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Problems, Causes and Countermeasures of Chinese Writing of Senior Students in Primary School

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Abstract

In primary school Chinese teaching, composition is an important part of teaching, and it is the practice of comprehensive ability of primary school students' understanding level and language expression. The level of students' essays not only reflects the students' ability to use the language, but also marks the language literacy. Therefore, the teaching of the primary school language is crucial to the improvement of primary school composition. However, in the language teaching of primary schools, the cultivation of writing ability has always been the focus and difficulty. The upper primary school is an important link between primary and secondary schools. The cultivation of writing ability is more important and should not be underestimated. In short, in the process of Chinese language teaching in the upper primary school, teachers should pay attention to cultivating students' writing ability and improve students' writing ability as an important task in Chinese teaching. This paper mainly explains the existing problems and causes of the writing of senior students in primary school through theory, and proposes corresponding countermeasures for the high school students' writing ability.

Key words: Senior students in primary school; Chinese writing ability; Training

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Writing is an important content of primary school Chinese learning. The “*Standard of Chinese Course in Compulsory Education*” (2011 edition) formulated by the Ministry of Education of the People’s Republic of China [MOE] points out that the overall goal of “Writing” is not only can express their own opinions, experiences and ideas in a specific and clear way, but also can as required to use the common expression to writing and develop the written language ability to use. (The Ministry of Education of the People’s Republic of China [MOE], 2011, p. 9) Writing is not only a comprehensive expression of language-writing ability, but also a comprehensive expression of instrumentality and humanity. The “*New Curriculum for Primary School Chinese Language*” clearly states that curriculum standards are designed from three aspects: Knowledge and ability, process and method, emotional attitude and values. The three penetrate each other and merge into one. And the goal design focuses on the overall improvement of Chinese literacy. From these reforms of the curriculum standards, it is not difficult to know that China’s new round of curriculum standard reform pays more attention to the actual situation and life of students. It is specifically embodied in the teaching of Chinese composition, more emphasis on the true feelings and true expression which based on the actual situation of the students themselves. These reforms are also make a determined effort to manifestation of the great importance attached to students’ experience. Therefore, in order to cultivate students’ writing ability, teachers must respect the students’ reality, pay attention to the students’ life, and pay attention to the students’ existing experience.

1. ANALYSIS OF PROBLEMS AND CAUSES IN CHINESE WRITING OF SENIOR STUDENTS IN PRIMARY SCHOOL

1.1 Existing Problems

The cultivation of Chinese writing ability has always been a key and difficult point in Chinese teaching. How to

cultivate the Chinese writing ability of the upper primary school students and quickly improve the students' writing level has always been an urgent problem to be solved that plagues the majority of Chinese teachers.

1.1.1 Students Lack Interest in Writing.

Pupils will feel boring, empty, and boring when writing, leading to loss of interest in writing. Even some students hate when they mention writing, and they are antipathy when they mention writing. Even when it is until in the upper grades of elementary school, students are still unable to skilled use various rhetorical techniques in the writing process to enhance the integrity and vividness of the article. Rich imagination can not be reflected in the composition and can not use rhetoric techniques to vividly describe their thoughts through language, so that the article lacks appeal. (Liu, 2014) It is all said that interest is the best teacher to learn and the best motivation to learn. But if the students do not even have the minimum "interest", let alone write a good composition, there is no way to talk about it at all.

1.1.2 Students' Material Accumulation Is Lacking.

Writing material is mainly by daily accumulation. Mr. Ye, S. T. once pointed out: Life is the source, the article is like a stream, the source of abundance and not dry up, the stream naturally flows lively and uninterrupted. (Central Research Institute of Educational Sciences, 1980, p. 126) It can be seen that life is the source of writing. If students want to write a good composition, they must accumulate a certain amount of material, so that when writing, they don't feel that they don't know what to write or don't know where to start writing. However, due to the lack of free activities time and social practice time, the current students have a small circle of life and lack of life experience, resulting in a serious shortage of material accumulation, and don't know where to start writing when they write. Losing the source of life, the students who until brought up the pen had found that actually they could not write much content what they can write. After leaving the life, the student's composition has no content to write, which caused the students to lose interest in the essay. Every time they write a text, they can only squeeze out an article like a toothpaste. In the long run, it also leads to students produce fear psychology of writing, dislike of writing, or writing fake compositions. (Chen, 2005)

1.1.3 Writing Lacks True Feelings.

Most of the time, students just write for the purpose of accomplishing their tasks, not really want to write, so the things they write naturally lack the true feelings. Proficiency in plagiarism, patchwork, editing, and combination, a piece of essay that was no disease and moaning and arbitrarily created was born, and the students entered a mechanical operation of the composition program state. The composition of the students are follow the same pattern and monotonous. Not only lack of true

feelings and personality, but also lie, empty words and set of words can be seen everywhere. (Song, 2006) So many students use the same technique to write in the same mode, and the subject matter seems to be the same and lacks true feelings.

1.1.4 Writing Purpose Is Over Utilitarian.

The exam is like a baton. The teacher will let the students practice the corresponding test content, and will also let the students perform the corresponding exercises in the form of exams. This has led most students to write purely for the teacher's praise and high scores for the exam. Regardless of whether the composition is true or not, as long as they can get the teacher's praise, get the reading teacher's likes or achieve excellent results, this is enough for them. As for his true feelings and writing process, it has become insignificant and not important at all.

1.1.5 Teacher Guidance Writing is Inadequate.

Teachers' essay instruction classes often start with writing styles, writing skills, and writing methods. They rarely stand in the perspective of students, from the actual situation of students, to guide students how to accumulate writing materials from daily life, how to extract the theme of the article from their true feelings. Some teachers often ignore the guidance for students before writing, thinking that as long as the composition topic is assigned which is OK, so that there is a lack of specific guidance for students. Some teachers are often influenced by personal emotions when guiding students to write. When they are in a good mood, they will guide students how to write, but when they are in a bad mood, they will let the students think for themselves about how to write. Lack of teacher-directed writing, even for the upper primary school students, it is difficult to write a good article.

1.1.6 Composition Evaluation Is not Enough Perfect

Some teachers attach importance to the guidance of students before writing, but they neglect the evaluation of students after writing. A good comment class is not only the exchange of ideas between teachers and students, but also the exchange of emotions. Can pull into the distance between teachers and students, promote the communication and interaction between teachers and students; can stimulate the student's writing interest, is advantageous to the student next time composition writing. Correcting students' compositions is an important part of composition teaching. However, some students turn a blind eye to the teacher's hard work in correcting. They think that as long as there is a score, it will be fine, because the teacher will not re-score after the revision, so leading to neglecting the teacher's correction. Moreover, the composition comment is the teacher to the student's composition from the content to the form to make the overall evaluation, has the irreplaceable function in the composition teaching. But there are a lot of teachers do

not pay attention to the students' writing comments. They tend not to mark students' compositions carefully, directly write a "Check", "Read" and so on, even praise and derogation improper or feel free to read and then write comments right away.

1.2 Cause Analysis

1.2.1 the Lack of Students' Subject Status Under the Traditional Educational Concept.

China's traditional educational concepts emphasize knowledge better than ability, emphasize theory better than practice, emphasize memory better than thinking, emphasize strict discipline and also emphasize inculcate knowledge. The traditional concept of education shackles the students' divergent thinking, and leads students to dare not speak even if they have ideas. In the "*Thoughts on Individualization in Composition Teaching*", Wang, H. L. believes that in the current composition writing, the original authentic language expression of the students is covered, the performance is more public language and adult language. And the children's original naivete, simplicity, naturalness and language full of innocence and childlike interest have disappeared. (Wang, 2000) Qian, L. Q. once said in the article "*Children's warnings to us*": One of the two sets of writing that children actually have is the writing in the classroom in school education. Its remarkable characteristics are lying, stereotyping, speaking what adult teachers and examiners ask them to say. And when it's possible for them to do "another kind of writing" in extracurricular, they often use a set of banter language to completely eliminate the school writing mode. (Qian, 2003, p. 7) These warnings should be highly valued by our primary education community.

1.2.2 Lack of Life Observation, Experience and Perception

Dewey, J. pointed out in the book "*How We Think-Experience & Education*" that the main educational principle is that education will begin with the experience of learners. The experience and capabilities developed in the process provide a starting point for future learning. (Dewey, 2004, p. 285) Ye, S. T. also said that writing is never just a matter of putting some nice, beautiful rhetoric on paper. It must be based on the writer's own experience, derived from the real life, only in this way is the original intention which should have of writing. (Ye, 2012, p.49)

1.2.3 the Influence of Unified Education Thought

At present, most of the primary school composition teaching still uses the traditional teaching method, which has certain advantages, but there are also many drawbacks. Singleness of teaching inhibits students' imagination and kills students' innovative thinking and divergent thinking. In order to achieve high scores, students have to cater to the teacher's favorite ideas and are forced to write according to the essay mode taught by the teacher, resulting in lack of innovation in the writing thinking of

the students and without novelty. Teachers should not let the singleness of educational thoughts impede the students' thinking, innovation and agility. Teachers should encourage students to freely write, develop students' imaginations and divergent thinking, and create good articles with their own unique thinking.

1.2.4 The Influence of Examination-Oriented Education on Pupils' Writing

The traditional concept of exam-oriented education has long been ingrained in people's minds, but absolutely the composition teaching is more than just teaching students how to start, end or how to plan of an essay. It should be a kind of teaching that takes students as the main body, respects the development rules and nature of students, and appreciates the individualized expression of students. The current composition teaching, but excessive attention to composition skills, leading teachers to pain, students learn more painful, the result is often get half the result with twice the effort. In traditional composition teaching, mostly pay attention to guide students how to write, seldom pay attention to guide students through language practice activities to explore the source of writing. Coupled with the impact of exam-oriented education, so that in teachers composition teaching, there is a prevailing eager for quick success impetuous mentality and a guiding tendency to emphasize the cultivation of knowledge more than emotional cultivation. (Zhang, 2007) For a long time, the writing ability of primary and middle school students in China has been at a low level state. Perhaps because students should get the fruits of their studies when they graduate from secondary school, the focus of people's ineffective attention to composition teaching is concentrated in the secondary school stage. (Zhao, 2007) According to a survey conducted by the Ministry of Education in 1987, the average scoring rate of student composition was only 55.35%; the surveys of Zheng, C. S. (1995), Peng, Y. H. (1996), and Lin, C. D. (2001) and other people all had similar results. (Xu, 2002) There are also surveys showing (Huang, Y. F., 1985; Zheng, R. C., 1987), Chinese is the subject with the largest error in all subjects in primary and middle schools. Among the various types of questions in the Chinese subject, the writing score has the largest error, which seriously affects the scientific level of Chinese examination. (Zhou, 2002)

1.2.5 the Impact of Class Teaching System on Teachers' Guidance

Some teachers even want to give specific guidance to students, but the "heart is willing but the flesh is weak". In traditional classrooms, the number of students in a class is often fifty or sixty, or even more, and only one teacher. It is almost impossible for a teacher to want to be comprehensive and to give each student careful guidance. As a teacher of "big class", it is necessary to take care of the teaching work of the subject, and to take care of so many students by one person, plus the pressure from the

society and parents, want to treat each student fairly, and to give all students the same specific guidance is even more difficult. What's more, each student's ability to learn and accept can't be the same. The teaching of "large class" undoubtedly adds a lot of invisible pressure to teachers.

1.2.6 The Influence of Social Factors on the Writing of Primary School Students

For more than two decades, due to the serious influence of the world's overemphasis on science and neglect of arts thoughts, our society has experienced a bad atmosphere of quick success impetuous which cause the composition teaching of primary schools has also been greatly affected. Teachers teach for "exam-oriented education", and students write for "get high score". Since the industrial revolution in the West, the science and engineering discipline has achieved tremendous development with its practicability as the main feature, bringing enormous social and economic benefits, and it has also received unprecedented highly attention. On the contrary, the humanities are not valued and their status is declining day by day. This trend of thought has not only impacted our mother tongue teaching, but also brought a serious blow to our composition teaching. In the article "Looking Forward to the Beauty of Chinese Teaching", Teacher Yu, Y. expressed such view that teaching has become a transaction and tries to get the highest score with the least amount of investment. (Yu, 2006) From the level of achievement and whether to get the praise of teachers, the students deeply realized that writing according to their own thinking and adding their true feelings is tantamount to asking for trouble. As the age increases ceaselessly, the students more will look at the wink of adults to handle matters, try to guess the psychology of adults, and also will writing by the teachers' likes pattern. This also the reason why the more false writing in primary school senior student than lower grades.

2. STRATEGIES FOR CULTIVATING THE CHINESE WRITING ABILITY OF SENIOR STUDENTS IN PRIMARY SCHOOL

2.1 Create Teaching Situations and Stimulate Students' Interest in Writing

The most complicated mental work in Chinese learning nothing more than the composition. If primary school students are not interested in writing, then the teaching objectives of the composition are difficult to achieve. Confucius once said that those who know are not as good as those who are good, and those who are good are not as good as those who are happy. Interest is the best teacher to learn and the best motivation to learn. In order to cultivate the Chinese writing ability of the

senior students in primary school, the key is to stimulate students' writing interest. Once students are interested in writing, they will regard writing as a pleasure rather than a pain. Teachers can stimulate students' writing interest by creating teaching scenarios. For example, teachers can design carefully the content of games so that students can fully participate in them. Before the game to tell students to pay attention to the process of the game, but also pay attention to the demeanor action of students around. After the game to organize students to communicate and share their feelings. The student plays happily, plays devotedly, writes the composition to come naturally to have the words to be able to write. And it is impossibility to have no way to start writing.

2.2 Cultivate Observation Ability and Accumulate Abundant Materials

Just as Francis Bacon (1597) said: "Histories make men wise, poets witty, the mathematics subtle, natural philosophy deep, moral grave, logic and rhetoric able to contend." As the old saying goes: If someone can read carefully over and over again three hundred tang poems, so he can familiar into a chant.

Article stems from accumulation. When it accumulates to a certain extent, it is possible that the thoughts will stream into, and writing will not have nothing to say, and will not don't know where to start writing. The teacher may let the student go to the life to observe carefully, cultivates the student's observation ability, encourages and helps the student to experience the life personally, from the daily life to dig the writing material, accumulates the writing material in the practice, in order to expand obtains the knowledge the uptake aspect. For this reason to let students feel writing material is not difficult to find, as long as careful observation, material on our side, all around things can become writing material, and then improve students' ability to accumulate material.

2.3 Fostering Pupils' Awareness of Telling the Truth with Students as the Main Body

The goal of composition teaching cannot be located in a good composition, but to focus on the temper of students' Chinese accomplishment and personality development. After understanding the target positioning, teachers should think more about respecting students, stimulating students' desire for self-expression, adopting multiple forms and the independent study and so on several aspects many ponder. (Ge, 2012) Teachers should establish a student-centered concept, give play to the student's dominant position, and let students voluntarily write rather than be forced to write. Teachers should encourage students to express their true feelings, actively create a free and open expression environment for students, and cultivate students' awareness of telling the truth. When the teacher finds that the student has false content when

writing, the teacher can raise appropriate doubts and let the student realize the importance of writing the truth and tell the truth. But pay attention to the way of doubt, so as not to hurt the young mind of the students. Even the students in the upper grades of elementary school are still just a child. Teachers can't look at them with the eyes of adults, but think about their feelings from the perspective of the child.

2.4 Small Class System Teaching, Giving Full Play to the Role of Teachers' Guidance

In China, the traditional class size is generally around 50. Such a large-scale teaching is not only not conducive to the teacher to take care of every student in the class personality and creative training, but also causes the time and frequency of communication between the students and the teacher to be greatly limited. Not to mention the chance to get directly direct instruction from a teacher. Along with the educational open and the activity tendency enhancement, such a large class size has long been unable to adapt to the development of modernization. Therefore, in order to comply with the trend in the development of the times, to keep pace with the times and not be eliminated by the times, the state should vigorously promote small class teaching. Small-class teaching takes the subjective development of students as the fundamental goal. In the teaching process, teachers should implement individualized teaching strategies, inquiry teaching strategies and cooperative teaching strategies based on individual differences of students and different learning needs, so that students can obtain high-quality development in participation, inquiry and cooperation. (Zao, 2013, p. 195) Small class teaching is not only conducive to increasing the time and frequency of teacher-student exchanges, but also helps teachers to give students more guidance, so that teachers can give students more direct guidance in composition teaching, so as to give full play to teachers' guiding role.

2.5 Changing Teachers' Concepts on the Evaluation of Writing and Adopting Multiple Evaluation Models

The new curriculum standard points out that teachers should give full play to the multiple functions of Chinese curriculum evaluation, the appropriate use of a variety of evaluation mode, pay attention to the diversity and interaction of evaluation subjects, and highlight the integrity and comprehensiveness of Chinese curriculum evaluation. According to the learning characteristics of students of different ages, according to the course objectives of different sections of students, the key points should be grasped, the key points should be highlighted, and appropriate methods should be adopted to improve the evaluation efficiency. (The Ministry of Education of the People's Republic of China [MOE], 2011, p. 9) The evaluation of writing in the new curriculum standard indicates that it is important to pay attention

to the evaluation of the composition modification. It is necessary to inspect the students' modifications to the composition content and textual expressions, as well as the attitudes, processes, and methods of students' revisions. Students should be guided through self-correction and mutual correction, learn from others' strong points to offset one's weakness, promote mutual understanding and cooperation, and jointly improve the writing level. (The Ministry of Education of the People's Republic of China [MOE], 2011, p.9)

2.5.1 Revising Compositions in Time to Cultivate Students' Ability to Revise Compositions on Their Own

In the third learning paragraph, the new curriculum standard puts forward the writing requirements for primary school senior students: Learn to modify their own writing, and take the initiative to exchange and modify with others, so that achieve sentence fluency, write standard and neat. (The Ministry of Education of the People's Republic of China [MOE], 2011, p. 9) The most effective way to cultivate the writing ability of senior students in primary schools is to let them learn to modify their compositions independently and cultivate their ability to modify their compositions independently. The teacher according to the student composition revision ability grasp, teaches the student how to revise the composition the method, lets the student revise own composition, or the deskmate's composition, or randomly selects other schoolmate's composition, also may revise the composition through the group cooperation way, after the revision also may exchange mutually, read exchanges the opinion and so on. It is good for students to improve themselves, stimulate their interest in writing, and cultivate the spirit of teamwork.

2.5.2 Change the Form of Composition Comments, Try to Use Encouraging Comments as Possible

The new curriculum standard clearly states that the evaluation of writing should attach importance to students' writing interests and habits, encourage the expression of true feelings, encourage creative expression, guide students to love life, be close to nature, and pay attention to society. (The Ministry of Education of the People's Republic of China [MOE], 2011, p. 9) Composition comments are the last part of the composition writing, and also the teacher's overall evaluation of the students' writing achievements. Teachers should try to use encouraging comments to motivate students' writing enthusiasm and enthusiasm for writing. Teachers should be good at discovering the highlights of each essay and giving encouragement. Even if only one sentence is well written or one word is used well, teachers should also give encouragement and praise, and establish students' writing confidence.

Today's elementary school upper-level composition teaching is the emphasis and focus of Chinese teaching. Therefore, it is imperative to train the high school

students' Chinese writing ability. The new curriculum standards clearly point out that the Chinese curriculum is dedicated to cultivating students' language application ability, to improve students' comprehensive quality, to lay the foundation for learning other courses. At the same time to lay a foundation for students to form correct world outlook, outlook on life, values, good personality and sound personality. And to lay the foundation for the overall development and lifelong development of students. (The Ministry of Education of the People's Republic of China [MOE], 2011, p. 9) Writing is an important way to use language to express and communicate. It is the process of understanding the world, knowing oneself and creative expression. And the writing ability is a comprehensive expression of Chinese literacy. (The Ministry of Education of the People's Republic of China [MOE], 2011, p. 9) This shows that the training goal of Chinese teaching is to promote the formation and development of students' Chinese literacy. Therefore, while cultivating the Chinese writing ability of the upper primary school students, teachers should firmly establish the concept of "student-oriented" and "all for the development of students", and create a relaxed and happy writing for students from the perspective of students. Reduce the imprisonment of students' thinking, guides students to divergent thinking, and allows students to dare to tell the truth and dare to write their true feelings.

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