

Research on Teaching Strategies of Oral Communication in Elementary School Language

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In the context of continuous social progress, the forms of communication between people have become frequent and diverse, and good oral communication skills and standardized oral communication habits are especially important. Oral communication skills are not only an important reflection of one's overall quality, but also concern one's development and future. Teachers should seize this opportunity to provide targeted oral communication training to elementary school students, encourage them to express themselves and communicate with others actively, and develop their oral communication skills in the process.

Keywords: oral communication, teaching strategy, elementary school students

The Importance of Developing Oral Communication Skills for Elementary School Students

The Importance of Oral Communication Skills

Exercise students' thinking ability. As we all know, the operation of the brain's thinking is essential before communicative behavior with others occurs. It is also necessary for elementary school students to think before expressing their feelings, and good thinking ability is an important prerequisite for oral communication and self-expression. Moreover, oral communication itself requires certain thinking skills, and teaching oral communication in the classroom can help elementary school students develop the habit of thinking hard and thinking well from an early age. Through systematic oral communication teaching, students have the opportunity to simulate situations in the classroom to communicate and thus develop good thinking skills. At the same time, research shows that students who have good oral communication skills must have excellent thinking skills, because good oral communication skills are based on the premise of thinking, and excellent thinking skills are also the basis for oral communication. Therefore, developing students' oral communication skills is also an exercise for students' thinking skills, and on this basis, teachers can further conduct purposeful oral communication exercises for different students. Moreover, through teaching oral communication, primary school students can develop the habit of thinking and using their brains from a young age, which is undoubtedly beneficial to their future growth and development.

Improve students' ability to express themselves. In today's society, it is not always those with high education and good looks who are favored, but also those with excellent expression skills that people tend to appreciate. Not only do excellent presentation skills win the favor of others, but it also helps a person to identify himself or herself more clearly and to find his or her own position in communication with others. At

the elementary school level, the knowledge students acquire is limited, and therefore the content they express is also limited. Therefore, teachers should take advantage of this stage to encourage students to express themselves by purposefully exercising their expression skills with their limited knowledge mastery. The most effective means to achieve this goal is to develop students' oral communication skills. Oral communication, in fact, includes self-expression, and at the elementary school level, students communicate with each other extremely frequently, and the communication between different students is a reflection of their ability to express themselves. Therefore, as teachers, we should pay attention to and strengthen the cultivation of students' oral communication skills, which can not only help students overcome the fear of communicating with others and make more friends at the elementary school level, but also be an important way to cultivate students' ability to participate in social life and exercise their ability to participate in social communication, and with the continuous improvement of their expression skills, students' enthusiasm for languages will also grow.

Oral communication teaching can regulate students' speech and behavior. At present, oral communication content is closely related to life and applied to life, which enables students to truly experience and feel the activities related to the topic of things. The topics provided in oral communication teaching should be set up in certain situations so that students can express their most realistic ideas in a situation close to real life. At the same time, teachers should arrange oral communication situations in such a way as to stimulate students' interest in self-expression in order to accomplish their teaching goals. This is because the content of oral communication is close to life so that students can have something to say and want to say. Therefore, the connection with real life is not only important for training students' oral communication skills, but also a major means to enhance students' desire to express themselves. In the process of teaching oral communication, teachers should also influence students accordingly and teach them to know how to be civilized and polite in their lives. After students receive such a subtle influence, they will change their bad habits in real life and develop good and standardized speech and behavior.

The Specific Teaching Strategies of Oral Communication in Elementary School Language

Pay Attention to Students and Learn to Listen

In the daily interaction between people, communication does not only mean unilateral "talking", "listening", but is also a very important part of it. If a person only expresses his own ideas when interacting with others and neglects to listen to others' opinions, then such communication habits will not be socially acceptable, and such people need to learn to listen even more. Moreover, oral communication is not only a comprehensive quality, but also the unity of three aspects: knowledge, emotion, and action. Therefore, for elementary school students, teachers should not only teach students how to express language, but also how to listen. Back to daily life, when interacting with people, not only should they be able to speak, but they should also pay attention to the rules of behavior in communication, such as using civilized language when communicating with people and being good at listening. In this case, what we have to do is not only to express our own ideas, but also to listen to other people's opinions and seek common ground while reserving differences, which is also the root of communication. Therefore, a person who has good oral communication literacy has good listening habits first. In the teaching of oral communication, the first thing teachers should teach students is not how to express but how to listen. Listening is a very important part of communicating well. Only when you really listen and understand others' ideas can you express yourself better and make better communication.

In addition, how students communicate with their classmates at the end of class, how they communicate with their teachers in class, and how they talk with their elders at home are all worthy of our teachers' attention, and the communication styles used in these situations are all different. Therefore, in different communicative situations, it is important to learn to use the appropriate communicative style. For example, in everyday communicative situations, the standard language is Mandarin, and in more formal situations, a more formal style is required. In such a context, teachers need to consider a variety of situations when choosing communicative situations and train students' ability to switch their thinking flexibly.

Create Communicative Situations to Stimulate Students' Interest in Communicating

First of all, teachers can create a communicative situation that can stimulate students' desire to express themselves through the use of vivid language. By doing so, not only can students be motivated to learn oral communication, but also they can be more quickly integrated into the role of the situation and find emotional resonance. For example, if you teach the lesson of "Literacy" in the second grade, before the lesson starts, the teacher can insert the children's song "Where Is Spring" to bring students' thoughts into the spring scene where the grass is green, the willows are green and the flowers are red, and the birds are singing, and then the teacher can use lively language to bring out students' natural feelings step by step, so as to stimulate students' desire for oral communication.

Secondly, we use the teaching materials and combine them with teaching media to strengthen oral communication training. It is a very effective way to use teaching materials to train students' oral communication in the lower grades. The language elements in elementary school language textbooks are very rich, which provides teachers with more diverse ways to train students' oral communication skills, such as exercising students to say a complete paragraph and to depict picture scenes according to their own understanding.

In addition, practice is the bridge between students and oral communication. Whether students' oral communication skills are really improved or not must be tested through practical work. Therefore, teachers should not only focus on teaching students how to express themselves, but also create opportunities for students to test their expression skills at the right time. For example, in the case of the text "I should help them", teachers should assign students to pay attention to the news about helping the disabled around them before teaching this lesson. In the process of oral communication lesson, teachers can guide students to talk about how to help people with disabilities in their daily lives, and then go deeper into their understanding according to the content of the text; if they really encounter such a situation, what they should say and how to do. Then, according to the content of the text, arrange for students to read aloud the lines of different characters in the text; the teacher can also arrange for students to discuss in small groups and ask the spokesperson of each group to speak on stage about how they would help the disabled person if they met him.

Learn to Imitate the Text and Develop the Creative Ability of Oral Communication

Students are always good at imitation. As teachers, we should encourage students to create and imagine boldly. When learning a text, the teacher's focus should not only be on getting students to master the main content of the text and the words, etc., but should also guide students to imitate the form of writing according to the text and write an essay, not only to write, but also the teacher should make appropriate comments, and give encouragement to the excellent content written by students to enhance their self-confidence. For example, when teaching the text "Magnolia", teachers should not only teach students to master the content of the text, that is, the various characteristics of Magnolia, but also focus on the writing skills and expressions used by the author

in describing Magnolia, and after the lesson teachers should arrange for students to imitate this way to describe one of their favorite things; in this teaching mode, teachers need to encourage students to play boldly, use their own language fully, and express themselves fully, without having to stick to the form of language. This kind of teaching can broaden the knowledge of the teaching materials on the basis of the original content of the text and create a situation that makes students learn the text and imitate it, which not only cultivates students' oral communication skills but also enables them to become more imaginative.

Finally, it is not desirable to follow the rules in oral communication, and innovation is also an important embodiment of oral communication skills. To develop the innovative ability of oral communication in elementary school students, we should give full play to students' individuality, respect their own ideas, and should not develop a deliberate template. We should not measure students' development with a single goal; once this happens, students' motivation to express themselves will be frustrated, and at the same time trying to improve students' ability to express themselves will become nonsense. Therefore, we should emphasize that students should fully develop their individuality and blossom; secondly, we should emphasize that in oral communication teaching, teachers and students should communicate in a harmonious environment, and teachers should establish a platform for students to "speak".

Conclusion

As education advances towards modernization, people no longer only look at students' written achievements, but also pay more attention to students' comprehensive qualities, and oral communication skills are an important part of comprehensive qualities. In addition, oral communication is a process of communication between multiple parties, not a unilateral self-expression activity. As teachers, we should create opportunities for students to gradually improve their oral expression skills and develop polite and standardized oral communication skills in the activities of oral communication teaching. As long as we teachers are good at innovation and actively participate in students' oral communication practice activities, we can become students' friends and better integrate into students' communication activities, and in the long run, students' oral communication skills can be effectively improved.

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