



Research article

The Construction of Miniaturized Writing Teaching Mode in Elementary Chinese

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ABSTRACT

The traditional systematic writing teaching in elementary school language is overly pursuing the logic and sequence of knowledge, emphasizing the "systematic construction of knowledge framework", "modular cutting of skills training" and "stage division of psychological development". Stage division", easy to lead to the expansion of the amount of writing knowledge, restricting the development of students' comprehensive writing ability, thus deviating from the law of writing learning, deviating from the essence of writing teaching, and blocking the development of writing teaching. The miniaturized writing teaching mode emphasizes its flexibility, relevance and practicability, which fits the non-linear, contextualized and problem-solving features of writing learning and is in line with the law of native language writing. It is a new mode of teaching that adapts to modern education concepts and students' developmental needs by determining miniaturized teaching objectives and contents based on learners' actual needs and providing teaching scaffolds to solve learners' practical difficulties.

Keywords: elementary Chinese; writing instruction; systematic writing instruction; miniaturized writing

1. Origins of the problem

In the context of the modern era of "scientization", in order to realize the scientization of the language curriculum, some scholars have made unremitting explorations, believing that the key to language teaching lies in grasping the principles of teaching and digging into the inner laws.[1] After studying the history of traditional language education in China, they attribute the low efficiency of language teaching to the lack of science in language teaching in China, oppose to the mystification of the enhancement of language ability, and strongly advocate the scientization of language teaching.[2] In order to achieve this goal, it is necessary to build a language knowledge system with a clear sequence and a clear hierarchy.

Until the 1980s, the language community had already formed a craze for research on the systematization of composition training. During this period, scholars' research on writing class and teaching mainly focused on the presentation of static knowledge such as textual "theme" and "structure", and tended to divide the content of writing training.[3] The nature of writing teaching in this period is almost alienated to the direction of teaching composition for examination, and the main content of teaching is also aimed at explaining the skills of writing for examination. Its prominent manifestations are: focusing on the objective and common understanding of the subject area; systematic training of

students' knowledge and skills. Under the influence of this concept, our composition teaching often focuses on learning some isolated and static knowledge.

Currently, the design of writing instruction in elementary schools in China has a uniform applicability orientation.[4] Researchers of writing instruction have always conceived the existence of an idealized state of writing learning. They have tried to construct a linear, programmatic model of writing instruction that is applicable to all students and all genres. However, they have completely failed to take into account the mutual heterogeneity of teaching contexts and the inevitability of theoretical shifts in the production of teaching subjects.

In addition, there is a bias in the content of modern writing instruction in China. The knowledge composition of our writing courses tends to be more disciplinary knowledge than learning knowledge: isolated static knowledge accounts for a large proportion of the dynamic operational knowledge; the correct and useless knowledge is far more than the knowledge of the actual needs of the students.[5]

Under this concept of teaching design, writing teaching emphasizes too much on the sequential and logical knowledge structure without regard to the psychological process and psychological characteristics of the learning subject. In the long run, it not only leads to the proliferation of writing knowledge, but also breeds problems such as over-emphasizing cognitive development and disregarding behavioral excellence, and

over-pursuing the mastery of knowledge without regard to the development of learners.

2. Miniaturized writing instruction: a choice for the transformation of the writing teaching mode in elementary school languages

The current educational environment calls for a new writing teaching mode, and miniaturized writing teaching has emerged. When scholars and teachers gradually realize that systematization is not the same as scientization, the necessity of exploring a new and appropriate form of writing teaching with diversity and dynamic formation has gradually become obvious. Miniaturized writing teaching, with its flexibility, relevance and practicability, provides a new entry point for writing teaching, aiming to stimulate learners' interest and self-confidence in writing, cultivate their observation, imagination and creativity, encourage personalized expression and express their true feelings, and promote the development of the four dimensions of core literacy, namely language, aesthetics, culture and thinking. This is the first step in the study of writing teaching. This is not only the forward-looking vision of the research on writing teaching, but also the realistic demand for the Compulsory Education Language Curriculum Standards to take root.

2.1 Connotations of Miniaturized Writing Instruction Features

Tong Deng[7] Based on the declarative definitions of "microcurriculum" and "writing instruction", the concept of "miniaturized writing

instruction" is defined as "one or several relatively independent writing instruction programs organized to meet the actual needs of students' writing by precisely identifying targeted goals and generating instructional content based on the learning situation (the core difficulties students face in writing). The concept of "miniaturized writing instruction" is defined as "one or several relatively independent writing learning topics based on the writing situation (the core difficulties faced by students in writing), the precise determination of the targeted goals, the generation of teaching content based on the learning situation, and the provision of teaching support during the teaching process to meet the actual needs of students' writing.

Based on the above definition, the miniaturized writing instruction model is a framework of educational practices that aims to address students' specific difficulties in learning to write through systematic analysis of learning contexts, goal-directed content design, and the provision of apt instructional support. The model emphasizes the micro-level of instruction, i.e., small-scale, highly targeted instruction that promotes individualized and deeper development of students' writing skills. The application of the miniaturized writing instruction model aims to improve the efficiency and effectiveness of writing instruction while stimulating students' interest in writing and independent learning ability, and thus possesses the following characteristics.

2.2 The value of miniaturized writing instruction

1. Miniaturized writing instruction can streamline the cognitive load

Miniaturized writing instruction reduces cognitive load and focuses on the actual needs of learners. In a mother tongue learning environment, students do not start from zero in terms of their knowledge and ability to write; they are simply in a position to go from being underdeveloped in certain areas to becoming more and more perfect. The learners' writing proficiency is only in a localized situation of deficiency. However, this situation is special for native language learners in the sense that this lack of knowledge is not global, but rather only imperfect in certain areas. In other words, the difficulties we encounter in the process of learning to write are only localized obstacles, not an overall "paralysis".[10] Therefore, the basic goal of writing instruction should not focus on the traditional systematic transfer of knowledge, but rather on the transformation and refinement of students' knowledge structures. Efficient teaching design should not be based on the mastery of comprehensive and complete knowledge as the purpose, no need for them to be logical, sequential arrangement, but must be based on the understanding of the students' knowledge structure, the main needs of their writing to set the teaching goals, choose the teaching content. This is the proper meaning of miniaturized writing instruction.

The most prominent feature of miniaturized writing instruction is that it is based on a comprehensive diagnosis of the students' writing situation, which leads to a comprehensive grasp of their real needs, and then on the

design of writing instruction for the learners on the basis of these real learning needs. Such writing instruction does not enshrine the comprehensiveness, breadth, and logic of knowledge, but rather focuses on the relevance of writing instruction.

2. Miniaturized writing instruction develops comprehensive writing skills

Miniaturized writing instruction shows unique advantages in developing students' comprehensive writing skills, which is closely related to the intrinsic characteristics of writing learning. Writing is not only a simple application of language rules, but also a highly integrated activity that involves the flexible use of pragmatic knowledge, the display of critical thinking, the embodiment of cultural literacy, and the communication of aesthetic feelings. Each piece of language is a holographic condensation of meaning, and the process of its creation is a comprehensive enlistment of learners' comprehensive literacy, which requires them to fully mobilize and integrate their cognitive, affective, cultural and aesthetic potentials while constructing the text.

In writing teaching, teachers can effectively guide students to focus on key aspects of the writing process, such as deepening the theme, optimizing the structure, enriching the arguments and refining the language, through careful planning and refinement of the teaching content. This teaching mode avoids the fragmentation and isolation of knowledge points in traditional systematic teaching, but encourages students to organically integrate the learned language skills and thinking strategies

into specific writing tasks, thus promoting the internalization of knowledge and transfer of skills in writing practice.

3. Miniaturized writing instruction coordinated with the laws of writing learning

Miniaturized writing instruction employs a flexible and versatile instructional design that accommodates the nonlinear, context-dependent, and problem-solving characteristics of writing learning. Teaching content and activities are adapted to students' actual needs and learning progress to ensure that teaching strategies are harmonized with students' learning patterns. This kind of adaptive teaching helps to stimulate students' interest in learning, increase their autonomy and participation in learning, and promote the overall development of their writing skills.

First, learning is not a linear cumulative process.[11] In fact, many higher-level skills function independently of lower-level skills, and higher-level thinking often occurs naturally in isolation from the involvement of lower-level thinking. In other words, the development of higher-level skills does not necessarily require the involvement of lower-level skills.

Secondly, when writing, students are confronted with the purpose, content and manner of writing, which are constrained by the communicative context. According to the communicative theory of writing, when writing, the writer always has to analyze the readers' needs continuously and call on the existing knowledge and experience, and then choose the topic of

communication according to the specific goals.[12] In this context, "the reader, the purpose of writing and the intention to communicate" are the constituent factors of the communicative linguistic environment, which determines the content, the genre, the language and other arrangements. In other words: "the linguistic context determines the discourse".

Furthermore, writing is a practical problem-solving course, not a cognitive process of explaining knowledge. Research by the duo of Flowers and Hayes suggests that[13] : Writing is a problem-solving process. Problems in writing arise from the distance between what the writing wants to achieve and what the text shows. Therefore, it can be understood that "problems" encountered by students in the process of writing are generated by the gap between the actual textual outcome and the desired goal.

2.3 Miniaturized Writing Instructional Design Path

When designing writing instruction, we need to construct a highly minimalist and operational writing instruction with precise targeting, specific and effective content, small scale, and topic focus. According to the basic connotation of miniaturized writing teaching, writing teaching design can be carried out in the following aspects:

1.Learning situation analysis: targeted diagnosis of writing dilemmas

Teachers' grasp of their students' current writing learning situation is the starting point for instructional design. In fact, the writing learning situation of individual students or among students is extremely intricate

and complex and manifests itself on multiple levels. In teaching, it is important to explore both the outcomes of students' writing learning as well as their compositional writing at all times. Traditional goals for teaching writing are often established on the basis of societal needs, focusing primarily on complete, organized knowledge that ultimately points to the object of writing, the text. In contrast, the goals of miniaturized writing instruction are established on the basis of students' actual difficulties and needs, and are ultimately directed to the subject of writing, the students. Therefore, analyzing students' specific problems throughout the learning process is the starting point for the design of miniaturized writing instruction.

2. Meeting needs: refining the content of learning objectives

Traditional writing instruction is based on the selection and development of content based on objectives, which are usually external to the learners. However, miniaturized writing instruction is based on the two dimensions of "objectives" and "content" and then selects appropriate learning content to meet the learning needs of learners.

The development of writing learning content based on the perspective of learning situation can be understood as the content of writing instruction originates from the real needs of students in the process of writing learning. There is no such thing as "abstract learning" that is divorced from the actual tasks that students accomplish. When students learn something about writing, they do not have all the experiences in their

minds. Therefore, teachers should think about what the content of writing instruction should ideally include, and how well students master these elements in real-world situations. After a cross-checking analysis, teachers can then identify the elements that students need most for their writing learning. This means that there is an intersection between students' specific learning situation at the moment and the many elements of learning, and this intersection is the content we want to develop for teaching writing.

3. Scaffolding: providing effective teaching support

In the writing learning process, students often encounter various writing difficulties, and teachers generally need to provide different scaffolds to support them. For example, when students' writing lacks materials, teachers provide "receiving support" to help students collect materials; when students have writing materials but are difficult to organize and apply them appropriately, teachers provide "transforming support" to help students call and organize relevant writing materials. Common forms include "examples, questions, suggestions, guides, charts" and so on.

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