

Research on Situational Teaching Method of Ancient Chinese Poetry in Primary School

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Abstract: This article first clarifies the definition of situational teaching method of ancient Chinese poetry in primary school language education. Then, from the perspectives of catering to the cognitive development characteristics of primary school students and meeting the requirements of the new curriculum standard, it elaborates on the implementation basis of situational teaching of ancient Chinese poetry in primary school language education. It specifically analyzes three important significances of situational teaching of ancient Chinese poetry, namely, its benefits in stimulating learning interest, facilitating in-depth understanding of texts, and contributing to the cultivation of emotional education and aesthetic abilities. This article believes that there are three problems in the current practice of situational teaching of ancient Chinese poetry in primary school language education, namely, situational teaching is single and patterned, the superficiality of situational teaching methods, and excessive reliance on technology in context creation. This paper argues that in teaching ancient Chinese poetry, it is necessary to properly use the situational teaching method, which integrates performance, music, daily life, multimedia and other means to create a context.

Keywords: Chinese Ancient Poetry; Primary School; Situational Teaching Method.

1. Introduction

Primary education is an essential foundation for nurturing talents. In the education at the primary school stage, the educational purpose goes beyond imparting knowledge and skills to students, aiming to equip young learners with ample knowledge reserves and proficient mastery of basic skills to prepare them for future learning. Moreover, it is crucial to enable students to grasp the processes and methods of acquiring knowledge, thereby fostering their abilities for independent learning and exploration in terms of depth and breadth. Furthermore, primary education should focus on cultivating students' rich emotions, positive life attitudes, and correct values.

During the stage of primary education, teachers need to select appropriate teaching methods based on various teaching components, the psychological age characteristics of primary school students, textbook content, curriculum standards, and other factors. Choosing the right teaching methods often leads to more efficient teaching outcomes. Li Jilin, taking into account the national conditions of our country, conducted multiple rounds of experiments using the situational teaching method, laying a solid foundation in terms of theoretical basis and teaching models. Different scholars have provided innovative interpretations and creative applications of the connotation of situational teaching. Situational teaching has not only broadened horizontally, expanding into different fields, but has also developed vertically, with research gradually delving into each segment of instructional content. For instance, Zhang Juan and others have elucidated how to effectively employ situational teaching methods in the teaching of classical poetry in primary schools, while other scholars have provided specific explanations for literacy, reading, and other language learning components. The following discussion and research will explore commonly used situational teaching methods in the teaching of classical poetry, aiming to discover effective and high-quality instructional strategies to achieve

educational goals.

2. Overview of Situational Teaching Method of Ancient Chinese Poetry

2.1. Definition of Situational Teaching Method of Ancient Chinese Poetry in Primary Schools

Situational teaching is widely applicable in primary education. Since 1978, numerous scholars have conducted research on the creation of situations in Chinese language teaching at the primary school level, and this theoretical approach has remained relevant over time. In recent years, scholars have started focusing on studying situational teaching strategies in different areas of Chinese language instruction, promoting the in-depth development of situational teaching theory in the context of ancient poetry. Imagery is abundant in ancient poetry, and teachers can recreate these images through pictures, photographs, objects, music, multimedia, and other means, enabling students to connect with the poetic imagery and generate vivid mental images, immersing themselves in the thoughts and feelings of the poets. This greatly enhances students' interest and attention in learning, leading to a better understanding of the content and emotions conveyed in the poems and significantly improving the effectiveness of poetry instruction. Situation teaching method possesses universal applicability and ease of implementation. By creating a learning situation, it can effectively integrate conventional teaching methods such as reading aloud, recitation, and word refinement, transforming superficial and mechanical learning into relaxed and self-directed learning experiences. This allows knowledge to truly take root in students' minds.

Based on the above content, the definition of situational teaching in the context of ancient Chinese poetry instruction at the primary school level can be summarized as follows: The teacher, with ancient poetry texts as the foundation and students as the focal point, creates specific poetic contexts

through various means and approaches to stimulate students' interest and curiosity, evoke changes in emotional attitudes and cognition, thereby enabling students to deeply understand the connotations of poetry, enhance their aesthetic thinking skills in reading poetry, and foster good character through instructional methods or forms of teaching activities that are in line with academic requirements.

2.2. The Basis for Implementing Situational Teaching of Ancient Chinese Poetry

2.2.1. Applicable to the Cognitive Characteristics of Primary School Students and the Characteristics of Ancient Poetry Style

According to Piaget's theory of cognitive development, elementary school students are in the stage of concrete operation (7-11 years old) to the stage of formal operation (11-15 years old), and their thinking and understanding abilities are not fully mature. Therefore, in the choice of teaching methods, we should try to create conditions for students to feel intuitively and experience first-hand. In the teaching of ancient poems, teachers can play a piece of music to make students quickly enter the state of recitation and grasp the emotional tone of the poems; show a video to let students clearly understand the background of the poem's creation and intuitively perceive the narrative images of the poem, so as to have a deeper understanding of the content of the poem; organize a performance to make students externalize their internalized knowledge through their own processed language and actions, so as to consolidate comprehension.

If students are self-centered, they will lack empathy and sympathy and find it difficult to empathize with the poet. But at this stage of cognition, students gradually start to get rid of self-centeredness, and situational teaching just caters to this psychological characteristic of elementary school students. For example, when studying the poem *Compassion for the Farmer*, students can be put into the roles of the farmer and the poet to experience the hardships of the laborers and empathize with the poet, then return to the reality of daily life, inspire students to develop the habit of diligence and frugality. In this way, by creating a situation and putting students in a certain role, teachers can make students learn to think differently and have a more profound meaning on learning and life. It can be said that the method of situational teaching meets the cognitive characteristics of primary school students, gives full play to the teacher's guiding role, and communicates students and the text through a context, which largely reduces the difficulty of learning and enhances the effect of learning.

Moreover, due to the characteristics of ancient poems themselves, that is, the language is concise and implicit, it is very difficult for students to understand them. According to Vygotsky's theory of the nearest development zone, it is advisable to use the teaching method of creating situations to build a ladder of thinking for students, transforming the difficult and obscure language into vivid and lively images, and perceiving the sentiment and spirit contained in the poems. In addition, most of the ancient poems in elementary school language textbooks are landscape poems and poems of children's interest, so the use of situational teaching can, to a certain extent, allow primary school students to find prototypes in life, to discover and understand the problems with their daily life experience, so as to better understand the poems.

2.2.2. In Line with the Requirements of the New Curriculum Standards

Language is the most important tool of communication and an important part of human culture. In actual teaching, due to the pressure of test-taking, teachers tend to ignore the humanistic nature of language, with special emphasis on the mastery of knowledge. Among the commonly used methods of teaching ancient poetry, the memorization method and the translation method are actually the embodiment of the emphasis on the instrumental nature of the language. The situational teaching method can take these two characteristics of language into consideration, which not only allows students to acquire knowledge related to ancient poems in the created context and improve learning efficiency, but also guides students to form correct emotional and attitudinal values, such as the role-play in *To Wang Lun*, which allows students to cherish friendship, and the video display in *Marching Out to the Frontier*, which awakens students' national sentiment and highlights the humanistic nature of language subjects.

In the teaching of reading poetry, teachers' analysis should not replace students' reading practice, and model interpretations should not replace students' experience and reflection. In the traditional teaching of ancient poetry, the teacher's lecture is predominant, and it can happen that the teacher's interpretation replaces the students' thinking. However, the use of situational teaching is equivalent to leaving a blank in the class, and through the teacher's guidance, students are able to fully mobilize their imagination to fill in the blank. The content filled in is not passively accepted by students, but is their unique experience and thinking, which meets the requirements of the new curriculum standards.

The Language Curriculum Standards for Compulsory Education emphasizes that language teaching should stimulate students' interest in learning, focus on cultivating students' awareness and habits of independent learning, create good independent learning situations for students, respect students' individual differences, and encourage students to choose a learning style that suits them. Creating a good learning context will provide students with space for independent thinking, and the emotional harvest from the context will be a personal and unique spiritual treasure for students. Such a teaching method meets the requirements of the new curriculum standards, enables each student to gain differentiated experiences and perceptions, and fully respects students' learning autonomy and uniqueness.

2.3. The Significance of the Situational Teaching of Ancient Chinese Poetry in Primary School

2.3.1. Help Stimulate Learning Interest

The most obvious significance of situational teaching is to stimulate elementary school students' interest in learning. In traditional classrooms, teachers mainly teach and students passively receive knowledge, so over time, students will lose their interest in learning and their desire for active investigation. In the situational teaching, the difficult ancient poems can not only be depicted by the teacher's language, but also presented through multimedia pictures, music and so on, and can be expressed through their own body movements and language. Students are fully immersed in this vivid and concrete situation, not only interacting with the teacher, but also talking with the poet, so learning is full of fun and

exploration, which can greatly mobilize their learning enthusiasm.

2.3.2. Help to Understand the Text Deeply

situational teaching can show the charm of poetry vividly through the reproduction of some typical imagery, so that students can enter the situation of the poem, feel the picture depicted by the poem, experience the unique emotions of the poet, and appreciate the charm of the ancient literati, so as to better understand the connotation of the text of the poem. Especially in some poems that reflect life different from that of modern, in order to break such a time and space barrier, teachers can create opportunities for students to experience the poems through situational teaching, so that they can immerse themselves in the environment of the poems, listen to the whispers of the scenery and the ramblings of the ancients, so as to better understand what the poet was thinking and understand the sentiments and philosophies conveyed in the text.

2.3.3. Contribute to Emotional Education and the Cultivation of Aesthetic Ability

In order to cultivate talents who can adapt to the lifelong education of individuals and meet the needs of social development, China has put forward the requirement of cultivating students' core literacy, which makes higher requirements for students' abstract ability, thinking ability and aesthetic ability. By creating a context, teachers make students enter a space full of poetic feelings and guide them to examine the imagery in ancient poems with an eye for beauty, thus bringing them an aesthetic feeling. Therefore, situational teaching helps to educate students about aesthetics. Moreover, situational teaching can also cultivate students' awareness of placing poems in the poet's creative mind and in the context of the times, so that they can not only empathize with the poet, but also develop critical thinking skills about the phenomena of the past and present times, thus helping to cultivate students' correct and positive emotional value orientation. It can be said that teaching ancient poetry in context can have a significant effect on the emotional cultivation and character building of elementary school students.

3. Problems Existing in the Situational Teaching of Ancient Chinese Poetry in Primary Schools

3.1. Situational Teaching is Single and Patterned

Situational teaching is theoretically a way of teaching that focuses on students, but in current teaching practice, teachers in China tend to teach ancient poems to students in a fixed pattern, in a rigid and impersonal way, without really paying attention to students' differences and needs. For example, when a teacher teaches ancient poems in different grades, he only uses a very fixed situational model: playing music and looking at photos as the introduction and reciting with music as the end, without taking into account the different needs or interests of elementary school students in different grades, and without choosing a suitable situational model according to the characteristics of the text, not to mention personalizing it. On the one hand, the teacher's teaching strategy does not meet the cognitive characteristics of elementary school students and it is difficult to promote the teaching of ancient poems; on the other hand, students are familiar with the

teacher's teaching routine and tend to feel slack and lose interest in learning ancient poems, which will greatly reduce the effectiveness of teaching. For example, if a teacher teaches the same poem in different classes and uses performance to create a situation, then in some quiet classes no one will be willing to participate and there will not be a very engaged atmosphere, while in some active classes the class may get out of control and the students' attention may be attracted by the strange actions of the performer. Teachers must design and choose according to the actual situation of students. In addition, teachers need to choose appropriate and diverse ways of situational teaching presentation according to the actual teaching conditions to break the single status quo. For example, in the perception of many teachers, the implementation of situational teaching must be carried out with the help of certain equipment, and the hardware facilities can basically be satisfied in developed areas, but in remote areas or rural areas, the economic conditions are not enough to support such needs. Moreover, in these underdeveloped areas, there is a gap between students' language literacy and cognitive structure and those in developed areas, and information-oriented situational teaching strategies cannot be directly transferred and applied. Therefore, in the face of the vast number of economically underdeveloped regions, teachers should use a kind of way to create the context and guide the teaching of ancient poems to achieve the same teaching effect, which needs further deep thinking and creation by teachers in their teaching practice, not that they cannot teach in context without technology, and the presentation should be further diversified.

The more prominent problem is that teachers use multimedia to create contexts schematically. The use of multimedia music and pictures has become a fixed mode of teaching, and in the era of information resources flooding the network, some teachers do not carefully select and process multimedia teaching resources. For example, whenever a farewell poem is encountered, some bleak and sad music will be played to create the context, without considering that there is also a light, optimistic and generous tone in the subject matter of farewell poems, not to mention that there are also emotional fluctuations in a poem, so the fixed pattern will limit the students' feelings of reading the poem, which is counterproductive to teaching.

3.2. The Superficiality of Situational Teaching Methods

Teachers need to have some knowledge of theories of situational teaching of ancient poetry and try to make their role complete the transformation from practitioner to researcher. If they do not have a clear knowledge of the concepts, roles and strategies of situational teaching theory, they may go into a misunderstanding in practical application, lose the great advantages that context can bring to ancient poetry teaching, and make the situational teaching content formalized and superficial.

In fact, in terms of concepts, many teachers do not have a clear understanding of what the concept of "context" is, for example. Some teachers think that the role of situational teaching is to enliven the classroom atmosphere and attract students' attention, although this is one of the roles of situational teaching, but these roles are secondary. If the role of situational teaching is only seen as enlivening the classroom atmosphere, then situational teaching becomes a dispensable existence, unable to add substantial effects to

teaching, and is bound to go the way of performance and formalization.

In terms of teaching strategies, many teachers do not think carefully and study situational teaching strategies, thinking that simply playing a piece of music, putting two pictures or performing is situational teaching, but they seldom think about the timing, the way of putting music, pictures and performing and the meaning to students. Therefore, the situational teaching activities created by some teachers may be detached from the content of the poetry text, so the situational teaching is not a form of teaching aid, but has become the purpose and main body of teaching, making the real teaching focus superficial. In other words, situational teaching should avoid taking the path of formalism, otherwise it will waste valuable teaching time.

3.3. Situational Creation Means too Dependent on Technology

With the advent of the Internet era, science and technology have brought new growth points to the situational teaching of ancient poetry. Teachers often need to use multimedia and other teaching aids, such as playing videos and using various virtual experience technologies to make students enter the context quickly and then start teaching, so they rely more on teaching facilities and hardware. However, the technological innovation brought by the Internet era is a double-edged sword, and there is still the problem of relying too much on technology to create situations in actual teaching. For example, when the teacher should have used language to create a situation, so that students can visualize the picture in their minds and imagine it on their own, the teacher instead used multimedia pictures to display it visually, which may confine students' thinking to this picture and make it difficult for them to think independently, which not only loses the opportunity to exercise students' thinking and imagination, but also hinders them to some extent. This will not only lose the opportunity to exercise students' imagination, but also to some extent prevent students from entering the mood of the poem. On the other hand, the inappropriate use of technology to create the context will make students' attention laxer, generating a sense of learning burnout, and also make the language class lose the beauty of the original language.

4. Conclusion

Situational teaching has always been a hot topic of theoretical research, and with the changing times, the connotation of situational teaching has been increasingly improved and the strategy research has advanced with the times. All in all, in view of the living characteristics of elementary school language ancient poems and the limitations of elementary school students' cognitive level, the situational teaching method that can stimulate students' interest in learning and mobilize their emotional experience is undoubtedly the best choice. If teachers can correctly adopt various context creation strategies such as pictures, music, performance and daily life, they can guide students into the poetry text, so that students can better understand the poetry content and empathize with the poet, making the process of

teaching easy and meaningful. Of course, the implementation of situational teaching of ancient poems in elementary school language is not easy and requires teachers to have high teaching quality and independent thinking ability. They should take the ancient poetry text as the basis for careful study, select teaching resources carefully, use a variety of context creation methods flexibly, think about the timing, way and meaning of context arrangement, and add teachers' personalized design, so as to break the patterned situational teaching. In addition, teachers should keep up with the trend of the times, grasp the trend of teaching informatization, closely contact with Internet technology, and constantly update and enrich their theoretical knowledge and teaching resource reserves. They should really integrate information technology into the teaching process or teaching evaluation, instead of applying technology in the situational teaching in a patterned way. We hope this paper can inspire future research on situational teaching strategies.

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