



Research on Recitation of Classical Poetry and Prose in Primary School Chinese Language Teaching

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ABSTRACT

Ancient poetry serves as a vital vessel of historical and cultural traditions. Engaging students in the recitation of classical poetry not only fosters their curiosity and appreciation for literary heritage but also strengthens self-directed learning and language competence, aligning with the goals of contemporary quality-oriented education. Nevertheless, current teaching practices reveal several pressing challenges. This study examines the context of Chinese language instruction in primary schools, explores practical approaches to integrating classical poetry recitation, and offers targeted recommendations to enhance the effectiveness of teaching ancient poetry at the primary level.

1. The Importance of Reciting Classical Poetry and Literature in Chinese Language Teaching

1.1. Cultivating Students' Language Competence

Reciting classical poetry and literature holds profound significance for students' Chinese language learning and personal development. It not only strengthens linguistic proficiency but also promotes cultural literacy and holistic growth. The 2022 edition of the Chinese Language Curriculum Standards for Compulsory Education explicitly emphasizes that "the Chinese language curriculum should guide students to love the national common language and characters, accumulate linguistic experience through active practice in authentic contexts, understand the features and usage rules of language and characters, and cultivate communicative competence." This guiding principle provides a solid foundation for teachers to incorporate recitation as a pedagogical approach to nurturing students' language skills. By organizing classroom recitation, designing interactive activities, and integrating multi-dimensional training in listening, speaking, reading, and writing, teachers can help students master rare characters and grasp grammatical structures in ancient Chinese, thereby laying a strong basis for lifelong learning.

As the core medium of communication and cultural transmission, language permeates all aspects of human activity, highlighting both its communicative efficiency and its cultural value in the information age. Through repeated recitation of classics, students can not only enrich their vocabulary and familiarity with sentence structures but also internalize effective communicative strategies within specific contexts, for instance, employing classical expressions to convey emotions in dialogue. In this process, their reading comprehension and writing skills are comprehensively enhanced. Moreover, recitation nurtures aesthetic sensibility, reinforces cultural confidence, and fosters positive learning attitudes and social adaptability.

1.2. Fostering Students' Cultural Confidence

Language and culture are inseparable, evolving in mutual dependence. As the primary arena for language acquisition, the Chinese language curriculum simultaneously imparts linguistic skills and transmits cultural heritage, thus serving as a crucial vehicle for building cultural confidence. Primary school textbooks feature a wide range of literary works—including poetry, classical prose, and folk narratives—that embody the essence of Chinese civilization and exert profound cultural influence. Through teaching ancient poetry and literature, teachers can guide students

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to appreciate the depth of traditional Chinese culture and to recognize the wisdom of the ancients.

Recitation, akin to singing or chanting ballads, requires accurate pronunciation, rhythm, pacing, and emotional resonance, allowing students to internalize cultural essence through sound and feeling. Classical texts embody rich cultural elements, such as seasonal cycles (e.g., Lichun, Winter Solstice), festivals (e.g., Spring Festival, Mid-Autumn Festival), and symbolic imagery, all of which vividly reflect the unique aesthetic and philosophical worldview of Chinese civilization. Recitation pedagogy enables students to engage with the intrinsic meaning of these works and to sense the cultural vitality embedded between the lines. For example, *Quiet Night Thoughts* evokes homesickness, while *Li Sao* conveys patriotic devotion. Such experiences instill cultural pride and strengthen identification with, and affection for, Chinese tradition.

1.3. Enhancing Students' Perceptual Sensitivity

Recitation pedagogy also develops students' perceptual abilities by guiding them to appreciate the linguistic beauty of classical works through systematic and immersive activities. Given the developmental stage of primary school students, their comprehension and perceptual capacities are still maturing. Teachers, therefore, should employ recitation as a means of deepening students' thinking, cultivating inner sensibility, and unconsciously establishing a foundation for language learning.

Reciting classical texts is an effective way to refine linguistic awareness, as it familiarizes students with rhythmical patterns and heightens their sensitivity to linguistic nuances. Poetry often condenses life experiences and profound emotions into vivid imagery, serving as a medium for cultural memory and transmission. In the recitation process, students analyze textual structures, repeatedly recite from the poet's perspective, and experience layers of emotion and thought, thereby fostering inner resonance. Such engagement not only enhances perceptual and critical thinking abilities but also significantly improves the efficiency of learning classical texts. Ultimately, recitation establishes a solid foundation for cultural literacy and long-term intellectual growth.

2. Existing Problems in Teaching the Recitation of Classical Chinese Poetry and Literature

In current primary school practice, the teaching of classical poetry and literature recitation is often constrained by a traditional instructional framework. Teachers tend to place excessive emphasis on the mechanical accuracy of dictation while neglecting the deeper purposes of recitation—namely, to guide students in appreciating rhythm, understanding cultural connotations, and experiencing emotional expression. This achievement-oriented approach diverges significantly from the fundamental goals of recitation pedagogy.

When confronted with diversified learning tasks—such as analyzing poetic imagery, exploring an author's historical background, or engaging in creative interpretation—teachers frequently resort to rigid memorization drills. Such methods lack step-by-step guidance, individualized scaffolding, and opportunities for genuine inspiration. Consequently, students are often confined to rote memorization, oversimplify texts to their literal meanings, and overlook symbolic and metaphorical dimensions.

These pedagogical shortcomings not only heighten students' learning difficulties, leading to frustration and disengagement, but also substantially undermine the effectiveness of instruction. More critically, they limit students' intrinsic interest in classical culture and hinder the cultivation of humanistic literacy, thereby reducing the long-term educational value of recitation practices.

3. The Implementation Path of Classical Poetry Recitation Teaching

3.1. Strengthening Recitation Practice to Ensure Instructional Effectiveness

Recitation constitutes a core pathway of Chinese language learning and occupies a foundational position in the teaching of classical poetry and literature. Within the context of the new curriculum reform, teachers should enrich and diversify recitation practices by employing immersive strategies such as collective reading, silent individual recitation, and role-based interpretation, supplemented by audio-visual resources. These methods allow students to engage with texts experientially, thereby deepening their understanding of the cultural and aesthetic connotations of classical works.

Effective classroom practice should combine explanation with professional scaffolding. Teachers are expected to provide precise textual analysis, demonstrate interpretive techniques, and offer timely guidance on difficult passages. Meanwhile, students should actively listen, engage in peer discussion, and internalize key points through iterative practice. Repeated recitation not only reinforces memory but also cultivates critical thinking, refines aesthetic judgment, and stimulates awareness of the enduring cultural value embedded in classical poetry. To ensure pedagogical effectiveness, teachers may employ periodic assessments—such as classroom recitation presentations, reflective feedback, or performance-based evaluations—to monitor student progress and adjust teaching strategies accordingly.

3.2. Creating Immersive Teaching Scenarios to Enhance the Essence of Recitation

The teaching of classical poetry recitation in primary schools must foreground the transmission of artistic conception and cultural resonance in ways that align with children's developmental characteristics. Instruction should therefore employ engaging approaches that spark curiosity and participation, for instance, storytelling, musical accompaniment, dramatic enactment, and interactive performance. Such methods can effectively transform traditional texts into vivid experiences that inspire student enthusiasm and foster lasting engagement.

Constructing immersive learning environments further strengthens students' interpretive experience. Strategies may include simulating historical contexts, organizing outdoor recitation sessions, or integrating multimedia technologies to provide atmospheric backdrops. These situational techniques allow students to experience poetry as if they were contemporaries of the poets themselves, thereby deepening textual appreciation. Simultaneously, teachers should emphasize emotional reading, role-play, and collaborative recitation to help students grasp the poet's emotional stance, cultivate aesthetic sensitivity, and foster cultural identity.

Moreover, the incorporation of interdisciplinary elements—such as linking recitation with art performance, music, or historical inquiry—can amplify the cultural and educational impact of

classical poetry teaching. In doing so, teachers reinforce the central role of recitation in primary education while promoting students' comprehensive development in both language and cultural literacy.

4. Conclusion

Reciting classical poetry and literature not only sharpens students' linguistic sensitivity and strengthens their awareness of language rhythm, but also profoundly nurtures their humanistic literacy, aesthetic sensibility, and moral cultivation. Such practices hold irreplaceable value for the comprehensive development of primary school students.

To maximize these benefits, teachers must integrate pedagogical strategies with the cognitive characteristics of young learners—such as their reliance on visual thinking and innate curiosity—and design engaging, layered teaching activities. Approaches including storytelling, interactive recitation, and structured guidance in pronunciation, rhythm, and imagery

analysis can effectively help students acquire recitation skills in a progressive manner.

In practice, teachers should provide diverse training opportunities, ranging from classroom group collaboration to extracurricular recitation competitions, thereby continuously enhancing students' competence in classical poetry. Through such activities, students unconsciously internalize China's cultural heritage and cultivate a sense of cultural confidence.

Moreover, the recitation of classical works plays a vital role in fostering patriotism and social responsibility. Teachers are therefore encouraged to strengthen the integration of recitation into daily Chinese language instruction, align it closely with curriculum content, and contextualize classical texts within historical and cultural frameworks. By doing so, recitation pedagogy can maximize the educational value of the language curriculum in nurturing patriotism, cultural identity, and civic responsibility, while advancing the holistic growth of students.

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