

The Application of Tao Xingzhi's Educational Thought in Primary School Chinese Teaching Reform

Li Wang

Central Primary School, Linyi, 276715, China

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Abstract: Tao Xingzhi, an outstanding thinker in the field of Chinese education, has had a profound impact on education reform in China with his innovative educational ideas. Emphasizing the cultivation of students' creative abilities, respecting individual differences, fostering critical thinking, and promoting practical education, Tao Xingzhi's educational philosophy finds effective application in elementary Chinese language teaching. This application facilitates the comprehensive development of students' qualities, enhances the quality of Chinese education, and contributes valuable insights to the reform of primary education in China. This article explores the application of Tao Xingzhi's educational ideas in the reform of elementary Chinese language teaching, aiming to promote more effective language education.

1. Introduction

Language education is a core component of primary education and serves as the foundation for cultivating students' overall qualities. Tao Xingzhi, a distinguished representative of modern Chinese education reform, emphasizes the cultivation of students' innovative abilities and thinking qualities. This provides theoretical support for the reform of elementary Chinese language teaching. Teachers need to carefully contemplate Tao Xingzhi's educational ideas to create a better learning environment for students and enhance their core language literacy.

2. Overview of Tao Xingzhi's Educational Philosophy

Tao Xingzhi's educational ideas provide a solid theoretical foundation for the reform of elementary Chinese language teaching. In Tao Xingzhi's educational philosophy, the students' subjectivity and active participation in the learning process are considered crucial elements. This implies that in elementary Chinese language teaching, teachers should adopt more interactive and student-engaging teaching methods, allowing students to utilize their thinking and innovative abilities. Language education is no longer just about transmitting knowledge; it is a tool to inspire students to think, pose questions, and stimulate curiosity. Tao Xingzhi emphasizes an "people-oriented" educational philosophy, which is particularly important for elementary Chinese language education.[1]

Every student is unique, with different personalities and needs. In education, it is essential to respect these differences, providing personalized learning experiences to meet their needs and

stimulate their learning interests. This suggests that Chinese language teaching needs to be more flexible and focus on individual student development. Tao Xingzhi also emphasizes the cultivation of critical thinking. In elementary Chinese language teaching, this means that teachers should encourage students not only to accept knowledge but also to teach them how to critically analyze texts, pose questions, engage in discussions, and debates. This will help enhance students' language literacy, cultivating their critical thinking and problem-solving abilities.

Finally, Tao Xingzhi's perspective on practical education can also be reflected in elementary Chinese language teaching. Connecting language with real-life and societal contexts can help students better understand the practical value of language. For example, through participating in activities such as literary creation, theatrical performances, and news reporting, students can apply their acquired language knowledge in practical situations, deepening their understanding and interest in language.

In conclusion, Tao Xingzhi's educational philosophy provides valuable guidance for the reform of elementary Chinese language teaching. By cultivating students' innovative abilities, respecting individual differences, fostering critical thinking, and promoting practical education, the quality of elementary Chinese language education can be improved. This, in turn, contributes to the development and continuous reform of primary education in China.[2]

3. Significance of Applying Tao Xingzhi's Educational Ideas in the Reform of Elementary Chinese Language Teaching

3.1. Improving the Quality of Chinese Language Education

Tao Xingzhi's educational philosophy emphasizes the subjectivity of students and encourages their active participation in the learning process. In elementary Chinese language teaching, this implies that teachers can adopt more inspiring teaching methods, such as storytelling, creating scenarios, and contextualized instruction. These methods make learning more interesting, attract students' interest, and help them actively engage in the learning process. Tao Xingzhi encourages students to think critically, pose questions, and cultivate their innovative abilities. In elementary Chinese language teaching, teachers should encourage students not only to accept knowledge but also guide them to think deeply about textual information, perceive the connotations conveyed by the text and author, and enhance students' language perceptual abilities. This cultivation of critical thinking contributes to a deeper understanding of texts and improves reading and writing proficiency. Tao Xingzhi advocates practical education, emphasizing the application of knowledge. In elementary Chinese language teaching, teachers can introduce practical cases, life situations, and texts relevant to students' lives, enabling students to connect their acquired language knowledge with real-life situations. This deepens students' understanding and interest in language, stimulates their enthusiasm for Chinese language learning, and enhances their language literacy, including reading and writing abilities, oral expression, critical thinking, and language application skills. Additionally, through practical education, students can develop problem-solving abilities, enhance their comprehensive qualities, and better adapt to the needs of future society.[3]

3.2. Driving Educational Reform

Tao Xingzhi's educational ideas, emphasizing students' subjectivity, respect for individual differences, and the cultivation of innovation, challenge traditional Chinese educational systems. By applying Tao Xingzhi's ideas to elementary Chinese language teaching, internal changes within the education system can be promoted. This advocates for an education model that focuses more on student needs and individuality, facilitating educational system reform to better meet students' developmental needs. Tao Xingzhi's educational philosophy encourages innovative teaching methods,

such as interactive teaching, personalized education, and practical education. These methods can be applied not only in elementary Chinese language teaching but can also inspire other subjects. By promoting these innovative methods, educational quality can be improved, students' learning interests can be stimulated, more well-rounded students can be cultivated, and valuable experiences and examples can be provided for education reform in China. Tao Xingzhi's educational ideas require teachers to possess innovation and educational empathy. Through training and professional development, teachers can better understand and apply Tao Xingzhi's educational philosophy, enhancing their educational capabilities. This not only contributes to improving teachers' professional competence but also provides concrete implementation for educational reform in China. By applying Tao Xingzhi's educational ideas to elementary Chinese language teaching, comprehensive development in education can be promoted. This includes the cultivation of students' thinking abilities, innovation, critical thinking, and practical application skills, contributing to the improvement of the quality of education and ensuring that education aligns with the requirements of contemporary development.[4]

3.3. Personalized Education

Tao Xingzhi's educational ideas advocate respecting the individual differences of each student. In elementary Chinese language teaching, teachers should recognize that each student's language abilities, interests, and learning styles vary. Through personalized education, teachers can better understand each student, meet their needs more specifically, and ensure that each student can unleash their potential. Personalized education helps increase students' learning enthusiasm. When education is related to students' actual needs and interests, they are more motivated to engage in learning. Elementary Chinese language education can design materials and courses based on students' interests, making learning more appealing and enjoyable. Personalized education not only enhances students' learning enthusiasm but also improves learning outcomes. Because education is closer to students' needs, they find it easier to understand and master language knowledge. Personalized education helps students enrich their vocabulary, improve reading and writing abilities, and enhance their Chinese language learning achievements. Personalized education also contributes to cultivating students' comprehensive qualities, not only improving language proficiency but also developing students' critical thinking, innovative abilities, self-management skills, and problem-solving abilities, facilitating students' all-around development. Through personalized education, students gradually cultivate the ability for independent learning, enabling them to better adjust their learning processes according to their needs and interests, promoting lifelong learning, and adapting to the ever-changing landscape of knowledge.[5]

4. Application Principles of Tao Xingzhi's Educational Ideas in the Reform of Elementary Chinese Language Teaching

4.1. Principle of Critical Thinking

Critical thinking is a key principle of Tao Xingzhi's educational ideas in elementary Chinese language teaching. It encourages students to think independently, not merely passively accept knowledge. In elementary Chinese language teaching, teachers can guide students to pose questions, contemplate viewpoints and information in texts, and examine texts from different perspectives. This helps cultivate the habit of active thinking, enhances their problem-solving abilities, and deepens their understanding of texts. Through debating viewpoints and questioning, students can explore themes, plots, and meanings in texts more profoundly, improving their reading comprehension and literary appreciation. Elementary Chinese language teaching should emphasize critical reading, where

students not only comprehend texts but also evaluate the reliability of their content and viewpoints. Through critical thinking, students can better discern the sources and credibility of information, thus fostering information literacy. Additionally, critical thinking contributes to improving students' writing abilities, enabling them to express their viewpoints more powerfully, provide reasonable arguments and evidence, and promote in-depth analysis and reflection, which is beneficial for both written composition and oral expression for elementary students.[6]

4.2. Principle of Innovative Education

Innovative education is a crucial principle in applying Tao Xingzhi's educational ideas to elementary Chinese language teaching. It encourages students to think and question actively, fostering their innovation abilities. This helps develop students' skills in independent thinking and problem-solving, enhancing their flexibility and creativity in thinking. Innovative education encourages students to be the subjects of learning, actively exploring knowledge. In the Chinese language classroom, this can be achieved through inspiring questions, discussions, group activities, and project assignments, allowing students to actively participate in the learning process. Innovative education makes Chinese language teaching more attractive, increasing students' engagement. By using multimedia, virtual reality, role-playing, and other methods, Chinese language learning can become more dynamic and interesting. Innovative education connects Chinese language teaching with real-life situations and society, enabling students to apply their acquired Chinese language knowledge in practical contexts, effectively cultivating students' comprehensive qualities, enhancing their Chinese language learning abilities, and fostering enthusiasm for Chinese language learning.

4.3. Principle of Student Subjectivity

Encouraging students to actively participate in the learning process and become the subjects of learning can increase students' learning enthusiasm. When students feel they have control and decision-making power, they are more motivated to engage in learning because they recognize their significant role in the learning process. Student subjectivity encourages students to independently explore learning. Teachers can provide resources, guide questions, and projects, allowing students to choose their own research direction and methods. This helps cultivate students' abilities to autonomously acquire knowledge. Student subjectivity in education can aid students in a deeper understanding of Chinese language content. Through independent learning and exploration, students can pursue topics of interest and delve deeply into these subjects, thereby enhancing their understanding and depth of Chinese language knowledge. Student subjectivity education helps establish students' intrinsic learning motivation. Students discover that learning itself is interesting, as they have the opportunity to explore questions that interest them, gaining satisfaction from the process. By placing students at the center of learning, Chinese language education can better meet students' needs, improve education quality, and consider students' individual differences and needs more effectively, making education more targeted.

5. Application Strategies of Tao Xingzhi's Educational Ideas in the Reform of Elementary Chinese Language Teaching

5.1. Cultivating Students' Chinese Language Thinking

With the comprehensive implementation of the new Chinese language curriculum, the educational focus on interactive and communicative classroom teaching has increased. Therefore, teachers need to continually refine their teaching philosophies, recognizing their guiding role in students' learning.

Differentiated teaching activities are particularly crucial in this process, as they can meet individualized student needs, stimulate their thinking abilities, and encourage continuous expansion and divergence. For example, in teaching the lesson "Reading for the Rise of China," teachers can engage students in inspiring teaching activities. Initially, teachers can lead students to delve into the life stories of famous historical figures and connect these figures to the significance of reading, allowing students to understand real-life cases where reading has changed destinies. Subsequently, posing debatable questions like "Is reading useless?" and guiding students to debate and express their views based on the text content can not only help students understand the text but also cultivate debate and expression skills. After the class, teachers can recommend related extracurricular readings to students based on the theme of the lesson, encouraging them to further delve into reading. This approach not only helps students expand their knowledge but also enhances their understanding of the significance of Chinese language knowledge, promoting students' overall qualities and personal development. Additionally, text reading methods should be adjusted according to students' needs and the curriculum content. Teachers can guide students to use various methods such as skimming, scanning, and role-playing to exercise their language abilities, helping them better understand and express themselves. Cultivating students' Chinese language thinking not only makes the classroom more dynamic and interesting but also helps develop students' critical thinking and innovation abilities, raising students' overall qualities in the field of Chinese language and effectively implementing Tao Xingzhi's educational ideas, creating a more vibrant and inspiring learning environment.

5.2. Cultivating Students' Autonomous Learning Awareness

Tao Xingzhi's educational ideas break free from the constraints of traditional classrooms, allowing students' subjective initiative to play a greater role, enhancing their subjective status, and cultivating awareness of autonomous learning. In elementary Chinese language teaching, the practical application of Tao Xingzhi's educational ideas is crucial. Teachers should focus on providing students with a space and platform to showcase themselves, encouraging them to learn actively and participate proactively. Taking the teaching of the lesson "The Feet of the Climbing Ivy" as an example, teachers can use multimedia devices to present pictures and growth videos of climbing ivy, allowing students to personally experience the marvels of this plant. Such interactive presentations can stimulate students' curiosity and anticipation, encouraging them to actively read and experience the article, profoundly feeling the vibrant climbing ivy depicted by Ye Shengtao. By contrasting videos, pictures, and texts, students not only appreciate the beauty of the article but also actively learn the writing techniques of the article. Teachers should timely guide students so that they can actively discuss the structure, rhetorical devices, and literary features of the article, thereby improving their writing skills and literary literacy. This method not only makes students more actively engaged in Chinese language learning but also promotes their autonomous learning, helping them better understand and apply textbook content. The teacher's role in this process is that of a guide and inspirer, dedicated to cultivating students' subjectivity and creativity. Such teaching strategies will contribute to the practical implementation of Tao Xingzhi's educational ideas in elementary Chinese language teaching, creating a more inspiring and enjoyable learning environment.[7]

5.3. Cultivating Students' Creativity

Creativity is considered an indispensable quality in contemporary society, making it essential for teachers in elementary Chinese language teaching to prioritize the cultivation of students' creativity. In Tao Xingzhi's educational ideas, "creative education" is emphasized, with the belief that every student possesses creative potential. The teacher's task is to stimulate students' creative thinking and

cultivate their innovative abilities through diverse teaching methods. In elementary Chinese language teaching, teachers can use this idea as a guide to harness students' curiosity, stimulate their enthusiasm for Chinese language learning, and enhance their core language literacy. For example, when teaching the article "The Crow Drinking Water," teachers can guide students to think about different ways a crow might drink water, not just by dropping stones. Through this exploration, students have more freedom in thinking, engaging in creative thinking and proposing various innovative methods. This not only stimulates students' curiosity but also encourages their creative thinking. Additionally, teachers can encourage students to carry out practical activities after class, such as simulating the scenario of a crow drinking water, to develop their hands-on abilities. This practical experience helps consolidate students' creative thinking, cultivating their problem-solving and creative thinking skills. Through this approach, elementary Chinese language teachers can effectively apply Tao Xingzhi's educational ideas in classroom teaching, fostering students' creativity, enabling them to learn Chinese more efficiently, and appreciating the charm and significance of Chinese language learning. This is also a crucial objective of applying Tao Xingzhi's educational ideas in the reform of elementary Chinese language teaching.

5.4. Expanding Students' Reading Thinking

The core goal of Chinese language reading teaching is to cultivate students' Chinese language reading thinking abilities. By broadening students' knowledge perspectives through reading, teachers play a role not only in imparting textbook content but also in actively promoting the extension of students' extracurricular knowledge. This helps students consolidate foundational knowledge while expanding their cognitive boundaries, fostering rich and diverse reading thinking. Taking the teaching of the lesson "Young Run Tu" as an example, teachers can first provide in-depth explanations of the text content, helping students understand the images of Run Tu as portrayed by the author, such as memories, the first encounter, and Run Tu telling stories to "me." This analysis allows students to comprehend the character's traits and development more profoundly. Following the completion of the teaching task, teachers can guide students to read Lu Xun's short story "My Hometown." This additional reading task enables students to understand the comparison between Lu Xun's hometown and his real hometown, profoundly experiencing the darkness of the societal background at that time. This helps improve students' ability to reflect on history and stimulates their concern for social phenomena. By expanding students' reading thinking, students' reading thinking becomes more enriched and diversified, extending beyond the text itself to connecting literary works with real-life situations. This educational strategy helps students more comprehensively understand Chinese language content, cultivate their reading thinking abilities, and enhance their interest in literature and history. The teacher's role is not only a transmitter of knowledge but also a mentor guiding students in thinking and connecting knowledge, encouraging students to gain more from Chinese language reading. This is also a beneficial application strategy of Tao Xingzhi's educational ideas in the reform of elementary Chinese language teaching.

6. Conclusion

Tao Xingzhi's educational philosophy provides essential theoretical support for the reform of elementary Chinese language teaching. By cultivating innovation, respecting individuality, fostering critical thinking, and implementing practical education, the quality of elementary Chinese language education can be enhanced, and students with more comprehensive qualities can be nurtured. Therefore, actively applying Tao Xingzhi's educational ideas in elementary Chinese language teaching will contribute to promoting the reform and development of primary education in China.

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