

# Research on the Current Status and Countermeasures of Chinese Language Teaching in Primary Schools under the Background of New Curriculum Reform

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**Abstract:** The continuous advancement of educational reform has set higher standards for the teaching of Chinese language in primary schools. Teachers are required to continuously explore and adopt innovative teaching methods while discarding outdated approaches to enhance teaching efficiency. Primary education marks the beginning of children's learning journey, playing a decisive role in stimulating their interest in learning and developing good habits. Therefore, improving teaching methods in primary schools not only positively affects children's current learning but also lays the foundation for their future academic growth, contributing to the improvement of students' comprehensive abilities. Despite this, the teaching outcomes in primary schools still have room for improvement. Some students have not yet developed good study habits and show resistance to learning, which affects the teaching effectiveness, especially in the Chinese subject where this issue is more pronounced. Therefore, it is crucial to deeply analyze the current situation of Chinese language teaching in primary schools and find effective improvement strategies. This can enhance students' motivation to learn and improve the quality of teaching.

**Keywords:** New Curriculum Reform; Current Status of Primary School Chinese Teaching; Directions for Improvement.

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## 1. Requirements for Primary School Chinese Teachers under the New Curriculum Reform

The new curriculum reform advocates for a more open, flexible, and student-centered educational teaching environment, which requires primary school Chinese language teachers to not only focus on knowledge impartation but also to invest more energy in stimulating students' interest, developing learning capabilities, and fostering personality development.

### 1.1. Teachers as Catalysts in the Learning Process of Students

The personality traits, temperament types, and ability levels that teachers display in teaching play an important catalytic role in the emergence of students' classroom identification. The mental state, cognitive level, and emotional feelings of students during teaching also have a significant impact on the effectiveness of teachers' teaching.[1] Just as a catalyst in a chemical reaction accelerates the reaction rate without being consumed, teachers can accelerate students' understanding and absorption of knowledge through carefully designed teaching activities, inspiring questions, and creative teaching methods. They guide students to explore actively, stimulate their curiosity and desire for knowledge, and help students build enthusiasm and interest in learning. In this process, teachers continuously adjust teaching strategies to adapt to the learning pace and style of different students, ensuring that each student can achieve the best learning effect in a way that suits them. This catalytic role of teachers not only promotes the accumulation of students' knowledge but also cultivates their critical thinking, innovation ability, and problem-solving ability, laying a solid foundation for the comprehensive development of students.

### 1.2. Educators Working Together

Firstly, teachers should establish cooperative relationships with colleagues. Although teachers always seem to be accompanied by students, under the traditional teacher-centered teaching model, there is a certain distance between teachers and students, and the communication between teachers is not frequent, which may lead to teachers feeling isolated. By communicating and cooperating with peers, teachers can not only break the state of isolation but also meet the needs of the new curriculum for interdisciplinary integration. Only when teachers from different fields work together can the integration of curriculum content and learning methods be achieved. Secondly, cooperation with parents is also crucial. Due to the differences between old and new educational concepts and the lack of relevant knowledge among parents, they may have obstacles in understanding the new curriculum. Teachers need to strengthen communication and cooperation with parents while striving for support from all sectors of society. Lastly, cooperation with educational administrators is equally important. The advancement of educational reform is a gradual process of unifying concepts and evaluation standards, which needs to be achieved through discussion and cooperation. In this process, teachers need to show patience and the ability to resist interference. In order to gain the support of managers for teaching reform, teachers should be brave enough to express their educational concepts and work plans.

### 1.3. Teaching Should Be Closely Connected to Students' Real Life

In modern education, teaching should not be limited to the impartation of textbook knowledge but should be closely connected to students' real life.[2] This means that teachers need to transform abstract theoretical knowledge into concrete and vivid examples, allowing students to find the embodiment of knowledge in daily life. For example, when

teaching mathematics, students can understand the practical application of mathematics by solving problems such as family budget management and discount calculations when shopping. In Chinese language teaching, students can be guided to use the language skills they have learned for expression and thinking by analyzing news events and discussing social phenomena. In this way, students can not only understand knowledge more deeply but also cultivate their practical ability and critical thinking. More importantly, this teaching method can stimulate students' interest in learning, making them realize that learning is not only for exams but also for a better understanding and participation in the real world.

## **2. Current Status of Primary School Chinese Language Teaching**

Primary school Chinese language teaching is currently at the crossroads of tradition and innovation, facing numerous challenges and opportunities. On one hand, some teachers still adhere to traditional teaching models that emphasize the impartation of knowledge while neglecting the cultivation of students' autonomy and creativity, resulting in a singular teaching approach and a lack of interest among students. On the other hand, the advancement of new curriculum reforms has introduced new educational concepts and methods to primary school Chinese language teaching, encouraging teachers to adopt interdisciplinary teaching to stimulate students' enthusiasm for learning and to cultivate their comprehensive literacy. However, there are still issues in actual teaching, such as outdated teaching concepts, insufficient innovation in teaching methods, and the lack of a student-centered approach. In addition, the unreasonable assessment mechanisms also restrict the comprehensive development of students' Chinese language literacy. Therefore, primary school Chinese language teaching urgently needs teachers to update their teaching philosophy, adopt a variety of teaching methods, and pay attention to students' emotional cultivation and thinking training to achieve the effectiveness of teaching and the overall improvement of students' abilities.

### **2.1. Outdated Teaching Concepts**

Firstly, under the current educational context, many teachers still insist on the traditional teacher-centered teaching model, believing that the teacher is the authority of knowledge and students only need to passively accept it. This concept overlooks the students' subject status and initiative, limiting their thinking and expressive abilities. Secondly, the teaching goals of some teachers are mainly focused on improving students' exam scores, overemphasizing the rote and memory of knowledge while neglecting the humanities and practicality of the Chinese language subject. This exam-oriented educational concept leads to a lack of interest and enthusiasm for Chinese language learning among students. Thirdly, in the teaching process, some teachers still use traditional lecture methods, lacking interaction and inquiry, with a singular and uncreative teaching approach. This teaching method is not conducive to stimulating students' interest in learning and cultivating their critical thinking. Lastly, against the backdrop of new curriculum reforms, interdisciplinary integration is an important way to enhance students' comprehensive literacy. However, some teachers have not effectively utilized the connection between the

Chinese language subject and other subjects, and the teaching content and methods lack interdisciplinary integration and innovation. In summary, the outdated teaching concepts of primary school Chinese language teachers not only affect the teaching effect but also restrict the possibility of students' comprehensive development. Therefore, teachers need to update their teaching concepts and adopt more open, flexible, and innovative teaching methods to adapt to the requirements of modern education.

### **2.2. Low Student Interest in Learning**

In Chinese language teaching, the student should be the center, and teaching activities should also take the student as the main body, using various forms for teaching.[3] However, in today's educational field, students are often strictly constrained by teachers, and many students in the classroom can only comply with the teacher's requirements and cannot freely perform, even if some reforms have been made by the teacher, but the traditional educational concept has not changed, it's just a formality, there will be no substantial change. First, in some primary school Chinese language teaching, teachers still rely on traditional teaching methods, such as one-way lectures and rote memorization, which is difficult to stimulate students' interest and enthusiasm for learning. Second, there is a lack of vivid context creation and practical application in teaching, which disconnects Chinese language learning from students' life experiences, making it difficult for students to feel the practical significance and fun of learning Chinese. Third, the classroom lacks sufficient interaction and discussion, with low student participation, making it difficult to form a positive learning atmosphere, thus affecting students' interest in learning. Fourth, an important aspect of Chinese language learning is reading, but the lack of effective reading guidance and interest cultivation may lead to student resistance to reading, thereby affecting the overall interest in Chinese language learning. To improve this situation, the joint efforts of teachers, schools, parents, and the entire society are needed to stimulate and maintain students' interest in Chinese language learning through innovative teaching methods, enriching curriculum content, providing a variety of learning resources and tools, and establishing a reasonable evaluation system.

### **2.3. Unreasonable Evaluation Mechanisms**

The current status of the primary school Chinese language evaluation mechanism is mainly reflected in the following aspects. First, in the current primary school Chinese language evaluation system, written test scores are often the main or even the only standard for evaluating students' Chinese language abilities. This exam score-led evaluation method neglects the assessment of students' multi-dimensional abilities such as oral expression, reading comprehension, and creative thinking. Second, the evaluation mechanism tends to focus on students' memory and mastery of knowledge points, such as new characters, vocabulary, grammar, etc, while paying less attention to students' understanding and application ability of Chinese language knowledge. Third, there is insufficient observation and evaluation of the learning process in the primary school Chinese language teaching process, lacking evaluation of students' learning attitudes, learning strategies, and learning progress. Fourth, due to the singularity of the evaluation mechanism, it is difficult to conduct personalized evaluation for students with different characteristics and needs, resulting in evaluation results that

cannot fully reflect each student's true Chinese language level. Lastly, there is a disconnect between the evaluation mechanism and teaching practice, making it difficult for evaluation results to have a positive feedback and guidance effect on teaching activities. To improve this situation, a more comprehensive, diverse, and open evaluation system needs to be established, focusing on the cultivation of students' comprehensive Chinese language literacy, using a variety of evaluation methods, fully mobilizing students' enthusiasm for learning, and promoting the comprehensive development of students.

### **3. Innovating Primary School Chinese Classroom Teaching based on the New Curriculum Reform**

Improving primary school Chinese teaching under the background of the new curriculum reform can not only enhance the teaching effectiveness of the Chinese subject but also promote the comprehensive development of students to meet the needs of future society.

#### **3.1. Understanding and Mastering the New Curriculum Reform, Updating Teaching Concepts**

The new curriculum reform not only covers the requirements of basic knowledge and skills but also clarifies the specific standards for curriculum assessment. It represents the guidance and expectations of the state for the primary school Chinese teaching stage. In light of the fact that some primary school Chinese teachers still hold traditional teaching concepts that deviate from the educational philosophy advocated by the new curriculum reform, the author believes that teachers need to quickly absorb the essence of the new curriculum standards and refresh their teaching methods to promote innovation and improvement in teaching practice and curriculum design. When preparing for teaching and designing courses, teachers should deeply understand the teaching philosophy, characteristics, goals, and content proposed by the new curriculum reform, which helps them effectively answer basic questions in the teaching process, including the nature, purpose, and implementation strategies of teaching.

#### **3.2. Stimulating Interest in Learning, Creating Learning Conditions**

Under the impetus of the new curriculum reform, the primary task of improving the effectiveness of primary school Chinese teaching is to stimulate students' love for the language subject, as interest is the driving force for learning. The key lies in cultivating students' emotions and the ability to express these emotions, which is mainly achieved through

students' personal experiences, active exploration, interaction with others, and self-expression. At the same time, teachers should encourage students to develop an interest in vocabulary learning and correct them in time when they find students' understanding is wrong. This process not only helps students achieve the teaching goals of literacy but also promotes their ability to express themselves, allowing students to recognize the importance of actively participating in learning.

#### **3.3. Creating a Multimedia Learning Environment, Understanding Text Content**

Building a learning environment that integrates multimedia technology helps students to deeply understand the text through the combination of visual and auditory, as well as interactive methods. In such an environment, students can enhance their learning experience by participating in multi-sensory learning activities. Using multimedia resources, students can gradually grasp the connotation of the text. Using multimedia tools in primary school Chinese classrooms can not only provide students with a variety of learning approaches but also stimulate their imagination and innovation, thereby improving the absorption of learning materials and learning efficiency. For example, when teaching the lesson "Lotus Flower" teachers can use multimedia to display vivid pictures of lotus flowers, allowing students to deeply feel the beauty of lotus flowers through visual experience. This teaching method not only improves the teaching effect of the classroom but also enhances students' learning motivation, enabling them to remember and understand the content more profoundly. When designing multimedia teaching content, teachers need to deeply understand the core elements of the text and focus on expanding the content of the text to improve students' interest in related knowledge and encourage them to explore and research further in their spare time to achieve better teaching results.

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