



The Cultivation of Primary School Chinese Autonomous Learning Ability under the New Situation

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Abstract: With the continuous improvement of the education system under the new situation, teachers are still in the leading position in teaching. Nowadays, too many students rely on the teacher for learning and the current situation of the student ability differences. Meanwhile, in order to effectively play to the role of the education system to improve, change the traditional exam-oriented education to the bad influence of Chinese teaching in primary schools, training students' thinking ability, develop good habits, improve the classroom efficiency, further promote the cultivation of the ability of autonomous learning in primary school Chinese teaching is imperative.

Keywords: Chinese teaching in primary school; Primary school autonomous learning ability; Importance; Current situation; Improvement measures

Under the background of the implementation of the new curriculum reform, the Chinese classroom teaching in primary schools is still under the negative influence of the traditional exam-oriented education, and the traditional Chinese teaching mode of "infusing" has not left the stage of history. Many teachers' teaching practice experience shows that the best way to improve teaching quality and students' thinking ability is to establish a classroom teaching mode to cultivate autonomous learning ability. Therefore, only by making students give full play to their subjective initiative, making teachers in a guiding position, and making students become the leading role in learning, can students finally realize the change from passive to active, and cultivate their independent learning ability in primary school Chinese classroom.

1.What is self-directed learning

In fact, autonomous learning is a constructivism learning thought^[1] and a modern learning method corresponding to traditional receptive learning. Its purpose is to enable students to take the initiative in learning and to promote the realization of learning objectives through independent analysis, practice, questioning and other methods. Encouraging students to take the initiative to participate, work hard, so that the ability of various aspects to be improved. Students should actively acquire knowledge on the basis of their own knowledge of Chinese and build a unique learning mode, not only by inculcating passive acceptance.

2. The importance of autonomous learning in primary School Chinese teaching under the new situation

2.1 Train students' thinking ability

Under the traditional learning mode, students in primary school are often unable to understand the connotation of an article after reading it, or summarize the whole article in their own language, because their comprehension and expression skills have not been fully developed. If the teaching method of independent learning is applied in class at this

time, students' thinking ability can be well trained. After the students read an article, the teacher guides the students to understand the whole meaning step by step by asking questions. In front of difficult questions, the students get the final answers through group discussion, so that these answers are the result of students' independent thinking.

For example, in the study of *The Giant's Garden*, after the students read the whole article, the teacher can ask the students: What happened to the giant's attitude before and after the story? What do you learn from reading this article... After the students answer the questions after thinking, the teacher makes the final summary to improve. This method not only deepens the mastery of the article, but also exercises the students' thinking ability in the layer upon layer of analysis.

2.2 Develop good study habits

In the past primary school Chinese teaching classroom, the Chinese teacher "one lecture hall" phenomenon is common, students can not get comprehensive development. However, the establishment of independent learning mode breaks the drawbacks of previous teaching and forms a healthy teaching form. Students think more, more speech, first learn in the guidance of the teacher to understand the in-depth knowledge taught in the classroom, in the guidance of the main body of the Chinese classroom. In the long run, students will actively think and understand in the learning process, and learn to ask questions to find answers when they read through the text. Naturally, they will learn to think without the help of others, so as to develop good learning habits.

Improve the efficiency of classroom teaching

The emphasis on students' autonomous learning in primary school Chinese teaching can improve the efficiency of Chinese class and achieve the required learning objectives in a faster and better way. This is because independent learning can help students improve their performance. Whether it is primary school, middle school, high school or even university, students who can actively learn and ask questions will not do worse than those who are passively taught by teachers. Outside the classroom, the students also can according to their own needs to find another learning goals, make up for the inadequacy of their own or improve your ability to a particular aspect, such as a return to the elementary school language teaching in the classroom when this part of students' autonomous learning reveal advantage to class, whether for students or teaching, can be good to improve the efficiency of classroom teaching, receiving the greatest benefits.

3.The present situation of autonomous learning ability in primary school Chinese teaching

3.1 Differences in students' abilities

There are differences in students' independent learning ability. Some students will make their own study plans and conduct regular self-examination. Besides finishing the homework assigned by teachers, they will also improve and deepen themselves effectively. Some students can finish the homework assigned by the teacher, such as pre-class preview, but they have no more ability to study autonomously and learn in a semi-guided state. Other students, they are not only unable to study consciously and actively, or even unable to complete the tasks required by the teacher, this kind of students often have poor grades, they racking their brains but have little effect, they lack the ability to study independently, which often needs the guidance of teachers and parents.

3.2 Teachers take the lead in teaching

Although compared with the past, the teacher has increased the teaching link to let the students understand the article, but in order to save time, it is often a very small part of the class after reading the text, the teacher began to guide the students to understand the article. Because teachers are used to using the learning speed and ability of a few top students to replace the level of most students, most students can only run behind the teacher led by the nose.^[3] Students do not have enough time to read independently, not to mention to grasp the text content, the whole article appears fragmented in the minds of most students. Under the guidance of the teacher, the students went over and over in the key sections of the product analysis, and the teacher tried to explain it on the platform. In fact, most of the students were in a confused state, and the teacher felt very tired but the effect was not good.

3.3 Relying too much on teachers for learning

Although teachers begin to teach students the initiative of learning consciously, but still firmly grasp the important position in learning.^[6] Without the guidance of teachers, most students do not know how to acquire other knowledge or how to learn new things independently. The way for students to acquire knowledge is too single. Therefore, in terms of learning, we can only follow the teacher and have no independent learning ability.

4.How to cultivate primary school Chinese classroom independent learning ability

4.1 Create a learning situation that fits the students

The research shows that creating a good learning situation can effectively improve students' enthusiasm for reading and mobilize students' autonomous learning ability in primary school Chinese class^[4]. We should try our best to create a pleasant learning atmosphere for students in class, such as situation simulation.^[9] Let the children play the roles in the text to perform, stimulate students' interest, and let students feel the fun contained in learning. In addition, multimedia technology and hand-made or printed materials related to the classroom content can also be used to enable students to better understand the article. Professor for example in the giant's garden “, teachers can use multimedia projection some photos of the vibrant widely, also play some inanimate nature, lets the student will be able, as it were, to feel giant's attitude towards the children from the change of nature, let them can be observed through their own independent of the true meaning of the article. Similarly, when teachers want to consolidate what they have learned in class, they can not only strengthen their understanding of classroom knowledge by doing exercises and so on, but also choose learning methods that are more suitable for students. For example, in the course of learning Chinese characters in the lower grades, students can choose to guess by themselves and write a poem or a sentence with the Chinese characters they have learned, which can well cultivate students' independent learning ability in the Chinese class and improve the efficiency of mastering knowledge.

4.2 Group cooperation based on communication and discussion^[2]

The independent learning ability of students can be cultivated through group teaching in primary school Chinese teaching. Teachers according to the text put forward some difficult problems, when students think alone is difficult to answer, the teacher didn't want to tell the answer directly, you can through the way of team cooperation, in the heart of the communication to discuss their understanding of this problem, will you answer in their synthesis, thus draws the team unified the answer, but this often draw more depth than individual thinking.^[8] For example, when learning Silent Night Thoughts, students should be guided how to express their homesickness for their hometown. After group discussion, students will compete and vote to find the most vivid group, and let students comment on each other. Such learning methods can make students feel learning is not completely dry, but in the students discuss each other between a “game”, this will naturally lead to in the quiet night think “li bai to remember fondly to the home how to express, why verse through these images to express thoughts, the students listening in the great initiative, make the classroom can get a higher teaching effect. The teacher can also ask the students to express the content of the text in the form of performance in groups, or develop the students' autonomous learning ability, and put the students directly into the article to become a character in the classroom teaching, so that the classroom teaching can be truly immersive.

4.3 Set up a flipped classroom that teaches after learning

Compared with the traditional Chinese teaching mode in primary schools, flipped classroom has established an innovative way of learning before teaching.^[7]

First of all, before the classroom teaching, students first use the teaching video provided by the teacher for independent learning, to have a general understanding of the content to be explained in the classroom, and do the preparatory work. If you encounter problems that you do not understand, you should timely record them and conduct targeted learning. In this way, the effectiveness of classroom teaching can be effectively improved in the subsequent classroom teaching process, so that students can further deepen their learning based on the knowledge they have already mastered. This teaching mode breaks the limitation of time and space, extends the primary school Chinese teaching class to extracurricular activities, better mobilizes the students' learning subjective initiative, and highlights the students' main position.^[10] Secondly, classroom discussion is the “teaching” part of flipped classroom. On the one hand, let the students show their independent thoughts formed before class through the teacher's questions in the discussion,

and learn from each other and absorb each other in the discussion with other students and teachers, so as to enhance the understanding of the text. In this process, students must organize their thoughts in coherent language, so as to train their ability of expression. Finally, the teacher will answer the questions accumulated by the students in independent learning, summarize the questions raised by the students and answer them. In order to ensure that the teachers can effectively and accurately answer the questions, they should make adequate preparations before class and have a certain foresight of the questions that may be raised by the students. For example, the professional knowledge of science, geography and other aspects involved in some texts should be understood in advance.

Therefore, through the flipped classroom model of learning first and teaching afterwards, students can master knowledge independently. What teachers do is to guide students to deepen their understanding by asking questions and answering questions after students learn independently, but the final initiative is still in the hands of students^[5].

5. Conclusion

Based on the problems existing in the student ability difference, teachers in teaching in excessive dominance, and students in learning to rely too much on the present situation of teacher autonomy and lost of primary school Chinese new curriculum reform of Chinese curriculum teaching put forward higher request, hope to let the students to master the language knowledge, guide the student to form the independent learning ability, innovation in the independent thinking, fully exercise the thinking ability, develop good study habits, as much as possible, so that the students get all-round development. At the same time, it is also hoped that the improvement of students' autonomous learning ability will further promote the efficiency of the classroom. In order to achieve this goal, teachers need to constantly update their educational concepts and ideas, choose to fit students' learning situations, and let students develop continuous interest in learning and give play to their initiative in a happy atmosphere. Make full use of the model of group cooperation, in the group discussion after thinking and expressing their views, deepen the level of each person; Implement the mode of flipped classroom and put the learning initiative in the hands of students. In order to better cultivate students' autonomous learning ability in primary school Chinese classroom teaching, we should strive to make positive improvement and constantly innovate teaching strategies. This requirement is important not only for Chinese but also for the study of other subjects.

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