The Problems and Countermeasures of Game Teaching Method in the Application of Primary School Chinese Language Teaching

Xiaoying Shi*

Higher Education Research Institute, Shantou University, Shantou, Guangdong, China
*Corresponding Author

Abstract: Game based teaching method is an important method in primary school Chinese language teaching. Teaching in the form of games not only enhances the learning enthusiasm and enjoyment of primary school students, but also completes the transmission or construction of knowledge during the game process. Due to the certain teaching difficulty of game based teaching method, its application in primary school Chinese language teaching is also prone to some problems, mainly including deviating from subject content, wasting teaching time, dampening student enthusiasm, inability to think deeply, and lack of solid knowledge learning. To improve the quality of the application of game based teaching method in primary school Chinese language teaching, it is necessary to choose game content and form based on the characteristics of the Chinese language subject, arrange the time and rhythm of game based teaching reasonably, actively guide students to think and discuss, and enhance the game based teaching ability of primary school Chinese language teachers.

Keywords: Primary School Chinese Language Teaching; Game Based Teaching Method; Learning Pleasure; Game Teaching Ability

1. Introduction

Game based teaching method is a teaching method that combines games and teaching, teaching in the form of games, making the course learning content lively and interesting[1]. Game teaching method can promote teacher-student interaction[2]. The game teaching method applies game strategies to the implementation process of teaching, changing the closed and linear state before teaching to an open and generative state, making teaching no longer a one-way transmission process between teachers and students, but a enjoyment of dialogue and communication[3]. In primary school language teaching, this method can stimulate students' interest in learning, improve their learning enthusiasm, and form a good teaching atmosphere that is enjoyable to learn[4]. However, the improper use of game based teaching methods may also lead to teaching problems. This article analyzes the problems and improvement strategies of game based teaching method in primary school Chinese language teaching, in order to provide inspiration for better using game based teaching method to improve the quality of primary school Chinese language teaching.

2. The Application of Game Teaching Method in Primary School Chinese Language Teaching

As a special teaching method, game based teaching is particularly suitable for use in primary school[5], which helps to stimulate the learning interest and enthusiasm of primary school students[6]. It is more in line with the playful nature of primary school students at their age, and can also fully stimulate the activity of primary school Chinese language classrooms, truly realizing the teaching philosophy of combining education with entertainment. However, the game based teaching method is not simple. Its focus is on teaching rather than games. Games are a way to achieve primary school Chinese language teaching[7]. In reality, there are often problems with the application of game based teaching methods in primary school Chinese language teaching, mainly including the following five aspects:

Problem 1: Deviation in subject content. In the application process of game based teaching method, there may be deviations from the subject content. The specific reasons are

mainly as follows: firstly, the positioning of games is not accurate. The "game" in game based teaching method is only a teaching auxiliary tool. If not utilized enough, it will lead to the teaching method not being effective. However, if overused, it will easily cause teachers to deviate from the teaching focus, leading to the classroom becoming a battlefield for entertainment; Secondly, the choice of game difficulty is not appropriate. The choice of game difficulty has a significant impact on student engagement. If the game is too difficult, students may choose to give up, or spend too much time during the game process, which may affect the development of other teaching activities. If the game is too simple, students may feel bored, thus becoming bored with learning, affecting the effectiveness of learning and deviating from the content arrangement plan; Thirdly, there is an excessive amount of game content. Sometimes, a single game cannot fully express the content of this section. Teachers may need to design multiple games to supplement it. Excessive game content may make it difficult for students to grasp the key points of knowledge and not absorb teaching content well. Some students may also become addicted to games and completely ignore the knowledge to be learned in the classroom, causing them to deviate from the focus of learning and find it difficult to integrate into the classroom. Fourthly, the use of game based teaching methods can easily forget teaching objectives: because games are an activity that makes people feel happy and attractive, both students and teachers can easily immerse themselves in joyful games and reach a state of selflessness, leading to forgetting teaching objectives and ultimately completing the game without completing the teaching through the game.

Problem 2: Waste of teaching time. The waste of teaching practice is a common problem in the application of game based teaching methods, which is reflected not only in the significant teaching burden and time squeeze on teachers caused by excessive game based teaching, but also in the time waste of students in the learning process. For teachers, in the process of game design and preparation, they need to spend a lot of time and energy in designing and preparing the game, and the teaching aids used in teaching also need to be made by teachers, which affects the efficiency

of knowledge transfer. In the process of game teaching, improper control of game time can also lead to the problem of time waste. If the game occupies too much time in teaching, it will make students feel that the course is a game class. Although they actively participate, the classroom efficiency is low. However, if the game time is too short, some students may have already ended before fully entering the game state, which is not conducive to the realization of game effects. Moreover, many teachers are not familiar with the essence of game based teaching methods, which leads to the inability to truly leverage the advantages of game based teaching methods in teaching, thus wasting time. At the student level, many students have misunderstandings about game teaching, fail to truly understand the essence of games, or become distracted during the game process, unable to obtain knowledge points, which leads to a waste of learning time for students. Primary school teaching also faces prominent disciplinary issues during the game process. Lower grade students in primary school are prone to losing control of their volume during the game, which not only prevents most students from receiving instructions from the teacher, but also affects the normal teaching of other classes.

Problem 3: Game based teaching methods may lead to negative learning attitudes among students. The original intention of game teaching is to enhance the learning attitude and enthusiasm of primary school students, but many teachers have outdated teaching methods and ideas that cannot attract students' interest. The difficulty of the games they choose may not match the age group of students, leading to students feeling that games are too simple or too difficult, thereby affecting their learning attitude. Moreover, the game based teaching method has obvious entertainment value. If teachers cannot properly control classroom discipline, it may lead to the phenomenon of "appearing lively on the surface, but actually being inefficient" in the classroom, thereby affecting the learning effect and attitude of students. Secondly, game based teaching requires the accumulation of teaching experience among teachers. Teachers lack experience in the application of game based teaching methods and are unable to prepare the entire game process, resulting in low classroom efficiency, lack of interest among

students, and inability to stimulate their imagination and curiosity. Some teachers may even believe that game based teaching methods can disrupt classroom order and affect students' learning. Therefore, they only use games to help students learn in their spare time. This misconception makes it difficult to carry out gamified teaching, thereby affecting students' learning enthusiasm and even encroaching on game time.

Problem 4: Students tend to be overly superficial in their knowledge, lacking deep understanding and reflection. Game based teaching method emphasizes student participation and activities, allowing students to actively explore, experience, and apply knowledge through games. However, due to the fact that game based teaching methods are usually based on simple rules and clear goals, students may focus too much on the outcome of games and achieving goals, while neglecting in-depth understanding and thinking of knowledge. This may lead them to only stay on the surface of knowledge, without forming a solid foundation and in-depth understanding. Game based teaching method, as a contextualized teaching method, stimulates students' interest and participation by simulating real situations. However, this contextualized teaching approach may lead students to focus more on problem-solving methods and strategies, while ignoring the principles and thinking processes behind the problems. This may result in students only mastering superficial skills and methods without developing deep understanding and thinking abilities. In addition, game based teaching emphasizes student collaboration and role-playing, promoting social development through teamwork and role-playing. However, excessive emphasis on collaboration and role-playing may lead students to overly rely on the help and guidance of others. They may simply follow the team's rules and role requirements to complete tasks without delving into the essence of the problem and its solutions. Many teachers do not set up in-depth thinking and problem-solving sections when designing game tasks, guiding students to conduct more in-depth knowledge exploration and thinking.

Problem 5: The mastery and application ability of knowledge are not solid enough. Game based teaching methods are usually designed in the form of integrating education with entertainment. In order to increase student participation and fun, the teaching content is often too simple or repetitive, lacking sufficient difficulty and challenge. Ultimately, it allows students to easily achieve success in the game, but without truly mastering and understanding the deeper connotations of knowledge. The game based teaching method emphasizes the active participation and enthusiasm of students, but for some students, there is a lack of understanding of the game based teaching method, viewing games as an entertainment activity rather than a learning task, and ignoring the mastery of knowledge during the game process. In this case, students' mastery and application ability of knowledge will be affected. Moreover, game based teaching methods generally emphasize the experience and participation of students in games, but often overlook the evaluation and feedback of their learning outcomes, resulting in a lack of accurate understanding of their own learning situation and inability to adjust learning strategies and improve learning outcomes in a timely manner. The game based teaching method may lead to excessive entertainment in teaching content, neglecting the rigor and standardization of primary school Chinese language teaching.

3. Strategies to Improve the Application Effect of Game Teaching Method in Primary School Chinese Language Teaching

Game based teaching method is an important way of primary school Chinese language teaching[8], such as guessing riddles, character performances, idiom relay, and other game activities often appear in primary school Chinese language classrooms. However, the improper use of game based teaching methods can easily lead to deviations from subject content, wasting teaching time, dampening student enthusiasm, inability to think deeply, and lack of solid knowledge learning. To further improve the teaching quality of game based teaching methods in primary school Chinese language teaching, the following aspects can be taken into consideration.

(1) Choose game content and format based on the characteristics of the Chinese language subject. Firstly, the discipline of Chinese language has the characteristics of being

instrumental and humanistic. In game teaching, you can choose between language games and skill games. Language games are mainly used for training in listening, speaking, and reading, while skill games are mainly used for teaching writing and composition. Secondly, it is important to pay attention to the fit between game content and teaching content. The selection of game content should be closely integrated with the teaching content. When designing games, teachers should fully consider teaching objectives and requirements, and pay attention to teaching effectiveness. The game content should be a reinforcement and extension of the teaching content, which can help students better understand and master Chinese language knowledge. Once again, it is important to objectively assess the cognitive characteristics and learning abilities of students. When choosing game content and format, it is necessary to consider the match between the game and the cognitive characteristics and learning abilities of students. Games should have a certain level of challenge, can stimulate students' interest and enthusiasm in learning, and should also be suitable for the cognitive development laws of students. Finally, in order to achieve the integration of educational objectives and teaching objectives, game based teaching methods should not be separated from textbooks just to add fun, but should subtly integrate educational objectives and teaching objectives. In game design, attention should be paid to teaching quality and effectiveness, with teaching content as the center, and the content and form of games should be considered based on teaching content. Overall, when selecting the content and form of game based teaching methods based on the characteristics of the Chinese language discipline, it is necessary to combine instrumental and humanistic aspects, fully consider the fit between game content and teaching content, consider students' cognitive characteristics and learning abilities, and integrate educational and teaching objectives into game design. This choice can better promote students' Chinese language learning.

(2) Reasonably arrange the time and pace of game teaching. In primary school Chinese language game teaching, it is crucial to arrange game time reasonably. On the one hand, according to the teaching content and

objectives, the game time should be determined. Teachers need to carefully consider the teaching content and objectives, and determine how much time is needed to play the game. If the game time is too long, it may make students feel tired and affect the learning effect; If the game time is too short, it may cause students to not fully participate in the game, which also affects the learning effect. On the other hand, considering the age and cognitive level of students, the attention span of primary school students is limited, so game time should not be too long. Students of different age groups also have different cognitive and learning abilities. Teachers need to design appropriate game time for students of different age groups. At the same time, it is also necessary to fully consider the combination of classroom structure and rhythm. When arranging game time, teachers should organically combine it with other classroom activities to avoid game time being too long or too short, which may affect the overall rhythm and effectiveness of the classroom. Moreover, in the teaching process, teachers need to flexibly adjust game time by closely monitoring student performance and feedback, and adjusting game time according to actual situations. If students show signs of fatigue or boredom, the game time can be appropriately shortened; If students show a strong interest and active participation, the game time can be appropriately extended. Overall, a reasonable arrangement of game time in primary school Chinese language teaching requires teachers to comprehensively consider multiple factors such as teaching content, student characteristics, and classroom structure. Teachers need to adjust flexibly in practical operations to ensure that game time can meet the learning needs of students without affecting the rhythm and effectiveness of the entire classroom.

(3) Actively guide students to think and discuss. In game teaching, guiding students to think and discuss is very important because it can stimulate their interest in learning, improve their learning effectiveness, especially for some deep learning and thinking, which can stimulate their innovation ability and thinking activity[9]. During the game, teachers can ask appropriate questions, guide students to think about the problems in the game, and encourage them to express their own opinions

and viewpoints. Fully utilizing the mode of group discussion and dividing students into small groups for discussion can promote communication and cooperation among students, stimulate their thinking, and improve their thinking ability. Pay attention to sharing experiences after game teaching. After the game is over, teachers can invite students to share their experiences and feelings in the game, encouraging them to think from different perspectives. Teachers can create some game related situations, guide students to gradually delve deeper into the problems in the game, and encourage them to propose solutions. Finally, teachers need to provide timely feedback to students, help them understand their strengths and weaknesses, and encourage them to continue thinking and discussing hard. Teachers should guide students to think and discuss, encourage them to express their opinions and share their experiences, in order to promote the improvement of their thinking and language expression abilities.

(4) Enhance the game teaching ability of primary school Chinese language teachers. Game teaching ability is very important[10], Firstly, teachers need to constantly update their teaching philosophy, recognize the important role of game based teaching in primary school Chinese language teaching, and actively try to integrate games into teaching. Teachers need to break traditional teaching thinking patterns and carry out game based teaching in a more open and creative way. Secondly, to enhance game design skills, teachers need to possess certain game design abilities and continuously improve their game design abilities through theoretical learning and practical reflection. They should be able to design appropriate games based on teaching content and objectives. Teachers need to understand the cognitive characteristics and interests of students of different age groups, design diverse games that meet their needs, and continuously improve game design to enhance the fun and educational value of games. Once again, to enhance classroom management skills, game based teaching methods require teachers to have strong classroom management skills and be able to effectively organize and manage the game process. Teachers need to establish clear rules and discipline to ensure that the game process proceeds in an orderly manner. They

also need to pay attention to student performance and feedback, adjust game strategies in a timely manner, and ensure the effectiveness of the game. At the same time, it is necessary to attach importance to improving the level of game teaching by cultivating teamwork skills. Game teaching methods require teachers to have teamwork skills, be able to cooperate with other teachers, jointly develop and implement game teaching plans, and teachers can communicate and share experiences with each other to jointly improve the level of game teaching.

4. Conclusion

This article believes that game based teaching method is a necessary teaching method in primary school Chinese language teaching, which can effectively enhance students' learning enthusiasm and classroom activity. At the same time, improper use of game based teaching method may also cause certain teaching problems. Faced with the problems of primary school Chinese language teaching caused by game based teaching methods, we should not directly abandon game based teaching methods, but further strengthen the skills of using game based teaching methods, enhance the ability of teachers to use game based teaching methods, and ultimately improve the overall quality of primary school Chinese language teaching.

References

[1] Bai R .Game Teaching Method in Preschool Education Based on Big Data Technology. Scientific programming, 2021.

[2] Ya L. An Analysis of the Application of Game Teaching Method in Oral English Class of Preschool Education. Frontiers in Educational Research, 2020, 3(9).

[3] Birova I. Game as a Method in Language Teaching: Findings of a Teacher Survey. Sciencedomain International, 2016(4).

[4] Miao-Miao H, University L N N. The Application of Game Teaching Method in English in Primary School. Journal of Ningbo Institute of Education, 2016.

[5] Guang-Quan Y, School F P. Application strategy of Game-based Teaching in Primary School Mathematics Classroom Teaching. Learning Weekly, 2016.

[6] Zhong C. Design and Practice of Game-based Flipped Classroom Teaching. Journal of Higher Education Research, 2014.

[7] Ruisi W. A Survey on the Application of Game Teaching Method in English Teaching of Primary School: A Case Study of a Primary School in Our Local City. Education, Language and Sociology Research, 2023, 4(3).

[8] Chun W. On the Game-based Teaching Strategy of Primary School Chinese for Lower Grades. The Science Education Article Collects, 2019.

[9] Li J. Based on Life Examples, Guide Students to Think and Understand Physics Knowledge Step by Step---- Case Study of "Refraction of Light" Teaching Design. Curriculum and Teaching Methodology, 2021, 4(3).

[10] Shuhua Z, Zhipeng Z, Yu'e W, et al. Coevolution of teaching ability and cooperation in spatial evolutionary games. Scientific reports, 2018, 8(1).