A Strategic Study of Project Based Learning in Primary Chinese Teaching

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Abstract: *Project-based learning, as a new teaching methodology, allows students to maximize the application of their knowledge and skills to solve problems of interest or interest in their lives, resulting in positive learning experiences and feedback. At the same time, teachers and schools will also benefit from the use of project-based learning to varying degrees. Therefore, taking into account the current teaching situation in Chinese teaching, it is suggested that the use of project-based learning needs to promote the coordination and unity of the five pairs of relationships, so as to maximize the role of project-based learning.*

Keywords: *primary Chinese; project-based learning; strategic research*

1. Explanation of the concept of project-based learning

As early as more than one hundred years ago, John Dewey and other educators proposed experiential learning, doing school and other learning methods that advocate student-oriented learning. Under the background of education reform at that time, "doing projects" gradually became a tradition in American education, and American schools featuring project-based learning gradually emerged, such as High Tech High in the United States, where all learning is carried out through interdisciplinary projects. Project design emphasizes student voice and interdisciplinary planning, among other things. The person who really brought the name of project-based learning into people's view was Kirkpatrick, who put forward the design teaching method on the basis of Dewey's pragmatism and elaborated it theoretically, which has been widely used in the United States, and the design teaching method is the predecessor of project-based learning.

Understanding the connotation of project-based learning, on the one hand, requires first distinguishing the terminological expressions that are similar to project-based learning. In journals, books and many other places will see such as PBL, project-based learning, project-based learning, project learning, project-based learning, problem-based learning and other expressions, they are the same as the essence of project-based learning, the reason for this is mainly because project-based learning is an imported product, there will be a variety of different expressions of the same concept. Project-based learning is a student-centered teaching methodology, which is defined by many scholars and institutions, among which, the more classic and authoritative is the connotation of project-based learning defined by the Buck Institute for Educational Research: "A period of time in which students study and respond to an authentic, engaging, and complex problem, issue, or challenge in order to master focused knowledge and skills. Project-based learning focuses on student learning goals, including standards-based content and skills such as critical thinking, problem solving, collaboration, and self-management." Based on this conceptualization, the Buck Institute for Education also offers eight "golden rules" for project-based learning, which can be viewed as criteria for judging the quality of a project-based learning accomplishment.

On the other hand, there is also a need to differentiate between some learning styles and course forms that are similar or related to project-based learning in order to more accurately grasp the essentials of project-based learning. First, it is easy to confuse project-based learning with problem-based learning and inquiry-based learning. They are all a kind of problem-driven learning style that focuses on continuous in-depth exploration and research, but project-based learning requires the output of visible project results, and the revision and improvement of the results and public disclosure, which is also an important part of it.

The emergence of project-based learning does not mean that other teaching methods tried by many researchers and practitioners should be abandoned, but that the most appropriate teaching methods

should be adopted for different teaching contents and situations to achieve the best teaching results. Applying the learning method of project-based learning to primary Chinese teaching can help integrate elementary school language with other subjects, guide students to conduct authentic, in-depth and difficult research in real problem situations like "a scientist or researcher", and promote students to establish the connection between knowledge, skills and real life, which in turn will strengthen students' learning. This will in turn strengthen students' motivation to learn and help them acquire the ability to continue learning[1-4].

2. Characterization of project-based learning

(1) Emphasizing the reconstruction of core knowledge

The reconstruction of core knowledge is the most essential feature of project-based learning. In project-based learning, students learn not bits and pieces of knowledge or a particular learning topic, but core knowledge. "Core knowledge can be key disciplinary concepts, disciplinary competencies, and knowledge that is closely related to student growth, with the help of which students are able to discover the connection between knowledge and the real world." It is important to note that core knowledge is not factual knowledge or skill points; it points to the nature of the discipline or the key concepts and competencies that promote human understanding of the world.

It is not enough to have core knowledge, but it is also necessary to reconstruct the core knowledge, the most important manifestation of which is the ability of students to migrate, apply, and transform in new contexts, to carry out the generation of new knowledge, and to apply knowledge and resources to solve practical problems, that is to say, when the students are able to apply their previously gained experience in new contexts to generate new knowledge, this indicates that migration and the reconstruction of knowledge are taking place.

(2) Focus on the authenticity of the project

The authenticity of learning emphasizes that the knowledge and ability gained after learning can be used in the real world, and with the traditional education to learn knowledge just for the test, knowledge learning is disconnected from life, and project-based learning can solve this problem.

(3) Need for disclosure of end products

The most obvious difference between project-based learning and inquiry-based learning, group cooperative learning and other teaching methods is that project-based learning at the end of the project needs to produce a work, product, report, program and other final solution to the project after a result. And the product also needs to be public, which can be carried out with the help of exhibitions and exchanges. Product disclosure not only allows students to learn to obtain a real and sufficient sense of achievement, but also can inspire students to continue to do the next project, and furthermore, it can also promote students to reflect on the project. Currently, the convenience and dissemination of the Internet can also be fully utilized to publish the final results of the project on the Internet to expand the impact of the project products, which can also inspire and enhance the motivation of students to continue the project.

(4) Focus on driving issues at the beginning of the project

According to Ms. Xia's description in her book, Project-based Learning Design: International and Local Practices from a Learning Literacy Perspective, driving questions are defined as "transforming essential questions that are more abstract and esoteric into questions that will be of interest to students of a particular age." In this book, the author contrasts essential questions and driven questions, and she argues that both are necessary for project-based learning because they function differently; essential questions are more abstract, and driven questions are embedded in situations that are more interesting to students, and the two work together to create a deep and interesting question. Therefore, the driving questions in project-based learning need to have the two factors of "in-depth" and "interesting", so that the questions can allow students to carry out continuous in-depth learning. However, the driving question focuses more on the word "drive", because it must first arouse students' curiosity, make them have a series of doubts and want to find out what is going on, and then it is possible to motivate them to enter the project to learn, investigate and solve problems[5-6].

(5) Emphasis on full project evaluation

Project-based learning is different from traditional education, which only emphasizes final

evaluation and ignores process evaluation, and emphasizes individual evaluation and ignores group collective evaluation. In project-based learning, the evaluation objectives include at least four aspects of core knowledge, learning practices, milestones in the learning process, and final learning output results; the types of evaluation include process evaluation, summative evaluation, and expressive evaluation; the evaluation methods and tools are varied, including but not limited to paper-and-pencil quizzes, gauges, expressive tasks, archival portfolios, and public exhibitions and rewards; and the subjects are diversified. , in addition to teachers, students themselves, and students' peers, experts from outside the school, members of the public, and others are involved.

Project-based learning in the project also focuses on the process evaluation of students, not only for individual students, but also several students as a project group group group evaluation, which requires students to be able to work with other students in the project group, each in his or her own way, but also with the group members to form a good social relationship, the students not only want to complete the group assigned to their own tasks, but also to complete the group tasks with the group members together. From this level, we can see that the project-based learning process emphasizes the cultivation of social relationships among students.

3. The significance of project-based learning in primary Chinese teaching

This paper will elaborate the significance of project-based learning in primary Chinese teaching from the perspectives of three different groups: students, teachers and schools.

(1) The significance of project-based learning in elementary school languages based on students' perspectives

①Project-based learning promotes students' brain development

Project-based learning requires students to mobilize the whole brain to participate, activate multiple connections between the brain and the outside world, and prompt more changes in neural connections, thus stimulating more diverse learning. Moreover, project-based learning can also drive students' emotional experience and stimulate students' persistent memory, which is especially important in primary Chinese teaching. On the one hand, in the process of carrying out the project, students can touch, explore and research by themselves, they can get real emotional experience, perceive the authenticity and context of learning, and will also be more interested in learning; on the other hand, project-based learning can promote children's Connective memory, emotional memory and survival memory, these three types of memory can help students string together knowledge, load emotion, and help students' brain development, which is exactly what primary Chinese teaching aims to achieve.

②Project-based learning creates a positive impact on academically disadvantaged children

With the help of existing research, it will be found that the learning of academically disadvantaged children in schools has improved significantly in terms of knowledge transfer, depth of knowledge learning, attitude of active engagement, and development of self-awareness after they have experienced project-based learning, which suggests that the project-based learning's focus on the real world can make the academically disadvantaged children willing to be engaged in their learning, and this is a good choice, which can further expand the positive impact of project-based learning.

(2) The significance of project-based learning in elementary school language based on teachers' perspectives

①Project-based learning can help teachers break free from teaching burnout

The reality is that after teachers repeat their teaching content over and over again year after year, their passion for teaching and sense of novelty are gradually dissipating, while the emergence of project-based learning, like other novel teaching methods, tries to break the teachers' unchanging teaching and stimulate teachers' desire and passion for knowledge, and help teachers utilize new teaching methods to give new vitality to classroom teaching. Project-based learning does not involve learning fragmented knowledge points, but rather focuses on the core knowledge and driving issues that teachers have identified, in which teachers need to create, imagine, reconstruct knowledge, reflect and give guidance and help to students in a variety of tasks, which can largely mobilize the initiative and enthusiasm of teachers, and motivate teachers to constantly regain a sense of freshness and passion for teaching from the project-based learning.

②Project-based learning gives teachers the intrinsic reward of high student engagement in learning.

As a teacher, what he/she wants to see most is the state of students' engagement in learning, which is a strong proof of effective teaching, and project-based learning can help students, especially the academically disadvantaged students, to actively enter and immerse themselves in the state of learning, and it is just that the teacher can pull these academically disadvantaged students out of the poor state of learning, which can make the teacher gain great internal satisfaction. Although project-based learning is harder than normal teaching, teachers will marvel at the amazing ideas and words of their students, and see through project-based learning what they cannot see in traditional classroom teaching. Project-based learning provides a platform for students to show themselves and learn in depth, and this state of students being fully engaged in learning is the best intrinsic reward for teachers' teaching.

(3) Implications of project-based learning in elementary school languages based on school perspectives

①Project-based learning can add a strong implementation force for school curriculum reforms

Curriculum reform in schools often achieves little, remaining mainly in the text and conceptual slogans. Project-based learning is a kind of learning and teaching change, it will actually change the real behavior of learning and teaching, breaking through the paper not implemented in the classroom dilemma. At the same time, project-based learning is also a form of curriculum organization, with a rich variety of curriculum themes, which can enrich the school's overall sub-curriculum, can be more easily reflected in the expansion of the type of curriculum, inquiry-based structure and implementation of the way.

②Project-based learning promotes positive links between schools and families and communities

Students no longer learn just for the sake of exams, but through project-based learning, they can explore and solve problems that are meaningful to themselves, their communities or the world, and their horizons are not confined to a small classroom of a few square meters. In the process of project-based learning, students are able to immerse themselves in a real adult workplace, learn how to deal with adults, and gain a first-hand understanding of the rules and relationships that make society work. At the same time, parents from different industries will have more opportunities to have in-depth contact with the school and their children, and these special experiences will also help students develop their own career interests[7-9].

4. Strategies for project-based learning in primary Chinese teaching

(1) Promoting integration and disciplinary harmonization

According to the definition and characteristics of project-based learning, integrative is its proper meaning. If project-based learning is to be carried out in primary Chinese teaching, it is necessary to promote the harmonization between language disciplinarity and project-based learning comprehensiveness. Therefore, no matter how large the span and comprehensiveness of the project content is, the language project should effectively and reasonably develop project activities around the core language knowledge, key language skills, basic language aesthetics, typical literary phenomena, important cultural topics, etc., and carry out practical language activities from the ground up, and actively utilize the comprehensiveness of project-based learning to broaden the disciplinary vision of students' language learning and to cultivate the students' interdisciplinary learning ability. The program is designed to broaden students' horizons of language learning and cultivate their interdisciplinary learning ability.

(2) Promoting the harmonization of inheritance and innovation

It is not to say that project-based learning can not be unfolded at all, the key lies in how to find a breakthrough between inheritance and innovation. Therefore, the concept and method of project-based learning should be integrated into the usual language learning, in order to prepare for the formal project-based learning afterward, and in the usual learning can also consciously transform the learning tasks into micro-projects, gradually accumulate the experience of carrying out the project, and flexibly adjusted in the light of the actual situation, which is also a good way to seek for innovation, and the innovation is not made up out of thin air.

(3) Promoting the harmonization of simulation and realism

At the initial stage of the experiment, the classroom can be used to create a certain situation in which real-life problems can be solved.

(4) Promoting the harmonization of teamwork and individual exploration

Project-based learning attaches great importance to teamwork, but it does not neglect individual efforts and performance in the project; project-based learning evaluates not only the individual student, but also the team or project group that the student is a part of. Language learning also pays attention to students' group cooperation and individual performance, which coincides with project-based learning. It should be noted that the project-based learning in primary Chinese teaching, the establishment of the project team is a necessary process, the project needs to explore the group cooperation, but each person in the project team has their own tasks to complete, we have a clear division of labor, work together to solve the problem. However, it is more important to emphasize students' individual exploration, because many project-based learning often only requires students' team learning results, while ignoring students' individual efforts, which leads to the quality of students' individual learning is not guaranteed.

(5) Enabling the harmonization of the outer product with the inner experience

Project-based learning requires a product or outcome at the end of the project, which is what makes it different from general classroom learning. Therefore, project-based learning in primary Chinese teaching also needs to implement this requirement. As for what the output product or outcome is not specified, it can be specifically determined according to the project. Students complete the project output often contains two types of products, one is the production or performance of the product, the other is used to illustrate the product of the inner design concept and process of the text, PPT or oral report. At the same time the materials generated by students during the project-based learning process, such as observation logs, process notes, checklist verification forms, lab reports, project proposals, group checklists, group journals, etc. can also be used as supporting materials. These supporting materials and final results produced by students in the course of the project can reflect the students' inner experience, through these materials we can be clear about the students' learning process and psychological journey, so in the course of the students' project, teachers need to pay attention to these supporting materials, but also need to remind the students to take these materials seriously, record the most authentic ideas and experiences, and form their own unique project results. The teacher also needs to remind the students to take these materials seriously and record their most authentic thoughts and experiences to form their own unique project results[10].

5. Conclusion

In conclusion, under the guidance of the "New Curriculum Standards" and the theory and practice of the new round of curriculum reform, project-based learning can help students to try out new ways of learning primary Chinese teaching, help primary Chinese teachers to make progress in professional development, and help elementary school to develop their own school characteristics in the light of their own circumstances. At the same time, focusing on the development of the international environment, project-based learning can also be used to gradually explore new forms and contents suitable for the localized development of primary Chinese teaching in China, to further give new meaning and connotation to project-based learning, and to continuously enrich and develop the relevant theoretical system of project-based learning.

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