers can play videos related to "spring" for students in the introduction link, so that students can feel the vitality of the day from the video, see the leaves sprouting, the stream thawing gradually, etc. Then guide the students to say what they feel about spring, and guide them to analyze the performance of spring in life. Some students say that there are sprouts of grass growing on the roadside on the way to school, and some students say that the wind is warm on the road. The setting of interactive situation can activate the classroom atmosphere, lay the foundation for subsequent teaching, and promote students to learn knowledge in the

entertainment atmosphere. The second is the role-playing situation. Role play can promote students to explore the text, promote students to understand the emotional changes of the role and the main content of the text, and develop students' comprehensive quality. For example, in the teaching of "traveling in the belly of a cow", the teacher can divide the students into several groups. Each student plays a different role in the text in the group. Each group analyzes the role image and dialogue emotion, and then organizes each group to perform dialogue and feel the characteristics of the role in the vivid story situation. Role play teaching can provide students with good emotional experience, promote students to understand the thoughts and emotions behind the article, and establish a more accurate cognition of the text knowledge.

#### 2.2 Strengthen the guidance of teaching problems and create a relaxed classroom teaching atmosphere

Primary school students are young, and the relaxed teaching atmosphere can let students put down their psychological burden and deeply participate in the course learning. In this regard, teachers should pay attention to the reasonable adjustment of the teaching atmosphere, guide students at the appropriate time, use problems to drive students' thinking, create a relaxed classroom atmosphere, reduce students' fear, and improve the effect of classroom teaching. Problem guidance can shorten the distance between teachers and students, condense students' learning attention, and improve students' learning enthusiasm. For example, in the teaching of the course "beautiful Xiaoxing'an Mountains", teachers can set questions to drive students' discussion and create a good communication atmosphere. Teachers can guide students around the topic of "tourism", let students and everyone know their own tourism experience, first leave students a few minutes to discuss, and then select several students who have had a heated discussion to share on the stage, and introduce to you which cities they have been to and what scenes they have seen in this city. Then the teacher introduced the content of the text, led the students to analyze the scene of Xiaoxing'an Mountains, let the students learn the text with the mentality of tourism, feel the characteristics of Xiaoxing'an Mountains, and learn the new words in the text. At the end of the study, the teacher asked the students, "do you think Xiaoxing'an Mountain is beautiful? We saw the scenery of Xiaoxing'an Mountain in different seasons from the author's perspective. What words and phrases have you mastered to describe the scenery?" So as to lead the students to summarize the new words in the text, promote the students to learn the text knowledge more deeply, and then improve the teaching quality.

#### 2.3 Introduce internet teaching technology and lead students to overcome the difficulties in learning

In the new era environment, more and more advanced technologies are applied in teaching. Teachers should pay attention to the introduction of internet teaching technology in primary school Chinese classroom, so as to help students overcome the difficulties in learning, expand students' knowledge acquisition path, and effectively improve the quality of teaching. Primary school students have a strong curiosity about new things. Internet teaching technology can transform static text information into interesting and novel teaching content, so as to attract students' attention and reduce the difficulty of students' understanding. In this regard, teachers can apply Internet technology to integrate teaching resources, and present abstract and complex knowledge points in animation, video and other ways by using multimedia technology, so as to help students intuitively understand the course knowledge. For example, in the teaching of the "founding ceremony", if the theoretical oral explanation is adopted, it is difficult for students to feel the grandeur of the text scene and to arouse emotional resonance. In this regard, teachers can use internet teaching technology to show students the scene of the founding ceremony, so that students can have strong patriotic feelings under the influence of pictures and music, feel the excitement and solemnity in the video scene, and experience the shock of the founding ceremony and the joy of the founding of new China. The introduction of Internet mining teaching technology can help students better understand the content of the text, promote students' emotional resonance, and truly feel the emotion that the author wants to express, so as to improve the quality of teaching.

#### 2.4 Optimizing the design of primary school Chinese homework and consolidating students' learning foundation

Under the background of the new era, teachers should pay attention to optimizing the homework design of primary school Chinese, which can improve the effect of students' autonomous learning, reduce students' learning burden and help students grow healthily. In terms of homework content setting, teachers should set different homework content according to the development of students at different stages, and develop students' Chinese ability from different angles. For example, in terms of cultivating students' reading habits, for lower grade students, teachers can guide students to listen to and tell more stories in their spare time, and encourage students to tell their stories to their families; For senior students, teachers can guide students to set their own reading time after class, and regularly share their reading experience and reading experience in the class, so as to promote students to develop good Chinese reading habits and expand students' Chinese vision. In the form of homework, teachers should pay attention to the novelty of Chinese homework, so that students can better develop their comprehensive ability while mastering basic knowledge. For example, after learning the text "Grassland", the teacher can guide the students to create paintings in combination with the context of the text, draw down their inner grassland image, and help the students better understand the tone of the text. In addition, teachers can also guide students to freely express their understanding of the content of ancient poetry, and encourage students to express and present their understanding of the text in a unique way, so as to develop students' innovative thinking. The assignment of homework should focus on reflecting the interest and diversity, so that students can actively participate in the practice of homework, obtain ability development while completing homework, and realize the improvement of comprehensive literacy.

## Concluding remarks

To sum up, Chinese, as a language discipline, has a comprehensive application of knowledge. Improving the quality of Chinese classroom teaching can not only develop students' comprehensive Chinese literacy and consolidate students' Chinese learning foundation, but also provide effective support for students to learn other disciplines well and help students' comprehensive development. In this regard,

teachers should pay attention to exploring effective ways to improve the quality of teaching, pay attention to cultivating students' good learning habits through teaching reform, enhance students' interest in Chinese learning, lead students to deeply master abstract knowledge, and promote students' effective mastery and transformation of new classroom knowledge, so as to improve the quality of teaching.

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