

Cultivation Strategies of Primary School Students' Extracurricular Reading Interest

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Abstract: The cultivation of students' reading interest is easily influenced by external factors. At this time, teachers and parents should give more reasonable suggestions and correct guidance, so that students can find their extensive knowledge and reading fun in the process of reading, so as to enrich students' reading ability, which is more conducive to the formation of children's values and healthy psychology in the cultivation of extracurricular reading interest.

1. Introduction

At present, there are many factors that easily affect the cultivation of pupils' extracurricular reading interest, such as reading resources, atmosphere habits, reading time and so on. As a result, students will have negative reading psychology, and at the same time, they will lack knowledge understanding, poor understanding ability, weak generalization level, weariness of learning, dropping out of school and other adverse events, which are very unfavorable to the healthy growth of students. Therefore, teachers and parents should first realize the importance of extracurricular reading, and then guide their children to participate in extracurricular reading, establish correct reading concepts, master correct reading methods and form a good reading atmosphere.

2. The problems and causes of cultivating primary school students' extracurricular reading interest

2.1. The problems existing in the cultivation of primary school students' extracurricular reading interest

2.1.1. The blindness of primary school students' reading choice

With the birth of electronic products and cartoon books, literary works with rich connotations have been "left out". When they really want to read literary works, they are at a loss to resist, and their interest in electronic products is far greater than their interest in reading. Even if they are forced to read, they are blind in their choice of reading, and they glance at the content in a hurry and pass by unilaterally. This is not conducive to students' long-term interest in extracurricular reading, nor is it conducive to the improvement of students' reading ability.

2.1.2. The quality of primary school students' reading content is low

Some bad publishing houses publish books without any value for personal interests, which can be said to be "full of absurd words". However, due to the age limit, primary school students can't tell which books are worth reading and which books contain "poison". These books have a great influence on cultivating primary school students' interest in extracurricular reading. For children in primary school, they have a strong sense of self-substitution, and they are easy to bring themselves into the plot. If teachers and parents don't check for a while, it is easy to cause irreversible harm.

2.1.3. Limitations of primary school students' reading time

According to the Investigation Report on Reading and Writing Status in Primary and Secondary Schools (2019), nearly 70% of primary and secondary school students read less than one hour a day. According to this report, about 89.4% and 90.4% of students are interested in reading and extracurricular reading materials respectively. However, the reading time is worrying. About 19.6% of the respondents read less than 0.5 hours a day, and 50% of the students read 0.5-1 hour a day (excluding 1 hour).

Because the society, schools and parents do not know enough about primary school students' extracurricular reading, a large number of people think that reading is enough as long as it is carried out in class, which makes the majority of primary school students have insufficient reading books. Some parents hope that their children can be versatile, but this is accompanied by a large number of homework, exercises, interest classes, etc., which is also an important reason for the general lack of extracurricular reading time for primary school students.

2.1.4. Poor persistence of primary school students' reading habits

Generally speaking, children in Grade One and Grade Two should read no less than 50,000 words per year, Grade Three and Grade Four should read no less than 400,000 words per year, and Grade Five and Grade Six should read no less than 1 million words per year. This requires students to accumulate little by little in their daily life, and read continuously and in a planned way.

2.1.5. Utilitarianism of primary school students' reading direction

Utilitarianism refers to doing things for immediate efficacy and interests. I will do it if it is helpful to me at present, but I will not do it if it is not helpful. Although the utilitarianism of reading is its own inevitable attribute, reading does not have to be utilitarian, especially for primary school students.

2.2. The analysis of the reasons for the cultivation of primary school students' extracurricular reading interest

2.2.1. Lack of correct guidance affects content selection

Constrained by age, reading ability and reading interest, primary school students lack correct aesthetic ideas, and under the poison of electronic products, it is easy for primary school students to have narrow reading choices, and they generally do not choose to read some professional books and literary works. They have no hierarchy and gradient in content selection, they can't go step by step, and they don't realize that they should choose books from the perspective of their own development. There are also some students who have blind herd mentality and think that I can improve myself by reading books that other students read.

There is a lack of correct guidance to choose books that suit you from your own aspects. If

parents have no experience at this time, there will be some blindness in choosing books, and the books they choose will be relatively single, which will lead to a narrow reading range for children. There are also some parents who are busy with their work and have no time to take care of their children's reading, and do not guide their children to choose reading materials. They let their children choose the books they want to read. At this time, most children will choose books with pictures and little or no words to read, because such books can be understood without careful reading by students. This makes many students have serious "nutrition deficiency" in choosing extracurricular reading, both in object and content [1].

2.2.2. Society lacks control over reading publications

The publishing scope of publishing houses is limited to a certain extent. However, because it is difficult for some publishing houses to create high-quality resources, they will consolidate their position by expanding the number of books. In this case, the staff of many publishing houses lack understanding of the published reading materials, and it is easy to have basic cognitive errors.

Some publishing houses associate books with money for their own benefit, which leads to the phenomenon of despising culture. They will focus on the profit direction of publishing books, and they don't worry about what impact their books will have on readers. Under this idea, it is difficult to effectively guarantee the quality requirements of published books.

2.2.3. Lack of scholarly atmosphere is difficult to raise reading habits

To cultivate pupils' interest in extracurricular reading, the best way is to cultivate extracurricular reading into habits and habits into nature. For the cultivation of reading habits, we should have a fixed reading time every day, instead of reading today and not reading tomorrow if I don't like it, so there will definitely be no good habits, not to mention that primary school students will be interested in reading.

2.2.4. Exam-oriented education affects the choice of reading direction

Pupils spend more than half of their time in school, and teachers, as direct imparters of knowledge, have a great influence on pupils' ideas of education. Some teachers are influenced by test scores, class rankings and other factors, and do not pay much attention to students' extracurricular reading. Their emphasis lies in the examination, teaching whatever questions are tested on the paper, and learning whatever can improve their grades. They don't care about students' reading, they prefer students to allocate more reading time to reading test papers, composition selections and so on.

3. The strategies and methods of cultivating primary school students' extracurricular reading interest

3.1. Pay attention to reading guidance and expand reading places

3.1.1. Read and talk about methods and reguide

Extracurricular reading should fully respect children's opinions, but it is not laissez-faire, but guided. Attention should be paid to step by step from the outside to the inside, gradually improving the requirements for reading volume and difficulty, and showing the gradient of reading.

Teaching students in accordance with their aptitude. Every student is an independent individual, and when recommending reading, it should be formulated according to students' own situation. If everyone recommends the same extracurricular reading materials, it is easy to affect learning if they

are too high or too low. Students' enthusiasm for reading, which will cause bad consequences.

3.1.2. Expand the scope of reading places

Strengthen the construction of public service system for reading for all. Increase investment, solve the problems of insufficient and unbalanced public resources and facilities, give full play to the role of public resources such as public libraries, schools and bookstores, and set up reading houses, reading windows and mobile bookshelves in schools, communities, squares, parks, stations and other public places to maximize the convenience of readers[2].

3.2. Strict publishing requirements to ensure the quality of reading content

3.2.1. Strict requirements

First of all, when books are published, they should strictly comply with the publishing regulations stipulated by the General Administration of Press and Publication, and there should be no contents that violate relevant national laws, regulations and policies, and no contents that involve sensitive topics and sensitive words should appear. Secondly, scientificity and popularity also meet the requirements of national publishing regulations.

3.2.2. Guaranteed quality

The soul of a book lies in the content it wants to express, and the quality of books is related to every reader. Books are different from ordinary products, which carry the spiritual source of human beings and are spiritual food with rich value. For primary school students, they are still in the cognitive stage, which is an important node for them to form three views, so it is very important to ensure the quality of published books.

The most important thing to ensure quality is that publishing houses should not publish for profit, but publish for the sake of publication. To spread positive energy, interests and themes should conform to the three views of social development and spread positive energy. Secondly, it is required that the writing style of published books should pass the customs and ensure clear logic. The structure is complete, and the most basic chapter structure is complete. It has certain value and can make students like or get help from it .

3.3. Carry out diversified reading to reduce the schoolwork burden of primary school students

3.3.1. Diversification of forms

Reading is a process for pupils to integrate into books and experience the charm of books. Often, a single reading form is easy to make students feel boring and gradually lose their interest in extracurricular reading, while diversified reading forms, on the contrary, will make students' interest in reading gradually increase and lay a solid foundation for primary school students' reading.

Because primary school students' reading experience usually has no strong perception of words, it is difficult to feel the mystery of words in reading articles. However, through comparison, the expression effect can be immediately revealed. Therefore, whether reading at home or at school, comparison links can be appropriately added, so as to improve primary school students' understanding of the charm of words and feel the artistic conception beauty brought by wonderful words in articles. It can also enhance primary school students' interest in reading.

Think about reading and skillfully set questions to read. The process of reading cannot be

separated from the process of thinking. Only when there are questions in reading can students have thirst for knowledge and the idea of continuing reading. And in the process of exploring problems, it can improve primary school students' reading thinking and kill two birds with one stone.

3.3.2. Reduce the schoolwork burden and increase the reading time

To improve the evaluation standard system of compulsory education quality, we should correct the one-sided practice of only examination results and enrollment rate, and establish a correct concept of reading and learning.

The richness of extracurricular reading experience is formed on the basis of sufficient reading time. In the family, we should set up a common reading time belonging to our own family according to the pupils' own situation. In school, teachers should choose the right time to lead students to read after class.

4. Conclusion

Interest is the best teacher. No matter what aspect pupils want to get, the most important thing is to cultivate interest. Extracurricular reading is an indispensable auxiliary means of primary school classroom learning. All-round cultivation of extracurricular reading interest can improve their understanding, broaden their horizons and make people understand.

At the same time, primary school is also the key stage for students to accept knowledge and accumulate language information. Therefore, whether it is society, schools or families should pay attention to the cultivation of pupils' interest in extracurricular reading, clarify the problems and reasons that affect pupils' extracurricular reading, and effectively provide solutions. Let's raise the sail of "interest" for primary school students and let them read for "pleasure".

References

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