

Study on Cultivating Rural Elementary School Students' Interest in Extracurricular Reading

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Abstract: Cultivating reading interest and improving extracurricular reading level is one of the important means to improve students' core language literacy, and the primary school stage is the key period to cultivate students' interest in extracurricular reading. The article describes the main difficulties faced by rural primary school students in cultivating their interest in extracurricular reading from the aspects of rural primary school students do not have a good reading environment and insufficient book resources in school, and puts forward the measures of changing the concept of education, strengthening the scientific guidance of teachers, actively creating the conditions for extracurricular reading, and enriching the reading resources, etc., to cultivate the interest of rural primary school students in extracurricular reading through the three-tier linkage among the society, the school and the family.

Keywords: Rural Primary School Students; Extracurricular Reading Interest; Cultivation.

1. Introduction

Cultivating primary school students' interest in extracurricular reading, improving their reading ability, and letting students learn to read, think and innovate are the necessary ways to broaden primary school students' knowledge horizons and improve their core language literacy. Rural primary school students reading interest cultivation started late, and by the influence of the family and living environment, most children are difficult to sink their hearts to read carefully and completely, and over time they will lose their reading awareness and ability, which is not conducive to the development of students' comprehensive quality. For this reason, we should actively explore ways to stimulate the interest of primary school students in extracurricular reading, ignite their desire to read, and cultivate students' good habits of love of reading and good reading, so as to lay a solid foundation for the development of lifelong learning ability.

2. The Main Difficulties Faced by Cultivating Rural Primary School Students' Interest in Extracurricular Reading

2.1. Not having a good extracurricular reading environment and lack of effective guidance

Under the traditional concept of education, most teachers and parents still pay attention to exam-oriented education, focusing only on children's academic performance, and do not pay attention to the cultivation of children's reading habits. In the family life, due to the generally low cultural level of rural students' parents, there are many parents who hardly do any reading, not to mention inspiring and guiding their children's reading behaviours, and they hope to leave all the problems of cultivating and educating their children to the school teachers. In school education, most teachers do not know how to effectively guide students to read outside the classroom. Teachers' monitoring of students' extracurricular reading is mostly verbal, such as: what books have been read, what is said in the books, and how many pages have been read. And

there is almost no guidance, not to mention specific incentives, or even no attention at all to students' extracurricular reading activities. According to the requirements of educational objectives, teachers always emphasise to students the benefits of reading more extracurricular books, but they seldom formulate efficient and feasible strategies, and it is even more difficult to teach students appropriate methods of extracurricular reading or provide effective guidance.

With the improvement of rural economic level and the popularity of electronic technology products, more and more people begin to use electronic devices such as smart phones to obtain information and use them as the main means of leisure and relaxation. Compared with reading books, primary school students prefer to use electronic products to play very graphic content, so as to get a better auditory and visual experience. Some students are even addicted to video games and short videos. Over time, when this becomes a habit, students will slowly lose interest and patience in extracurricular reading activities.

Influenced by the above educational environment, family atmosphere and other aspects, rural primary school students do not enter the primary school, often do not have the interest in reading and subjective initiative; into the primary school, their behavioural habits are basically developed. Reading requires students to be quiet, calm, patient and careful, primary school students are in the stage of growth of jumping off, lively, in the absence of good reading habits, let them read outside the classroom there are difficulties.

2.2. Insufficient extracurricular reading resources do not meet the reading needs of primary school students

To cultivate students' interest in extracurricular reading, sufficient and suitable books are the prerequisite and foundation. However, the backward economic conditions in rural areas are not enough to provide students with perfect education and teaching conditions, and at the same time, they are unable to invest more money in extracurricular reading, which results in the lack of book resources in rural primary schools and makes it difficult to form a good book reserve system. Many rural school libraries (rooms) have limited

resources for extracurricular books, and some schools even donate books or teaching aids that are not related to extracurricular reading to make up the number, which are not the extracurricular readings needed by the students at all. In addition, the phenomenon of unreasonable opening hours of libraries (rooms) often exists. To a certain extent, such libraries (rooms) have become a decoration to cope with the inspection of the education department, which is completely out of touch with the actual needs of extracurricular reading of primary school students, not to mention the role of leading or supporting the extracurricular reading of primary school students.

At the same time, the main source of income for rural families is planting, farming or working in cities, and their income levels are generally not high. Due to the high price of genuine children's books, economic constraints and the backwardness of parents' concepts, most families are not enthusiastic about purchasing suitable reading materials for their children. Moreover, in rural areas, although there are small shops or supermarkets that can meet the needs of daily life, there are no bookstores in the villages, and the places where books can be purchased are far away from the place of residence. Parents of rural students work long hours to make ends meet, and it is difficult for them to find the time, energy and extra money to buy extracurricular books for their children on their own initiative.

In such a situation where reading resources are in short supply, it is naturally difficult for rural primary school students to cultivate their interest in extracurricular reading and improve their reading ability.

3. Measures to Cultivate Rural Primary School Students' Interest in Extracurricular Reading

3.1. Changing concepts and drawing attention to extracurricular reading of students in rural society

Nowadays, many schools and teachers generally attach importance to achievement rather than reading, and for utilitarian purposes, they are unwilling to let students put too much time and energy on extracurricular reading which is not directly linked to achievement, and fail to correctly understand the important role of extracurricular reading in students' development. The release and implementation of the Language Curriculum Standards for Compulsory Education (2022 Edition) provides a better opportunity and basis for people to change their conceptions of extracurricular reading for students. The new curriculum standard clarifies the important position of extracurricular reading in language education and emphasises the importance of cultivating students' interest in and habit of reading; it requires students to read more, read better and read whole books, develop good reading habits and accumulate experience in reading whole books, aiming at expanding students' knowledge and improving their reading ability and language literacy by guiding them to read extracurricularly. As teachers in the front line of education, they should constantly improve their educational concepts and set their sights on the long term future. Therefore, teachers should first clarify the importance of extracurricular reading, and while updating their own reading concepts, they should also pass on such concepts to students and parents, so as to promote the formation of a

correct view of reading in rural society, and then stimulate the interest of rural primary school students in extracurricular reading.

No educational and teaching task can be accomplished without caring for the educational cultivation of parents. The family is a more private place, family members are not only emotional exchanges and experiences between family members, parent-child education in that field is more able to have a subtle influence on children. In the cultivation of primary school children's interest in extracurricular reading, the guardian's reading attitude, speech and behaviour, as well as the cultural psychology and interpersonal relationships implied therein, will have certain specific hints on primary school children's reading emotions. In view of the special function of the family, can not excuse the guardian's literacy level is too low to give up the responsibility of reading guidance, such responsibility is not limited to parent-child reading, in fact, the child needs only a kind of support, even if the grandparents are illiterate, as long as there are encouraging words and deeds, such as the expression of approval, silent companion, etc., the child's interest in reading and awareness of a positive role in promoting.

3.2. Scientific guidance to inspire students to master extracurricular reading methods

The effect of extracurricular reading of rural primary school students is not satisfactory, and there is still a big gap with the requirements of the new curriculum standards, one of the important reasons is that students do not master the reading skills, thinking that casually flipping through the book, look at the illustrations even if it is finished reading a book. Such a way of reading, it is difficult for students' personality development and ability to improve the actual effect, over time, students will lose the initiative to read. Therefore, in actual teaching, it is very necessary for teachers to strengthen the guidance of extracurricular reading for students, so that students can really benefit from extracurricular reading.

Arrangement of reading guidance classes: Teachers should pay attention to the guidance of students' extracurricular reading and arrange special reading guidance classes. In the actual teaching, teach students some extracurricular reading skills and develop students' skills of reading quickly and effectively. By practising hard and concentrating their attention, they will be able to read more efficiently in a shorter time. The faster and more carefully they read, the more they can fully and accurately understand what they read, thus building up their confidence in reading, and then they will enjoy extracurricular reading more, which is a mutually reinforcing process. Teachers should face up to the differences in students' extracurricular reading levels and pay more attention to students with lower learning abilities when focusing on guidance. When discussing and exchanging ideas, encourage students with low extracurricular reading ability to express their ideas, so that they can enhance their reading confidence. At the same time, more exchanges with students on interesting reading content, guiding them to feel the fun from extracurricular reading, so that they can adhere to extracurricular reading, thus improving reading ability.

Strengthen the supervision of students' extracurricular reading: In order to encourage students to adhere to extracurricular reading, it is very necessary for teachers to follow up and supervise students' extracurricular reading in a timely manner, which can be done by regular spot checks and

simple tests to impose a certain degree of coercion on students. Thus, students have a certain task-driven, this form as a strategy to cultivate good reading habits. As the saying goes: "a good memory is not as good as a good pen", in the reading process teachers should guide students: after reading a story, the description of a wonderful, deep meaning of the sentence scratch, circle, or according to their own reading of the thought of drawing a picture, as a way to help students develop the habit of willing to accumulate.

The new curriculum reform requires teachers to act as the guide of teaching activities and put students in the main position. Primary language reading teaching should let students become the masters of the classroom, and teachers should guide students to discover and solve problems, giving full play to students' subjective initiative. Therefore, teachers can also guide students to the correct use of tools, set up reading groups, regularly organise reading seminars and other forms, to improve the awareness of primary school students to take the initiative to solve the problems encountered in reading, and constantly inspire students to read extracurricular books with enthusiasm and passion, enhance students' thinking and creative ability, and encourage students to experience the joy of reading books, which in turn promotes the development of students' personality.

3.3. Create conditions for students to enjoy the fun of extracurricular reading

In rural areas, the economic backwardness is an important reason for the poor reading environment, so the improvement of the rural reading environment should be guaranteed first of all by the funds, the state and society can set up special funds for rural extracurricular reading, increase the tilt of the book resources to the rural areas, and play the role of the district and county libraries to help the traction to ensure that the rural primary school students to read extracurricular reading resources to be enriched and updated.

Schools should pay more attention to the needs of students' physical and mental development in the process of growth and learning, increase the construction and investment in the extracurricular reading environment, and use the limited funds in meaningful construction. School libraries (rooms) should be truly utilised, and according to the age characteristics of students of different school years, students regularly buy and subscribe to a variety of types of books, timely update of available reading choices, on the basis of respect for students' learning interests, try to expand the knowledge level of students, multi-perspective, diversified, to enhance the results of students' reading.

Family environment is extremely important to the growth of children and the moulding and formation of personality and spirit. In order to stimulate children's interest in extracurricular reading and encourage children's search for knowledge, parents should create a good reading environment

at home so that children can read more comfortably. For example, if possible, plan an area in the home that belongs exclusively to the child, preferably a room for reading, so that the child can get away from distractions and concentrate on reading. Families with the means to do so can install a small bookshelf in the reading area to house their extracurricular books for children, giving them an "immersion" reading experience. Parents who have the time and ability to do so can also engage in parent-child reading with their children, so that the children can feel the warmth of family love in addition to the pleasure of reading. The two are integrated with each other, and the warmth between parents and children is integrated into the reading process, in which children can feel the warmth of parental companionship, and over time, the joy of warmth will be transformed into the essence of reading, and they will enjoy extracurricular reading even more.

4. Conclusion

It has been proved that in terms of extracurricular reading level, there exists a big gap between primary school students in rural areas of China and students of the same grade in urban areas, and it is not possible to improve this situation overnight. At present, our first task is to guide teachers, parents and primary school students themselves in rural areas to pay attention to extracurricular reading, and actively cultivate rural primary school students' interest in extracurricular reading. In addition, we should also guide students to master the method of extracurricular reading and improve their reading level through scientific guidance on their reading behaviour; we should actively create conditions and environments for the extracurricular reading of primary school students so that they can fully enjoy the fun of extracurricular reading and make them really love reading.

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