

Let Fairy Tales Enter the Elementary Science Class with Wings of Imagination

Pei Yanna

Rizhao Golden Coast Primary School, Rizhao, Shandong, 276800

Abstract: Science is a very rigorous course. If elementary science classes have been treated seriously and rigidly for a long time, children will feel that science classes are unfriendly. In the past, this will limit students' imagination and exploration. This article starts with the fairy tales that elementary children like, breaking the stereotype of science teaching in primary school, inspiring students' imagination and creativity, so that children can both like science and develop rigorous scientific habits of exploration.

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***Corresponding author:** elevenpeiyanna@163.com

Preface: Science is a very rigorous course. If elementary science classes have been treated seriously and rigidly for a long time, children will feel that science classes are unfriendly. In the past, this will limit students' imagination and exploration. Fairy tales are the outcome of imagination. They usually lack science and practicality, but various fairy tales can make children interested and impressed. So how to combine the two so that children can both love science and develop a rigorous scientific attitude?

1 Create scenarios of fairy tales to learn scientific knowledge

Interest is the basis of all careers and the motivation for students to master knowledge. During teaching, what I fear most is that the children lose their interest in learning. I think science is a very interesting course, but sometimes it is complex and abstract and requires children to have patience, persistence and logic, but it is not easy for children in Grade 3. Children tend to

focus most on playing, and ignore the summary and consolidation of knowledge.

“The first source of interest in knowledge lies in teachers' attitudes to the textbooks to be taught in class and the facts to be analyzed.” If students are not interested, I think as a teacher, we must first ask ourselves, are you interested in the knowledge you have taught, have you ever thought of ways to create scenarios to stimulate students' interest?

In the class about bones, children need to know the model of bones. To be honest, when I first got this model, I also felt creepy. So will children be afraid of this model and go home to have nightmares? Or maybe they will be afraid of science lessons since then. At the same time, this lesson about bones is boring. How to avoid fear and make children interested in learning this lesson? I led it like this before class:

Teacher: “Today I have brought you a good friend. He will bring us on a mysterious and exciting journey. In this journey, we will learn a lot about this friend. Do you want to know?”

“Before inviting this friend, I will introduce him first. He is a very kind gentleman, but because he is very slim, everyone calls him “Mr. Slim”

Then, I changed the rigid subject “bone” in that lesson to “bone hunting”, and let the children recognize, understand, and remember by looking for the lost bones for my friend “Mr. Slim”. The composition of the human skeleton and its name ...

After that class, I was not at ease, and tentatively asked the children what they thought of “Mr. Slim”, and everyone was the same. Not only were they not afraid of this skeleton, they actually fell in love with “Mr. Slim”, after the bell rang, everyone shook hands with him reluctantly to say goodbye ... I can see that they really became good friends with this horrible skeleton

model, maybe they would dream of him at night and play with him! It must be a wonderful fairy-tale dream. Bringing a fairy tale into the classroom can make the boring knowledge childish, and make children love and be curious about the knowledge they have learned.

2 Let students love your subject and use fairy tales to bring teachers and students closer together

In Suchomlinsky's view, only when students like a certain subject can their talents be developed, and their hobbies, gifts and aspirations established. A large number of facts prove that a person's final direction for research or development may be inextricably connected with the subject he loved as a child. So how do you make students like your class? In the book, Suchomlinsky also put forward some good suggestions. He said: "In the teaching process, you must first have this consciousness. I hope that teachers will fight for the thoughts and talk to you. Be advantaged in front of your colleagues, teachers." He also pointed out that in the process of teaching, you not only have the students you teach, such as one class, two classes, etc., you should also have "your own students"; these students are students who are particularly interested in your subject, so that they may become the direction of their future research because of their love for this subject, and study it as a science. For these students, teachers need to adopt a series of methods to maintain their interest in brainstorming to promote their deeper thinking in this subject.

My method is reading. In reading, I also recommend children to read. Children over time also like to recommend related books he has read to me. I remember that because I talked about our body to supplement the children's knowledge, I recommend to the children to read a fairy tale book "Magic School Bus-Tour in the Human Body". In the book is a magical school bus that can take children to explore the various organs of the body. The owner of this school bus is Teacher Fores. She is a very strange science teacher. In each class she will wear patterned clothes related to the content of the lesson. Since then, the children have become obsessed with this set of books like me, and often say to me which of them they have read. One day before class, I was waiting for a class and a student ran to me and secretly told me, teacher, if you wear this little deer patterned clothes, you will look likely to the curl teacher in the book (Mr. Fores, the children call her

Teacher with curl hair). I realized that the new lesson I was going to teach that day was about mammals. This coincidence also excites them, and more and more children ask me, "Teacher, do you have a school bus?" Actually, how much I wish I could have a magic school bus and take my children to experience and explore the magic of science!

As Suchomlinsky says: "If you have more free time and don't want to turn your lesson into a tedious textbook, then you have to read more books. The purpose is to make the knowledge you need into a sea of knowledge that you have, so that you can face everything in the teaching life easily." What I want to add here is that if you are an elementary science teacher, there must be no childish fairy tale books in your books, which can take you into your world and can also lead children to the temple of science.

3 Fairy tales help students develop good habits in science class

As the saying goes: "Tender branches are easy to bend and be straight." This also illustrates the importance of strengthening the good habits of primary school students. They are young, have little knowledge, and their behaviors are under being formed. They have great adaptability. As Mr. Ye Shengtao, a famous modern educator, said: "What is education? In simple terms, it only takes one word-to form good habits." I believe that the development of good habits in science class is particularly important.

So as soon as school started, I developed rules for science class in this semester with my children. When the rules are set, the key is persistence. The habit is not a task that can be accomplished overnight, but a lasting war.

In our class, most children can consciously abide by these rules and take their lessons seriously. There are exceptions for some children. They have "more important things"-for example: he gave me a slap after the class, and a joke suddenly came to mind, a game book that hadn't been drawn during the class... Such things are always emerging in the children's world. There will be some such children who are watching other people carefully. His behavior is wrong. I want to remind him to listen. I have to change him, and then he will turn his attention to the class... and some saw other children doing other moves, and tried them out immediately. These situations can often make a mess in the classroom.

Usually I remind them in this case, first of all, they must take care of themselves. But such reminders are very weak. Later I tried to use storytelling.

That day, it happened again in class. I did not raise my voice immediately to remind them as usual, but stood quietly for a while and whispered, "I have a story to share with you about this matter," and then I talked about it myself. An old lady was bored. She always sat on the side of the road and looked at a high wall not far away. She always felt that it would soon collapse. When someone walked towards the wall, she kindly reminded: 'The wall is about to fall, just go away.' The reminded person ignored her at all and walked along the wall. The wall did not fall down.'

Then the chaotic classroom became silent, and the children were glaring with big eyes, eager to know what happened later. Even the child who just insisted that he was right is no exception. I went on: "The old lady was very angry: 'why don't you listen to me?' Then someone came, and the old lady counseled him louder ..."

"Three days have passed, and many people walked past the wall without the wall collapsing. In these three

days, the old lady got disdain. On the fourth day, the old lady felt a little strange, and a bit disappointed, she wanted to take a trip in person, but just when she walked under the wall, the wall fell, and the old lady was buried in the dust, and she died with anger. "

After a long time after the story, the children were immersed in their thoughts. I grasped the chance to ask how do you feel through this story? Through their own thinking and expression, their feelings will be deeper. Seeing the thoughtful children, I concluded, "Sometimes it is easy to remind others, but it is difficult to remind ourselves at all times. Therefore, many dangers come from ourselves. The old lady's sorrow was born because of this, and the teacher hoped that the classmates should not become the sad old lady!" At this moment, the children who were not disciplined just lowed their heads.

Children's childhood should be colorful and interesting, let us bring the wings of imagination, return the children to a magical school bus in a fairy tale, take them to explore the beauty of science to explore the mysteries of science.