

Research on Strategies for Teaching Chinese Reading to Primary Schools in Ethnic Minority Areas

Xu Jing^{1,2}, Zou Hao²

¹Red Flag Farm School of the Third Division of Xinjiang Production and Construction Corps,
Kizilsu Kirgiz Autonomous Prefecture, Xinjiang, 845350, China

²University of the Northeast Federation of Russia, Yakutsk, Russia

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Abstract: This article explores the strategies for teaching Chinese reading aloud in primary schools in ethnic minority areas to address the unique challenges faced in this field. In the context of the new curriculum, high-quality education has become the core of national policies, but in ethnic minority areas, the implementation of high-quality Chinese language education requires more attention and exploration. Emphasizing the requirements of the new curriculum for comprehensive quality cultivation has put forward higher requirements for Chinese language education in ethnic minority areas. Teachers should diligently examine the curriculum standards, mold themselves as reading role models to guarantee alignment with these standards while concurrently kindling students' learning interests. They should stimulate a passion for reading and improve the reading experience by offering captivating materials, thus cultivating a positive learning environment. We will explore how to promote extensive reading and provide relevant teaching strategies to enhance students' language accumulation.

1. Introduction

In China, ethnic minority areas face unique educational challenges, one of which is how to provide high-quality Chinese language education. Chinese language education plays a crucial role in cultivating students' reading ability and cultural identity. However, in these regions, Chinese language teaching may face a series of problems, including textbook adaptability, insufficient teaching staff, cultural differences, and so on. The new curriculum emphasizes the importance of high-quality education, particularly in the field of Chinese language education, as the new curriculum standards demand higher educational standards. These standards emphasize the importance of cultivating language skills and cultural inheritance. Chinese language education not only imparts knowledge, but also stimulates students' interest in reading. This can be achieved through creative teaching methods and activities, thereby improving students' reading experience. Interesting teaching activities can attract students' attention and make them more actively participate in Chinese language learning. These activities can stimulate students' interest in learning and improve their academic performance^[1].

2. Emphasize the importance of quality education in the new curriculum

Teachers should guide students in understanding and respecting their own national language and culture, enhancing their sense of cultural identity. They should select representative literary works from ethnic minorities, enabling students to experience and understand their own cultural characteristics through reading aloud. Additionally, teachers should provide diverse reading materials, including literary works from different ethnic groups, to promote students' understanding and respect for multiculturalism. They should encourage students to explore literary works from other ethnic groups to enhance their cross-cultural communication skills. Moreover, teachers should nurture students' language expression abilities through repeated reading, imitation, and comprehension of literary works, thereby improving their oral expression skills. Furthermore, teachers should motivate students to actively participate in classroom discussions and collaborative group activities, cultivating their communication and teamwork skills.

Teachers should also inspire students to engage in creative reading, whether through adapting literary works, crafting their own stories or poems, fostering their creativity. Additionally, teachers should guide students to contemplate the deeper meanings of literary works, igniting their critical thinking and refining their literary appreciation skills. Integrating Chinese reading teaching with other disciplines, such as history, geography, art, etc., helps students better understand the background and connotation of literary works. By employing interdisciplinary teaching, educators can promote interdisciplinary communication and cultivate students' comprehensive qualities^[2].

3. Seriously study the curriculum standards and shape reading role models

Teachers should have a deep understanding of national and regional education policies and requirements, especially those related to Chinese language education. This helps to ensure that teaching activities are consistent with policies and avoid situations that do not comply with regulations. Teachers should carefully study the Chinese language curriculum standards and clarify the reading level and goals that primary school students should achieve. The curriculum standards provide the basic framework and objectives of teaching, which helps teachers plan teaching content and methods. Teachers can select some excellent templates from literary works, which include both classic literary works and stories related to students' life experiences. These templates can be used in reading teaching to help students improve their language sense and expression skills. Schools should invite local writers, artists, or cultural celebrities to come to the school for interviews, share their reading and writing experiences, and stimulate students' interest in Chinese. Such activities can allow students to get close to cultural celebrities and experience the charm of Chinese language. Teachers themselves should become role models for students in reading. By demonstrating correct reading skills, emphasizing pronunciation, intonation, and emotional expression, teachers can stimulate students' motivation to imitate. At the same time, teachers should encourage students to share their reading experience with each other and establish a good learning atmosphere. Regularly organize reading competitions, recitations, or activities to give students the opportunity to showcase their reading skills and expression abilities. This can stimulate students' interest in learning and improve their confidence in reading aloud^[3].

4. Stimulate reading interest and enhance reading experience

Choosing literary works that reflect the culture and traditions of local ethnic minorities can arouse students' interest and resonance. These works can include ethnic folk stories, legends, folk songs, etc., which helps students better understand and cherish their cultural heritage. To enhance students' visual and auditory experiences, teachers should utilize multimedia resources such as

images, audio, and videos to present materials related to literary works. For example, playing music or videos related to the storyline, or displaying pictures related to literary works, can help students immerse themselves more deeply in the story context. Teachers play a crucial role in reading teaching. They should fully demonstrate their love and interest in literary works, and stimulate students' interest through their own demonstrations. Teachers can serve as storytellers, vividly interpreting the plot and guiding students to feel the emotions of the story. Teachers should create a comfortable, warm, and literary classroom environment. Place interesting books and pictures in the classroom to stimulate students' desire to actively read. At the same time, regular reading time can be arranged to allow students to freely choose books they are interested in for reading. In addition to formal literary works, various types of reading materials, including poetry, comics, and story collections, can also be provided to meet the reading needs and interests of different students. Create an opportunity to encourage students to share reading experiences and discuss literary works. Group discussions, literature sharing sessions, or reading competitions can be organized to give students the opportunity to showcase their reading achievements and gain satisfaction from them. Considering the individual differences of students, teachers can provide reading materials with different difficulty levels and themes based on their reading level and interest level, to ensure that each student has a positive reading experience. In addition to reading aloud, students can also be encouraged to engage in creative expression, such as painting, writing, theatrical performances, etc., to help them gain a deeper understanding and experience of literary works^[4].

5. Explore massive reading and strengthen reading accumulation

In order to cultivate students' interest in reading, it is necessary to choose a variety of reading materials, including stories, poems, traditional cultural stories, ethnic cultural materials, etc. These materials should be able to arouse students' interest and reflect the cultural characteristics of ethnic minority areas. Teachers should create a positive reading atmosphere and encourage students to voluntarily participate in reading activities, such as reading corners, literature corners, etc. At the same time, teachers should lead by example, demonstrate their love for reading, and share their reading experiences. Teachers should set clear reading goals for students, such as reading a certain amount of text per week or completing a certain number of reading reports. This helps students establish reading habits and self-discipline. Due to the varying reading levels of students, teachers should choose suitable reading materials for them based on their actual level and interests. Grading reading methods can be used to gradually increase the difficulty of reading. In addition to traditional cultural materials, various types of texts such as newspapers, magazines, internet articles, etc. should also be introduced to familiarize students with languages and cultures in different fields. Teachers should encourage students to ask questions, express opinions, and share their thoughts during the reading process. Questions and answers, group discussions, and other methods can be used to promote students' thinking and communication. Teachers should regularly evaluate students' reading, including reading comprehension, vocabulary accumulation, grammar application, and other aspects. Provide timely feedback to help students improve. Chinese language teaching in ethnic minority areas should fully integrate local cultural elements, so that students can better understand and inherit their own culture. Teachers should encourage parents to actively participate in students' reading activities, provide support and encouragement. Family reading activities can be organized to jointly cultivate students' interest in reading. Integrating Chinese reading with other disciplines, such as history, geography, art, etc., helps students gain a more comprehensive understanding of culture and knowledge^[5].

6. Increase the frequency of fun teaching activities

In ethnic minority areas, students may face the challenge of learning Chinese because their

mother tongue may differ significantly from Chinese. By adding fun teaching activities, students can be motivated to learn and be more willing to participate in classroom activities. Fun teaching activities can encourage students to actively participate and improve their learning engagement. These activities can include role-playing, group discussions, games, etc., making it easier for students to immerse themselves in learning. Through fun activities, students can better understand and remember the content of the text. For example, by interpreting the storyline or creating Chinese related handicrafts, students can gain a deeper understanding of the meaning of the text. Fun activities usually require students to engage in oral expression, which helps improve their oral expression skills. This is particularly important for the teaching of Chinese reading aloud, as it can help students improve their pronunciation and intonation. By adding fun teaching activities, a positive learning atmosphere can be created, making students more interested in learning Chinese. A positive learning atmosphere can promote students' learning motivation and make them more confident in facing the challenges of Chinese language learning. Considering the different learning styles and interests of each student, fun teaching activities can be personalized according to their characteristics. This helps to meet the needs of different students and improve the effectiveness of teaching. Fun teaching activities can increase interaction between teachers and students, enabling teachers to better understand students' learning needs and difficulties. This helps teachers better adjust teaching methods and help students achieve better academic performance.

Teachers should select age-appropriate and skill-matched activities to ensure that enjoyable teaching methods align with students' age and language proficiency, there by guaranteeing positive learning outcomes. These activities should not be occasional but rather integrated into the teaching plan and conducted regularly. This can establish students' learning habits. In ethnic minority areas, students can choose interesting activities related to their culture to increase their interest in Chinese language learning. Teachers should encourage students to actively participate in fun activities and create an environment that encourages expression and thinking.

7. Conclusion

Overall, for the teaching of Chinese reading aloud in primary schools in ethnic minority areas, this study emphasizes the crucial importance of educational quality and pursues an educational level that meets the new curriculum standards. Strictly following the curriculum standards, cultivating students' core literacy, shaping reading role models, and actively stimulating students' reading interest and improving reading experience are the key to achieving success. At the same time, promoting extensive reading and accumulating vocabulary and language expression skills are also indispensable. Finally, by adding interesting teaching activities to make learning more interactive and interesting, it can effectively improve students' participation and enthusiasm. The comprehensive application of these strategies will help provide more challenging, interesting, and effective language education, and help students in ethnic minority areas better inherit and inherit their cultural traditions.

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