

Comenius on the Thorough Teaching Method of Primary School Chinese

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Comenius put forward in his book *Great Didactic of Comenius* that if education is to be carried out thoroughly, students should find and obtain food for their intelligence, assimilate and digest what they have found, and distribute what they have digested to others to share. Based on this, this paper is to explore some strategies from the principle of this thorough teaching method, which can inspire the primary school Chinese teaching: to stimulate students' desire for knowledge and encourage them to ask questions; to guide students to form memory by combining their senses with notes; and to set up excellent students' examples and stimulate them to consolidate their knowledge.

Keywords: *Great Didactic of Comenius*, Comenius, thorough teaching, primary school Chinese

Introduction

Comenius (2014) proposed in the book of *Great Didactic of Comenius*, "Children cannot grow like the jungle, but need to be taken care of. By laying the art of training talents on a solid foundation, we can make reliable and accurate progress". Abraham Lincoln also said, "In fact, education is an early habit" (as cited in Comenius, 2014). Primary education is the foundation of the entire education business. To lay a solid foundation and consolidate knowledge is undoubtedly the primary task of primary school Chinese teaching. Students' learning habits at this stage should be properly guided. Therefore, the teaching methods used by Chinese teachers are in the children's learning process. Plays a pivotal role. Thorough teaching is a kind of teaching that instructs students to easily recall all the knowledge learned from teachers or books, and at the same time, students can make sound judgments on the objective facts involved in the knowledge, which is of great significance to the thorough education of Chinese at the elementary school level. The authors believe that the teaching and learning of Chinese in elementary schools not only cannot be superficial, but also must be thorough, so that knowledge can form a deep memory and be able to be integrated in real life.

Stimulate Students' Desire for Knowledge and Encourage Students to Take the Initiative to Ask Questions

Comenius (2014) believed, "People are born with a desire for knowledge." Every person with a lively nature has the desire to contact the outside world to seek new knowledge. The ignorant envy the learned person is driven by natural needs. Teachers inspire students' desire for knowledge, just like helping new branches on

the tree of life to bear fruit, only a gentle push is needed. Socrates once said, “Anyone who is enthusiastic about studying will be a knowledgeable person” (as cited in Comenius, 2014). What many students lack is not the ability to learn, but the willingness to learn. Therefore, what teachers have to do is to arouse the children’s desire for knowledge and study, abandon the traditional “cracking” education, and turn “passive indoctrination” into “active search for knowledge” (Ling, 2015), so that students are truly interested in the content of learning. Make students perceive the beauty and pleasure of seeking knowledge and study, cultivate students’ independent learning ability, and raise their own questions to teachers during the learning process.

“Learning comes from thinking, thinking comes from doubt” (Li, 2014). Individual thinking activities are the driving force of learning. When teachers start a new class, they connect the classroom with “doubts,” and create problem situations jointly by teachers and students to trigger students to think, and let students learn with problems, so as to inspire students’ desire for knowledge. For example, when talking about the explanatory text *Whale*, the teacher drew a stick figure of a whale on the blackboard and asked the students a question: “What am I drawing?” After the students answered, the teacher could guide the students to ask questions: “Classmates, what questions do we have after seeing the whale, and what questions can we ask?” The students asked: “What are the characteristics of whales?” “How big are whales?” “Why are whales called ‘the king of the sea’?” “What are the habits and appearance characteristics of whales?” Enthusiasm will increase significantly. Then, teachers can guide students to read the full text with questions, analyze and understand the question, and find the answer in the text. After the students finish reading, the teacher can ask the students to answer the questions they asked before reading the whole text and express their views. When the students raise their hands to answer, the teacher should have encouragement in their eyes and be gentle when the students’ thoughts are interrupted. Use the “Socratic question and answer method” in a persuasive way—instead of giving the answer directly, it asks the student another question that can guide him to answer his thoughts, so that the student can experience the joy of answering by himself. After students answer questions, teachers should not hesitate to praise, implement encouraging teaching methods, give students verbal praise or material rewards, so that students can be recognized by teachers and classmates to gain the satisfaction of seeking knowledge and thinking, and then nurture them. Become a learning habit that is willing to seek knowledge and actively ask questions.

After class, teachers can set up an active questioning reward mechanism, and use rewards and punishments to encourage students to think actively outside the classroom. When facing students’ questions, teachers should put aside the difficulty of the questions, give patient and sincere, humorous explanations to any questions, and praise students who are actively asking questions in the class or share meaningful questions raised by students from time to time. In this way, not only in the classroom, but also outside the classroom has become a place for students and teachers to exchange ideas, and students can experience the fun of being diligent in seeking knowledge and actively asking questions.

Combine the Senses With Notes to Guide Students to Form Memories

Comenius (2014) proposed, “Students should first learn to understand things, and then remember them.” Only a deep and thorough understanding can guide students to remember better. “The beginning of knowledge must always come from the senses; the authenticity and accuracy of science rely on the proof of the senses to be more than anything else” (Comenius, 2014). Children’s first memories come from things seen by the eyes, smelled by the nose, and touched by the skin. Their first memories of things are nothing more than the reflections of sight, smell, and touch in the cerebral cortex. The senses make our knowledge clear and

permanent, and no longer an abstract concept. It is more conducive to permanent preservation of things printed on the senses than on comprehension. When knowledge is materialized, it is more conducive to memory. Therefore, Xiang Liu said, “The husband hears it, it is better to see it” (as cited in Lu, 1978).

In elementary school Chinese teaching, teaching can be combined with sight, hearing, smell, touch, and other senses, because the concrete thinking ability in images is at its peak in elementary school, and the abstract logical thinking ability is still in its initial development. Teachers’ instructional design should not only use simple language and boring theories, but also make full use of the illustrations, teaching wall charts and stick figures in the textbooks, and fully incorporate pictures, models, sounds, and so on. If the teacher wants students to remember a word, they should let the students learn the origin of the word and the reason for its formation of this glyph structure. At this time, the visual senses in the senses can be used, for example, “Da” is like a person with open arms; “He” is like a plant with a drooping head; “Mu” is an eye; “Door” is two doors that open wide to the left and right; “Yu” means that it is raining under the sky; the word “Xiu” is like a person leaning against a tree. In the text *Pearl Bird*, teachers can use the visual and auditory senses of the senses to put a few pictures or a video on the courseware to make the “fluffy ball with red beak, red feet, and gray-blue hair.” “Er” is not only Feng Jikai’s delicate words, but also can be seen in form and sound. In the text *Touching the Spring*, teachers can make full use of tactile senses to allow students to prepare before class in advance, blindfolded with their parents, go to the park and touch the flowers and plants with their hands to feel the quietness of the blind girl in the text. The amazement of touching the fresh vitality of flowers and butterflies in the invisible situation.

There is a Chinese saying, “A good memory is not as good as a bad pen.” To form a longer-term memory, it is also essential to write down what you have heard, read, and thought in your notebook. Students’ good notes are inseparable from the teacher’s careful blackboard writing. The blackboard writing is an important medium for transferring knowledge in teaching. The blackboard writing design is an important part of the teaching plan design, which is the pursuit of every outstanding teacher to refine the teaching process. An excellent blackboard script must not only dig into the basic requirements of teaching materials, guide ideas, trigger associations, accurate language, and complete content, but also strive to be symmetry, graceful, interesting, and easy for students to remember. For example, some teachers took the shape of the text *Zhaozhou Bridge* as the main frame of writing on the blackboard, and wrote the “majestic, beautiful, and sturdy” characteristics of Zhaozhou Bridge in each bridge hole, which clearly listed the main points of the text and added the interestingness of notes. In the article “My comrade-in-arms Qiu Shaoyun,” teachers can also create a timeline of “Day is not dawn → noon → dusk” according to the chronological order to make the logic of the text clearer and help students remember the sequence of events. “Every bit and every bit will become a big place in an instant.” Teachers should also guide students to accumulate idioms and good words and sentences in peacetime.

Establish an Example of Outstanding Students and Stimulate Students to Consolidate Their Knowledge

Comenius (2014) mentioned, “Taking one student as an example and stimulus for another student can produce better results and more happiness. Especially for young children, it is easier to lead and control by example than by discipline.” In large-class teaching, teachers cannot take into account the learning progress of each child. In this case, setting an example can allow students to clarify their goals and follow them, and not to

fall behind. When a group of students with good style are produced in the class, it can play a good role in guiding, demonstrating, and educating other students, and helps to form a good style of study. In the book of *Great Didactic of Comenius*, Comenius listed several examples of role model education. The author substituted them into elementary school Chinese context teaching, and extended the following two points:

First of all, in each class, after the teacher has briefly explained the new words, he can ask the students to stand up and ask the students to repeat the words of the teacher in the order in the class, and “teach” the knowledge he has learned to the classmates. When restating, teachers should listen to the students’ language with their heart and correct them in time when they make mistakes. Then, the teacher asks the second, third, and fourth students to repeat it until everyone has the correct knowledge and can explain it. When inviting students to repeat, the teacher can first let the students with better learning ability answer, and praise the students who answered well in front of other students, playing the role of “example motivation” (Song & Wei, 2014). After a few answers, the teacher can ask the students to correct the mistakes of others, allowing them to consolidate the error-prone knowledge points in the process.

Secondly, when dictating or dictating, the teacher can choose several times and let the students make corrections and corrections by themselves in class. Teachers should ask one or more students with excellent grades in dictation to read out the text they wrote. The students will help them point out the mistakes and correct their mistakes. The teacher will make supplements at the end. From the teacher level, role model education can reduce the work pressure of teachers, turn the boring retelling of knowledge imparted by teachers into benign interactions between teachers and students, students and students, and teachers help students correct mistakes in time in the process. In the classroom retelling interaction, no student will be ignored, and the teacher will definitely get dedicated students. Every student will have the possibility of being called up by the teacher to repeat the problem. Under the influence of “model encouragement,” they will try their best to prevent being a negative example, hoping to become the next example, so they will listen to each one attentively knowledge points. Teachers can accurately know their current mastery of knowledge based on students’ responses, and restate the knowledge points to ensure that every student is fully mastered. From the perspective of students, primary school students are willing to express themselves and like to be praised by teachers. Setting an example can inspire and encourage students, and inspire their worship, yearning, and pursuit of example. Elementary school students like to look for other people’s mistakes in the learning process, so when listening to other people’s language, they will be more attentive than facing their own mistakes and will be more impressed with the error-prone points. The most important thing is that when “teaching” what they have learned to their classmates through retelling, the students will imitate the rigor of the teacher when explaining the knowledge, and they will consolidate the knowledge with high quality in the process of “teaching.”

In addition, teachers can also organize classes to set up study groups as the basic unit for efficient classroom conduct. Teachers can reasonably allocate students into study groups according to students’ different academic performance, subject advantages, learning ability, study habits, etc., to ensure that the learning of group members form a complementary relationship. At the same time, arranging students with better academic performance as the team leader in the group, and let the team leader assist teachers to consolidate knowledge inside and outside the classroom. At intervals, teachers should evaluate the learning situation of the learning group according to the established assessment standards. Group members give praise to promote intra-group cooperation and inter-group competition.

Conclusion

Zhi Yeonce said, “Education is not to fill a bucket of water, but to light a fire” (as cited in Chang, 2018). The thorough teaching of Chinese in elementary schools requires teachers to ignite the fire of students seeking knowledge, teachers need to guide students to thoroughly understand the knowledge points, and teachers need to use “model motivation” and other techniques to encourage students to consolidate knowledge in time and form memories. Teachers are the assistants in the children’s primary school Chinese learning process, and they are the guides for children to form excellent learning habits. Comenius’ thorough teaching method has important reference significance for the current primary school Chinese teaching.

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