

# A Strategic Study on the Infiltration of Life Experience in the Teaching of Assignments in the Upper Primary School Language Group

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**Abstract:** With the deepening of education reform and the needs of education development, more and more attention is being paid to students' language writing ability. Language writing is an important means to cultivate students' comprehensive language use ability and an important way to improve their comprehensive literacy. In order to better promote the construction and development of primary school language courses, nowadays, in the process of teaching primary school writing, teachers should stand on the children's position, pay active attention to the children's real life status, carefully plan and construct the students' life experience system, so that the students can complete the construction of the main body of the framework of the content of the assignment in the real and intentional life experience, and guide the students to pay attention to the life, awakening experience, accumulation of rich materials, so that the assignment will be more effective. Rich material, so that the content of the work of words and real sense, get rid of false, big, empty unrealistic sky, get rid of the "set work", fixed template of the undesirable phenomenon. Let the students' work content close to real life, full of real emotions, learn to choose the right life materials, build the structure of the composition, can think hard from different perspectives to express creatively. Let the assignments have something to say, let the assignments have a method to say, let the assignments have a character to say. This study focuses on students' writing in the fifth and sixth grades of primary school, focusing on life experience. The important value and significance of life experience in the teaching of language assignments in the upper primary grades helps teachers to update the concept of teaching assignments in a timely manner, improves primary school students' enjoyment of assignments, and then promotes the construction and development of primary school language assignments education.

**Keywords:** Primary School Language; Life Experiences; Teaching of Writing Assignments.

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## 1. Introduction

Life experience is an important writing material for primary school students' language assignments, and by integrating life experience into the assignments, it can help students better express their thoughts and feelings and improve the authenticity and infectiousness of their writing. However, some students lack the use of real life experience material in the process of writing, which makes the content of the assignments more bland and lack of personality and emotional expression. Therefore, how to effectively penetrate the life experience in the process of primary school language writing teaching has become a problem that primary school language teachers and related educators continue to study and solve.[1] By analysing and investigating the background and current situation of primary school language composition teaching, and analysing the current problems of upper primary school language composition teaching, we provide corresponding optimisation strategies and suggestions for better integrating life experience into primary school language composition teaching.

## 2. Background and Current Situation of Assignment Teaching in Primary Schools

### 2.1. Background to the Teaching of Assignments in Primary Schools

With the in-depth promotion of the new curriculum reform, the language curriculum is also constantly adjusting and improving its development structure. The new curriculum

requires primary school language teaching to pay attention to cultivating students' language expression ability, reading ability and writing ability, so primary school language exercise teaching Learning has become an important part of the language curriculum. As one of the most important parts of the language learning process in primary schools, composition is a comprehensive reflection of the core qualities of language subjects. In the "Compulsory Education Language Curriculum Standards (2011 Edition)" referred to as the language standards. Requirements, writing teaching should be close to the actual life of students, so that students are happy to write, boldly express their inner thoughts, actively pay attention to reality, good observation, more brain thinking, love of daily life, and the flow of the true ideas of the heart. "First of all, as a creative learning mode, assignments require learners to be able to express their true thoughts in a positive and active manner, based on their own real life experiences and feelings, and the process of writing can truly reflect a person's thinking activities and inner feelings.[2] In the current process of teaching composition, teachers should respect the students' status as the main body of learning, explore and relate the students' real life from a different point of view, pay attention to the students' inner spiritual world, and explore, think, feel and understand self-expression with a positive and active attitude towards life. The new standard also clearly requires and points out that students should express their inner feelings and thoughts through different media, and develop the ability to discover, appreciate and create beauty. The process of writing is a transformation of the experience accumulated in the individual's life from inside to outside. In the process of

writing, students should learn to observe the people and things around them and capture the rich and minute details of life around them, so as to have a deeper sense of the meaning of life and to value the experience of life.

## **2.2. The Current Situation of Teaching Assignments in Primary School Language**

When most people hear about writing in the midst of their academic life, they can't help but feel scared and anxious. The resistance to writing is even more obvious because primary school students have less accumulated life experience. For this reason, the current situation of writing teaching is unsatisfactory. Many front-line language teachers still maintain the old teaching concept that writing is simply writing an article, and in the teaching process, they are obsessed with teaching students "how to write" or "how to write well" for utilitarian purposes, directly teaching students writing skills, or showing students how to write, or showing students how to write. Writing skills, or show the model text can be mechanised imitation writing or put forward the concept of "drawing a cat according to the tiger, compared to the gourd drawing a dipper". [3] Due to the arrival of today's information age, most primary school students accept all kinds of attractive content on the Internet, personal outdoor activities time is greatly reduced, which leads to the accumulation of students' personal experience is missing, in the process of writing hollow, shallow phenomenon often occurs. When faced with the task of writing, is often scratching their heads, often appear "running account" without depth and thoughtful composition. In order to better achieve the goal of educating people and make the core literacy better implemented, it is necessary to put forward practical reform methods and strategies and apply them in practice.

## **3. The Value of Life Experience for Primary School Language Assignments**

Life experience is the summary and condensation of the value of one's individual experience, and the process of writing is the external embodiment of one's inner spiritual world of ideas, and it is the process of the subject's deep excavation of the perceived things and emotional understanding. Therefore, life experience It is of immense help and value to primary school pupils in their work. It consists of the following three main aspects:

### **3.1. Enriching and Diversifying Life Experiences to Stimulate Students' Motivation in Writing Assignments**

The process of writing mainly consists of presetting the content of writing, stimulating the motivation of writing, and generating the text of writing. The content of the assignment constructed in the brain has a great influence on the generation of the text of the assignment, and the root of writing is to have feelings and thoughts and emotions, so only when individuals "have something in their chests, they can not vomit quickly". Rich life experience and experience can help students build rich content for their assignments, thus stimulating their desire to express themselves and ultimately increasing their desire to create assignments.

### **3.2. Appreciating Life Experiences and Improving Self-Awareness**

The process of assignments with the background of life experience can better help students to make the fragmented life experience clearer and more organised, and constantly push students to think and reflect on it, so as to continuously improve their self-knowledge ability.[4] Assignment is not only the external expression of life experience, but also the expression of internal mental activities and the process of reflecting on life experience. It is a process of understanding the world from the students' emotional point of view and improving their cognitive ability.

### **3.3. Reflecting on Life Experiences to Build Values in Science**

Values mainly refer to a person's repeated review and reflection on past life experiences, forming the basis for evaluating the behaviour of others and oneself, as well as the value system for individuals to judge right and wrong, good and evil. The content text of the assignment is the children's views and attitudes towards other people and external things. Teaching assignments through life experiences can help students provide good value thoughts and cultivate a worldview that is in line with socialist values.

## **4. Problems in Teaching Composition in Upper Primary School Language based on Life Experience**

### **4.1. For Students**

#### **4.1.1. Lack of Access to Life Experience**

As students in the upper primary stage are facing the academic pressure of primary to junior high school, too long learning hours will greatly squeeze the students' time for life sense and perception, resulting in the majority of students being "imprisoned in the knowledge learning cage" and eventually resulting in the students' lack of life experience, and little thinking about life experience. The result is a lack of life experience and little reflection on life experiences. Over time, this will make the students' work materials are scarce, and they will be afraid of writing.

#### **4.1.2. Students' Perceptions of Life Experiences are Made Superficial**

Upper primary school students are still in an immature stage of cognition and thinking, so they need the help and guidance of teachers and parents. In today's large class teaching process, it is often difficult for teachers to pay attention to each student, so most students rely on their own understanding and perception of life experience for the content of their assignments, which often remain on the surface of things. No deep and systematic cognitive structure has been developed.

### **4.2. For Teachers**

#### **4.2.1. Neglecting the Value of Life Experience for Primary School Learning to Write**

Due to the current upper primary language teachers, teaching work is busy, in order to better help the primary school examination, will give priority to the traditional mode of teaching assignments, with "efficient" assignment templates for students to provide examples, so that students can imitate the writing against. This kind of teaching behaviour, which puts students' actual life experience aside,

does not respect the students' emotional understanding of writing, and gives full play to the significance of life experience in teaching writing.

#### **4.2.2. Teachers Lack Guidance on Processing Students' Life Experiences**

In most of the current mode of teaching language composition in the upper primary school, teachers are often prone to unilateral experience output, ignoring the students' emotional understanding, and students often rely on their own shallow understanding of life experience to process and shape the content of the composition.[5] Neglecting to give students more experience in the processing of life experience methodological guidance, will be too much time will be invested in the students "how to write" at the expense of the students "what to write" the development of the process.

### **5. Optimising Strategies for the Infiltration of Life Experience in Upper Primary School Assignment Teaching**

#### **5.1. Pay Attention to Real Life, So That the Content of the Work More Dynamic**

The flexibility and richness of the content of the assignment is the key to solving the problem of primary school language assignments, requiring students to do what they say requires more material support, and material from real life. The new standards for language teaching requirements, in the classroom teaching process, the teacher's dominant and the integration of the student's subjectivity, to more to highlight the students' imagination and creativity. To this end, teachers should do the following requirements.

##### **5.1.1. Pay Attention to Life Experiences to Enrich the Accumulation of Writing Materials**

The real-life experiences of upper primary school students are an important source of material for their assignments, and only when the students' material pool is enriched can their ideas flow in the process of assignments. In today's world, the lack of students is not a lack of life experience, but the lack of a pair of "eyes" to discover the details of life and a delicate perception of life. According to this, teachers should learn to cultivate the ability of students to observe carefully and feel life with their hearts, and to understand the truth that the work comes from life. Teachers should cultivate students' ability to observe life, record events in time and write down their thoughts and feelings in the course of daily composition classroom teaching.[3] Teachers can open a variety of teaching practice interaction, from the single classroom teaching to a variety of outdoor teaching places, such as to the community, to the daily rush of urban life, to the nature, and so on. Actively guide students to actively perceive and experience the reality of life, so as to continue to accumulate a rich amount of material for writing. Zankov once said, "When students are in a relatively It is only when there is a high mood of constant demand for upward mobility and an atmosphere for expressing one's own independent thoughts that the ideas, feelings and words that make children's compositions colourful can be produced." For example, the textbook of the Ministry of Education requires students to return to life in terms of the content of the assignments, and repeatedly emphasises the value and significance of children's life experience and personal experience, which can stimulate students' desire to communicate and express their ideas. In the

first unit of the second book of the sixth grade, students are asked to describe their "hometown customs", which are events that students have experienced many times in their daily lives and are very familiar with. Teachers can start with the traditional customary activities of Dragon Boat Rowing at Dragon Boat Festival, Moon Cake Eating and Moon Viewing at Mid-Autumn Festival, and Soup Dumplings and Lantern Riddles at Lantern Festival, and carry out the class activity of "Inquiry and Sharing" to help the students to discover their hometown's culture and customs, and then condense them into the material that can be used as the content of their assignments. In short, from the children's real life, can stimulate and with the inner experience and real emotional experience, which makes the children can open their own ideas of writing.

##### **5.1.2. Effective Participation in Activities to Activate Students' Writing Experience**

The attention span of upper primary school students is still relatively short, in the teaching process, if you want students to maintain a longer attention span, teachers need to attract students' attention in time, so that the classroom can really give full play to the value of the assignment. Teachers in the teaching process need to combine the students' life experience, mobilise the students' daily work experience, improve the students' motivation and enhance the students' work accumulation. Teachers should actively encourage students to express their opinions and views in the daily classroom, and be able to accurately use the written language to apply it to their writing.[6] Diversified creation of students' learning space environment to stimulate their perception of life, stimulate their inner emotional potential and desire to express, so that the students' learning state from cold to hot, ignite their passion for learning, the students' active participation in the enthusiasm and interest into the task of expression of the driving force, so that the task of the assignment has become a voluntary, enjoyable activities for primary school students. By dealing with the objective reality of life and realising the accurate expression of language and writing, students not only enrich their life experience, but also master the knowledge and skills of writing and expression. For example, in Zhang Zuqing's "Amazon River Adventure", a section of imaginary class assignment teaching process, in the first session, the teacher through the play of the natural scenery of the Amazon River and the "Out of the Amazon" film clips, audio-visual multi-sensory combination of experiential learning to further stimulate the students for the jungle adventure, and further understanding of the motivation to learn for the subsequent process of writing to accumulate the relevant materials. The students will be able to accumulate relevant materials for their subsequent writing process. In the second part of the teaching, the teacher firstly shows the tools needed for the expedition on the big screen for the students, and asks the students to choose the ones they need for the expedition, and talk about their own ideas and reasons based on the chosen tools, which will pave the way for the subsequent development of the expedition plot. Play the audio of the expedition again to let students experience the tense atmosphere of the expedition. In the third teaching session, based on the first two learning sessions and the rich experience of the expedition, students begin to use their imagination to develop their own ideas for the essay and to express themselves in basic words. Teachers pay more attention to the details of the students' expression when correcting the content of the article, so as to arouse the

resonance of others' feelings of adventure, and continuously improve the quality and level of the work.

## **5.2. Digging Deeper into the Commonalities between Life Experiences and the Content of the Assignment**

Upper primary school students in the first contact with the assignment encountered is the proposition essay, the assignment theme of the type of article, like a key to open the minds of the students "key" in the assignment under the conditions of the theme, the students can better mobilise their own life experience, according to their own life experience to write a real sense of the content.

### **5.2.1. Tap into Students' Relevant Experiences According to the Theme of the Assignment**

A good essay topic can trigger the resonance of students' minds, open their thoughts, and make them more active and willing to express their opinions. Teachers should pay more attention to the development of students' thinking and the development of students' reflective activities on their daily experiences, according to the physical and mental development of children in primary school. In the process of assignment propositions should be close to the students' real life, avoiding banal and abstract assignment propositions, guiding the students to realise their self-awareness and introspection in the process of assignments, paying attention to the inner spiritual world of the students to inspire them to think seriously and independently, and then be able to carry out personalised and independent thinking and expression in the process of assignments. In order to better formulate the proposition of the assignment in line with the actual life of the students teachers should study the content requirements of the assignment in depth, the first point should be in line with the general direction of the new language standard requirements, and secondly, we should be able to make use of the life and experience content to formulate the requirements of the relevant themes of the assignment. With the help of experts, scholars and experienced language teachers to interpret the "unit of work", and actively participate in relevant professional training, to understand the real intentions of the material developers. In addition, teachers should also pay active attention to the differentiation between students who do not understand, teachers can not be in accordance with the original fixed teaching mode of teaching knowledge content, should understand the student's problem, a few centuries of problem-oriented targeted answers and teaching, in-depth exploration of the students' current life experience and the task of the work of the degree of compatibility between the students to fundamentally solve the students for the work of the fear and resistance to the mood, and time to improve the students' work of the time. It is also a timely and effective way to improve students' writing skills.

### **5.2.2. Sense of Life Experience, Enrichment of the Content of the Exercise**

Some people believe that the creation of an article is real from the real life, is the real embodiment of real life. While some people think that the work is the creator of personal feelings of intellectual creation, which emphasises the life experience of the "re-processing" of the work is from life, but higher than life, the teacher in the daily work of teaching and the process of the full play of the students' imagination and life experience to re-examine and reflect on, to stimulate the real life of the The teacher will give full play to students'

imagination and life experience in the process of teaching and stimulating their perception and creation of real life.[7] Constructing scaffolding in the writing process. In the textbook of the Ministry of Education, the content and requirements of the assignment provide students with the scaffolding of "why to write" and "how to write", and students use the scaffolding to further improve the conception and processing of the assignment materials. For example, in the assignment task of the chapter "Wish" in the second book of the sixth grade, teachers can induce students to take the wish of the self as the core theme and carry out multi-layered dimensions of thinking and dispersion of wishes for pints of friends and society, and at the same time guide students to make a mind map, presenting the students' real ideas and the dynamic process of processing the materials, so as to make the students' internal linguistic resources richer, the logic of their thinking more open and their The expression of written language is more precise. Enriching students' imagination and interpreting their sensual selves. The essence of writing assignments is to emphasise the need for students to be brave enough to express their inner feelings and thoughts. The goal of teaching composition in primary school is not to train students to become literary figures and great writers, but to enable most children to master basic composition skills, to be able to express their own profiles and true inner thoughts fluently, and the role of communication with others. Primary school does not require the same as literature mixed with imaginative fantasy plot, but in the real writing process students need to describe the storyline of the students to connect the part of the arrangement and articulation, at this time it is necessary to give play to the imagination of the students, the process of writing is the process of secondary processing of the content of the perception.

## **5.3. Transforming the Traditional Mode of Assessment of Assignments**

The process of writing is not a literary creation, but merely a process of describing one's own life experience, expressing one's true feelings, and emphasising the reproduction of students' life experience. Therefore, today's teaching evaluation method should return to the essence of education, so that students can better adapt to the current life, arouse students' experience of their own life experience, and actively use their life experience to give full play to its value in the assignment, so as to better cultivate a balanced development of the new generation.

### **5.3.1. Building a Diversified Evaluation System to Improve the Authenticity of Evaluation**

Evaluation of assignments in the upper primary grades should not only focus on the typos, sick sentences, and main body structure of students' essays, but also focus on students' emotional understanding and expression of life Unlike the traditional way of evaluating assignments, the GM textbook increasingly emphasises the diversity of the main body of the assignments, in order to cultivate "readers' comprehension" of the direction of the unit assignments, requiring students to be able to share their assignments with their classmates after completing them and allowing them to give feedback. ", requiring students to be able to share the content of their assignments with their classmates once they have completed the task and allowing them to give feedback, and repeatedly referring to the subject of the assignment that the students are going to share, encouraging students to share the content of their assignments with their classmates, and listening

attentively to the comments given by different subjects. If the subject of assignment review is the reader, then teachers, parents, and classmates will all be involved in helping students to provide actionable revisions that will help them polish and refine the content of their assignments.

### 5.3.2. Combination of Implicit and Explicit Objectives of the Content of the Exercise

Life experience, as an invisible part of students' work, is limited in what can be translated into the text of the work and does not adequately express the full range of students' emotions. For this reason, this kind of invisible content cannot be judged by the traditional mode of assignment evaluation. Teachers need to change the fixed mode of assessment, not only through the mastery of writing skills to judge the degree of good or bad articles.[1] The evaluation of the explicit goals of the assignment is important, but we cannot ignore the existence of the invisible goals, teachers should dare to innovate in the evaluation of the assignment "personalised" standard, after the students in the process of the assignment to obtain feedback and incentives to promote the development of the teaching of the primary school assignment and enhance the acceptance of the students with the assignment.

## 6. Concluding Remarks

Assignment in the primary school language learning process plays an important role, is a full embodiment of the comprehensive quality of primary school students, one of the important means of cultivating all-round development of talents. But for a long time, students often feel afraid of the face of the assignment do not know how to start, do not know where to start aimlessly. Resulting in primary school language teaching and writing is facing a huge development dilemma. For this reason, through the analysis of this paper,

from the primary school students in the upper grades of the fundamental fear of starting, rich guide students learn to live with life materials show true feelings, build students' life experience and the construction of the bridge of the content of the assignment, guide students to dare to express their true selves, so that the assignment towards the development of humane.

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