The application of combining reading and writing with teaching method in primary school Chinese education and teaching

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Abstract: Chinese language education is a crucial component of primary education, serving not only to impart textual knowledge but also to cultivate students' language expression, logical thinking, and literary appreciation abilities. In recent years, with the continuous evolution of educational philosophies and ongoing innovations in teaching methods, educators are exploring more effective teaching strategies to enhance students' interest and academic performance. Against this backdrop, the integrated approach of reading and writing, known as the "reading and writing combined teaching method," has garnered attention in the education sector. This paper aims to explore the application of the reading and writing combined teaching method in primary Chinese language education, analyzing its definition, principles, influencing factors, and proposing corresponding strategic approaches. The goal is to provide valuable insights for the practical implementation of primary Chinese language education.

1. Introduction

The reading and writing combined teaching method integrates reading and writing organically, aiming to cultivate students as comprehensive talents capable of deep text understanding and proficient language use. In this teaching method, reading evolves from a passive information reception process into an active one involving critical thinking, analysis, and comprehension. Similarly, writing transforms from mere imitation and memorization into an expressive, creative, and thoughtful process. Through the interactive engagement of reading and writing, students not only enhance their language proficiency but also develop critical and creative thinking, turning Chinese language learning into an engaging and challenging experience rather than a mundane one.

2. Definition of the Integrated Reading and Writing Teaching Method

2.1. Interaction between Reading and Writing

The interaction between reading and writing is an effective way to deepen language learning. When students read a text, they are not merely receiving information; instead, they actively engage in thinking, analyzing, and understanding the content. This process of deep reading stimulates

students' thinking, enabling them to better comprehend the author's intentions, grasp the structure of the text, and understand language usage. After reading, students can express their ideas, emotions, and viewpoints through writing. During the writing process, they need to review the content they read, contemplate how to express themselves in their own words, and this interaction between reading and writing encourages students to think deeply, learn independently, and apply knowledge gained from reading to practical writing. This fosters a beneficial learning cycle, enhancing the richness, depth, and meaningfulness of Chinese language learning.

2.2. Reading-guided Writing

Reading-guided writing is a heuristic teaching method that inspires creative writing by guiding students through the reading of high-quality texts to stimulate their thinking and creativity. Initially, teachers choose inspiring and interesting reading materials, such as literary works, historical stories, or scientific articles. Through reading these materials, students gain an understanding of different cultures, perspectives, and knowledge, broadening their horizons and improving language literacy. After reading, teachers guide students in a detailed analysis of the content, including the structure of the article, character traits, and plot development. Through discussions and reflections, students gradually comprehend the author's writing techniques and expressions. Subsequently, students are encouraged to apply their learned knowledge and skills to writing. They can draw inspiration from the reading material to create their own stories, poems, or simulate the writing style found in the material. Throughout this process, students can unleash their imagination, apply various rhetorical devices, and cultivate a unique writing style.[1]

2.3. Writing to Promote Reading

Writing to promote reading is an interactive teaching method that enhances students' interest and participation in reading through their creative activities. In this process, students are not only readers but also authors, and their creative practices make reading activities more interesting and meaningful. Teachers can design inspiring writing tasks that require students to engage in creative activities based on their knowledge and personal experiences. These creative tasks can take various forms, such as stories, poems, reviews, or diaries, providing students with ample space for expression. During the writing process, students need to choose appropriate vocabulary, sentence structures, and formats, necessitating extensive reading to accumulate language knowledge. While searching for suitable expressions, students actively seek and refer to reading materials, prompting them to read and understand various texts more profoundly. Students share their works with classmates, engage in peer evaluation and discussion. Through sharing, students not only receive suggestions and feedback from peers but also listen to others' viewpoints, further broadening their perspectives and promoting understanding of various opinions and thoughts.

3. Teaching Design Principles of Integrated Reading and Writing Teaching Method

3.1. Student-Centered Approach

The student-centered approach in teaching refers to the adjustment of teaching content, methods, and strategies based on students' actual needs and individual differences to meet their learning needs and interests. This teaching philosophy emphasizes the subjective position of students, considering them as the main participants in learning. It fully respects students' individual differences in knowledge, skills, and interests. The student-centered teaching approach focuses on the following considerations:

Understanding students' backgrounds and levels: Teachers need to gather information about students' family environments, social backgrounds, subject knowledge levels, and learning habits. This information helps in better understanding students' learning needs and characteristics.

Setting teaching content based on interests and strengths: Teachers can design learning tasks and activities related to students' interests and strengths. For example, in Chinese language teaching, selecting literary works related to students' preferences or encouraging them to create in their areas of expertise constitutes a personalized teaching approach.

Tailoring teaching methods to learning styles, abilities, and subject needs: Teachers can adopt various teaching methods, such as heuristic teaching, cooperative learning, and project-based learning, to stimulate students' learning interests and enthusiasm based on their learning styles, abilities, and subject requirements.[2]

3.2. Gradual Progression

Gradual progression is a fundamental principle in teaching that involves progressively advancing the difficulty and depth of learning during the teaching process. This principle ensures the systematic and coherent nature of learning, enabling students to steadily improve their academic levels. Gradual progression reinforces the rational arrangement of learning tasks. Teachers should, based on students' cognitive levels and subject knowledge systems, reasonably determine learning content and objectives. Breaking down knowledge into manageable, easy-to-understand points allows students to systematically master the material, establishing a logically clear learning path. Gradual progression emphasizes controlling the difficulty of learning tasks. Teachers should gradually increase the difficulty of learning tasks based on students' learning abilities and levels. Starting with straightforward and comprehensible knowledge points, teachers can then introduce more abstract and complex concepts, ensuring that students, while mastering foundational knowledge, gradually tackle more challenging learning content.[3]

3.3. Contextual Integration

Contextual integration involves incorporating language teaching into real, concrete contexts to facilitate students' learning and application of language in actual communication. This teaching method emphasizes the practical use of language skills, enabling students to comprehend, express, and apply language in authentic situations. In contextual integration, teachers can select topics and scenarios related to students' life experiences and interests, such as daily life, social interactions, and cultural experiences. By integrating learning content into these practical contexts through methods like realistic scenario simulations, role-playing, and group discussions, students can learn and apply language within specific contexts, enhancing the practicality and interest of language learning. Contextual integration also includes linking language teaching with other disciplines or practical application areas. For example, in a mathematics class, students can describe and solve mathematical problems using the target language. In geography class, students can use the target language to introduce the culture and customs of various countries and regions. This interdisciplinary contextual integration makes language learning more comprehensive and practical.

4. Factors Influencing the Implementation of Integrated Reading and Writing Teaching Method in Primary Chinese Education

4.1. Teacher Factors

Teacher factors play a crucial role in education, directly influencing students' learning outcomes

through their professional competence, teaching methods, and educational philosophy. However, there are potential issues associated with teacher factors in actual teaching. One common problem is a lack of ability to implement personalized teaching. Due to variations in students' cognitive levels, subject interests, and learning speeds, teachers may struggle to flexibly adjust teaching strategies to meet individualized needs, hindering the ability to stimulate students' learning interests and potential.[4] Another issue is a lack of innovative awareness. With the continuous development of society, educational methods are evolving. Teachers lacking innovative awareness may struggle to incorporate new educational concepts and technologies into teaching, leading to outdated content and methods. This can impede the stimulation of students' curiosity. Additionally, issues in classroom management and subject knowledge dissemination may arise. Some teachers might lack effective classroom management skills, resulting in chaotic teaching environments where students find it challenging to concentrate. Simultaneously, if teachers do not have a comprehensive understanding of the subject matter or fail to transform abstract and complex knowledge into understandable forms, they may struggle to help students establish a solid knowledge base.

4.2. Student Factors

Student factors also exert a significant impact within the educational environment but may present certain challenges. One common issue is insufficient learning motivation. Some students may lack interest, fail to see the value in learning, or be affected by external disturbances, leading to low motivation and hindering wholehearted engagement in learning, consequently affecting learning outcomes. Another problem is improper learning habits and methods. Some students may develop detrimental learning habits, such as procrastination, dependence on others, or rote memorization, impacting both learning efficiency and their ability for independent learning. Lack of scientific learning methods is also a prevalent issue. Students may lack efficient reading, memorization, and summarization skills, affecting their grasp and application of knowledge. Weak foundations in subject knowledge can be another challenge. Some students may have inadequately mastered foundational knowledge in certain subject areas, potentially due to issues in early learning stages or insufficient remediation of specific knowledge points. This may result in difficulties for students when encountering new knowledge, affecting the continuity and depth of learning.[5]

4.3. Textbook Factors

Textbook factors play a critical role in education, but certain problems may be encountered in actual teaching. A common issue is outdated textbook content that fails to meet modern educational needs. Due to ongoing progress in knowledge and society, some textbooks may not be regularly updated, leading to outdated information that hinders students' awareness of the latest knowledge and viewpoints, impacting the cutting-edge and practical aspects of teaching. Another problem is inconsistency in the difficulty level of textbook content. Some textbooks may exhibit significant differences in difficulty, with certain content being too simple for students while other parts are overly complex, making it challenging for students to master. This discrepancy may lead to learning difficulties, affecting students' interest and confidence. Textbook organization and structure may also pose challenges. Some textbooks may have unreasonable chapter divisions and knowledge organization, making it difficult for students to establish a systematic knowledge base. If the organizational structure of a textbook lacks clarity, students may struggle to grasp the coherence and logic of the knowledge, impacting their overall understanding.

5. Application Strategies of Integrated Reading and Writing Teaching Method in Primary Chinese Education

5.1. Guiding Writing through Reading

Guiding writing through reading is a crucial teaching strategy that cultivates students' comprehension skills and critical thinking by guiding them to read various texts. The goal is to stimulate their creative potential in writing. In this process, teachers can employ various methods to guide students in writing, fostering a reciprocal relationship between reading and writing. Teachers can choose engaging and thought-provoking reading materials, such as literary works, scientific articles, or historical stories, and guide students in in-depth discussions. Through activities like questioning while reading and group discussions, teachers can guide students to analyze elements such as the structure of the text, character traits, and plot development, fostering a deep understanding of the text. Using writing frameworks or templates is an effective approach to guide students in their writing. Providing students with basic writing structures and sentence patterns helps them organize language effectively to express their thoughts. This method reduces the difficulty of writing, encouraging students to experiment with different writing styles and expressions. Analyzing writing examples, including exemplary student work or classic texts, is beneficial. By dissecting examples, students can learn excellent writing techniques and expressions, inspiring their own writing and enhancing its quality. Encouraging peer review and revision is essential. Students can exchange their work, read and evaluate each other's writing, and provide constructive feedback. This interactive learning approach not only offers feedback for improvement but also develops students' critical thinking and collaboration skills.[6]

5.2. Writing to Enhance Reading

Using writing to enhance reading is a highly effective teaching strategy that helps students better understand and apply the content they read. In this process, teachers can employ various strategies and methods to spark students' interest in writing while simultaneously improving their reading abilities. Teachers can guide students in presenting viewpoints and writing critically. After reading an article or a book, teachers can pose relevant questions, encouraging students to deeply reflect on aspects such as the article's viewpoints, character traits, and plot development. Students then express their thoughts through writing, requiring them to reorganize learned knowledge and deepen their understanding of the content, thus enhancing the depth of reading. Creative writing tasks can be designed, such as asking students to create a new ending for a story or write a letter from a character's perspective. These tasks stimulate creative thinking, prompting students to contemplate the textual meaning and broadening the breadth of their reading. Teachers can organize group discussions and collaborative writing. Students collectively read a piece, engage in discussions, share their interpretations and viewpoints, and collaboratively compose a comprehensive piece. This collaborative writing approach encourages mutual learning and hones teamwork and communication skills. Literary creation can be encouraged, allowing students to write novels, essays, or poems based on their ideas and experiences. This process requires absorbing and applying a rich vocabulary and sentence structures, enhancing language sensitivity and mastery. Literary creation not only cultivates writing skills but also increases students' appreciation and understanding of literary works.

5.3. Feedback and Guidance

Feedback and guidance play a crucial role in education, helping students identify issues and guiding them towards solutions. To provide effective feedback and guidance, teachers can employ

various strategies and methods. Timeliness is key to feedback and guidance. Teachers should promptly provide feedback after students complete tasks or participate in activities, enabling students to have a clear understanding of their performance. Timely feedback helps students identify and correct errors, preventing the formation of bad habits. Simultaneously, timely guidance maintains students' motivation and drive for continuous improvement. Personalization is crucial for effective feedback and guidance. Considering individual differences, teachers should offer personalized feedback and guidance tailored to students' specific needs. Providing specific advice and solutions for students' particular problems helps them overcome challenges and improve learning outcomes. Encouraging self-evaluation and peer evaluation is also effective. Teachers can guide students to self-assess their learning performance, aiding them in developing self-awareness. Encouraging peer evaluation allows students to learn from each other's mistakes and successes, promoting better understanding of knowledge and fostering a positive learning atmosphere. Teachers should offer ample encouragement and affirmation, emphasizing students' progress and strengths, boosting their confidence. In guidance, teachers should use encouraging language and a positive attitude, making students more willing to accept feedback, actively improve, and enhance their own capabilities.

5.4. Diversified Writing Forms

Diversified writing forms involve guiding students to attempt various types of writing, including narrative, argumentative, expository, poetry, scripts, etc. This enriches students' writing experiences, expands their creative thinking, and elevates their writing skills. To achieve diversified writing forms, teachers can employ the following strategies and methods: Guiding students in imitation and adaptation is one approach. Teachers can select classic literary works or articles that students enjoy, prompting them to imitate the writing style, structure, and language features and subsequently adapt it. Through imitation and adaptation, students gain a better understanding of the characteristics of various writing forms and enhance their language organization and creative skills. Offering creative writing tasks is another effective strategy. Teachers can design inspiring writing tasks, such as envisioning a future world or describing a fantasy adventure, encouraging students to use their imagination. These creative writing tasks stimulate students' interest in writing and prompt them to try different writing forms. Organizing group collaborative writing is beneficial. Students are divided into groups to collaboratively complete a piece, such as a dialogue, a novel chapter, or a debate script. In group collaboration, students can discuss, cooperate, and complement each other's strengths, resulting in a more diverse and rich composition. Encouraging literary creation is essential. Students can create their own novels, essays, or poems based on their ideas and experiences. In the writing process, they need to absorb and apply a vast amount of vocabulary and sentence structures, enhancing their language sensitivity and mastery. This literary creation process not only cultivates students' writing skills but also increases their appreciation and understanding of literary works.

6. Conclusion

The application of reading and writing with teaching method in primary school Chinese education can not only improve students' language literacy and writing ability, but also cultivate their critical thinking and creative thinking, laying a solid foundation for their lifelong learning. However, in practical teaching, teachers need to comprehensively consider students 'personality differences, teaching materials selection and teaching strategies and other factors, flexibly use reading and writing combined with teaching method, in order to better meet students' learning needs, improve the teaching effect, and promote students' all-round development.

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