

# *On the Application of Block Teaching Strategies in Chinese Teaching in Primary Schools*

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**Abstract:** This paper discusses three kinds of chunking teaching strategies in primary school Chinese reading teaching, which are word chunking teaching strategy, sentence chunking teaching strategy and text chunking teaching strategy. In the teaching of word chunks, we can use word chunks to distinguish words that are easily confused, clarify the order of articles, and summarize the main content of the text. In the teaching of sentence chunking, sentence chunking can be used to clarify the clues of the article and summarize the main content of the text. In the teaching of text chunking, students' stylistic awareness can be strengthened through text chunking, the training points of Chinese knowledge and ability can be implemented, and the improvement of students' Chinese literacy can be promoted.

Chunking is the mental activity that consciously integrates many scattered information units into a larger meaningful information unit and stores it in the brain. Chinese block teaching is a teaching strategy that cultivates students' Chinese ability as the main line, integrates scattered Chinese training programs into a comprehensive Chinese practice section, and enables students to obtain a full and harmonious overall development in lively Chinese practice activities. [1] The use of chunking teaching strategies in primary school Chinese teaching mainly includes word chunking teaching strategy, sentence chunking teaching strategy and text chunking teaching strategy.

## **1. Vocabulary chunking teaching strategies**

A word is a combination of words and idioms, including words, phrases and the entire vocabulary, and is the smallest sentence-making unit composed of morphemes. Words are the foundation of articles, and students learn words well is the foundation and premise of learning articles and developing language literacy. Through the word chunking teaching strategy, it can help to identify confusing words to clarify the ideas of the article and summarize the main content of the text.

### 1.1 Word chunks identify confusing words

There are many similar characters in Chinese characters. If teachers do not use appropriate methods to help students distinguish them, students will be easily confused, resulting in difficulties in understanding and application. Even if students rote and memorize them, it is difficult to transfer them. Using word chunks to identify confusing new words is an effective design. This strategy is to combine some easily confused new words and new words to learn, which can help students to compare and distinguish, and improve the efficiency of new word learning. For example, the words "blind" and "busy" not only have the same pronunciation, but also contain the part "death", which is easy for students to confuse. Teachers can put these two words together to form a group of similar words for comparison and analysis. The teacher first let the students know that "death" means "nothing" and "blindness" means "eyeless". "Busy" means "unintentional". Without one's own heart, there is no free time at all, and one becomes a "busy" person. In such a block teaching, students not only skillfully distinguish these two words, but also understand their meanings and deepen their memory at the same time.

### 1.2 Word chunks as text clues

As teaching clues, word chunking teaching refers to finding out the key words in the text and combining them to make them become teaching clues, which naturally run through the teaching of the whole class. Using this method as a teaching clue is helpful for teachers to teach key information and omit minutiae; it is helpful for students to grasp the key context of the article and understand the author's writing ideas. For example, in the article "Race against Time" in the second volume of the third grade, students can draw words that express the author's mood, and then extract three groups of words: Sorrow, grief; anxious, sad; happy, happy. After these three groups of words appeared, students naturally understood that the article was written with such a mood change as a clue, and the author's thinking and the structure of the article became clear.

### 1.3 Word chunks summarize the main idea of the article

The 2011 edition of the "Chinese Curriculum Standard" requires that students in the second semester can initially grasp the main content of the article and experience the thoughts and feelings of the article. The so-called generalization of the article is to allow students to tell the main content of the text after reading or learning the text, which is conducive to promoting students' understanding of the content of the article, emotional experience, and developing students' language skills and logical thinking skills. It can be seen that it is a very important ability for students to summarize the main idea of the article. But for elementary school students, summarizing the main idea of the article is a very difficult task. Students often have problems such as not knowing where to summarize, and not being able to distinguish the key points of the article when summarizing, which makes it difficult to explain clearly and clearly when summarizing. In order for students to achieve such a goal, teachers cannot forcefully instill texts into students, but must "build ladders" for students. Word chunking is a good "ladder". Teachers filter out the key words in the article to form chunks. Students can try to summarize the main idea of the article according to the given word chunks. Still taking "Race against

Time" as an example, students are sorting out "sadness, grief; after the three groups of words, anxious, sad, happy, and happy, the teacher asked: under what circumstances did the author in the article have such a mood? The main content of this text is formed by connecting the three "event + mood" combinations in fluent language.

## **2. Sentence Chunking Teaching Strategies**

Sentence is the basic unit of language use. It is composed of words and phrases and can express a complete meaning, including declarative sentences, interrogative sentences, imperative sentences and exclamatory sentences. Understanding a good sentence is the foundation and key to understanding a good article. Since there is a certain logic in the articles in the textbook and most of the articles are carried out in a certain structure or writing order, the sentences in the article will always have one way or another connection. If teachers can grasp such internal connections in the process of teaching and group them together for teaching, they can achieve very good teaching effects.

### **2.1 Sentence chunks to grasp the structure of the article**

Teaching clues can be presented in a variety of ways, in addition to the word chunking mentioned earlier in this paper, but also sentence chunking. Sentence chunks as text clues refer to extracting some key sentences in the article that reflect the changes of time, place and mood and arrange them in a certain order. Students can quickly grasp the clues of the text, clarify the author's thinking, and establish a structural understanding of the text. For example, there is an obvious main line in the teaching of "Remembering the Double Dragon Cave of Jinhua", which is the clue of the author's tour sequence. Teachers can teach in an orderly manner around some key clue sentences, such as: Sentences such as "Looking up at the entrance of the cave", "Looking for the source of the spring water in the outer cave", "The inner cave is dark", "Lying on your back in the boat and going out of the cave". Therefore, the text is divided into five parts, namely: Along the way (sections 2-3), the entrance of the cave (section 4), the outer cave (section 5), the gap (section 5), and the inner cave (sections 5 and 6). In this way, students can not only feel the characteristics of different places in the description of different sections. Experience the beauty along the way, the width of the opening and outer hole, the narrowness of the gap, and the dark and wide inner hole, and can clearly understand the structure of the article.

### **2.2 Sentence chunks to paraphrase the content of the article**

Sentence chunking to retell the content of the article means to seize the sentences in the article that can promote the development of the story, combine them, and let students retell the story or summarize the main content of the article on this basis. This method can help students read and understand the text quickly and form the idea of retelling. For example, the article "Diving" in the second volume of the fifth grade has many clues in the text, and the key characters, key locations and the relationship between them are more complicated. It is very difficult for children of this age to generalize or retell such texts. But if you can catch the key sentences in the text "'He climbed the rope to the first crossbar', 'Climbed to the top of the mast', 'Jumped from the crossbar'" and grouped them.

It can build a better "hand and scaffolding" for the students' retelling summary.

### **3. Text chunking teaching strategies**

A chapter is a complete literary work or a chapter or an article in a literary work. The chapters appear to be independent and unrelated, but in fact there are connections in one way or another. The traditional teaching model regards each chapter as an independent and isolated existence, and each text is taught separately, ignoring the existing connection between them. The so-called text chunking teaching strategy is to break the original traditional teaching method and select a teaching point to integrate several texts to form a new large chunk for teaching.

#### **3.1 Text chunks to cultivate students' stylistic awareness**

For primary school students, it is difficult to initially establish the concept of style and read and learn in a way that conforms to the characteristics of style. If the articles of the same style are scattered in each class for teaching, the students will not have a firm grasp of the characteristics of the style, not to mention the transfer and application of it. And if we can group the articles of the same style for teaching, let the students experience their similarities. Grasp the characteristics of this style, and make students feel that the articles of the same style can also have different characteristics and express different emotions. Then when the students are finally transferred and used, the students will be able to do better. For example, if you want first-grade students to master chain tunes well, you can group the articles "Morning Glory", "Once upon a Mountain", and "What's below" for teaching. First of all, "Morning Glory" is used to introduce the concept of "chain tone", but it is not a professional morpheme explaining chain tone. Instead, let students find out the characteristics of interlocking tones by discovering the characteristics of the children's song "Morning Glory", so as to learn to distinguish interlocking tones. Afterwards, students can discover the joy of interlocking tones by means of teacher-student reading, rhythmic reading, accented reading, and table-clapping reading. Finally, by filling in "What's below", let the students fill in their own interlocking tones and experience the joy of being a "little writer". In this way, students will be able to grasp the characteristics of interlocking tones well, and be able to carry out some simple migrations and creations.

#### **3.2 Chapter chunks improve training effect**

Chinese is a subject that combines instrumental and humanistic nature, and the teaching concept of only promoting the humanistic nature of Chinese and ignoring the instrumental nature of Chinese is biased. The so-called Chinese training points are the Chinese knowledge points that are implied in each article, are beneficial to the students' language development, need to be learned by students, and can be transferred and used after the students have finished learning. The text chunking teaching strategy with the training points as the core is to dig out the Chinese training points contained in the texts and regard them as the inner connection between the texts. And use those connections to make meaningful connections across multiple seemingly isolated articles. For example, when teaching the fifth grade book "Osmanthus Rain", in order to let the students better understand the writing technique of "borrowing scenery to express emotions", after finishing the text, teachers can guide students to

read a few more articles about "borrowing scenery to express emotions". And use the form to sort out, that is, fill in the form in which the text read is "borrowing something" and "expressing what emotion". In this way, students have a deeper understanding and grasp of the technique of "borrowing scenery to express emotions".

## References

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