

PRACTICAL STRATEGIES OF PROJECT-BASED READING IN PRIMARY SCHOOL CHINESE FROM THE PERSPECTIVE OF DEEP LEARNING

RongRong Wang

No. 2 Primary School in Yan'an New Area, Yanan 716000, Shaanxi, China.

Corresponding Email: 624573847@qq.com

Abstract: With the continuous update of educational concepts, deep learning has gradually become the focus of attention in the education field. In primary school Chinese teaching, reading is an important way to cultivate students' language and thinking abilities. As an innovative teaching method, project - based reading is consistent with the concept of deep learning. It can guide students to actively participate in reading and improve the reading effect. This paper deeply explores the practical strategies of project - based reading in primary school Chinese from the perspective of deep learning, aiming to provide useful references for primary school Chinese teaching.

Keywords: Deep learning; Primary school Chinese; Project - based reading; Practical strategies

1 INTRODUCTION

Deep learning emphasizes students' in - depth understanding and active construction of knowledge, and focuses on cultivating students' high - order thinking abilities and practical problem - solving abilities. As an important part of basic education, Chinese reading teaching in primary schools plays a crucial role in students' language accumulation, thinking development, and cultural literacy improvement. Traditional reading teaching often focuses on knowledge imparting and skill training. Students are in a passive receptive state during the reading process, making it difficult to truly achieve deep learning. Project - based reading uses projects as carriers, allowing students to conduct reading exploration while completing project tasks. It can stimulate students' reading interest and prompt them to think deeply, thus achieving the goals of deep learning. Therefore, it is of great practical significance to study the practical strategies of project - based reading in primary school Chinese from the perspective of deep learning[1].

2 THE CONNOTATIONS AND CORRELATIONS OF DEEP LEARNING AND PROJECT - BASED READING

2.1 The Connotation of Deep Learning

Deep learning refers to a learning process in which, under the guidance of teachers, students base on comprehension - based learning, critically learn new knowledge and ideas, integrate them into their original cognitive structures, can make connections among various ideas, and can transfer existing knowledge to new situations to make decisions and solve problems[2]. Deep learning focuses on students' internalization and application of knowledge, and emphasizes the cultivation of students' critical thinking, innovation ability, and cooperation ability.

2.2 The Connotation of Project - based Reading

Project - based reading is a project - driven reading teaching model. Teachers design challenging project themes according to teaching objectives and students' actual situations. Students, around the project themes, collect information, analyze problems, and solve problems through self - reading, group cooperation, etc., and finally complete the project tasks and present the results. In project - based reading, reading becomes a tool and means for students to solve problems. Students actively explore knowledge during the reading process, improving their reading abilities and comprehensive qualities.

2.3 The Correlation between Deep Learning and Project - based Reading

Project - based reading provides a practical platform for deep learning. In project - based reading, students need to read texts deeply, understand the connotations of texts, analyze the information in texts, and use the knowledge they have learned to solve problems in the project. This process promotes students to conduct deep learning and cultivate their high - order thinking abilities[3]. At the same time, the concept of deep learning guides the design and implementation of project - based reading. When designing project - based reading, teachers should fully consider how to guide students to think deeply and how to promote the transfer and application of students' knowledge to achieve the goals of deep learning.

3 PROBLEMS EXISTING IN CURRENT PRIMARY SCHOOL CHINESE READING TEACHING

3.1 Single Reading Method

In traditional primary school Chinese reading teaching, teachers often use teaching methods such as explanations, questions, and exercises. Students' reading methods mainly include silent reading and aloud reading. This single reading method is likely to make students feel bored and reduce their reading interest. Moreover, students lack opportunities for independent exploration and thinking during the reading process, making it difficult for them to deeply understand the connotations of texts.

3.2 Lack of Reading Depth

Some teachers pay too much attention to knowledge imparting and skill training in reading teaching, such as the understanding of words and sentences, while ignoring the cultivation of students' reading thinking[4]. Students only understand the text content at a shallow level when reading, and it is difficult for them to think deeply and explore the text, so they cannot achieve deep learning.

3.3 Disconnection between Reading and Life

Primary school Chinese reading teaching should be closely connected with students' real lives so that students can better understand the texts and improve the reading effect. However, in actual teaching, some teachers do not fully explore the connection between texts and life[5]. Students' reading is limited to the classroom and textbooks, and they cannot apply the knowledge learned from reading to life, resulting in a disconnection between reading and life.

4 PRACTICAL STRATEGIES OF PROJECT - BASED READING IN PRIMARY SCHOOL CHINESE FROM THE PERSPECTIVE OF DEEP LEARNING

4.1 Carefully Design Project Themes

Combine with Textbook Content: Teachers should deeply study textbooks and design project themes according to the unit themes and text contents in textbooks. For example, when learning the "Observation" theme unit in the second unit of the fourth - grade upper - volume of the People's Education Edition primary school Chinese textbook, the project theme "Explore the Mysteries of Nature - Observation and Discovery" can be designed. Students can understand the methods and importance of observation by reading relevant texts and conduct practical observations to record the results[6].

Pay Attention to Students' Interests: The design of project themes should fully consider students' interests, hobbies, and real - life situations, so as to stimulate students' enthusiasm for participation. Teachers can understand students' interests through questionnaires, classroom discussions, etc., and then design project themes combined with Chinese teaching objectives. If students are interested in animals, the "Animal World Unveiled - Animal - themed Reading Project" can be designed. Students can read popular science articles and literary works about animals to understand the living habits and characteristics of animals.

Be Challenging: Project themes should be challenging to a certain extent to stimulate students' desire for exploration. However, the degree of challenge should be appropriate. It should neither be too simple to make students feel unchallenged nor too difficult to make students feel intimidated[7]. For example, when learning the ancient poetry unit, the project theme "A Poetic Journey through Time - Exploration of Ancient Poetry Culture" can be designed. Students can understand the creation background, cultural connotations, and artistic features of ancient poetry by reading ancient poems. This project theme has a certain depth and breadth and can exercise students' comprehensive abilities.

4.2 Guide Students to Read and Explore Independently

Provide Reading Resources: Teachers should provide rich reading resources for students according to the project themes, including books, articles, videos, audio, etc. For example, in the "Explore the Mysteries of Nature - Observation and Discovery" project, teachers can provide books such as *The Records of Insects* and *The Signs of Nature*, as well as popular science videos about natural phenomena, allowing students to obtain information from different channels[8].

Guide Reading Methods: In project - based reading, teachers should guide students to master effective reading methods, such as intensive reading, skimming, and scanning. According to different reading tasks and text types, guide students to choose appropriate reading methods. For example, when reading literary works, students can be guided to use the intensive reading method to savor the language and experience the emotions. When reading popular science articles, students can be guided to use the skimming and scanning methods to quickly obtain key information.

Encourage Students to Ask Questions: Cultivating students' question - awareness is an important part of achieving deep learning. Teachers should encourage students to think actively and ask questions during the reading process. For the questions raised by students, teachers can guide students to solve them independently through group discussions, consulting materials, etc., to cultivate students' exploration abilities. For example, when reading "Borrowing Arrows with Straw Boats", students may ask questions such as "Why could Zhuge Liang successfully borrow arrows?" and "Why did Zhou Yu try to make things difficult for Zhuge Liang?" Teachers can organize students to conduct group discussions and deeply explore the text.

4.3 Organize Group Cooperative Learning

Group Reasonably: Teachers should group students reasonably according to factors such as students' learning abilities, personality traits, and interests. The number of people in each group is generally 4 - 6. The members within the group should have clear divisions of labor. For example, the group leader is responsible for organization and coordination, the

recorder is responsible for recording the discussion results, and the reporter is responsible for presenting the group's results[9].

Define Group Tasks: In project - based reading, each group has clear tasks. Teachers should clarify the requirements and goals of group tasks to students so that students know what they need to do. For example, in the "Animal World Unveiled - Animal - themed Reading Project", the group task can be to make a hand - drawn newspaper about a certain animal. The content of the hand - drawn newspaper should include the animal's appearance characteristics, living habits, and its relationship with humans, and it is required to be illustrated with accurate information.

Promote Group Communication: During the process of group cooperative learning, teachers should encourage students to communicate actively and share their reading experiences and ideas. Through communication, students can learn from each other, broaden their thinking, and complete the project tasks together. Teachers should participate in group discussions in a timely manner, provide guidance and help to students, and guide students to think deeply about problems[10].

4.4 Carry out Diverse Project Activities

Role - playing: For some texts with strong storylines, teachers can organize students to carry out role - playing activities. Through role - playing, students can more deeply understand the character traits and emotional changes of the characters in the text and enhance their reading experience. For example, when learning "The Earthenware Pot and the Iron Pot", students can respectively play the roles of the earthenware pot and the iron pot, perform the story content, and understand the truth contained in the fable.

Field Trips: Combined with the project theme, teachers can organize students to conduct field trips, allowing students to combine reading with practice. For example, in the "Explore the Mysteries of Nature - Observation and Discovery" project, teachers can lead students to parks, botanical gardens, etc. for field observations, observe the growth of plants, the activities of animals, etc., and then let students record the observation results and compare and analyze them with the knowledge in the reading texts.

Result Presentations: After the project - based reading is completed, students should be organized to present their results. The forms of result presentations can be diverse, such as hand - drawn newspapers, posters, PPTs, mini - theses, drama performances, etc. Through result presentations, students can share their learning achievements, enhance their self - confidence, and at the same time learn more knowledge and experience from the presentations of other groups. For example, in the "A Poetic Journey through Time - Exploration of Ancient Poetry Culture" project, groups can make PPTs to show the appreciation of ancient poems, the introduction of creation backgrounds, etc., or they can present through poetry recitations, song performances adapted from ancient poems, etc[11].

5 CASE ANALYSIS OF THE PRACTICE OF PROJECT - BASED READING IN PRIMARY SCHOOL CHINESE FROM THE PERSPECTIVE OF DEEP LEARNING

5.1 Project Theme

"Love My Hometown - Exploration of Hometown Culture"

5.2 Project Objectives

Through reading relevant texts, understand the historical, geographical, folk customs and other cultural knowledge of the hometown, and cultivate students' reading comprehension abilities.

Guide students to collect and sort out hometown cultural materials, and improve students' information collection and processing abilities.

Organize students to carry out field trips and interview activities, and cultivate students' practical abilities and interpersonal communication abilities.

Let students enhance their love for their hometown through project activities, and cultivate students' cultural identity and sense of belonging.

5.3 Project Implementation Process

Project Initiation: Teachers play a promotional video of the hometown to stimulate students' interest in hometown culture and introduce the project theme "Love My Hometown - Exploration of Hometown Culture". Then, teachers introduce the project objectives, tasks, and implementation steps to students, so that students can clarify their roles and responsibilities in the project.

Reading Exploration: Teachers provide students with reading resources such as books, articles, and pictures about the hometown, including local chronicles, collections of folk stories, travel brochures, etc. Students read these materials independently, understand the basic situation of the hometown, and record the interesting questions and information. For example, some students are interested in the traditional festival customs of their hometown. Through reading, they learn that there are customs such as pasting Spring Festival couplets, setting off firecrackers, and visiting relatives and friends during the Spring Festival in their hometown. Some students are interested in the historical celebrities of their hometown. Through reading, they learn about the famous figures in their hometown's history and their deeds[12].

Group Cooperation: Students freely group according to their interests, and each group determines a research direction, such as the traditional cuisine of the hometown, the folk art of the hometown, the historical changes of the hometown, etc. The members within the group cooperate in division of labor and develop a detailed research plan. Some members are responsible for further collecting materials, some members are responsible for field trips or interviews, and some members are responsible for sorting out materials and making result - presentation materials[13]. For example, the

group studying the traditional cuisine of the hometown interviews local chefs and food experts to understand the production techniques and cultural stories behind the traditional cuisine of the hometown, and then collects relevant pictures and text materials to make a beautiful hand - drawn newspaper.

Field Trips and Interviews: Each group conducts field trips and interview activities according to the research plan. The group studying the folk art of the hometown visits local folk art studios, watches the production process of folk artists, and interviews folk artists to understand the current development situation and inheritance difficulties of folk art. The group studying the historical changes of the hometown goes to local museums and archives to consult materials and interviews local elderly people to understand the appearance and development changes of the hometown in different historical periods[14].

Result Presentations: After the project is completed, each group presents its results. The group studying the traditional cuisine of the hometown shows the pictures, production methods, and cultural connotations of the traditional cuisine of the hometown through PPT, and on - site demonstrates the production process of some simple dishes. The group studying the folk art of the hometown brings in physical objects of folk art works, such as paper - cutting and embroidery, and conducts on - site performances and explanations. The group studying the historical changes of the hometown makes an illustrated booklet to introduce the historical evolution, major events, and development achievements of the hometown. During the result - presentation process, students from other groups can ask questions and communicate to share each other's learning achievements.

5.4 Project Implementation Effects

Students' reading abilities have been significantly improved. During the project implementation process, in order to complete the tasks, students actively read a large number of text materials, learned to use different reading methods to obtain information, and had a deeper understanding of the texts.

Students' comprehensive qualities have been comprehensively enhanced. Through activities such as group cooperation, field trips, and interviews, students' teamwork abilities, practical abilities, interpersonal communication abilities, and problem - solving abilities have all been exercised and improved[15].

Students have a deeper understanding of their hometown and enhanced their love for their hometown. By exploring hometown culture, students discovered the charm and value of their hometown, inspired their sense of pride and responsibility for their hometown, and cultivated their cultural identity and sense of belonging.

6 CONCLUSION

Project - based reading in primary school Chinese from the perspective of deep learning is an innovative teaching model. It can stimulate students' reading interest, guide students to think deeply and explore, and improve students' reading abilities and comprehensive qualities. In the practical process, teachers should carefully design project themes, guide students to read and explore independently, organize group cooperative learning, and carry out diverse project activities. Through the implementation of these practical strategies, students can achieve the goals of deep learning in project - based reading and lay a solid foundation for their lifelong learning and development. However, the application of project - based reading in primary school Chinese teaching is still in the exploration stage. Teachers need to continuously practice and summarize experience to further improve the project - based reading teaching model and better serve primary school Chinese teaching.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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