

Exploring Effective Teaching Strategies for Picture Writing in the Lower Elementary Grades

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Abstract: Look at the picture and write is the main form of language writing in the lower elementary school, laying a solid foundation for the improvement of writing ability in the future. Learning how to read and write pictures is of great significance to improving students' written expression, observation ability, imagination, and establishing correct emotional attitudes and values. However, the current situation of students' reading and writing is not optimistic, and reading and writing is still a big problem for lower grades students. Therefore, teachers should pay attention to the teaching of picture-writing and actively explore new strategies, methods and modes. In order to solve the problems existing in the status quo of looking at the pictures and writing, this paper puts forward the effective teaching strategies: teachers learn the new standard, clear looking at the pictures and writing teaching the general objective; carefully choose the material, carry out the teaching of looking at the pictures and writing; rich looking at the pictures and writing teaching methods; evaluation of a variety of ways; in-depth life, boldly imagining; pay attention to the accumulation of the usual, speak freely; a variety of teaching and learning organization, in order to hope to improve the existing problems of looking at the pictures and writing teaching. The purpose is to improve the problems in the teaching of picture-writing and to improve the students' ability in picture-writing.

Keywords: Lower Elementary; Picture Writing; Effective Teaching; Teaching Strategies.

1. Introduction

The new curriculum standard clearly stipulates that students' interest in writing should be cultivated. As students in the lower primary grades have only begun to get in touch with writing, the first thing that should be done is to cultivate their interest in looking at pictures and writing, and interest is the best teacher. The goal of writing is not only to make students write a complete article, but also to cultivate students' good habits of going deeper into life, observing and reading, and being able to combine reading and writing. In the lower grades of elementary school, students cannot understand the meaning of pictures, their written writing ability is weak, students do not have enough reading accumulation, they are not highly motivated to write from pictures, teachers demand too much from students to write from pictures, the source of teaching materials relies too much on teaching materials, and teachers don't know how to give effective guidance. It is hoped that through the training of writing from pictures, students will be able to use language and words in appropriate situations and reach the level of proficiency, improve their logical thinking ability, build up a positive and healthy appreciation of aesthetics, appreciate the diversity of the motherland's culture, love the excellent traditional culture, and enhance their cultural self-confidence.

2. The Significance of Studying Strategies for Teaching Picture-writing

The study of effective teaching strategies for writing from pictures is conducive to putting forward new ideas on the application of traditional and modern teaching theories in writing from pictures, which reveals that teachers should combine the traditional lecture method with the inquiry method in teaching writing from pictures, teaching the method of observing pictures and at the same time guiding the

students to carry out creative imagination and add the details that are not found in the drawings; the difficulty of teaching content should be controlled within the zone of the most recent development; the scaffolding teaching mode can be adopted in teaching writing from pictures through the teacher's guidance and letting go slowly so that the students can construct knowledge and solve problems by themselves, and improve the ability to read and write from pictures. The difficulty of the teaching content should be kept within the recent development zone, neither too simple nor too difficult; the scaffolding teaching mode can be used in the teaching of looking at pictures and writing words, through the teacher's guidance and slowly let go, so that the students can construct their own knowledge, solve problems, and improve their ability to look at pictures and write words. It is also conducive to enriching the material of looking at pictures and writing, stimulating students' interest in looking at pictures and writing; enriching the way of teaching looking at pictures and writing, mobilizing students' enthusiasm for looking at pictures and writing; adopting various evaluation methods to enhance students' ability to look at pictures and writing and self-confidence.

3. Case Study of Lower Elementary School Picture Writing Students

In order to understand the main problems of the students in the lower elementary school grades in looking at and writing pictures and to better propose teaching strategies, a total of 40 students' looking at and writing pictures were collected based on the students' works provided by the interviewed teachers, which came from the books or practice problems in the exercise books. The collected data were analyzed from the perspective of the teaching process to analyze the problems of students' look-and-write in five different teaching modes: scaffolding, problem-based, discovery, discussion, and transmission.

3.1. Structural Disorder

Problemteaching can stimulate students' enthusiasm to ask questions and make them brave to question, and the whole teaching process of problem-based teaching is also centered on the three links of posing problems, analyzing problems and solving problems. Teachers use questions to stimulate students' curiosity, encourage students to think positively and participate in teaching enthusiastically, and students who have questions in the teaching process can also question the teacher. Problem-based teaching can stimulate students' initiative and enthusiasm in learning, and allow students to explore knowledge in the problem and actively construct new knowledge. However, in the process of problem-based learning, the systematic nature of knowledge may be fragmented, and in the teaching of picture-writing, students may be confused with the structure of picture-writing.

When students in the lower grades write from pictures, they have a characteristic that they do not have control over the whole picture, and they spend more ink on the parts they know and have relevant experience, and sometimes they can't stop writing when they are full of fun, which leads to their writing deviating from the content of the pictures. For the content of their own inexperience, students have nothing to write, or forcibly interpret the meaning of the picture as their own experience, resulting in the writing of the details of the inappropriate, the place to write a one-off, write the place but spend a large amount of ink.

3.2. Poorly worded, with many speech defects

Discovery teaching means that teachers design some teaching activities in advance according to the content of picture-viewing and writing before the beginning of teaching activities, and students construct knowledge, learn to observe pictures, learn to imagine and exercise their oral expression skills through group discussion and cooperative inquiry, and finally improve their ability of picture-viewing and writing. The advantage of discovery teaching is that it allows students to discover problems in independent communication and improves their logical thinking ability; through the solution of problems, students' independent inquiry ability is improved. However, there are also shortcomings. Discovery teaching gives the learning task to the students completely, which is suitable for the students with better foundation, and for the students with weaker foundation, they can't find the direction of discussion and don't know what to do. It is a waste of time and does not increase knowledge. Because discovery teaching focuses on students' discussion and ignores the practice and requirements of basic words and sentences, students are prone to the problems of poor grammar and many speech defects.

3.3. Lack of clarity of central idea

Discussion teaching fully embodies the student-oriented teaching, the classroom teacher stipulates the theme of the discussion, the students around the given theme of the group or with the teacher to discuss, in the discussion not only through the speech exercise their own language skills and thinking ability, but also learn to listen to the views of others, from the idea of others to get inspired by the problem of a new understanding. This teaching method is conducive to building a relaxed and joyful classroom atmosphere, in which students are more willing to express themselves; it is also conducive to building equal and harmonious teacher-student relationships, teachers and students are equal to each other in dialogue and mutual exchange of learning; students

experience the benefits of cooperation, the results of the discussion brings together the strength of all, is the common outcome of all; for students, to open up the student's thinking, improve problem-solving skills. However, due to the young age of the students in the lower primary grades, the students in the lower primary grades are not able to learn from each other. However, due to the young age of lower elementary school students, the attention span is short, if the lack of teachers to remind, may lead to the content of the discussion deviated from the learning, turn to other aspects, in the most prominent performance in the picture writing is to write the central idea of the words is not clear.

3.4. Not very imaginative.

Lecture method refers to receiving knowledge mainly through the teacher's lecture. Teachers can transform knowledge that is not easy to understand and obscure into understandable content for students in a vivid and visual way. It avoids students' intimidation and negative attitude when they are exposed to the knowledge. Although the lecture method saves more time than the students' own construction of knowledge, but the students lack of thinking about the problem, directly get the results, the students' thinking ability can not be improved, did not experience the process of solving the problem, the students seem to take a shortcut, in fact, the ability has not been exercised. In the teaching of writing from pictures, students can pay attention to the writing style and language standardization through the teacher's lectures, but students do not find out the way to observe the pictures by themselves, do not give full play to their imagination, and the teacher speaks a lot, but thinks less by himself.

3.5. More errors in word usage, punctuation, and formatting

Scaffolding teaching emphasizes the guidance of the teacher, the so-called scaffolding, that is, the teacher builds "scaffolding" for the students and gives them certain hints. Students need to explore and discover on their own under the guidance of the teacher, go through the learning process, and ultimately solve problems independently and improve their abilities. Scaffolding teaching is conducive to the cultivation of students' independent learning ability, and is conducive to enhancing students' ability to identify and solve problems. However, the use of scaffolding teaching must also take into account the learning basis of the students, according to their abilities. Lower elementary school students and writing foundation is generally weak, if the beginning of the direct use of scaffolding teaching, the students can not accept, the teaching process is difficult to carry out, easy to lose control of the students. Making students take control of the learning process, monitoring learning behavior and completing learning tasks on their own is difficult for beginners in picture-writing, and it is easy for students to ignore the most basic knowledge and norms and focus their attention on exploration.

4. An analysis of the causes of the problems of teaching picture-writing in the lower primary grades

4.1. Students have different levels of cognitive development

In his theory of children's cognitive development, Piaget talked about the physical and mental development of children being divided into four stages, of which children in the first section of elementary school (aged 6 to 7) are in the preoperational stage. Children in this stage are in the developmental stage, and the development of different students is characterized by different characteristics, and there are differences in the cognitive level of each student, which will lead to different performances in learning and different degrees of understanding and grasping of knowledge. Therefore, when teaching picture-writing to students at this level, due to differences in cognitive levels, each student has a different degree of grasp of the picture-writing skills taught by the teacher. Some students can understand the meaning of the pictures quickly and accurately, and can complete picture reading and writing with high quality and high efficiency, while some students cannot understand the information of the pictures correctly, and do not master the picture reading and writing skills taught by the teacher, thus making it difficult for them to complete the topic of picture reading and writing successfully.

To sum up, when teaching picture reading and writing, elementary school teachers need to realize that the cognitive level of different students varies, and the development of the same student at different times also has different characteristics. Therefore, teachers must recognize this when teaching picture-writing, follow the differences in the development of students and other characteristics, and target the teaching of students to effectively improve the students' ability to read and write pictures.

4.2. Students have limited life experience and nothing to write about

Combined with the law of children's psychological development and the reality of life, the life of elementary school students in the first and second grades is basically a two-point line between home and campus, their social life is relatively simple, and the social members they come into contact with are mainly their family members, classmates, friends, and teachers, and their social activities are mainly for study and after-school recreation, so the life experiences they acquire in real life are also relatively limited. This also makes it difficult for primary school students to combine their social experiences and describe the information in the pictures in written language when they complete the topic of picture writing.

Based on the above, teachers should pay more attention to the fact that the pictures must be easy to understand for primary school students when teaching them how to read and write, and should not be detached from their real life, otherwise it will be difficult for students to complete the task.

4.3. Students do not accumulate enough reading

As students' classroom learning takes up most of their time, students do not have enough time to read extracurricular books, coupled with the fact that primary school students'

self-discipline is not strong, many of them are still deficient in reading and read less. This makes students' language accumulation insufficient, and when students need to use written language to express themselves in picture writing, it is difficult for them to write. This is an important reason why it is difficult for students to complete their picture writing projects. And language is a subject that needs to be accumulated over time, the improvement of written expression cannot be achieved without extensive reading day after day, and students cannot express themselves skillfully in writing if they read too little. According to the author's experience in the internship, it can be found that most of the students who can do well in the topic of picture-writing love reading and have good reading habits, while most of those who have difficulty in completing the topic of picture-writing do not love to read, and they seldom read outside of class, and they read very little. It can be seen that reading is important for doing well in picture-writing. Therefore, teachers should help and guide students to read more and accumulate more in teaching, in order to improve the written expression ability and complete the look at the pictures and write the topic to lay a good foundation.

4.4. Teachers teaching out of touch with students' reality

Many teachers often have this situation when teaching picture-writing: although teachers accurately grasp the teaching objectives and formulate a detailed, well-thought-out and step-by-step teaching program, the actual teaching effect is much lower than the expected effect, and the students are still difficult to do well in the topic of picture-writing. One of the major reasons for this is that teachers neglect the physical and mental development of students in this academic period and detach themselves from the actual life experience of students. Lower elementary school students are younger, they get limited life experience, detached from the students' actual life to carry out teaching, students are naturally difficult to absorb. For example, some teachers choose some picture materials for picture writing according to their own experience, but for students, it is difficult for them to understand the connotation of the pictures, and naturally, it is difficult for them to write written expressions based on the pictures. Teaching picture-writing that is detached from students' reality cannot achieve good teaching results.

5. Effective Teaching Strategies for Picture Writing in Lower Elementary Grades

5.1. Direct method of teaching

Teachers enhance the effectiveness and efficiency of teaching by actively presenting information to students in a direct, outward-looking way and by practicing a great deal with the students' knowledge and skill base. Therefore, in the teaching of picture-writing, teachers cannot give up the lecture method and throw the classroom directly to the students. For students who are new to picture-writing, the teacher's lecture can help them master the methods of observing pictures and writing words, so that students will be less blind in picture-writing.

Lecture method usually makes students' imagination not rich enough. To solve this problem, teachers should guide students to master the method strategy of observing pictures

when teaching. Starting from the cognitive characteristics of children in the lower grades, teaching can begin with observing a single picture. Compared with multiple pictures, the information in a single picture is relatively simple, so teachers can guide students to observe the people or animals in the picture in the order from the whole to the parts. Then, their behavior can be carefully observed, and in turn, aspects such as the mannerisms and movements of the people in the picture can be carefully speculated. Admittedly, the observation strategy for a single picture is not the only one, but it is important to carry out observation in a sequential manner, for example, from the whole to the parts, from all around to the center, from top to bottom, from left to right, etc., to carry out a comprehensive and careful observation, and to try to grasp the information contained in the picture in a detailed and complete manner. Only on the basis of full observation can students understand the content of the pictures and then develop their imagination in relation to their life experience, so teachers should grasp the top priority when using the lecture method and teach the skills of observing pictures.

5.2. Discussion teaching

In the teaching of picture writing, let every student participate in the discussion, not only to let a small number of students to express their views, most of the students' enthusiasm is not mobilized, the discussion of the link is not good, wait until the time of writing, the students feel that there is nothing to write, or write the contents of the results of the discussion of other students, not their own ideas. Discussion-based teaching can enable teachers and students to learn from each other, and it is more demanding for teachers, which improves the level of students' picture-writing while enhancing teachers' professionalism.

5.3. Problem-based instruction

Teachers organize their teaching by presenting questions in picture writing, for example, when guiding students to observe the picture, they can ask them: who are the people in the picture? What are they doing? Where is the location? Another example is that after students describe the picture and want to add more details, they can ask about appearance, action, language, etc. By solving these questions, students get answers, construct knowledge by themselves, complete their picture-writing practice better, and learn to use this way to keep improving their writing in future picture-writing practice, and eventually improve their picture-writing skills.

5.4. Scaffolded Teaching

The scaffolding teaching method is a learner-centered teaching method based on the constructivist learning theory, which aims at cultivating students' problem-solving ability and independent learning ability. The teaching method is characterized by the following: the teacher acts as an auxiliary in students' learning, gives students small hints according to their knowledge base, so that students progress step by step, construct knowledge by themselves and finally solve problems. In the teaching of picture-writing, teachers give appropriate tips to students in the process of observing pictures, so that students can observe in an orderly manner; give inspiration to students when they imagine, so that they can imagine boldly and disperse their thinking; give guidance to students when writing, so that students can write fluently,

and guide them step by step, so that students can eventually master the method of picture-writing and enhance the ability of picture-writing.

Teachers should set up teaching scaffolds reasonably according to the students' real ability, and the role of scaffolds is to better help students get through difficulties and deepen their knowledge and understanding. The ultimate goal of scaffolding is to develop students' thinking ability, intellectual level, creative consciousness and critical spirit so that they can become socialist talents with creative qualities and independent personalities.

6. Summary

The improvement of the ability to read and write pictures is not achieved overnight, but is the result of a long period of practice. Therefore, teachers should be patient in the teaching process of first and second graders, and should not be too hasty or try to help them grow. There is no fixed pattern of picture-writing, but there is a pattern to follow. As a teacher, we should adopt diversified teaching modes according to the physical and mental development of students, pay attention to and solve the problems arising from students' learning process in a timely manner, so as to improve the level of students' picture-writing. Lower elementary school students' picture-seeing and writing lay the foundation for future writing learning, and if the foundation is not solid, future writing will produce greater problems, so teachers should pay attention to the teaching of picture-seeing and writing, increase the number of training times of picture-seeing and writing in elementary school language teaching, and comprehensively utilize a variety of teaching strategies according to the students' specific learning situation and the different contents of picture-seeing and writing to ultimately improve students' picture-seeing and writing ability and the effect of teachers' teaching.

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