

Aesthetics and Creativity: A Preliminary Exploration of Modern Poetry Teaching in Primary School Chinese——Taking Ai Qing’s Teaching of “Green” as an Example

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Abstract: Among all literary works, the language of poetry is the most concise, unique, and timeless, and its expression of emotions is particularly rich. Learning poetry can enhance one’s ability to appreciate various literary works. The way to enhance the aesthetic understanding of poetry itself is closely related to quality education in Chinese language teaching. Undoubtedly, it is particularly important for classroom teaching to guide students in creating poetic scenarios, inspiring them to explore the artistic conception of poetry, and guiding them to appreciate the unique expression of poetry. Teaching students the general method of self-reading and self-understanding modern poetry can be seen as a way to make poetry teaching twice the result with half the effort. Based on this, this article takes Ai Qing’s “Green” as an example to explore the teaching path of modern poetry in primary school Chinese for reference.

Keywords: New curriculum standards; Primary school Chinese language; Modern poetry teaching; Path exploration

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1. Introduction

Poetry is a brilliant gem in the literary treasury, tapping the hearts of generation after generation of students. Under the background of the new curriculum standard, teaching modern poetry can not only cultivate students’ ability to appreciate language and aesthetics but also more effectively promote the formation of students’ core literacy through poetry teaching^[1]. Modern poetry teaching is an important component of primary school Chinese language teaching, which is of great significance for cultivating students’ aesthetic ability, imagination, innovative thinking ability, and enhancing their literary literacy. In modern poetry teaching, teachers should base themselves on the laws of students’ physical and mental development, make full use of modern poetry as a carrier, guide students to read, perceive, imagine, and express with emotions, and let students perceive the rhythmic beauty of language and words through repeated reading, and appreciate the

thoughts and emotions contained in poetry through understanding and appreciation^[2].

2. The basic characteristics of modern poetry teaching in primary school Chinese

2.1. Rich in charm

Modern poetry is generally composed of short, concise, and easy-to-understand words or sentences, which express the poet's insights into nature, society, life, and other things or phenomena in short, concise, and vivid language. Teachers should use modern poetry as a carrier in teaching to guide students to discover and feel beauty, allowing them to experience the rhythmic and emotional beauty of language and words through repeated readings^[3]. Teachers can present beautiful and vivid modern poems in the textbook through multimedia courseware, allowing students to experience the thoughts and emotions conveyed by the poems through visual and auditory means.

2.2. Profound artistic conception

Profound artistic conception refers to the far-reaching and profound connotation of poetry, leaving a lasting impression on people. The teaching of modern poetry in primary school Chinese language should be based on cultivating students' aesthetic ability and literary literacy, allowing them to perceive the author's thoughts and emotions in poetry^[4]. In teaching, teachers should guide students to repeatedly read, appreciate, and appreciate the artistic conception depicted in poetry, allowing them to enter the context depicted in poetry, resonate emotionally with the poet, and have a profound understanding of the thoughts and emotions expressed by the poet.

2.3. Creative forms vary greatly

The creative forms of modern poetry mainly include two types: free verse and regulated verse. Free verse is a new form of poetry creation that is not constrained by meter and structure and can maximize students' imagination. In modern poetry teaching, teachers can allow students to freely unleash their imagination and express their views on life and the world in the form of poetry, cultivating their innovative thinking ability^[5].

2.4. Diverse artistic techniques

The language of modern poetry has a certain sense of rhythm and beauty. Teachers can use various artistic techniques in teaching to allow students to appreciate the beauty of poetry's rhythm through reading aloud, guide them to feel the beauty of poetry's rhythm from the language of modern poetry, and then experience the inherent emotions of modern poetry^[6].

3. Problems in modern poetry teaching in primary school Chinese

3.1. Unclear teaching objectives

Some teachers overly emphasize students' appreciation of modern poetry in their teaching, neglecting their understanding and perception of modern poetry. Teachers only provide guidance on poetry appreciation to students in their teaching, without allowing them to carry out targeted modern poetry reading practice activities based on their actual situations. This is not only not conducive to cultivating students' literary literacy, but also not conducive to guiding students to deeply explore the connotations of poetry, and not conducive to

improving students' literary appreciation ability and aesthetic taste ^[7].

3.2. Single teaching method

Teachers are accustomed to using traditional teaching methods in modern poetry teaching. Teachers help students understand the content of poetry by explaining and analyzing the text, rather than guiding students to experience the author's emotions from poetry. Therefore, many teachers adopt traditional explanation methods in modern poetry teaching ^[8]. When teachers explain poetry, they mostly focus on words and sentences, neglecting the guidance of students' emotions.

3.3. The classroom atmosphere is dull

In traditional Chinese language classrooms, teachers often use lecture-based teaching methods for modern poetry teaching, which can easily lead to a dull classroom atmosphere ^[9]. Modern poetry is generally short and difficult to understand and remember when read, and many students may experience difficulties in comprehension and memory. This will result in teachers being unable to effectively mobilize students' learning enthusiasm in the classroom, thereby affecting teaching effectiveness ^[10].

4. The teaching value of modern poetry in primary school Chinese

(1) Beneficial for cultivating students' language expression ability

Modern poetry language is concise, logically rigorous, and has a strong sense of rhythm and rhyme, which is of great significance for improving students' language expression ability. In teaching, teachers should fully utilize the role of modern poetry, guide students to perceive the thoughts and emotions contained in poetry through reading aloud, imagination, and perception, help students transform words into concrete and perceptible images, and promote the improvement of their language expression ability ^[11].

(2) Beneficial for improving students' aesthetic appreciation ability

In modern poetry teaching, teachers should guide students to feel the beauty contained in poetry, and through repeated reading and imagination, let them enter the poetic context and feel the thoughts and emotions expressed in poetry. At the same time, teachers should also guide students to experience the artistic conception and emotions depicted in poetry through reading and imagination and feel the rich connotations contained in poetry.

(3) Beneficial for cultivating students' rich imagination

Modern poetry has distinct characteristics of the times and strong emotional colors. Teachers should guide students to express their feelings and understanding of the things depicted in poetry through imagination, association, and other means based on their understanding of the content of the poetry ^[12].

5. The teaching path of modern poetry in primary school Chinese

5.1. Connect with life and experience the poet's unique imagination

The Chinese Language Curriculum Standards clearly state that it should attach importance to students' unique reading experiences, encourage them to actively participate in classroom thinking and emotional activities related to literary works, connect them with their real-life experiences, and be inspired and influenced by

art in a subtle way. In poetry teaching, teachers should fully respect students' personalized understanding, guide students to repeatedly read and comprehend, stimulate students' creative thinking, and enable students to appreciate the beauty of language, image, and artistic conception of poetry in the context carefully created by the teacher to fall in love with poetry and enjoy the beauty^[13]. The poem "Green" begins with the line: "It seems like the green ink bottle has flipped over, and green is everywhere..." Why do "wind, rain, flowing water, sunshine" all appear green in the poet's eyes? This is a key and difficult point in this poem, but by guiding students to understand real-life scenery, children suddenly realize: the wind blowing is green because the willow branches fluttering in the spring breeze are green; The rain that falls is green because the leaves in spring rain are green; The flowing water is green because the plants in spring water and the trees reflected in the water are both green; The sunshine is also green, because the trees and grasslands under the sunshine are all green..." Literary works are higher than life but always originate from life. Often, a word or a poem contains the true meaning of life. So as a teacher, in modern poetry teaching, we should do less tedious analysis and guide students to directly understand the poetry in relation to life, and use this to appreciate the poet's exquisite choice of words and sentences. This way, the readers can better appreciate the poet's unique imagination^[14].

5.2. Imagine the scene and savor the poet's true emotions and feelings

In poetry, there is still beauty in painting, and in painting, there is emotion and intention. The so-called poetic, emotional, and artistic meaning is the unique charm of poetry. To enable students to appreciate the indescribable beauty of the blending of emotions and scenery is a difficult point in modern poetry teaching, which requires teachers to use diverse teaching methods to make abstract poetry and song contexts vivid. The aesthetic appreciation of poetry should not only allow students to experience the charm of poetry but also enable them to be influenced by the art of poetry unconsciously. Furthermore, it enables students to deeply experience the poetic and picturesque charm of poetry, as well as the strong "language flavor" emanating from poetry itself, through the language structure and beautiful context of poetry. It guides students to think divergently based on the content of the poem: Is the "Green" in poet Ai Qing's pen just a color? What does "green" represent? What abstract meaning does it incorporate? Express your feelings in words. At that moment, the children immediately felt that "all the greenery" was flowing, and immediately felt the vibrant vitality of spring. Therefore, they understood why the poet's emotions were filled with so many praises of spring and love for greenery! Primary school students are the best age group for cultivating imagination^[15] They boldly imagine images and unconsciously imagine themselves as "people in poetry" when learning poetry. This immersive teaching is conducive to primary school students experiencing joy and beauty while reading poetry.

5.3. Emotional recitation, understanding the poet's unique expression

Reading a poem a hundred times reveals its meaning. It can be seen that recitation is necessary in poetry teaching. Guiding students to read aloud should reflect a layered progression. When reading poetry for the first time, accurately reading the pronunciation and rhythm of words, and initially perceiving the poetic sentiment. Read the poetry again in the second time, read the poetic and picturesque meaning. Finally, read and resonate with the poet, experiencing the unique artistic conception of the poem. In modern poetry teaching, teachers should pay special attention to students' emotional recitation, only in this way can students well understand the unique expression of poets. At the same time, teachers should be willing to read by example. In teaching,

the sense of rhythm in poetry can be presented through recitation, and the poetic and picturesque meaning in poetry can also be gained through recitation. The poem “Green” is difficult to read aloud. In order to help children fall in love and enhance the emotional appeal of the poem, this paper adopted a music-style reading. Before class, a lyrical piano piece was carefully selected as the accompaniment music. The soothing music immediately brought the children into a beautiful mood. After the teacher demonstrated reading aloud, they began to guide the children to practice emotional reading. Firstly, a group of four will collaborate to discuss how to incorporate facial expressions and gestures into emotional recitation. After practicing reading repeatedly for five minutes, it is recommended to showcase excellent reciters. Students demonstrated while the teacher provided further guidance, and all students recited in unison, happily immersing themselves in the green world rendered by poetry.

5.4. Imitation paving the way, encouraging bold expression

Modern poetry adopts novel and concise language, which is not limited to meter and rhythm, making it easy for students to imitate. Teachers can consciously encourage students to imitate poetry, which can not only resonate with the poet’s emotions but also improve their ability to express themselves, thereby achieving the goal of fully digesting the textbook. The modern poetry in primary school Chinese textbooks is short and concise, full of childlike charm, and easy to read. The content described in modern poetry in textbooks is relatively close to children’s lives and is easily perceived by them. So, in modern poetry, some wonderful fragments, even the entire poem, teachers can create situations to stimulate students to imitate, which not only improves students’ ability to choose words and sentences but also cultivates their ability to perceive, which can be said to be a win-win situation. As I was teaching the lesson “Green,” I asked students to imitate and write: “The wind blowing is green, the rain falling is green, the flowing water is green, and the sunshine is also green.” One by one, the students stood up and shared their unique feelings and love for spring, imitating and writing poetic lines full of whimsical ideas and childlike charm.

5.5. Free creation, striving to be a little poet

After multiple practice strokes of imitation writing, students’ aesthetic ability, comprehension ability, and imagination have been greatly improved. The teacher promptly connected the sentences imitated by the students and turned them into a group poem praising nature. After studying the four poems in this unit, students not only have a certain understanding of the genre, style, and writing style of poetry but also have a strong interest in aesthetic appreciation, especially the poetic and picturesque charm emanating from poetry. Many students are inevitably a little curious and cannot help but try their hand at it. At such times, teachers should encourage children to create independently and freely, allowing them to fully imagine and unleash their creativity. Their poetry, although inevitably immature, can fully showcase children’s innocent imagination and immature creativity. From the initial imitation of the gourd to the initial appearance of the prototype, and then to the gradual creation of new ideas in one’s work, it was finally praised by the teacher as a model essay in class. In such a poetic enlightenment environment, children have a promising future ahead.

6. Conclusion

The new concept proposed in the curriculum reform repeatedly emphasizes that teachers should not only focus on teaching materials but also make good use of them. Textbooks are just an example, and teachers should

creatively understand and use them, actively expand curriculum resources, put students first, flexibly use various teaching strategies, and activate students' interests and creativity. For the teaching of modern poetry, teachers cannot teach poetry in isolation. They must be good at guiding the perspective of poetry teaching to a broader world, not just limited to classroom learning, but extended to students' familiar lives and beautiful nature. To generate an open and dynamic Chinese language curriculum through teacher-student dialogue, student-student communication, and student-centered dialogue. After guiding students to learn and understand poetry and prose, teachers also need to strive to transform classroom learning into the ability to appreciate and create beauty.

Disclosure statement

The author declares no conflict of interest.

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