

Study of Reading Teaching Strategies in Elementary School Language under the Concept of Language Use

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Abstract: "Language use" refers to the ability to use language and words. The concept of "language use" aims to improve students' ability to use language and words, which is one of the important tasks of reading teaching in elementary school. At the elementary school level, many teachers still focus on the misconception of understanding the content of the text in their teaching practice, ignoring the guiding role of the concept of "language use", which seriously hinders the development of students' language use ability. This paper provides a scientific and reasonable teaching strategy for reading teaching in elementary school under the guidance of the concept of language use, and provides a new direction for educators who are concerned about "language use reading teaching".

Keywords: Linguistic Concepts; Reading Instruction; Teaching Strategies.

1. Introduction

Many constructive concepts have been proposed after the official launch of the new round of basic education curriculum reform, for example, the open classroom concept emphasizes the need to develop students' ability to communicate and cooperate, and the function of assessment to promote students' development and teachers' improvement and refinement of teaching practice. In addition, the Language Curriculum Standards for Compulsory Education states that the language course is a comprehensive and practical course for learning the use of language and writing. It also affirms the guiding significance of the concept of language use for language reading teaching from the national education level.

However, focusing on the current situation of reading teaching in elementary school in the 21st century, many teachers have neglected the guiding role of the concept of "language use" in their specific teaching practices. "The use of language is referred to as "language use". The concept of language use has an important guiding role in elementary school language reading teaching, such as listening, speaking, reading and writing. The reading classroom consists of dialogue between students and the text, the author, the students, the teacher and even themselves, and is a hotbed for developing students' language skills. A proper understanding of the concept of "use of language" can reduce the risk of misconceptions in specific teaching practices and provide better quality instruction by implementing reading strategies guided by the concept of use of language. This ensures that teachers can maximize students' language skills in a range of learning activities and improve teaching effectiveness [1]. The dialogue between students and the text or article, i.e. students' understanding of the general meaning of the content and the way of writing of the text they read, is a prerequisite for the development of linguistic competence; the dialogue between students and the author, i.e. the experience of the central idea of the text, is an important part of the development of linguistic competence; the dialogue between students and students, i.e. group cooperation, communication, discussion and mutual learning, is conducive to promoting rapport among peers and gaining The dialogue with the

teacher, i.e., the classroom question and answer, can promote the flexible development of students' linguistic thinking[2].

Reading teaching classroom mainly consists of text-based listening, speaking, reading and writing activities. In the specific teaching process, we should pay attention to the organic combination of listening and speaking training with reading and composition. Therefore, it is urgent to take the concept of "language use" as the guide in elementary school language reading teaching, rely on the text, and devote ourselves to cultivating the "language use" ability of primary school students in language reading teaching in the form of listening, speaking, reading and writing training, and explore the teaching strategies that can improve the language use ability. We will explore teaching strategies that can enhance students' language skills and improve their overall literacy in the process of "language use" learning.

2. Organization of the Text

2.1. Analysis of the Current Situation

2.1.1. Inability to Accurately Express What They Think and Feel in Listening and Speaking

The percentage of students who can speak actively and discuss in small groups is the lowest among the three levels, and the percentage of students who choose not to speak actively and discuss in small groups is the highest among the three levels, indicating that students' performance in language training is relatively poor in the upper level, and the need for language development in the upper level is the most urgent among the three levels according to the study of Noodle, so the situation reflected in the table is not very optimistic.

2.1.2. Inability to Understand the Central Content of the Text Correctly in Reading and Speaking

At least half of the students in all three school levels will have difficulty comprehending and distilling the content of a text when they read it. The percentage of students who could simply tell the content of a text or book after reading it declined as they moved up the school levels. The percentage of students who can simply tell the content after reading a text or extracurricular book decreases as the level rises. The above data indicate that the level of language skills required of

students in language reading instruction increases as the school level rises, and that the development of language skills of most students in the higher levels does not keep pace with the relatively high level of language skills required at the same level.

2.2. Inability to Write and Speak Fluently About What You Feel and Understand

Language reading teaching needs to mobilize students' listening, speaking, reading and writing skills, among which, the phenomenon of "can't say what I want to say" appears in language training, and it is expressed in writing essays or long sentences as "can't write what I want to say". The ratio of "yes" and "no" to this question is 51% and 49% for the lower band, 70% and 30% for the middle band, and 79% and 21% for the upper band. It can be seen that the proportion of those who "can't write what they want to say" gradually increases as the school level rises, reflecting that students' needs for language training increase as the school level rises; in addition, after the transition from the lower to the middle level, the proportion of students encountering problems increases sharply by nearly 20%, indicating that during this period, teachers in the lower and middle levels need to. In addition, the percentage of students' problems increased by nearly 20% after the transition from the lower to the middle level.

3. Conclusion

Based on the investigation and study of the current situation, analyze its causes and give specific strategies here

3.1. Enhance Listening Interest and Optimize Communication Methods

3.1.1. Prepare Language Outside of Class and Implement Pre-Reading Tasks

Students' expressive language needs increase with grade level. If teachers do not prepare a reasonable design of pragmatic training in reading teaching, students' pragmatic needs will not be met as time passes, and their pragmatic problems will gradually increase. Teaching experiments have found that students can remember forty percent of the content when the teacher explains for 15 minutes, only twenty percent of the content of the first 15 minutes when they speak for half an hour, and about the same effect as the former when they speak for 40 minutes. This shows that teachers should give the initiative to students in reading teaching, and also pre-determine and adjust the balance between teachers' teaching and students' learning right before the class. In terms of lesson methods, teachers in the lower grades can mainly lecture and provide appropriate opportunities for language training; in the middle grades, they can transition to a combination of lecture and conversation, and add discussion sessions according to the characteristics of the text; in the upper grades, texts with flashpoints of ideas are mainly discussed by teachers and students, in order to provide more opportunities for language training. In order to reduce the situation of "uneven contribution" in the discussion, teachers can use the dialogue form of "table discussion" more often, and the object of discussion is the text with sparkling ideas.

3.1.2. Teaching Language Within the Classroom Adds to the Enjoyment of Learning

In the classroom, the lively and pleasant learning atmosphere created by the teacher is conducive to the development of a lasting and strong desire to learn. Reading

instructional language that lacks emotion can make teaching much less contagious and thus affect the effectiveness of classroom instruction. It follows that strong contagiousness enables students to empathize and further understand the content of the text and the emotions of the text. Different teaching styles produce different levels of infectiousness and appeal to students. Research data show that students in the lower band prefer a parent-like kind and gentle teaching style in the classroom because they are more attached to their parents in life; students in the middle band prefer a knowledgeable teaching style; students in the upper band have heavy learning pressure and a certain degree of learning burnout, and tend to prefer a relaxed and humorous teaching style.

3.2. Improving Reading Environment and Reading Literacy

3.2.1. Choose a Scientific Approach to Reading

While beginning to cultivate the interest of most students in reading during the early grades, attention is paid to grasping the extracurricular reading assignments of individual students who lack interest in reading. Teachers should pay special attention to the reading progress of these students and guide them to discover the joy of reading. Students' interest in reading outside the classroom is maintained and consolidated during the third and fourth grades to avoid the dramatic decline in interest in reading that occurs when they move to the upper grades. There is a wide variation in the rate of development of reading interests in the middle grades, with some students still retaining some of the extracurricular books they enjoy in the lower grades and others beginning to pursue extracurricular reading books in the upper grades. Schools, teachers, and parents need to work well together to focus on each individual and meet the reading needs of middle grades students. That is, to provide more books to read in the upper grades that meet the requirements of students' interests in order to strengthen students' interest in reading. The critical age for children's transition from concrete figurative thinking to abstract logical thinking is between the ages of 10 and 11. If conditions permit, this critical age can be brought forward to the third grade. Therefore, most of the books that students in the lower and middle grades like to read no longer meet the physical and mental development and learning needs of the upper grades, and the upper grades begin to focus on books with more "literary" and intellectual flair. The implementation of pre-reading tasks is an important prerequisite for improving the efficiency of lessons and enhancing students' desire to express themselves linguistically.

3.2.2. Reading for Pleasure - Comparing the Factors Influencing Students' Interest in Reading at Different Levels

With a more scientific and democratic grasp of the reading interests of the different school levels, this would provide a guiding light for the rational arrangement of reading materials for the three school levels. As can be seen from the table, the main factors affecting students' interest in reading are: the degree of exciting content, the need for knowledge learning, the sharing of feelings after reading, the evaluation of classmates, and the exquisiteness of pictures. Among them, the degree of reading content is the primary factor influencing students' interest in reading in the three grades; the need for knowledge learning and peer evaluation are considered by students in the middle and high grades, and are listed as

secondary factors influencing students' interest in reading in the high grades; it is worth noting that post-reading perception and sharing are manifested as "sharing after reading" in the low grades, and in the high grades, students begin to focus on the inner world. It is noteworthy that students in the upper grades begin to focus on the inner world and shift from sharing to experiencing the text itself;

The pictures are mainly considered for the lower and middle grades because they meet the appetite of the lower and middle grades for figurative thinking - educational psychology states that the age of transition from concrete image thinking to abstract logical thinking is between 10 and 11 years old. Because today's elementary school students are exposed to things that are generally more complex than before, and because students are generally more mature in their thinking, the transition from figurative to abstract thinking is usually completed during the middle grades. In the upper grades, most of the students who have completed the transition usually do not consider whether the pictures are beautiful when they read, but focus more on the content of the book "literary" to meet their own learning needs.

3.2.3. Good Reading - Arrange Scientific and Reasonable Reading Methods for Different School Levels

According to the questionnaire survey, the proportion of people who "like" and "like" reading very much in the lower band is about 90%, and the proportion of people who have "average" or even no favorable feeling towards reading is only 9%. The percentage of students who liked reading "very much" and "liked it a lot" in the lower band was about 90%, while the percentage of those who liked reading "average" and even not at all was only 9%. This indicates that students' interest in reading is gradually decreasing as the grade level rises; in addition, the overall situation is not optimistic as students' interest in reading decreases significantly after the transition from the middle to the high level, which is not conducive to the development of students' language skills. With fewer verbal reminders from teachers, a significant proportion of students in the third grade still do not annotate consciously while studying [3]. Therefore, teachers in the lower grades need to pay more attention to cultivating students' awareness of reading annotation, reading with tools, accumulation and excerpting; in the middle grades, they need to consolidate and strengthen this awareness and practice, as well as in the upper grades, and they need to especially strengthen the awareness of reading accumulation and applying the resulting accumulation to verbal expression.

3.3. Broaden the Ideas of Writing and Improve the Standard of Writing

3.3.1. In-Depth Study of the Content Layout of the Material

The well-written content of the textbook contains a large number of essay structure layouts that students must learn, such as total-subtotal, divide-total, total-subtotal, first and last echoes, writing in a certain order, and so on. Teachers must start with the structure and layout of these texts in order for students to master the overall framework of a text. Moreover, listening, speaking, reading, and writing influence each other, and students who study in depth the typical and unique structure of a textbook are likely to internalize this structure into other linguistic aspects. In the classroom, the subtle sentences of the materials are full of charm and fertile soil for nourishing the claims of verbal expressions. Some texts are composed of only a few words and phrases that form the core

of the text, and although the content is short, the expressions are considered to be precise and achieve the purpose of finishing the picture. In the taste of these core words and phrases, teachers can guide students to enter the imagination space, and through verbal practice to convert the two-dimensional text into three-dimensional distinctive images, so as to lead students to achieve the purpose of teaching by expressing their own feelings. So, in the class reading teaching hall to understand the text on the basis of understanding the content of the text sentence, in the text to learn, develop and innovate a higher level of language skills.

3.3.2. Reasonable Expression of One's Ideology

Enhancing students' ability to use language and text in reading instruction is one of the implications of the existence of pragmatic training. Therefore, effective methods of practicing language use are very important. The form of exercises for training pragmatic skills has been criticized for being mechanical and uninteresting. Therefore, the exercises for training language skills should be original and concise, so that people can enjoy them. Take the example of "There must be a worm in this piece of wood", which requires students to add content and expand the ending according to their understanding after looking at the picture. The picture shows: in a big forest, a man with a cigarette in his mouth, chopping down a big tree with an axe, when a woodpecker flies on top of the man's head and says: "There must be worms in this wood." The cartoon is very vivid and interesting, and at the same time full of irony: the man's head is indeed "worm", but this worm refers to the greedy "heart worm" that destroys the ecological balance, not the insect of his reality. In the real world, we can see many of these "wood" insects, but how many "woodpeckers" are there? This essay requires students to see "all" first, and "understand" second. Only after receiving and understanding the information in the picture can students express their thoughts and ideas in written form and from a linguistic perspective. It is not only suitable for students in the upper primary section, but also for students in the secondary section, but the composition requirements of the two sections are different and require flexibility [4]. For example, in the secondary section, the focus of writing is on whether the descriptions are evocative and imaginative, while in the upper section, the depth of thinking and the rigor of language logic are considered. In short, teachers need to have a discerning eye for linking language use and reading and writing, and then designing and selecting reading exercises that meet students' physical and mental development levels and develop their thinking personalities.

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