
Practice Research of Chinese Observation Diary in Grade Four of Primary School Based on Micro Class

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Abstract. Micro Class refers in accordance with the requirements of curriculum standards and practice of using new multimedia technologies, such as video, PPT software, to edit a video according to a little knowledge or to explain a part of the curtain progress of teaching, generally no more than 10 minutes. Using micro class in grade four of primary school can reflects the students' subjectivity, stimulates students' interests in learning and improves students' abilities of observation and micro class have had played an irreplaceable role.

Entering the 21st century, along with the accelerating pace of life, people are becoming accustomed to using a short, efficient and convenient way of living and learning. There are micro-film, micro-credit, micro-blogging and WeChat along with it and which is benefit for its short feature conforming to the requirements of this era, More and more people focus on it, and it became a hot topic in the teaching of Chinese in primary schools.

1. Advantages of application of using micro class in Chinese observation diary in primary schools

1.1 To inspire students' interest in learning by creating micro-stories.

The biggest characteristic of the students in primary schools are young, in typical stages of thinking, mental development and the change of thinking are very active, their instabilities, curious, active, and being good at imitation. Also their attentions are not steady and persistent, and most of the pupils are a large extent dependent on their interests in learning. Pupils at this time, all aspects of the development ,are unformed. so it is easier for them to develop themselves and it is the critical period for their language learning. For this reason, during observation diary language's learning in primary school, according to the pupils' physical and psychological development characteristics, we must make full use of the factors, such as students' insights,

imagination, micro-lesson by watching a short, fully mobilizing the students' wide range of senses, stimulating their learning initiatives, so as to enable students to experience the languages of the joy of learning and stimulate the students' interests in learning. For example, while designing a class of extracurricular learning content named "soybean germination", I do an experiment myself a month ago, it shows that germination of the beans in the water are gradually growing, then I documented it with photographs. Finally I convert a video by video converter accompanied by text and teacher's commentary, this type of micro-video, which greatly provokes children's interests and they can do himself, so it can guide children to foster soybean.

1.2 To plug in the students' wings of imagination by writing observation diary

Language learning is extensive and profound, a lot of content is not a language to express, therefore, in teaching primary school language, the teachers must guide students to understand knowledge deeply and the students must learn to express their views themselves, thus let students express their opinions. Plug the students' thinking in the wings of imagination, and with the help of micro class students can learn each other, think positively, dare to imagine, and under the guidance of teachers, really appreciate learning content. The atmosphere of classroom created by the way of micro class is extremely active and it is easier for students to exchange their opinions. A lot of books and pictures in the course of observation diary also play a very important role, not only are they able to provide the students with a lot of prospective knowledge guiding before class and drive children to observe everything with intellectual questions, and drive them to solve problem themselves in observing, but also greatly inspire the children to observe things enthusiastically. For example, when the teacher designs a lesson named "observe the earthworms" before class, he takes the classical picture book named "diary of a worm" as the carrier which was downloaded over the network and it tells a story of an earthworm, who leads the students into the world of earthworms, and it is more effective for students to understand the appearance and habits of earthworms in the stories, which guides them to observe themselves.

1.3 To encourage students to find themselves by searching for information before class

During language teaching in primary schools, most teachers ignored the development of students' curiosity and creativity, which requires teachers to abandon the traditional idea, and the flash point of the students must be encouraged, affirmative, and respected in the teaching, and we shouldn't take discrimination of their creativity. Micro class is vivid, coupled with the teachers' guidance, which would be more persuasive, and it would have an effect on students' creativity and intellectual curiosity. To write observation diary well, firstly, we must have a basic understanding of what is being observed, and teachers in the design of the pre job, often targeted to allow students to collect some of the specific information about this

object through the Internet or other ways. When they collect data, the students have some knowledge on these things, which will be benefit for “flipped class”. For instance, when we talk about the subject of “hatched turtle”, the teachers allow children to collect information on turtle breeding, the children learned a lot of knowledge about the turtle in the process of gathering information, and still some students even have learned a lot of breeding techniques of turtles, which provides a solid foundation for the writing of the observation diary.

2. The application methods of Chinese observation diary in grade four

As an observation diary, “observation” is a key. In the traditional classroom, the teachers’ explanation is in the first place, and the teachers guide students to focus on the observation through their explanations. While in flipped class, the teachers consciously cultivate the observation ability in the way of learning before class. emphasis on cultivating students’ powers of observation in the following respects, and they focus on the cultivation of students’ observation ability in the following aspects, which achieves a more significant effect.

2.1 Method one: guided observation with a destination

Children are often disjointed in the observation, and they just rely on their own interests. If we want children to foster a strong sense of observation, we must have a purposed guidance. Before the observation, teachers should definitely tell the students the tasks what they will observe on the task list before class, especially ignored place by children. In this case, it may give the children some advices, and let him focus on certain place in order to achieve a good result. For example, the teachers give definite observational tasks before class during the designing of “sowing black bean”:

- (1) After the black bean sprouts, you should observe the morphological changes of Black Bean’s leaves.
- (2) Color changes of black bean’s leaves.
- (3) As black bean’s leaves grow up, you can have a feel and observe what changes on the tactile.

2.2 Method two: sequential and multi-sensory observation

After you have made it clear to observation purposes, it will affect the observed effects if your observational order is wrong. So the teachers often make instructional videos according to different characteristics and a certain order, which guides the children to observe things from left to right, from top to bottom, from the outside to inside or from the whole to the parts. And the teachers consciously take the key points of observation, and observe with a variety of senses. For example, the students could touch the leaves of soybean seedlings and they can feel smooth or rough, and smell to feel the taste, and so on.

2.3 Method three: comparative observation

Comparative observation can help children develop a deeper understanding of

knowledge. As in “soybean sprout” teaching activities, videos what the teachers have made show the soybean was planted in the water as a model, and then they observe the growing process of soybean. But the teacher have told students in the task bar before class that soybean can sprout in the water and in the soil. So, they can have an observational comparison both in the water and in the soil. The children will find the soybeans in the water germinate first. while the soybeans planted in the soil in the water will grow leaves after they water them several times later. The children will also find that the stem of soybean in the water is thin, while the stem of soybean in the soil is thicker and the leaves of soybean will grow a little much green. By comparison, not only we can educate children about the same (different) object in different (same) conditions have different forms, but also we can make children observe objects carefully and keep their curiosity and improve their powers of observation.

3. Analysis of specific cases of Chinese observation diary in grade four

3.1 case 1: observation of plants

Based on primary IV students’ physical and mental characteristics of the development and curiosity of the plants around them, it can be used in the form of micro lesson to write observational diary. Firstly, the teachers should select the plants that the students are interested in for actual observation, such as the germination of the mung. New curriculum standard requires that language teaching should pay attention to students’ real-life experiences, and the students should learn to find Chinese from our lives and enjoy it. Under this guideline, we will focus on the issue of “observation of mung sprouting” which would be carried out for a week. In order to fully understand the observation diary for students, the teachers explain the basic format and the significance of the observation dairy to the students, and the teachers instruct students to have a long-term observation to achieve every aspect of natural knowledge, which stimulates the students’ interest and curiosity and cultivates many qualities, such as pragmatic, earnest, the pursuit of new knowledge, creativity and overcoming difficulties. Meanwhile, we also solve the problem of “no rice pot”.

The students observe the process of mung bean sprouting in the experiments and make their own record forms, and then review the process of mung bean sprouting as a whole. When students observe the process of mung bean sprouting, the patterns of the germination can be recorded by Ipad devices or photograph. But this is not the final purpose, and we will collect the funny photos that the students take after a week-long observation. When we write dairy, we will show them by the way of PPT, micro-video, and the teachers will lead us to discuss and express their opinions and ideas, which causes the students’ thinking. Teachers combine their teaching ideas and guide students in writing their observation journal. Through the form of PPT, micro-video, the students can utilize vocabulary, such as “Bud” “beanie babies”, “Bud”, “frail”, “full” and “tadpole”, “tentacles” and “tender” in the writing process, students are expected to observe learning objectives to be achieved, and it also can develop the interest and enthusiasm of the students in writing dairy.

3.2 case 2: Observation of scenery

To confirm the effectiveness of using video-assisted in primary journal composition, we choose the problem of the observation and the disorder in writing as the object of study. When we write this issue of the diary in this project, it is a key that we can introduce location sequences and feature details to others clearly.

The students in their capacity, as a guide, introduce their beautiful campus to the people outside the campus. Some students would say, “If you come to our school, you will see XX primary school with big letters at the school gate first. Then you can walk straight down the road, on the left is our big playground, on the right is the gym. Just keep moving forward, there is no way.” Some students may argue, “What they said is wrong, you can't say that there is no way. You should turn to the left, and there are a music room and a multi-purpose room, and our classroom is on the right (he was confident when he spoke),” Some other students would say, “there are trees, flowers and cars.....” After our discussion, the teachers present the micro-video before class timely, and guide the students to observe the things, which will let them get rid of a vague impression to sprawl story only. After the students have watched the video, the teacher will invite a student to describe the campus again, and guide him to describe the campus orderly, which makes it easy for other people to understand the whole campus. Finally, the teachers will give a summary: when we introduce a place, we should not only be able to introduce it orderly, but also seize the details, which is vital for a qualified guide.

In the teaching of writing diary, the micro videos should be shot in accordance with certain orientation of campus. And some outstanding details should be took for a few more seconds to enhance students' impressions of these important directions, such as the small bridges in campus, the small lanterns in the trees, the flowers in the garden and so on. Use micro video to write diary in the teaching, especially when the students' thinking is not clear, they don't know how to express it orderly. In this case, we should learn to guide students by a micro video. When the students can't recall the details what they observe, we can deepen students' impressions and guide students to observe the things by a short-time suspend. Finally, the students are able to introduce their campus in a certain order, such as the use of “along the road of the school gate”, “one side... on the other side..”, “turn the left”, “turn the right”. In this way, writing diary not only in the direction of the description is very clear, but also in the details of the description is very unique. For instance, the students can use the vocabulary of “small bridges”, “running water” and “glittering water”, when they describe the bridges and flowing water. And when they are in the description of trees and flowers, they can learn to use the vocabulary of “I look up to see”, “bow and see”, “the end of the tree” and so on. It indicates that the students can seize the key when they are in description of details and the writing order, which achieves the desired teaching requirements.

3.3 case 3: observation on the characters

The students of grade four are in the middle stage in primary school, they concern more about the external manifestations and it is a transition section, which requires students to learn how to observe and think when they participate in activities and games. At last, they can write what they saw and felt on the basis of observation. Thus, micro-lesson of strong representation make the students observe the events easily, and it is proper for the students of grade four to use the micro videos. This part is mainly for an exercise class -“a special examination”- in the classroom, from which we can have an analysis.

In this study, the students of Middle school will face the problem of the details what they ignore easily this issue, as the object of research. We will try to take advantage of micro-video to reproduce the details, in order to facilitate students’ observing and writing. At the beginning of class, the teacher will arrange a special examination that the students do not know before class, which is close to the observational readiness of the students in real life. The rule of the examination is that the students stand in a row according to their own id numbers, and the student walk around the classroom from the front door of the classroom. Meanwhile, the students should walk and observe everything in the classroom. When the teacher asks them to stop walking, the students should stop and return to their seats. In the process, the teacher will use the camera to take the whole process of the students’ examination. After two laps around the classroom, all the students have gone through the obstacles and the teacher announce that the examination is over. Then, the teacher asks students what they have seen, what has happened, what kinds of uncivilized behaviors have happened during the examination... After a series of questions and answers, the students only say about the general situation, but they can’t say the details of the situation. According to the problems that have just been proposed, we can let the students review it by the way of watching micro-video, and the students are much more careful than they have just observed. In order to observe more carefully for students, the teacher rewind the details when the books have been trampled, especially the books have been trampled by several students in different ways. Before playing the video, the teacher write the slogans on the blackboard first, such as “who trample the books? How he stepped on the books? And whose behavior is different?” Let students observe micro video with problems. After reading the micro video, we could have a further discussion again. Finally, they write out their own feelings. When ask them to recall the test situation just now, many students only have general impressions, and some unwary students even didn't concern that the teacher had set up the obstacles. We can see that the students are not too good at observing what has happened in their lives. Thus, when teachers are in teaching, they need some technical means to let students pay attention to what are often ignored themselves. And the students are on the basis of observing, particularly when they saw different performances, they quickly understood the purpose of this writing, which causes the students’ certain feelings. The students can write things that occurred within a short 3 minutes specifically. For example, they can use the vocabulary, such as “walk sideways”, “jump in the past”, “step on the past directly” and so on, which shows the students’ performances specifically and vividly,

and which achieves the desired goal of the writing.

4 Conclusion

Observation diary practice based on micro class in grade four makes the author realize that it has a great advantage to learn lessons themselves. Not only the abilities of autonomous learning, the cooperation and the writing have been greatly improved, but also the students of the enthusiasm to participate in writing has been greatly improved. However, as a new teaching model, it also has a lot of imperfect places, which waits to be solved, such as an entry point of micro video for application, timing of application, and the way applied. In these areas is still in preliminary stage. Due to the limited research and condition, we still had not formed a mature application. However, with the advancement and deepening of curriculum reform, I believe that we must be able to solve more difficult problems, and the practice of learning based on micro-lesson in China will be better.

In short, with the deepening and continuous implementation of new curriculum reform, micro class in language lessons in primary schools must be made to become more colorful, and it will make the lessons into a paradise for students. Teachers must be free from the restraints of traditional teaching methods, and they should learn teaching technology actively, and they must learn to take the advantage of micro learning before class, in class, and after class. Finally, let the micro class flash in Chinese observation diary in primary school.

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