

The Improvement Path of Primary School Students' Chinese Literacy under Diversified Reading

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Abstract: Reading is the key content of primary school Chinese teaching, so teachers should stimulate students' interest in reading, deepen students' reading comprehension, optimize students' reading effect, and finally improve students' core quality of reading. However, there are still many outstanding problems in the current reading teaching, such as students' weak interest in reading, inappropriate reading strategies, superficial reading and teachers' disordered reading guidance. This requires primary school Chinese teachers to combine the basic situation of reading teaching, and actively explore measures to better optimize reading teaching driven by problems, so as to lay a solid foundation for the comprehensive improvement of students' reading ability and reading literacy. This article explores the path of improving primary students' Chinese literacy under diversified reading, including blank reading, stimulating reading interest, group reading, improving the quality of thinking; theme reading, light up the spiritual world; group book reading, rich life background; speculative reading, sound personality charm, and fashion reading, enriching life connotation.

Keywords: Chinese Literacy; Reading; Primary School Students.

1. Introduction

Diversified reading is to carry out reading activities in various forms of reading, emphasizing rich reading content, various reading forms and a variety of reading methods. Diversified reading is a kind of different reading, which can meet the reading needs of students at different levels and stimulate the creative consciousness of each student. At the same time, diversified reading is a kind of personalized reading, which pays attention to the development of students' personality and the improvement of comprehension ability, and to the improvement of students' reading feelings and thinking ability. Diversified reading is also a kind of comprehensive reading, with students as the main body and constructing critical thinking, so that it can form critical consciousness and innovation ability. Diversified reading is also a process of open and creative reading. Students are encouraged to think subjectively in the process of reading, and to conduct reading activities with the spirit of critical questioning, which can stimulate students' imagination and creativity. Therefore, on the whole, diversified reading has a promoting role in improving students' Chinese literacy and helps students to better carry out reading activities. Based on this, this paper plans to discuss the improvement path of the primary school students' Chinese literacy under the diversified reading, so as to train the socialist builders and successors with the all-round development of morality, intelligence, physical, beauty and labor.

2. Filler Reading, Stimulate the Interest in Reading

In the diversified reading of primary school Chinese, the "blank" in the blank reading is to supplement the blank. Specifically, blank reading means that there is a blank expression in the text. Teachers guide students to fill in the blank, and encourage students to form reading cognitive ability in the specific operation. Primary school, students' reading is given priority to with picture books, picture books

have the characteristics of less words, pictures, students left a lot of imagination, so the teachers should seize this characteristic, in the teaching guide students to picture books reading —— to pictures with text, make the students and the author, and let the students have a sense of pride and gain, thus forming a strong interest in reading. So, in the specific teaching, how should teachers guide students to read the picture books? This can be implemented in the following steps. First of all, guide the students to analyze the theme of the picture book and the content shown in the picture, so as to find the entry point to complement the blank. In this process, the teacher first asked the students to extract the text information by reading aloud, and then led the students to analyze the information presented by the pictures by asking questions, so as to form a relatively complete understanding of the reading content of the picture book, and then clarify the part of the text that can be supplemented. Secondly, encourage the students to think differently, let the students with the help of thinking and imagination, to build a blank way of thought. In this regard, teachers should leave enough space, seize the key words or key sentences to inspire students to have a bold and reasonable imagination, and then make them combine with the actual life, emotional experience, situational dialogue and so on for specific blank. Finally, improve and complete the expression of the real language. That is, students are required to express the content in language, by teachers and other peers to supplement or improve. Books, reading the ugly duckling, for example, under the guidance of teachers, students by reading through the text information, namely the ugly duckling suffering into the process of white swan, and then formed the following white ideas: how white ducklings were born, or fill the white ugly duckling on wandering adventure, let the story more twists and turns. In this way, the implementation of whitening reading has achieved good teaching results, and the author has also found that students are very interested in such filler.

3. Group Text Reading, Improve the Quality of Thinking

Primary school Chinese diversified reading, group of reading is a set of articles in a certain way, in a unit of time, reading more associated articles, students in the process of reading, and improve reading ability and thinking, or around one or more issues to choose a set of articles, these articles can be the film and television works, literature, classic forms of combination, and then around issues for reading and collective construction, finally reached a consensus of reading. Group reading is a more concentrated and structured form of reading. In the process of reading, it discovers the mysteries of literature, the passwords of stories, and the writing skills, and improves the quality of thinking in a series of reading practices. Group text reading has four key behaviors: "comparing, reading, discussing and integrating". "Compare" is comparison, including two levels of comparison, first, from many texts, from the theme, style, language, form and other aspects, and then screening, group articles, followed by a group of articles combined together internal comparison, compare the similarities and differences of plot, characters, views and other content. The characteristic of group reading is "qualitative", which is more than "different" rather than "same". "More than" is the basic behavior and way of thinking of group reading teaching. "Reading" refers to guiding students to consciously adopt the corresponding reading method according to the reading situation, so as to form a preliminary perceptual experience of the text and pave the way for the next in-depth reading. "Discussion" is the topic of group text reading, which is a process of entering the text, exerting the subject consciousness on the basis of the previous reading, extracting, transforming and integrating the information, and then making information output or creative expression, and finally reaching the "consensus" of the topic. "Discussion" is the key link and behavior basis to realize the meaning construction in the whole group text reading teaching. "Whole" is the integrated application, the ultimate goal of learning is to guide their own life, so is the same in reading, through the "consensus" reached in the group reading to solve the problems in their own life. In this way, through the four key behaviors of "comparison, reading, discussion and integration", it can promote the effective development of group reading teaching, which can guide students to think from multiple angles and deeply, and then give students ideological enlightenment or arouse the resonance of students' values. Take the group reading of the topic of "good and bad, look at the problem" as an example. According to this topic, you can choose the reading materials such as classical Chinese "Wolf", narrative "A Lesson on the Cliff", "Escape" and the film "The Climber". After first reading the above four texts, the first step is "than". In this regard, teachers should guide the students to compare the four texts from the perspective of style, in order to clarify the structure, form of expression and style of each text, and then let the students compare the similarities and differences of the four texts from the specific plot, key figures and viewpoints. After preliminary comparison, it can be found that although the four texts have different themes, their similarities lie in the fact that readers have two different views on the protagonist. At this point, the second step of "read", that is, based on the text, let the students choose the appropriate reading method, in order to achieve a further understanding of the text. It is suggested that intensive reading method is adopted in "Shepherd and

Catch Wolf", and "A lesson on the Cliff" is adopted in silent reading method. "Escape" uses skimming, "The Climber" uses speed reading. The third step is "discussion", which is to judge and reflect on the people, things, things and principles involved in the topic. For example, some people think that the practice of the two boys in The Wolf is appropriate, because they use wisdom to defeat their stronger enemies, dare to fight, good at fighting, but others think that the practice of the two boys is not appropriate, they use the nature of maternal love to kill wolves, is too cruel. Some people agree that the father's practice in "A Lesson on the Cliff" can "let the child experience an experience, can help him increase courage and experience", at the same time can also teach the child to decompose the dangers and difficulties, step by step, some people do not agree with the father's practice, that life is valuable. After reviewing the four texts in turn, the fourth step of "integration" can begin, which requires students to refine and summarize the opinions from the comments, and internalize them into their own thoughts or behaviors as far as possible. This view can be drawn from the comments of people and things in the above four texts: all things, phenomena and processes are relative and unified, and problems should be viewed from a two point of view. The enlightenment that this brings to the students is to treat the people and things in life with a dialectical point of view, and to make specific analysis of specific problems.

4. Theme Reading, Light up the Spiritual World

In the diversified reading of primary school Chinese, theme reading is to read together books with scattered content, single theme but a common theme. Theme reading is due to a question or doubt to stimulate a strong curiosity, thus generating a driving force of reading, reading a variety of books, reference materials, looking for answers. After the theme is determined, it is necessary to collect a large number of good works related to it as the materials for the theme reading, so as to contact the text of the same theme as much as possible in the limited time. Theme reading no longer shows the fragmentation and superficial nature of reading, but is multi-three-dimensional reading. In the process of reading, accumulation, understanding, application and creation, it learns language, understands culture, develops thinking, improves aesthetics, and lights up the spiritual world. Theme reading can be carried out from five steps: "setting, reading, postgraduate, writing and exhibition". "Fixed" is to determine the theme and book list, with the purpose of reading, often can get twice the result with half the effort. After determining the good purpose, collect the book list according to the problems that need to be solved. "Reading" is divided into review reading and intensive reading. First, browse the cover, preface and catalogue of the book, and select the chapters related to the theme as the part of careful reading. Those less important chapters can be viewed not or read at a high speed. Intensive reading of important chapters and make good reading notes, reading notes can be directly in the book line, in the blank to write impressions, stick notes, can also be written on the electronic document, make a mind map, and so on, to turn the content of the book into their own knowledge. "Research" is the work that groups actively seek fundamental reasons and higher reliability for a certain point of view, and do to improve the reliability and robustness of this point of view. "Writing" is the combination of reading and writing, but also the output,

there is an output is to read the book. There are many ways to write, such as research reports, poetry, character analysis, book reviews, etc. "Exhibition" is sharing and display, which is mainly divided into static display and dynamic display, static display is text expression, dynamic display can be drama, sketch, recitation, speech, etc., which can make the text clever. For example, Lu Xun's works are classics, which are worth reading by everyone. Teachers can carry out the theme of "meeting Lu Xun". First of all, to read widely, can be "pupil Lu Xun reader", recall prose collection "Zhaohuaxishi" and novel collection "cry" into the reading category, these works from different angles present the image of lu xun and the background of life, is conducive to let lu xun into the students' life world, inner world. Second, to conduct in-depth study, namely by reading the above books, let the students understand lu xun and its words into research stage, then stages using literature research, social investigation, action research methods for the following research: lu xun's footprint research, lu xun's literary achievement research, lu xun's childhood research, lu xun's research, lu xun's children, lu xun's local conditions and customs study, lu xun's works language style of the study of lu xun's works. After the end of the study, teachers can guide students to record their thoughts in the process of reading and research in time with notes, through mind mapping, reading notes, reading feelings, illustration interpretation, character reproduction research reports, time letters and so on. After continuous research for more than half a year, students can show their achievements in various forms, so as to enhance the sense of achievement and happiness in reading. In this way, through independent exploration, team cooperation and other forms, deeply excavating the connotation of Lu Xun's works, students can understand the spirit of The Times and inheritance character in Lu Xun's works, so as to improve their comprehensive quality and ability, and contribute their own strength to the development of the motherland.

5. Group Book Reading, Rich Life Background Color

In The Diversified Reading of Primary school Chinese, group book reading is to select the related books for dynamic reading according to certain tasks. It pays more attention to the richness and integration of reading resources, emphasizes the connection method and comparative method in reading methods, and highlights the cognitive structure and three-dimensional spirit of students. Group of books reading the group of reading way and the advantages of the whole book reading analysis, so to carry out the group of book reading can increase students' reading volume, promote students reading method systematic, expand students' speech expression, open the students' language expression of multi-level world, improve the students' spiritual life, eventually rich students' life background. The reading of the books can be divided into the selection and reading. The students should read the contents that are concerned about the books. In this way, according to the reading needs, purposefully read group reading, to achieve the ideal reading effect.

6. Meditative Reading, Sound Personality Charm

"Critical thinking" in speculative reading is the process of judging while reading, questioning while understanding, and reflecting while immersed, emphasizing students'

independent posture, questioning vision and thinking, so as to realize dialogue in reading, thinking in reading, and sound personality in thinking. Speculation reading should expand the depth of thinking among the words and sentences of the text, read the rich content from the seemingly plain words and sentences, expand the breadth of thinking in the blank of the text, read the static words and the limited words thick, not only read the meaning, but also read the feelings in the words. Based on this, in the process of Chinese reading teaching practice in primary schools, teachers should take literary works as the media to guide students to carry out speculative reading, so that students can think and act subjectively and actively, and then form a deep understanding, so as to achieve the purpose of improving the ideological realm and sound personality charm. Speculative reading emphasizes the thinking and resolution of reading process, which can be realized through the following three steps. First, the rational analysis. This is the premise of the promotion of speculative reading. It requires teachers to guide students to summarize the content of the text in the reading teaching, and to analyze the context and views of the text along the author's expression. In this process, students need to contact the background text, parse the text from the overall perspective, and complete the analysis of the text independently. Second, design the questions. This requires teachers to closely follow the text content and raise valuable questions in the students' recent development area, so as to activate students' thinking. Design questioning is the starting point of speculative reading, so teachers can seize the contradiction between text content and real life to ask questions, can also combine key words and key sentences, can also ask questions based on specific points of view, so as to guide students to in-depth thinking activities. Finally, the inference proves the proof. Thinking needs to fully reason, so when the question is raised, teachers need to continue to guide students to conduct reasonable analysis and demonstration based on their rational analysis of the previous stage, and finally learn the significance of the work itself through judgment. In this process, teachers should urge students to deeply develop the thinking process through questioning. In this way, students are guided by "rational analysis- design questions- inference verification", which can subtly promote the development of students' emotions, attitudes and values, and then lay a foundation for students to form a sound personality.

7. Fashion Reading, Enrich the Connotation of Life

In the diverse reading of primary school Chinese, fashion reading refers to the reading of the current newly created works. In terms of content, it covers information, ideas, culture, literature; in terms, it covers paper publications and multimedia works, even games. We advocate classic reading, but we do not exclude fashion reading. Fashion reading can help readers understand all kinds of current information, experience the emotion and human state of contemporaries, and is also a way of reading to accumulate and accumulate. In the process of primary school Chinese teaching practice, the development of fashion reading mainly involves two links. The first link is to pay attention to life, skillfully choose materials. Considering that the current reading activities are developing towards the trend of deepening and diversified forms, so teachers should combine the primary school extracurricular reading guidance curriculum outline, start

from the students' real life, and recommend the reading materials that meet the students' cognitive level. Usually, the selected fashion reading materials must meet the following three requirements: be interesting, conducive to the improvement of students' Chinese ability, and contact with students' life experience. The second link is to make full use of reading materials based on the needs of Chinese ability training. Primary school stage is the key period of students' thought and ability to form, and the teacher recommended fashion reading material readable high, rich connotation, diverse types, based on this, teachers should start from the characteristics of the material itself, in different ways to guide students to improve their speaking ability, obedient ability, observation ability, writing ability, such as Chinese ability, to enrich students' cultural life, make their knowledge in reading, broaden their horizons.

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