

Research on the Teaching Strategy of Writing Words for the Lower Grade Students in Primary School

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Abstract: As the basis of assignment teaching, the importance of writing teaching is self-evident. How to implement the writing requirements of the new curriculum standards and put forward countermeasures for the current situation of writing teaching in primary schools, has naturally become an important topic worthy of attention and research in the field of primary school Chinese, so as to cultivate students' writing ability and promote the development of students' language literacy.

Keywords: Lower Primary School; Writing Teaching Problem; Strategy

1. Formulation of the Problem

The Chinese Curriculum Standards for Compulsory Education (2021 Edition) clearly divides writing into three stages: writing, assignment and writing. It stipulates that the first and second grades of elementary school are written words. The requirement of the new curriculum standard for writing is "interested in writing", but from what we have learned, although most students say that they do not hate writing, few students are willing to take the initiative to write. And from their writing works, there are also many problems: many typos, too short in length, non-standard punctuation, unclear logic, etc.

2. Significance of the Study

2.1 To Provide Methodological Reference for Future Writing Teaching

In this study, we distributed a large number of questionnaires to students, collected students' written works, and conducted in-depth interviews with teachers, and selected three empirical survey methods. Among them, the questionnaire survey method is the main method, supplemented by the interview method and the case analysis method, and the comprehensive application of these three

empirical methods provides a certain reference for the selection of methods for the future teaching and research of writing teaching.

2.2 To Provide Reference for the Teaching of Writing in the Lower Grades of Primary School

Based on reading a large number of literature and using three empirical survey methods, this study studied the real situation of writing teaching in the lower grades of primary school. And find out the specific problems that exist and the reasons behind these problems, so as to propose feasible improvement strategies. Due to my limited research ability and level, although the theory formed has certain limitations, I hope to pave the way for the future research on the teaching content of writing in the lower grades of primary school, and provide reference for the theoretical research of writing teaching.

3. Survey Design and Analysis of Results

3.1 Survey Design

The main research line of this study is the current situation of writing in the lower grades, and according to the newly promulgated Chinese curriculum standards, the teaching target of writing is students in grades 1 to 2 of primary school. Therefore, the scope of this writing survey is the students in grades 1-2 of Xinkang Primary School.

3.2 Survey on the Current Situation of Writing by Students in the Lower Grades of Primary School

In this survey, a total of 150 student questionnaires were distributed and 143 valid questionnaires were recovered, with a recovery rate of 95.3%.

1. The current situation of writing by students in the lower grades of elementary school

In this survey, 150 of the 1,076 students in the first and second grades were randomly selected for the questionnaire. According to statistics, 36

(25.17%) of the 143 valid questionnaires were in the first grade and 107 (74.83%) were in the second grade.

(1) Most students have a high interest in writing

and voluntarily take the initiative to complete the writing

According to the questionnaire, it can be found that most students are interested in writing.

Table 1 Do You Like to Write?

Like it very much	like	ok	don't like it	don't like it very much
67	40	26	6	4
46.85%	27.97%	18.18%	4.2%	2.8%

The data shows that the majority of students have a positive attitude towards writing, with only 7% saying they don't like it. There are different reasons for students' likes and dislikes, which are reflected in Tables 2 and 3 of the questionnaire, respectively.

Table 2 What Are Some of the Reasons Why You Like to Write?

Write your own thoughts and record your life	91
Master a skill and get good grades	61
Get praise from your teachers	26
I'm interested in writing	50
other	4

This question is multiple-choice questions, so

Table 3 Why Did You Write a Speech?

Teacher arrangement	Parental Requirements	Self-indulgence	other
30	13	93	7
20.98%	9.09%	65.03%	4.9%

Most of the students were able to write voluntarily, some students thought that their willingness to write was due to their parents and

percentages are not calculated. The data shows that the number one reason why most students like to write is to "write their thoughts and record their lives". "Mastering a skill and getting good grades" and "being very interested in writing" are also the main reasons why students like to write, and students who like to write in order to be praised by teachers are in the minority. In the "Other" column, four students wrote down different reasons, three thought that writing would improve them, and one thought that receiving praise from parents made him enjoy writing.

It can be seen that students like to write more from their own heart.

teachers, and a few students said "it depends" in the "Others" item.

Table 4 How Do You Complete the Writing?

Do it yourself independently	You know how to write it only when others write it	Need help from others	Can't be done
117	0	25	1
81.82%	0%	17.48%	0.7%

The vast majority of students are able to complete the writing on their own, a few students can complete the writing with the help

of others, and a very small number of students cannot complete the writing.

Table 5 What Do You Do When You Don't Write Well?

Ask someone around you for help	Copy online	Scribble casually to complete the task	other
126	0	0	17
88.11%	0%	0%	11.89%

The statistics in Table 3, Table 4, and Table 5 all show that most students are able to write independently and voluntarily, and even if they can't, they will actively seek help from those around them.

According to the above data, in general, the majority of students are interested and can voluntarily complete the writing, and relatively a few students are not interested in writing. Students who chose "I don't like it very much"

or "I don't like it very much" have the following different behaviors in question 4.

Table 6 What Are Some of the Reasons Why You Don't Like to Write?

It took a long time and didn't know what to write	7
I have something in my heart but I don't know how to write it	8
I never got praise from my teacher for writing	4

Can't write satisfactory sentences	10
A lot of words can't be written	8
other	2

This question is a multiple-choice question, and only 10 students who choose the last two items in question 2 can answer it. It can be seen that children who do not like to write generally think that writing itself is difficult, and there will be situations such as "it takes a long time and I don't know what to write", "I have something in my heart but I don't know how to write it", "I can't write satisfactory sentences", and "I can't write many words", so they don't have a good impression of writing. Among them, 4 students believed that the teacher's praise was an important factor influencing their attitude towards writing.

(2) A small number of students face difficulties in writing

In the questionnaire, many of the questions are related to the students' daily writing, and from the statistical point of view, the author found that a small number of students will face the following difficulties when writing.

Most students want to write about things when they write, and they can write when they have an idea or a good idea. A small number of students face difficulties in writing: dyslexia, lack of interest, lack of ideas, etc.

Among them, the students' thoughts mainly focused on the following points: "I can't write a lot of words", "I can't write a typo", "I can't make sense of a sentence", "I can't write a sentence", "I can't write a word", "I don't know how to write", "I can't write a long time before I can write", "I can't understand the question (picture)", "I write too shortly", "I can't use punctuation".

4. Existing Problems and Analysis of Students' Writing in Lower Primary Schools

4.1 The Interest in Writing is Not High, and the Motivation is Insufficient

Interest is the best teacher, generally speaking, as long as a person is interested in something or something, then he will focus his attention on this thing and have a strong desire to touch this thing and accomplish it. According to the survey, 7% of the students in the second question said that they did not have a good impression of writing, in the fourth and fifth questions, the students did not like to write for various reasons: they could not write, they had

no ideas, etc., and in the seventh question, 30.07% of the students did not write voluntarily. Students can't express themselves with feelings, and they don't know why they want to write. When writing becomes difficult, when writing becomes a task, students lack interest and motivation, and naturally do not want to write, but mechanically deal with teachers and parents, and over time it becomes a vicious circle.

4.2 The Written Expression is Not Standardized Enough, and the Basic Skills are Not Solid

In question 13, there are a few points in the statistics: "I can't write a lot of words", "I make a mistake", "I don't make sense of sentences", and "I can't use punctuation". In particular, there are many students who think that the above points are difficulties when writing. Combined with the analysis of students' works, the author found that the current writing works of junior students mainly have the problems of indiscriminate use of words and punctuation marks, which makes their writing works look chaotic and of low quality.

Literacy is the foundation of students' reading and writing. When the junior students write, many words have not yet been learned, they can't write, and they need to use pinyin instead, but they are not very proficient in the use of pinyin, which leads to a lot of mistakes in the content of the words. This age is the transition from spoken to written language, and they do not know how to use written language, so they cannot write clearly when they express themselves.

4.3 Lack of Awareness and Materials for Writing

The overall statistics of the questionnaire show that most students have a good habit of writing voluntarily, writing independently, thinking in advance, and accumulating writing materials from life and books. At the same time, there are many undesirable phenomena: taking writing as a task assigned by teachers and parents, not being able to complete writing independently (or even not being able to complete it), not being able to actively accumulate writing materials, and not being able to write.

A considerable part of students are reluctant to write, will not take the initiative to write, and are unwilling to accumulate, indicating that students lack the awareness of writing and do

not know the meaning and value of writing.

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