TEACHING STRATEGIES OF FABLES IN PRIMARY SCHOOLS BASED ON CONSTRUCTIVISM THEORY: A CASE STUDY OF XING'AN PRIMARY SCHOOL

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Abstract: With the continuous reform of basic education and the rapid development of educational modernization, educational methods have become a hot topic in education. Only by keeping up with the times can education promote the development of primary school students. However, there is still a phenomenon of rigid teaching methods in current educational and teaching practices. Taking the teaching of Chinese fables in primary schools as an example, through literature review, it is found that the special "admonitory" nature of fables makes it easy for teachers to impose established concepts on primary school students in teaching, leading to problems such as neglecting their understanding.

The main focus is to discuss the current situation of constructivism in fable teaching, conduct surveys through interview methods, and grasp the level of understanding of constructivism and fables by primary school Chinese teachers, as well as the current situation of applying constructivist strategies in fable teaching. The research results found that teachers lack a spirit of inquiry, misunderstandings about teaching methods, reasons for exam-oriented education, and problems with situational activities detached from student life and fables. We look for solutions from both the perspectives of teachers and schools, and propose suggestions to enhance the theoretical literacy of teacher fable texts, formulate text goals based on specific situations, strengthen teacher education and training, and ensure the understanding rights and interests of teachers.

Keywords: Constructivism, Fable Teaching, Teaching Methods

Introduction

The educational philosophy of constructivism is to cultivate students' autonomy, creativity, and problem-solving abilities, making them more likely to become future innovators and collaborators. Therefore, the constructivist educational philosophy has played an important role in cultivating innovative talents who can adapt to the changes of the times. Research on fable teaching has found that there are teaching modes such as large units, large concepts, and group reading, but most of them still focus on classroom teaching practice, which may lead to incomplete and comprehensive understanding

of fables by teachers in teaching. The neglect of child centeredness and cultural background of fables in teaching weakens the final teaching effect. Therefore, constructivism plays an important role in fable teaching.

This article mainly studies the importance of constructivist teaching mode in improving the quality of fable teaching in primary schools. The study focuses on teachers from Le'an Primary School in Dongying City. To ensure the accuracy of the data, interview methods are adopted. The importance of using constructivist teaching strategies to improve the quality of elementary school fable education was explored, and this study mainly focuses on the following aspects: 1). Teacher's reserve in fable knowledge; 2). The selection of teaching methods for teachers; 3). Practical application of constructivist teaching methods; 4). Is situational creation disconnected from real life and fables

Research Objectives

This study focuses on 216 teachers from Le'an Primary School in Dongying City. By conducting interviews, we aim to understand the current situation of fable teaching strategies among teachers. Secondly, we will investigate in which aspects the implementation and effectiveness of fable teaching strategies in primary schools are affected, and make targeted corrections. Finally, it is concluded how teachers can effectively integrate constructivist theory into fable teaching practice, stimulate students' interest in learning, and promote their deeper understanding and application of the knowledge they have learned.

Literature Review

Constructivism

Constructivist theory holds that learners do not acquire knowledge through the teaching and indoctrination of teachers, but rather through active learning, they acquire knowledge in a certain context. In terms of constructivist theory research, He (1997) pointed out that constructivism advocates that teaching activities should be completed under the guidance of teachers, but also emphasizes the subject status of students, and teachers are only helpers for student meaning construction. Li Bailing (2003) proposed that constructivist theory is the theoretical foundation for deepening the reform of teaching Chinese as a foreign language. The characteristic of the teaching model of Chinese as a foreign language under constructivism is student-centered, playing the role of students in a situational and collaborative learning environment, and ultimately completing meaning construction.

Fable teaching

Fables play an indispensable educational role in primary school Chinese language teaching, "Wang Mengguang pointed out in" An Analysis of Fable Teaching in Primary School Chinese Language Teaching "that fable teaching should start with designing innovative introductions and

combining detailed three-dimensional goals to carry out teaching work. Western countries have also achieved fruitful results in the study of fable works. EsterVidovi ć et al. studied the animal characters and morals in fables from a cognitive perspective in literary research, and inspired students to apply the themes in fables to daily situations through design, encouraging them to develop language skills, judgment skills, personality recognition, and value formation abilities.

Fables are an important genre in primary school Chinese language textbooks and have significant teaching value. Du Chuankun believes that fables mainly reflect profound truths through concise and concise stories, and influence the formation of students' values through exposure and observation. Through practical research, Luo Yongqing found that teaching fables to children in their own words, using situational interpretation to reproduce character dialogues, and other methods can cultivate students' core competencies in various aspects.

Teaching Model of Constructivist Theory

He (1997) proposed in "Constructivist Teaching Mode, Teaching Methods and Teaching Design " that the teaching mode of constructivist theory can be divided into three types: scaffolding teaching mode, anchoring teaching mode, and random entry teaching mode.

1) Scaffolded teaching mode: The constructivist theory of scaffolding teaching focuses on guiding students to construct knowledge frameworks, allowing them to gradually complete the construction of meaning and develop towards higher levels.

2) Anchor free teaching mode: The anchor free teaching mode of constructivist theory believes that in order for students to complete the construction of the meaning of knowledge points, they must have specific feelings in a real environment and obtain knowledge through direct experience.

3) Random entry teaching mode: Constructivism believes that students can enter learning from different channels and ways and can understand and comprehend the knowledge learned from multiple perspectives, thereby achieving a deeper and more comprehensive understanding of the same knowledge point.

Conceptual Framework

Regarding the research on constructivism, this study adopts a multi-dimensional structural division of the teaching mode of primary school fables based on constructivism and obtains the current situation of teaching strategies for primary school fables. Combined with literature, it clarifies the characteristics and value of teaching design for primary school fables. Secondly, summarize the problems in the current teaching strategies of Chinese fables in primary schools and analyze the reasons. Based on the above analysis, extract and summarize the teaching design principles and strategies for elementary school fables guided by constructivist theory.
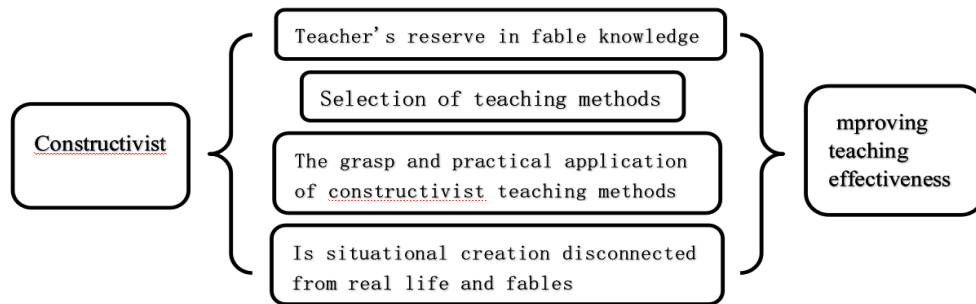
Picture 1: The Model Framework

Methodology

This study adopts a qualitative research method and obtains the current status of fable teaching in primary schools through interviews with teachers. Based on Piaget's cognitive theory, constructivist learning theory, and relevant theories of socialist construction, relevant data is obtained through research on teaching method selection, teaching context, and teacher's fable literacy. Through data analysis, suggestions and conclusions are drawn, providing ideas and directions for future research and implementation.

The research approach of this article is based on the logical sequence of "theory empirical". The specific research approach is as follows: Firstly, by reviewing domestic and foreign literature on teacher teaching strategies and literature on primary school Chinese fable teaching, the core issue of this study is formed, exploring the necessary state of fable teaching methods for primary school Chinese teachers from a theoretical perspective; Secondly, through interviews and other methods, on-site research is conducted to collect data, explore the actual understanding of fable teaching methods by primary school Chinese language teachers, and examine and analyze the reasons for the problems in the fable teaching methods of primary school Chinese language teachers; Finally, targeted improvement strategies are proposed to address the problems in fable teaching methods for primary school Chinese language teachers.

This study uses qualitative analysis through interviews to understand the current situation and differences, and to gain a more comprehensive and in-depth understanding of the current situation of teaching strategies for fables in primary schools. To ensure the rationality of the results, this article adopts an interview method. Due to the high proportion of fables in Chinese textbooks for grades three, four, and five, the main interviewees are Chinese teachers from Xing'an Primary School in Dongying City, with a total of 216 teachers. Through face-to-face and one-on-one conversations with Chinese language teachers at Xing'an Primary School, we can further gain their views on fable teaching and how frontline teachers conduct fable teaching in actual teaching. By summarizing interview records, we can identify problems. The outline of teacher interviews consists of 15 questions, including interview explanations and content.

Results

Survey on the current situation of teaching fables by teachers

1) Inadequate grasp of the textual connotation of fables

   In order to investigate the mastery of fables by teachers, interviews were conducted from two aspects: the teacher's reserve of fable knowledge and the mastery of fable text connotation. The interview results are as follows:

Table 1: The Fable Literacy of Teachers

Questions	Options	Number of people	Percentage (%)
How much do you have in terms of fable knowledge?	More	59	27.3%
	commonly	66	30.6%
	less	91	42.1%
Can you accurately grasp the textual connotations of each fable in primary school Chinese textbooks?	can	43	20.0%
	Basic ability	92	45.3%
	Not at all	81	34.7%

   According to Table 1, according to interviews conducted on teachers' grasp of the connotation of fable texts, it was found that 59% of teachers have a higher level of fable knowledge, 66% of teachers have average fable knowledge, but still 91% of teachers have a lower level of fable knowledge. According to the above interview results, it can be seen that some teachers do not have a deep understanding of the connotation of fable texts.

   According to interviews with teachers, it was found that 20% of teachers can fully grasp the connotation of fable texts, 45.3% of teachers can basically grasp the connotation of texts, but still 34.7% of teachers cannot grasp the connotation of fable texts. According to the above interview results, it can be seen that some teachers do not have a deep understanding of the connotation of fable texts.

2) Constructivism related teaching methods have a single method in fable teaching

   In order to investigate the use of situational teaching methods by teachers in fable teaching, the author conducted interviews from two aspects: the teaching methods adopted by teachers in fable teaching, the introduction methods, and the methods of perceiving character images. The interview results are as follows:

Table 2: Survey Form for Teachers Using Teaching Methods

Questions	Options	Number of people	Percentage (%)
When teaching fables, you are accustomed to using What kind of teaching method?	Focus on explanation	111	51.4%
	panel discussion	56	26.0%
	role playing	26	12.0%
	Reading perception	23	10.6%

In fable teaching, you usually What import method is used?	conversation	42	19.4%
	multimedia	64	29.6%
	story	74	34.3%
	Suspense	36	16.7%
When leading students to perceive character images, what methods do you usually use	Asking questions to arouse doubts	83	38.4%
	panel discussion	59	27.3%
	role playing	38	17.6%
	Reading perception	36	16.7%

According to Table 2, it is found that 51.4% of teachers will choose the method of direct explanation, and 26% of teachers will choose the method of direct explanation. In group discussions, 12% of teachers will choose role-playing, and 10.6% of teachers will choose reading perception as the teaching method. It can be seen that the explanatory method is still the main teaching method used by teachers when teaching fables.

It can be seen that most teachers will introduce fables in the form of stories. In interviews with teachers leading students in perceiving character images, it was found that 59% of teachers adopted group discussions, 83% of teachers adopted questioning and questioning methods, 38% of teachers adopted role-playing teaching methods, and 36% of teachers adopted reading and perceiving methods. 3) Unclear understanding of the connotation of constructivist teaching methods and lack of practical application in fables

In order to investigate the mastery of constructivist teaching methods and practices by teachers, interviews were conducted based on four questions: teachers' understanding of constructivist teaching strategies and perspectives, whether teaching methods are applied in the classroom, and whether they meet the requirements of the curriculum standards.

The interview results are as follows:

Table 3: Survey on Understanding and Practical Application of Constructivist Teaching Methods

Questions	Options	Number of people	Percentage (%)
Can you articulate constructivism What specific teaching strategies are included	can	38	17.6%
	Basic ability	120	55.6%
	Not at all	58	26.8%
Your understanding of constructivist learning theory Do you have any understanding of our teaching philosophy?	Fully understand	70	32.4%
	Basic understanding	108	50.0%
	don't understand	38	17.6%
Do you think constructivism related teaching methods can. Can it be applied to the teaching of fables? Have you ever made any relevant attempts?	Yes, and I have tried it before	84	38.9%
	Can, but rarely tries	60	27.8%
	Cannot	72	33.3%

Applying situational approach to fable teaching, do you always meet the curriculum standards Requirements?	Every time	50	23.1%
	Basic ability	84	38.9%
	Cannot	82	38.0%

According to Table 3, interviews with teaching strategies revealed that 38% of teachers were able to articulate strategies related to constructivist teaching methods, while 120% of teachers were generally able to articulate strategies related to constructivist teaching methods. However, 58% were still unable to articulate strategies related to constructivist teaching methods. Interviews were conducted on the teaching philosophy of situational learning theory, and only 70% of teachers were able to understand the teaching philosophy of constructivist learning theory. 108% of teachers had a basic understanding of the teaching philosophy of constructivist learning theory, and 38% of teachers had no understanding of the teaching philosophy of constructivist learning theory. According to the above interview results, it can be seen that some frontline teachers have unclear understanding of the teaching philosophy in constructivist learning theory during fable teaching.

Regarding whether teachers have attempted to use constructivist teaching methods in fable teaching, 38.9% of teachers believe that constructivist teaching methods can be applied in fable teaching. However, only 27.8% of teachers have tried it, and 33.3% of teachers have never tried using constructivist teaching methods. Interviews conducted on whether teachers can meet the requirements of the curriculum standard for fables found that 23.1% of teachers believe that the use of situational teaching method can meet the requirements of the curriculum standard for fables, 38.9% of teachers believe that the use of situational teaching can basically meet the requirements of the curriculum standard for fables, but still 38% of teachers believe that the use of situational teaching cannot meet the requirements of the curriculum standard for fables. According to the interview results, it can be seen that constructivist teaching methods lack practical application in fable teaching

4) Contextual creation detached from real life and fables

In order to investigate the relationship between situational creation in situational teaching method and students' real lives, the author conducted interviews on three questions: whether the teacher can provide real-life examples, whether the creation of teaching activities is combined with the text, and whether the listed real-life examples can evoke empathy among students.

The interview results are as follows:

Table 4: Survey Form on the Relationship between Scenario Creation and Students' Actual Life

Questions	Options	Number of people	Percentage (%)
The real-life examples you provided Can it often resonate with students	Every time	64	29.6%
	Basic ability	114	52.3%
	Not at all	38	18.1%

The situational teaching activity you created, is it possible to match fables every time. Does the text content match	Every time	73	33.8%
	Basic ability	98	45.4%
	Not at all	45	20.8%
Before explaining fables, you will have a prior understanding. What happens to students in their daily lives?	meeting	96	44.4%
	Occasionally	65	30.1%
	Not at all	55	25.5%

According to Table 4, 29.6% of teachers believe that the situational teaching activities they create can always match the content of the fable text, 52.3% of teachers believe that the situational teaching activities they create can only occasionally match the content of the fable text, and still 18.1% of teachers believe that the situational teaching activities they create cannot match the content of the fable text. 33.8% of teachers believe that the life examples they list always resonate with students, 45.4% of teachers believe that the life examples they list do not always make students feel everything, and 20.8% of teachers believe that the actual life examples they list cannot make students feel anything. 44.4% of teachers will understand what happens in students' daily lives in advance before explaining fables, 30.1% of teachers occasionally understand what happens in students' daily lives, but still 25.5% of teachers will not understand what happens in students' daily lives before explaining fables. According to the interview results, it can be seen that some teachers create situations that are disconnected from the actual lives of students.

Discussion

At the beginning of the research, this article only explored the current situation and problems of elementary school fable teaching based on constructivist teaching theory. Through interviews, it was found that elementary school Chinese teachers have some problems in fable teaching. The teaching method of teachers is the foundation of teaching effectiveness. A good teaching method not only affects the teaching and learning of teachers and students, but also to a certain extent affects the development of primary education in China.

Therefore, this article focuses on the current situation and problems of elementary school fable teaching based on constructivist teaching theory, but there are still other problems or factors that affect teaching effectiveness that have not been explored. Secondly, the data for this study was obtained through interviews, which placed too much emphasis on subjective factors. Finally, the analysis of this issue lacks innovation, and it is hoped that future research will innovate and improve research methods.

Conclusions

This article interviewed 216 primary school Chinese language teachers in Le'an Primary School, Dongying City, and found problems in fable teaching. Through literature review, it was found that constructivist teaching methods have a positive effect on improving teaching effectiveness. There are

three problems in the teaching of elementary school fables: a lack of research spirit among teachers, misunderstandings of teaching methods by teachers, reasons for exam-oriented education, and detachment of situational activities from student life and fables.

Based on the current interviews with primary school Chinese language teachers on fables, we have identified the problems in teaching fables to teachers. These researchers have targeted solutions from both the teacher and school levels. At the teacher's own level, we mainly focus on improving the theoretical literacy of teacher fable texts, setting text goals based on specific situations, expanding the curriculum perspective of teacher fable texts, enhancing the flexibility of teacher fable teaching, and transforming fixed thinking to interpret fables in multiple ways.

At the external level of the school, it is necessary to strengthen teacher education and training, ensure the understanding rights and interests of teachers, strengthen the construction of teaching and research culture, and carry out school-based curriculum development. Teachers themselves and the external level of the school should work together to achieve the improvement of fable teaching for primary school Chinese language teachers

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