

# *Research on the Optimization of Chinese Teaching in Primary Schools under the Concept of "Non Directive Teaching"*

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**Keywords:** Non directive teaching, Primary school language, Teaching, Optimization strategy

**Abstract:** The basic idea of "non directive teaching" is intrinsically consistent with the instrumental function of primary school Chinese in cultivating students' expression and the humanistic education function of paying attention to emotional experience. The introduction of Rogers' theory of "non directive teaching" into the practice of primary school Chinese teaching is of great benefit to improve the efficiency and vitality of primary school Chinese classroom and promote the growth and progress of primary school students' subjectivity. The specific optimization strategies are as follows: teachers change their ideas and become promoters of students' development; Teachers cultivate students' autonomous learning habits and encourage students to express freely; Teachers create a harmonious learning atmosphere with the help of positive communication between teachers and students; Reasonably use the student contract to improve the students' free learning process; Teachers guide students to evaluate independently and strengthen the internal drive of self-development.

## **1. Introduction**

With the deepening of the new curriculum reform in China, modern education pays more and more attention to the cultivation of students' core qualities. Teachers are required to break through the shackles of traditional education concepts, take scientific, reasonable and effective measures, optimize teaching models, innovate teaching contents, innovate teaching methods, and encourage students to learn and innovate independently. Primary school Chinese is a basic and core subject in primary school. It plays an active role in the cultivation of students' humanistic quality and can lay the foundation for pupils' learning of other courses. Therefore, primary school Chinese teachers should fully realize the importance and necessity of scientific application of the concept of "non guiding teaching" and respect the students' subjectivity position and emotional needs, pay attention to the play of primary school students' subjective initiative in classroom learning, so as to promote the positive development of primary school Chinese teaching.

## **2. The basic idea of "non directive teaching"**

"Non directive teaching" is a new teaching theory formed by Carl Rogers, a famous American psychologist in the 20th century, who infiltrated the non directive methods he explored in the practice

of psychotherapy into the field of pedagogy. Rogers expressed his humanistic educational thought in his representative book "free learning", that is, the theory of "non directive teaching" centered on students. He advocates taking "learners can develop and learn to live independently" as the teaching goal, and believes that "learning group consultants, promoters and group resource providers" are the roles that teachers should play in teaching. The essence of this theory is to "put the movement of students' experience at the core of the teaching process. All other aspects of the teaching process, including teachers' teaching, must revolve around this core and serve this core. He advocated that the principle believed in in the teaching process is 'student-centered', that is, 'student experience centered'. "Non directive teaching" emphasizes that everyone has the motivation to learn and can determine their own learning needs; Teachers are promoters who help students to explore life and achieve academic progress; Teaching should respect students' attitudes and emotional needs, and promote students' personality development.

As a teaching theory that respects people's self-development potential and harmonious interpersonal interaction, "non directive teaching" fully affirms the main role of students and attaches importance to the development of students' potential and the realization of their self-worth. At the same time, teachers do not directly warn students how to learn and solve problems, but focus on creating a learning atmosphere that promotes experience, perception and self-expression, so as to provide sincere love and effective support for students. Under the guidance of such a teaching concept, students will gradually learn to formulate, improve, implement and evaluate their own learning process, so as to realize the development of independent exploration, interactive cooperation and the integration of emotion and knowledge in learning. Therefore, applying this theory to Chinese teaching in primary schools has had a far-reaching impact on Chinese teaching in primary schools.

### **3. The internal consistency between the concept of "non directive teaching" and Chinese teaching in primary schools**

#### **3.1 Pay attention to students' autonomous learning and potential development**

The Chinese curriculum standard for compulsory education (2011 Edition) puts forward that "students are the main body of learning." Chinese curriculum must "pay attention to individual differences and different learning needs, and actively advocate independent, cooperative and exploratory learning methods". As a subject that pays attention to learners' inner experience and independent perception, Chinese teaching needs to fully recognize and respect students' individual differences, encourage students' unique feelings and free expression, thus stimulate students' rich emotional experience and potential, and promote students' independent learning from dependent learning. Rogers believes that negative teaching is only to cultivate "students who copy teachers' thoughts", and they can not adapt to the changing society and diverse interpersonal space. As long as there are conditions that encourage enterprising and free development, everyone can become an insightful, creative and constructive person. This is undoubtedly a wake-up call and Enlightenment for the past classroom teaching based on teacher authority and knowledge inculcation. Looking at the present, many teachers still regard the classroom as a stage for teaching "prescribed routine" exercises, full of stylized tips and mediocre indoctrination, while students slowly learn to suppress their personal feelings and wear masks to perform. When teachers only pay attention to knowledge transmission and so-called "performance" generation, they deprive students of the ability to know themselves and the world

Opportunity also reduces the space for students' self-development. Such a classroom sacrifices the "truth", "goodness" and "beauty" of teaching and learning, and places the students' pure life experience and the spiritual world full of imagination in a corner. Therefore, the teaching concept of "non directive teaching" respects students' differences and pays attention to the development of

students' potential has provided a theoretical support and improvement path for students to change the disadvantages of traditional Chinese classroom teaching, including the initiative of learning in Chinese classroom.

### **3.2 Respect students' emotional experience and free expression**

Tian Benna, a primary school Chinese educator, believes that primary school Chinese is not only a tool discipline to teach students to express their feelings, but also a discipline with strong humanism, emotion and ideology. The Chinese curriculum standard for compulsory education (2011 Edition) also puts forward in the reading teaching objectives: "guide students to study the text, deepen understanding and experience, and have some perception and thinking in active thinking and emotional movement,... Cherish students' unique feelings, experiences and understanding." The main body of teaching activities is students. Chinese teaching should pay more attention to the implementation of students' dominant position in Chinese teaching activities, and promote the formation of students' autonomous learning ability, so as to achieve real Chinese teaching. Rogers advocates that the development of teaching activities should focus on the "people-centered" focus. He believes that this educational method is "an educational situation in which individuals can grow; it is also a value system that emphasizes individual dignity, the importance of individual choice, the significance of responsibility and the pleasure of creation; it is also a outlook on life based on the democratic spirit that emphasizes that everyone has rights". Chinese teachers should fully respect students' emotional experience when they introduce "non directive teaching" into Chinese teaching practice. As a teaching theory that pays special attention to people's inner attitude and emotion, "non directive teaching" fully affirms the value of students' self and inner feelings, emphasizes the need to respect students' unique experience in learning, allows students to express their views freely and frankly, and shows a rich and colorful spiritual world. In primary school Chinese teaching, teachers can use the excellent works in textbooks to express the author's sincere feelings and rich inner experience to cultivate and enhance the students' Ideological and spiritual world.

### **3.3 Emphasize sincere communication and equal dialogue between teachers and students**

Rogers believes that in the process of education, all classroom participants should be partners. He stressed that teachers should be honest in the communication between teachers and students, and teachers can truly express their views, thoughts and feelings; Teachers should also observe and understand the world from the perspective of students. Teachers should understand students, that is, master the comprehensive quality, living environment and growth experience of each student. Introducing the theory of "non directive teaching" into Chinese teaching practice and changing the perspective of strict boundaries between teachers and students in classroom teaching to the perspective of interpersonal relationship to re-examine the relationship between teachers and students is conducive to enhancing the trust between teachers and students, enhancing students' sense of belonging to the Chinese teaching classroom, and thus building a harmonious relationship between teachers and students. The Chinese curriculum standard for compulsory education (2011 Edition) also emphasizes that teachers and students should give full play to their initiative and creativity in teaching in Chinese teaching, "Chinese teaching should be carried out in the process of equal dialogue between teachers and students". The distinct humanistic education function of primary school Chinese curriculum determines that the interaction between teachers and students will play an important role in achieving the teaching objectives and cultivating students' moral personality. As the old saying goes, "kiss your teacher and believe in his way". As a primary school Chinese teacher, if he cannot teach with personality and win the students' trust and emotional integration, the noble and beautiful texts he teaches will not really enter the hearts of the students and touch their weak and sensitive inner

world. The sincere communication between teachers and students' spiritual world advocated by "non directive" teaching can help primary school students get more sense of belonging in class and enhance their desire and courage to express themselves.

#### **4. Application strategy of "non directive teaching" concept to optimize primary school Chinese Teaching**

##### **4.1 Teachers change their ideas and become promoters of students' development**

The concept of "non directive teaching" requires teachers to change their role orientation and trust and encourage students' emotion, attitude and development potential. In primary school education, if teachers want to truly be "life-oriented", they need to remove the sense of condescension and seek knowledge with students as "equal interlocutors" and friends. Because primary school students are not mature in life experience, cognitive development and self-awareness, they often lack direct experience and perception of the text content in Chinese textbooks. Teachers need to provide students with appropriate learning environment, atmosphere and learning preparation of various resources, and encourage students to learn in connection with their personal life experience and independent perception. In the classroom teaching of equal dialogue, teachers can neither occupy the center of the classroom, completely control students' learning, nor indulge, resulting in the disorder and laxity of the classroom process. Therefore, the Chinese class required by "non directive teaching" is flexible and efficient. Under the influence of "non directive teaching", teachers are guided in the setting of teaching objectives and prepared in the design of teaching time and space, but the interaction between teaching and learning and the process of learning are generative and vivid. Teachers as "promoters" mean that they have adequate settings for the process of teaching, and are full of expectations and open-minded to the process of learning.

For example, when teaching bird paradise, teachers can give full play to the teaching value of modern information technology and lead students into a "real" situation. Before class, teachers can arrange documentaries about different birds, make them into multimedia videos and import them into the teaching plan. In the introduction stage, the teacher can lead the students to watch the video content and strengthen the students' theoretical cognition. Teachers should encourage students to show their acquired knowledge to other students, and carry out interactive activities in groups. In the process of students' discussion, teachers can repeatedly play the audio material of birds singing in the real environment for students, so that students can always be in the classroom atmosphere with strong sense of introduction. At the same time, teachers should timely participate in the discussion of each group, give suggestions on the discussion contents and methods of students, and make effective and positive evaluation. After the specified time, the teacher can guide each group member to feed back the final discussion results to the blackboard in the form of mind mapping. During the presentation of each group, the teacher can put forward targeted questions according to the core part of the course content, so that each group member can conduct secondary analysis and answer according to the questions, and the teacher can encourage other group members to help if necessary.

##### **4.2 Teachers cultivate students' autonomous learning habits and encourage students to express themselves freely**

The essence of "non directive teaching" is a teaching method with guidance as the main and guidance as the auxiliary. Therefore, when teaching Chinese in primary schools, teachers should not throw questions directly to students, but should let students ask questions independently through guidance. "Non directive teaching" does not exclude the guidance of teachers. Rogers believes that students ultimately need the help of teachers' education and guidance in order to become responsible

and complete individuals who can adapt to the society. However, teachers' guidance can not ultimately lead to students' attachment. The "learner centered" teaching pupils are curious about the world and are willing to express themselves and actively participate in various learning activities. For them, the enthusiasm of learning is closely linked with interest. If there are interesting contents and clear learning objectives, pupils can take the initiative to learn and explore. "Non directive teaching" requires teachers to dare to push students to the forefront of learning activities, so that they can know and feel the real self. In the primary school Chinese class, students should be encouraged to think, speak, and speak truthfully and freely. However, while encouraging students to express themselves, teachers should pay attention to the significance of individual growth permeated by students' different learning intentions and learning orientations, and organically combine systematic and structured teaching programs with productive and constructive learning processes to realize the positive interaction between teaching and learning.

For example, when learning the article "borrow an arrow from a straw boat", teachers can boldly let go and let primary school students try to ask questions. The teacher tries to guide the pupils to think and ask questions from the aspects of eye questions and central sentences. Under the guidance of teachers, pupils will soon think: ① who borrows arrows from whom? ② Why do straw boats borrow arrows? ③ How to borrow an arrow? This series of questions caused the students' cognitive conflict and aroused their curiosity to explore the problems. With the psychology of seeking questions and solving problems, students can actively participate in classroom teaching activities, actively participate in learning discussions, actively raise their hands and speak out their views. Through such guidance, students can gradually understand the content of the article and think deeply. At the same time, through their own exploration and independent learning, students will have a clearer understanding of the author's design ideas in the plot of the article.

#### **4.3 Teachers create a harmonious learning atmosphere with the help of positive communication between teachers and students**

Rogers attaches importance to the role of interpersonal relationship and emotional factors in teaching, and believes that good psychological atmosphere is a more important teaching factor than teaching skills. Pupils are eager for experience and willing to express. When a sincere, trust and understanding interpersonal relationship is established between teachers and students, they will release their emotions and enhance their interest and motivation in exploring the external world. Therefore, the positive communication between teachers and students helps to create a loose, harmonious, learning atmosphere, and promote the lively development of students. In primary school Chinese teaching, teachers and students should pay special attention to the emotional integration of teachers and students. When teachers, students and texts establish a harmonious and interactive relationship, Chinese education will highlight the ideological and aesthetic nature and cover the characteristics of emotional education and values education, which will be more vivid and three-dimensional. Primary school Chinese teaching materials contain very rich emotional factors. Beautiful pictures and passionate words are full of emotional heat, which can stimulate students' rich emotional experience. In addition, the implementation of "non directive teaching" is not to reduce teachers' burden, but requires teachers to "have a pair of insight, be good at discovering, grasping and mining educational resources in the classroom, and change single book resources into diversified educational resources". Therefore, Chinese teachers should strive to break through the closed nature of classroom teaching, provide diversified primary school Chinese learning resources, make the static and flat teaching materials related to students' actual life experience and students' individual interests, and create a good psychological atmosphere for students.

For example, in the class of "Little Tadpoles Looking for their mother", the teacher can first use



modern multimedia facilities to play the video interpretation of the fairy tale to the students, so that the students can have a certain understanding of the plot of the fairy tale. Then the students are divided into groups, and the students can interpret the plot of the fairy tale by themselves. In the process of students' designing and deducing plots, teachers can put forward their own opinions from time to time to help students improve. After the students finish the design of the deduction plot, the teacher can give the students enough time to perform the deduction. In the process of the students' deduction, the teacher can carefully record and communicate with the students from time to time, so that the students can enhance their self-confidence and have more confidence in their own deduction. After the students finish the deduction, the teacher can encourage the students with positive language. And in the process of encouragement, further explain the truth contained in the fairy tale to the students. Through students' own deduction, students' understanding of the truth contained in fairy tales is strengthened. The process that teachers help students in the design process can further shorten the distance between teachers and students, so as to further enhance the effectiveness of teaching and promote the growth of students.

#### **4.4 Make rational use of Student Contract and improve students' free learning process**

Cultivating students' contract spirit in class is a common method in some western universities. Modern teacher-student relationship has the general characteristics of freedom, equality, rationality and people-oriented. Therefore, in some schools, at the beginning of the term, teachers will sign a curriculum learning contract with students, specifically specifying what the main content of each class is, what students need to do in this process, and what punishment will be given if they fail to do so; What role teachers should play in this process and what work they should complete are described in detail in this contract. After that, the course study of the semester was strictly carried out in accordance with the contract. Rogers believes that student contract is an open tool that helps to increase the sense of security and responsibility in the atmosphere of free learning. In Chinese teaching, student contract can be flexibly used. The first step of using the contract is to explain the function and significance of the contract to students. In the process of setting the contract, students and teachers can communicate and negotiate for many times to improve the contract, which is conducive to taking into account the individual differences of students and promoting the development of students towards personalization. Making learning contract can effectively eliminate the possible doubts between teachers and students, strengthen students' cognitive goals, promote the development of students' comprehensive ability, and improve students' free learning process. However, teachers should understand that contract, like other classroom management techniques, should be regarded as an auxiliary tool for learning, not the only teaching tool.

For example, when learning Tang and Song poetry, teachers can let students collect information about ancient poetry in the Tang and Song Dynasties, and design a learning contract in advance. First, they can set up independent research time, such as private access to information, and the sharing lasts until the end of each Chinese class. Second, they can design a reward mechanism to reward the students who share each time, design a three-level reward level, and summarize the number of small red flowers by the end of the semester, The top 5 students in the total number will be given the first prize, the top 10 students will be given the second prize, and the top 15 students will be given the third prize. Finally, we will set goals for the next period to encourage the award-winning students to continue to refuel. Those who have not been awarded should not be discouraged and start a new study.

#### **4.5 Teachers guide students' independent evaluation and strengthen the internal drive for self-development**

The Chinese curriculum standard for compulsory education (2011 Edition) puts forward that in

Chinese teaching, "attention should be paid to combining teachers' evaluation, students' self-evaluation and mutual evaluation among students, strengthening students' self-evaluation and mutual evaluation, and promoting students' active learning and self reflection". As an internal evaluation, self-evaluation avoids the anxiety and oppression that teachers' evaluation may bring to students, and gives students more opportunities for self observation and self reflection. At the same time, self-evaluation improves students' sense of responsibility and initiative in autonomous learning, and obtains more motivation for self-help growth. As a subject that pays attention to experience and perception, the evaluation process of Chinese should also be multi-agent, multi perspective and multi-level. Giving full play to students' self-evaluation in primary school Chinese teaching is helpful to enrich and enhance children's self cognition and spiritual world. It should be noted that due to the immature development of pupils' self-awareness, self-evaluation often lags behind the ability to objectively evaluate others. In teaching, teachers should monitor and guide students' self-evaluation to help students look at themselves and their academic performance more objectively and comprehensively. Teaching evaluation is not only an important part of teaching activities, but also an important means to ensure the continuous and stable development of teaching activities. Rogers opposed the previous external evaluation model. He advocated "student-centered" evaluation, that is, students' internal self-evaluation. Self evaluation means that students undertake corresponding responsibilities for their own learning, so it can make learning more active, active and lasting, and students' learning from passive acceptance to active learning, which is the greatest significance of self-evaluation.

For example, in the class of "Grandpa earth's hand", teachers can set aside relevant suspense ways to promote students' learning attention in the process of organizing teaching. The teacher can ask the students in this way, "students, do you believe that Grandpa earth has hands? Do you know what it is like to pick peaches with his hands in the article?" Then in the form of questions, the students' desire for knowledge can be stimulated. Then, by leading the students to practice, we can help the students understand the word "gravity" correctly. Teachers can demonstrate the practical operation to students first, and then let students operate by themselves, so as to further strengthen students' cognition. After the students' practical operation, the teacher can let the students give examples in combination with their own lives to further confirm the view that "Grandpa earth has hands". Integrating philology into scientific knowledge can cultivate students' habit of self reflection.

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