



A Brief Analysis of the Positive Significance of ‘Three Minutes Before Class’ to Chinese Writing Teaching in Primary Schools Based on the Core Literacy of Chinese

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Abstract: Chinese learning consists of four parts: listening, speaking, reading, and writing. The teaching process of Chinese writing in primary schools is inseparable from the practice of “listening, speaking and reading”. “Three minutes before class” not only can effectively exercise the ability of students’ listening, speaking, reading, and can stimulate students’ interest in writing. In addition, it can also implement the cultivation of Chinese core accomplishment in writing teaching and comprehensively improve the comprehensive quality of students, which lays a good foundation for students’ Chinese writing and thus promotes the improvement of their writing level.

Keywords: Three Minutes Before Class; Primary School Chinese Writing Teaching; Core Literacy of Chinese

The New Chinese Curriculum Standards for Primary Schools points out that the core accomplishment of Chinese subject is the core element and key content of Chinese accomplishment. It includes four aspects: language construction and application, thinking development and promotion, aesthetic appreciation and creation, and cultural inheritance and understanding. Under the background of quality-oriented education reform, core literacy has become one of the important contents in teaching. “Three minutes before class” is a new teaching activity in which teachers effectively use the three minutes before class to invite one or two students to give a speech by turns, and give reasonable comments and encouragement. Activities can include storytelling, poetry recitation, book introduction, keynote speech, current events, celebrity stories, etc. This activity in the primary school Chinese composition teaching has many positive significances, such as expanding vision, active thinking and getting various exercises and promotion^[1].

1. “Three minutes before class” is conducive to the construction and use of language.

Both introverted and extroverted students have a strong desire to express themselves in primary school, and “three minutes before class” can provide a platform for them to express themselves. Because students hope to show their best side on the stage, they can actively collect information and look for materials during the preparation of the three-minute speech before class. In this process, students actively accumulated Chinese composition materials through a lot of reading and understanding, and gradually develop a good sense of language, to improve the ability of text layout^[2].

At the same time, students are bound to go through the steps of information integration in the process of preparing a speech. Information integration is a process of integrating acquired materials and information to establish organic connections based on accumulating abundant corpus and speech activity experience. In this process, students improve their ability of language organization by constantly perfecting and revising speeches, and construct their acquired experience of speech activities into an internal language knowledge system^[3]. And they will use this inner language knowledge system for proper communication and application in different contexts of real life, which lays a solid foundation for the subsequent writing teaching.

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2. “Three minutes before class” is conducive to the development and improvement of thinking.

“Three minutes before class” not only exercises the students who give speeches on stage, but also enables every student in the audience to gain something. For the students on stage, the preparation and presentation of speeches are a process of thinking training^[4]. On the one hand, a good speech needs student to analyze, summarize and try their own cognition and other aspects of personalized labor in order to present a clear thinking, content enrichment effect. On the other hand, the stage presentation has exercised students’ courage and trained students’ ability to express clearly, accurately, vividly, and logically. Moreover, the affirmation and encouragement given by teachers also increase students’ confidence and stimulate their interest in Chinese learning. For the students in the audience, by listening, they integrate and imagine the information they get, they gain intuitive experience of language images and inspiration for writing, and exercise their attention and imagination^[5].

In addition, teachers should correctly guide students to listen to the advantages, disadvantages, similarities and differences of others based on their own feelings and understandings, and help students develop good listening habits. This is conducive to the development of students’ critical thinking and language sensitivity. When students’ thinking is developed and improved, they will be more flexible, original, and critical in writing and expression.

3. “Three minutes before class” is conducive to aesthetic appreciation and creation.

Gorky said: “According to nature, everyone is an artist. Wherever he is, he always wants to bring beauty into his life.” “Three minutes before class” creates a good artistic atmosphere for children, helps them inspire aesthetic consciousness, encourages them to explore Chinese knowledge in different fields and feel the charm of language, which stimulates students’ aesthetic imagination and enables them to have different aesthetic experience. Primary school students have a strong ability to imitate, so they will unconsciously learn and imitate the beautiful language and characters in the search process, and then gradually form a certain aesthetic awareness^[6].

In addition, due to the contents of the lectures prepared by the students are different, some are good book sharing, some are ancient poetry appreciation, some are beautiful articles reading, and some are news reviews, etc., so each exhibition activity can bring students a different literary experience. Sharing good books allows one to read and appreciate good literature; Singing ancient poetry can feel the unique beauty of Chinese characters; Reading beautiful articles can taste the language art experience rich emotions; News brief comment can follow up social hot spot to cultivate correct three views. The visual and emotional beauty shown by different literary languages can bring different aesthetic experience to students. In addition, the teacher’s summary comments help students deepen their understanding, so that students learn to use the native language to express their aesthetic experience and gradually develop their aesthetic ability. Students who have a certain aesthetic appreciation ability can combine their own aesthetic taste performance and create their own beauty in the writing process^[7].

4. “Three minutes before class” is conducive to cultural inheritance and understanding.

Words are the carrier of culture and Chinese characters are the unique national culture of China, which bears the long and splendid history and culture of the Chinese nation. The establishment of the “three minutes before class” speech activity can not only stimulate students’ interest in exploring and reading different texts, but also help students broaden their knowledge and broaden their horizon. In this activity, students are guided to appreciate the profoundness of Chinese culture through singing poems, reading classics, appreciating beautiful articles and other forms. It helps students to understand and master the Chinese language and improve their ability to organize and express the Chinese language. It also enables students to strengthen their national identity under the influence of national culture. Only by identifying with Chinese culture can students take the initiative to absorb the wisdom of Chinese culture, enrich their own spiritual home, improve their moral cultivation, and thus enhance their cultural confidence.

Of course, the content displayed by students is not limited to the excellent culture of our country, but also the excellent culture of different countries and nationalities. In the activities, teachers should guide students to base

themselves on cultural self-confidence, seek common ground while reserving differences, incorporate and absorb the essence of human culture, and inject new vitality into the inheritance and understanding of culture^[8]. At the same time, “Three minutes before class” is also a platform for cultural communication and exchange. Students acquire different cultural knowledge through different channels, share and communicate with each other in the class, speak their own understanding and thinking, and constantly improve their Chinese literacy. There is an old Chinese saying that if you read more books and accumulate more knowledge, you will naturally be able to write good articles. Students have a broad range of knowledge, acquired a variety of cultural knowledge, accumulated a lot of writing materials, it is natural to further promote the development of writing teaching^[9-10].

5. Conclusion

In the writing teaching of primary school, the relaxed and cheerful learning atmosphere is helpful to improve the teaching quality and efficiency. “Three minutes before class” can not only activate the atmosphere, exercise students’ writing and expression ability, but also accumulate rich writing materials, broaden students’ horizon, increase students’ self-confidence, and stimulate their interest in learning. When carrying out this activity, teachers should pay attention to focusing on students of different stages, respecting the laws of students’ psychological development, and designing the emphasis of different stages step by step. The first semester focuses on the cultivation of students’ ability to express themselves on stage, the second semester focuses on the accumulation and application of corpus, and the third semester focuses on the improvement of thinking. In addition, teachers can print out the speeches of students with comments and comments, and make them into monthly class magazines, which can be used to set up a learning area to create a good learning atmosphere. All in all, integrating “three minutes before class” into elementary school Chinese writing teaching has many positive meanings. With the development and improvement of the five-in-one “listening, speaking, reading, writing, and thinking” of students, comprehensively promote the cultivation of core Chinese literacy, thereby effectively improving the quality and efficiency of primary Chinese writing teaching.

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