

The Connotation of “Language Accumulation and Sorting” in Chinese Curriculum Standards for Primary Schools

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Abstract: *The concept of “language accumulation and sorting” in the Chinese curriculum standard for primary schools in China should be grasped from three aspects: “accumulation and construction”, “expression and communication”, and “sorting and integration”. The teaching of “language accumulation and sorting” is characterized by culture, gradual progress, and difference; The teaching of “language accumulation and sorting” should follow the principles of guidance and autonomy, foundation and development, scattered and centralized cooperation, and combination of theory and practice.*

Keywords: Chinese, Course standards, Language accumulation and sorting.

1. Introduction

Chinese course is a comprehensive and practical course to learn the use of national common language. The unity of instrumentality and humanity is the basic feature of Chinese curriculum[1]. Chinese language education should assume the responsibility, value and function of promoting and popularizing the common language of the country, strengthening the cohesion, and strengthening the awareness of the Chinese national community. In particular, it should promote the identification and inheritance of Chinese culture, safeguard national sovereignty, and consolidate and promote national unity. The importance of language and character teaching is self-evident.

2. The Concept of Language Accumulation and Sorting

Language is a tool of communication in human society and has the function of information transmission. Language is an indispensable carrier in our life and society. We pass on excellent traditional culture, express ideas, understand the world and transform the objective world through language. “Language” is a unique symbol system. At the same time, it is a system that takes voice as the medium, semantic content as the meaning, and combines with certain rules through certain vocabulary and grammar rules[2]. We cannot live and society without language expression. We pass on excellent traditional culture through language, express our thoughts through language, understand the world and transform the objective world through language. Language is social, universal and regular.

Characters are symbols of language. Qiu Xigui believes that in Chinese, the word “character” can be used to refer to one character after another, or to the whole system of writing symbols recording a language. When necessary, we call the latter the character system [3]. In “language and character accumulation and sorting”, characters refer to the whole system of writing symbols recording Chinese.

What is language accumulation? “Accumulation is the

convergence in scope and accumulation is the superposition in degree”[4], “Accumulation can be seen as a composite concept formed by the intersection, expansion and deepening of three levels of meaning”[4]. The first layer is the narrowest concept, including the accumulation of summarized language materials, polysemy of content words, ancient and modern synonyms, flexible use of parts of speech, function words in classical Chinese, special sentence patterns, and grammar, rhetoric, writing and other knowledge in language; The second level is the more generalized specific content: on the basis of the first level, it includes the learning habits and learning strategies in the process of Chinese learning; The third layer is the broadest concept: on the basis of the first two layers, it contains the morality, emotion and values formed through the learning and accumulation of the content of the article.

What is language combing? Carding, the original meaning of which is “carding and creeping finishing”, is extended to the process of using components planted with needles or teeth to align fibers and remove short fibers and impurities. The new curriculum standard attaches importance to the students’ ability to sort out multiple scattered knowledge points in the process of language learning, link them according to their internal relations, and form a network system of knowledge from nodes and lines. This is like a search engine, which is not only convenient for understanding and memory, but also convenient for retrieval and query. At the same time, new information can also be incorporated into the framework of the schema according to the relevance and matching degree, and adjusted in time to expand the capacity of knowledge and achieve knowledge communication and application. Combing is a challenge to students’ learning ability. Accumulation is the premise of carding. Combing is based on accumulation, and accumulation is efficient because of carding. From the perspective of language knowledge, “language” includes characters, words, grammar and rhetoric. The emphasis of different learning phases is different: the first phase focuses on pinyin, characters and words, the second phase focuses on words, and the third phase focuses on grammar and rhetoric. From the perspective of language ability, “language” includes listening, speaking, reading and writing. Similarly, the

emphasis of different learning phases should be different: the first phase focuses on listening and speaking, the second phase focuses on reading, and the third phase focuses on reading and writing. From the perspective of language and character attributes, “language and character” includes language and character, language articles, language literature and language culture. At the primary school stage, characters are the main part, articles are the auxiliary part, and they are combined with literature and organically permeated with culture. From the perspective of language performance, “language” includes explicit language and implicit language. Explicit language refers to audible spoken language and visual articles. Implicit language refers to the language in silent reading and the internal language without voice. The words, sentence patterns and expressions obtained in the Chinese class have a potential effect on later writing, which is a kind of recessive effect.

According to the above understanding, language accumulation and sorting should include the following three aspects:

1) Accumulation and Construction

Accumulate a certain amount of literacy, literacy methods and word search methods, accumulate certain language materials and speech activity experience, and form a good sense of language; Accumulate a certain amount of idioms and allusions, famous Chinese cultural quotes, short ancient poems and new words, wonderful sentences, etc., enrich your vocabulary, establish an organic connection between the accumulated language materials, and understand and master the basic laws of the use of the language of the motherland in the process of exploration. Through relevant language activities, we can accumulate rich Chinese characters, deepen the rational understanding of Chinese phenomena, and experience the flexibility and creativity of literary language.

2) Expression and communication

On the basis of understanding, we should sort out the polysemy, ancient and modern synonymy and other phenomena of classical Chinese words, correctly understand the excellent traditional Chinese cultural works, and form a unique style of language expression. Be able to use oral and written language to express and communicate appropriately according to specific language situations and different objects, and find the expressiveness and creativity of language by virtue of language sense and grasp the rules of language use; Be able to understand, analyze and evaluate specific language works in specific communication situations and historical and cultural situations.

3) Sorting and integration

On the basis of accumulation and sorting, we will integrate the accumulated language materials systematically and structurally, reflect on and summarize our own experience in choosing words and sentences, build preliminary logical and rhetorical abilities, and apply them to our own literary creation. Be able to sort out idioms, proverbs, maxims, aphorisms, nursery rhymes, short ancient poems and other language materials learned in and out of class, and feel the

excellent traditional Chinese culture; Through sorting out and integrating the accumulated idiom allusions, aphorisms, couplets and other materials by topic, the students can structure the accumulated language materials and learned Chinese knowledge, gradually transform the experience of speech activities into specific learning methods and strategies, and consciously apply them in language practice.

Take language and characters as the basic content of accumulation and sorting. Language and characters are the basic factors of Chinese learning. Only by mastering a large number of high-quality language and characters can we use language and characters flexibly and freely, which is the cornerstone of the “language construction” of the core quality of Chinese.

3. Language Accumulation and Characteristics of Sorting out Teaching

3.1 Cultural

Chinese teaching should enable students to understand the breadth and depth of Chinese culture and improve their cultural taste”, train students to “love the common language of the country, feel the unique value of the language and its works, understand the richness and breadth of Chinese culture, draw on wisdom, carry forward the excellent traditional culture, revolutionary culture, and advanced socialist culture, and build cultural self-confidence.”[5] “Literacy teaching is not just to let students learn Chinese characters and understand Chinese characters, but it can not separate Chinese culture.”[6] Only by integrating the excellent Chinese culture into the literacy teaching, can we not deviate from the unity of the instrumental and humanistic nature of the Chinese curriculum. On the one hand, Chinese characters, as the living fossil of the combination of the material civilization and spiritual civilization of the Chinese nation, are the link of the cohesion of the Chinese nation and the inexhaustible driving force of national development. Through Chinese characters, we can understand the great wisdom of the Chinese nation. The teacher’s integration of excellent Chinese culture into literacy teaching will enhance students’ interest in literacy, increase their recognition of national culture, and implement the cultivation of students’ cultural heritage and understanding, which is the core quality of Chinese. On the other hand, if there is no Chinese culture in literacy teaching, the rich cultural connotation of Chinese characters will decline with the passage of time, and the flexible cultural spirit contained in Chinese characters will wither in Chinese teaching. Literacy teaching integrates Chinese culture into it, so that students can be edified and baptized by the national culture in the process of understanding the excellent Chinese culture, so as to cultivate students’ enthusiasm and interest in learning Chinese characters, and enhance students’ love and recognition of the motherland culture.

Cultivate students’ basic literacy in the use of language and characters, love the common language and characters of the country, and love the feelings of Chinese culture”. In the teaching of literacy, we should “pay attention to the combination of language accumulation and sorting with understanding the excellent traditional Chinese culture, revolutionary culture, and advanced socialist culture The

colorful Chinese culture reflected by learning Chinese characters in the picture situation.

3.2 Gradualness

The teaching of language accumulation and sorting emphasizes the teaching of literacy step by step according to the characteristics of students' physical and mental development.

1) Progressive thinking

The first is the connection and combination of Chinese courses and students' life experience to slow down the slope and reduce the difficulty. "Pay attention to the connection between childhood and childhood, slow down the slope, reduce the difficulty, and enhance the interest and attraction of learning." The teaching content of the first learning period of Chinese Pinyin should focus on interest, disperse the difficulties, and gradually arrange the requirements for reading, spelling, writing, etc. The second is to reasonably arrange the requirements for literacy and writing. "In the first stage, students should know more and write less. It is required that students may not be able to write at the same time. The amount of literacy and writing should be reasonably arranged. There are roughly 250 and 350 characters that can be recognized in the first and second semesters of the first grade, and half of them can write." The third is the connection between young and primary school. Attention should be paid to the connection between young and primary school in terms of curriculum objectives, curriculum content, teaching requirements and textbook compilation. Chinese learning in early childhood mainly includes picture book reading, social role games and other activities; In primary school, Chinese learning involves not only the acquisition of knowledge, but also the training of skills and the cultivation of abilities. The two stages have continuity in both learning content and learning methods. Students' learning should be connected and combined between the two stages. For example, children's literacy teaching takes daily life and games as the basic approach, and the core goal is to guide children to naturally have an interest in words and symbols. The key to literacy teaching in grade one is to protect children's curiosity to explore the world, so that students can learn by playing, and learn knowledge in pleasant games, and then complete important literacy tasks in the early years.

2) Progressive content

From the point of view of the learning phase, the learning content of the first learning phase is: to know the common words about personal nature; Know the common words of family, school and social life; Learn to write simple characters, and preliminarily understand the main characteristics of Chinese character structure. The content of the second learning paragraph is: to independently read and write in the real situation of language use, and to preliminarily sort out the relationship between the commonly used Chinese characters' shape, sound and meaning. The content of the third learning paragraph is: actively learn to read independently through a variety of ways, sort out the learned Chinese characters according to the rules such as the font structure of Chinese characters, enrich their word accumulation, and pay attention

to the emotional color of words. While increasing the amount of literacy, these selected texts guide students to discover the rules of pictographic, mental and phonographic character formation of Chinese characters, and feel the interest of Chinese characters in the exploration and discovery.

3.3 Difference

The teaching of language and character accumulation and sorting should be based on the cognitive characteristics and learning psychology of individual students, properly select the type of characters, determine the number of characters, arrange the word order, and explain the use of characters. Students have different personality characteristics, and there are differences in thinking types and logicity, imagination and memory characteristics. Teachers should teach students according to their aptitude. For example, there are differences in learning ability, goal design, thinking mode, teaching methods, evaluation forms of teaching methods, etc.

The accumulation of language and characters should be an active language practice. Therefore, we should guide students to accumulate language and characters through different teaching methods. From the perspective of daily teaching, the accumulation of language includes four ways: perception, understanding, consolidation and application. These four ways are advancing layer by layer, rising in a spiral gradient, and each way has certain differences. For example, the perception of language and characters is generally reflected in the preview check and initial reading links, such as reading the text, reading the correct pronunciation, understanding the meaning of words, recognizing the shape, and initially understanding the content of the text. On the basis of the initial reading, it is necessary to further strengthen the understanding of language and characters, which is mainly reflected in the understanding of text content, different forms of expression and characteristics of language and characters. From the first learning paragraph to the third learning paragraph, various expressions of different forms such as phrases, sentence patterns, paragraph patterns, chapters and rhetoric are arranged in a vertical system. In teaching, students should be guided to understand the characteristics and laws of language expression in the unified integration of language content and form, and further consolidate the language through special training, different forms of recitation, retelling, story telling, recitation, dictation and other forms. Of course, the ultimate goal of language accumulation is to enable students to use it. Therefore, students can further implement the use of language through summarizing the content of articles, talking with others, writing exercises, communication, etc.

4. The Teaching Principles of Language Accumulation and Sorting

Combining the "learning objectives and contents" and "teaching tips" of the learning task group of "language and character accumulation and sorting", the teaching of this task group should follow the following principles:

4.1 Principle of Guidance and autonomy

The language accumulation and sorting teaching should be

designed to promote the practice of the new curriculum reform. It not only follows the curriculum standards, but also provides a reform form of language accumulation and sorting teaching. It is a promotion of the implementation of the new curriculum standards in terms of ideas and strategies, and it ensures that the basic goals and requirements of the language accumulation and sorting teaching of primary schools in the new curriculum standards are met. It also provides the motivation and potential of sustainable development for students' harmonious development.

1) Encourage autonomous literacy

The improvement of students' ability mainly depends on their own internal factors, internal motivation and subjective efforts. Teachers should play a leading role, induce students' internal motivation and desire for knowledge, stimulate students' interest and motivation in literacy, teach students the methods of literacy, make them gradually have the ability of independent literacy, and encourage them to develop the habit of independent literacy.

2) Advocacy for systematic literacy

Systemic literacy refers to systematic literacy based on the formation and systematic laws of Chinese characters. Chinese characters are a strict system. The configuration system of Chinese characters is based on the pictophonetic system. Each character has its own proper position in this system. It has a horizontal and vertical relationship between characters. The interpretation of any character will involve other characters. Therefore, if we carry out systematic literacy teaching, we will draw inferences from other cases[8].

3) Promote transfer learning

The focus of the lower primary school on literacy teaching is to lay a foundation for the subsequent teaching of reading and writing in the middle and high grades. Teachers in the lower grades teach students to read and write. They should guide students to carefully observe the stroke and structure of characters, remember the stroke order and writing rules, master the transfer learning method of learning a class of characters from one character, quickly pass the literacy test of 1500~2000 commonly used characters, and orderly handle the relationship between literacy and reading and writing, Promote the smooth and rapid transformation from literacy to reading and writing.

4.2 Fundamentals and Development Principles

The teaching of language accumulation and sorting requires teachers to gradually expand from the low, middle and high levels according to the development level of students' abilities, and to strengthen cultural penetration by using traditional classic reading and modern online learning, so as to promote the harmonious and orderly development of students from multiple dimensions.

1) Expanding from literacy to literacy

Literacy is a means and way to promote reading and writing. Therefore, efforts must be made to broaden students' reading

horizons, strengthen the application of writing, and transform the advantages of literacy into advantages of reading and writing ability.

2) Transformation from cognition to application

Since written language and spoken language can be transformed into each other instantly, that is, spoken language is transformed into written language when it is recorded, and written language is transformed into spoken language when it is read or recited, literacy teaching should strive to promote students' transformation from the cognition of facial characters to oral communication ability.

3) Extending from textbooks to life

Guide students to appropriately learn traditional enlightenment classics, learn to use online learning, broaden their horizons and multi-dimensional awesome, and gradually expand from simple literacy to traditional culture and online culture.

4.3 Principle of Coordination between Centralization and Fragmentation

Speech" emphasizes the situation, practicality, process and individuality, and develops speech ability. It is the basic task of the task group of "language accumulation and sorting", which is closely connected with other task groups. On this basis, it is necessary to develop the habit of combing and exploring, integrate scattered language materials through thematic discussions, find out the relationship between them, form structured knowledge, develop linguistic theory, and gradually build up your own speech system on the basis of speech experience, which is an important task of "language accumulation and combing".

1) String lines with points

The task group of "language accumulation and sorting" can focus on designing learning activities. For example, the activity of "living fossil of activating culture - proverbs" is designed to guide students to sort out the sources and allusions of proverbs, classical Chinese phenomena in proverbs, and common mistakes in the use of proverbs, so as to explore the profound culture contained in proverbs and improve their ability to use proverbs.

2) Integration and dispersion

The task group of "language accumulation and sorting" can also be combined with other task groups to design learning activities and intersperse them with other task groups. For example, in combination with the task group of "interdisciplinary learning", we can design the activity of "playing with Chinese characters", guide students to accumulate commonly used Chinese character forms and meanings and literacy methods, sort out the rules of Chinese character form structure and meaning development, explore the aesthetic elements and national characteristics contained in Chinese character forms, and guide students to draw Chinese characters; In combination with the task group of "practical reading and communication", we can design the

activity of “introducing you to magical and unique dialects”, so that students can accumulate unique language phenomena and language usage habits in dialects, sort out the similarities and differences between dialect and Putonghua language expression, and explore the regional culture hidden in dialects; In combination with the task group of “reading and discussing the whole book”, we can design the activity of “Elegant and Popular Beauty of Journey to the West” to explore the style differences between written language and spoken language, and design the activity of “Wonderful Classical Phenomena in Historical Records” to explore the flexible use of parts of speech, ancient and modern meanings, interchangeability and other phenomena of classical Chinese words; In combination with the task group of “speculative reading and expression”, we can design the activity of “learning review writing skillfully with related words” to guide students to enhance the logic of language expression.

4.4 Principle of Combining Theory with Practice

The task group teaching of “language accumulation and sorting” should guide students to enhance their awareness of language accumulation and sorting, teach students the methods of language accumulation and sorting, and pay attention to the combination of language theory accumulation, sorting and practical application.

1) Theoretical exploration

The accumulation and sorting of language and characters can be based on the language phenomena observed in speech practice, or can read special theoretical articles. Teachers should guide students to explore the rules of language, deepen rational understanding, so as to use the rules to express correctly and effectively in language practice. For example, Mr. Lv Shuxiang’s works “Chinese Talk” and “Chinese Miscellany”, and the elective textbook “Language and Character Application” of People’s Education Press can be recommended for students to read.

2) Apply what you learn

The purpose of learning Chinese is to use it, which is called learning for application.” [9] Chinese course is a course of learning language. Through the study of Chinese course, students should not only learn “language” and “characters”, but also learn “the use of language and characters”. In the teaching of language accumulation and sorting, guide students to read and write, learn Chinese Pinyin, and learn Mandarin; Preliminary perception of the characteristics of Chinese characters and Chinese is the basic goal. We should develop the habit of accumulating over time, gradually learn to sort out, and form a relatively rich language and cultural accumulation; Cultivate a good sense of language, preliminarily explore and understand the rules of language use, feel the brilliance and beauty of language, and learn to use the national common language in a standardized way. In order to cultivate students’ comprehensive abilities such as listening, speaking, reading and writing, as well as their rational thinking and aesthetic perception, teachers should avoid mechanized memory, superficial understanding and other tendencies in the teaching process. Teachers should achieve the diversity of classroom teaching activities, strengthen the training of pragmatic links,

and guide students to display and exchange good methods of literacy.

In a word, the accumulation and sorting of language and characters are ubiquitous. We should be good at finding learning resources, designing and organizing learning activities, and improving students’ ability to use language and characters correctly and effectively in the process of stimulating students’ deep feelings for the language and characters of the motherland.

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