

The Charm of Teaching Language: A Key Factor in Improving Classroom Teaching Effectiveness

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Abstract – Teachers' teaching language is closely related to students' learning results and is a key factor in improving students' interest and enthusiasm for learning. As a medium for information transmission, the quality of language use is directly related to students' understanding, application and innovation of knowledge. This article aims to summarize the existing theories and research results, and explore the value and charm of teaching language in improving the effectiveness and quality of classroom teaching. Through literature research and case study methods, it uses teacher Qiu Xuehua, a special grade teacher of primary school mathematics in China, on the use of teaching language. Taking the attempts and experiences in this area as an example, it pays special attention to key factors such as teaching language diversity, emotional expression, and motivational evaluation, and provides practical guidance for front-line primary school teachers to better use language to guide students' thinking, stimulate students' interest, and improve classroom teaching effects. The results show that teachers' use of inspiring, guiding, encouraging and interesting teaching language can better stimulate students' interest in learning, trigger students' thinking and innovation, create a good classroom atmosphere, and obtain better teaching experience and classroom teaching effects, improve the quality of teaching.

Keywords –classroom teaching effectiveness; teaching language; Linguistic diversity in teaching; teaching quality

I. INTRODUCTION

The charm of language teaching is a key factor in improving the efficiency of classroom teaching. In the teaching process, teachers' language expression directly affects students' understanding of knowledge, stimulation of learning interest, and formation of learning attitude. The same teaching method, because of different languages, may be expanded twenty times.

In the field of education, teaching language is considered a profession, a language used to achieve expected results, a bridge to communicate the thoughts of teachers and students, and a spirit for knowledge transfer and learning guidance. The charm of teaching language lies not only in expression. It is clear and accurate, and more importantly, it can stimulate students' enthusiasm for learning and guide students to think proactively, thereby improving the teaching efficiency of the entire classroom. (Liu Xianguo, 2001) Therefore, in-depth understanding and application of the charm of teaching language have become an indispensable part of modern education. important issues of concern.

The charm of teaching language is reflected in its diversity of language means. Teachers use vivid metaphors,

cleverly use humorous descriptions, or quote relevant cases to vividly demonstrate abstract knowledge points. Such language diversity helps break the single teaching model, stimulate students' interest, and make it easier for them to understand and remember the knowledge they have learned. The charm of teaching language also lies in the warm power of its emotional expression. By using a gentle and caring tone, teachers can establish a good teacher-student relationship so that students feel understood and cared for during teaching. Positive emotional expression helps create a relaxed and positive learning atmosphere, making students more willing to participate in class, thereby improving teaching efficiency. The charm of teaching language also lies in its promoting role of motivating evaluation. Timely and positive feedback can emphasize students' strengths and efforts and build students' self-confidence. By setting specific and attainable learning goals, teachers can stimulate students' learning motivation, making them more confident in overcoming difficulties and improving their academic standards. (Zhang, L., 2014)

China's top teacher Qiu Xuehua has been exploring experimental teaching methods for 70 years, adhering to the teaching concept of "try first and then guide, practice first and then teach" and adhere to the teaching concept of "students can try", "trying can succeed" and "success can innovate" in teaching. Obvious results have been achieved, and his teaching language is like a spring breeze, always awakening and stimulating the comprehension and thinking of front-line teachers and students. He uses a variety of teaching languages to guide students to try learning, and encourages students not to be afraid of making mistakes and to face them positively. Enhance learning confidence and active learning. A good classroom atmosphere enables students to concentrate and actively participate in learning and thinking. At the same time, it also subtly cultivates the formation of students' independent personality and the establishment of good teacher-student relationships in social relationships. For example, use teaching language that guides students to try, inspires students to think, and encourages students to learn, such as "The teacher will not teach today, let everyone try it; the teacher did not teach, but you can already do it, so smart; what you said is very good. Now The teacher poses a difficult problem that is not in the textbook, and hopes that everyone will use their brains to think about it and discuss it; it is wrong, but why is it wrong? etc., all of which have a great impact on students' learning results.

In this context, this study aims to conduct a specific analysis using teacher Qiu Xuehua's teaching language as an example, and to deeply explore how teaching language promotes students' active learning and subtly affects students' comprehensive and comprehensive development. Through this research, it is expected to provide insights into promoting the practical application of teaching language, so

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as to further improve the actual effect of educational teaching and promote the comprehensive development of students.

II. PROBLEM STATEMENT

In current teaching, there are some problems with teachers' teaching language, such as teachers' teaching language that is not inspiring, condescending, and lacks appeal (Ma, C.L.,2016). The German educator Di Stowe once said that the art of teaching does not lie in Teaching skills is about motivating, awakening and inspiring. The artistry of a teacher's teaching language lies in whether it can move students' heartstrings, whether it can inspire students' motivation to learn, and whether it can inspire students' learning spirit. (Liu, X.G.,2001), Moreover, students should be taught to think independently and to make the same detailed explanation on their own. (SukHomlynsky,2021) The application of teachers' teaching language is not only to teach knowledge, but also to pay attention to guiding students, motivating students, and inspiring students to learn actively and independently through teaching language. In order to grab students' attention, teachers must find ways to form and establish students' inner states, grasp the opportunities when students are emotionally high and are willing to use their intelligence, so that students can have a good learning experience and feel the potential of their brains. (SukHomlynsky,2021)

Current research on teaching languages is mostly based on different disciplines. In addition to better transferring knowledge to students, there is also a lack of research on achieving the overall goal of education and developing students' comprehensive abilities. Teachers must promote a respectful and safe classroom environment, encourage self-esteem and autonomy, and use a variety of teaching and coaching strategies. (Peña, L.I.,2015) Think about how to turn what you are learning now and what you are about to learn into something that students are willing to think about, analyze, and observe? (SukHomlynsky, 2021)

Therefore, teachers can make full use of classroom teaching to create art just like artists, musicians, artists, writers and poets. (Liu, X.G.,2001) The role of teachers' teaching language on students is like that of actors performing in front of the audience. (Wang,L.Y.,&Huang, B.Y.,2002) Teachers hope that students can understand and master knowledge, and they also try to induce students to think by introducing questions, but the results are often not ideal. Therefore, the charm of teaching language is a relatively flexible and extensive concept of language arts, which includes classroom language, body language, body language, media language, written language, etc.It is impossible to get a comprehensive understanding from just one teaching design or teaching record. It must be in a vivid and impressive first-line classroom.

Teacher Qiu's teaching methods and application of teaching language break the traditional view of student learning and reduce students' dependence on teachers when learning. Let students try to do the test questions, and provide feedback on the known and unknown information in the process of doing the questions. Use this as the starting point and focus to provide purposeful and targeted guidance, answer questions,and organize student discussions and

cooperative learning to deepen the understanding again. Knowledge understanding and memory.The teaching language used at this stage can prove the diversity and effectiveness of his teaching language application. Gradually make learning an active need of students, give full play to students' creativity, initiative and sense of learning achievement, so as to build learning confidence and maintain continuous enthusiasm for learning. (Qiu, X.H.,2010)

Therefore, the teaching language cases of Qiu Xuehua, a special-level mathematics teacher in China, in this study were selected from teacher Qiu Xuehua's published monographs and teaching videos published online, especially the depth of key factors such as the diversity of teaching language, emotional expression, and motivational evaluation.Analysis shows that in terms of written expression, it still lacks the flexibility and vividness of first-line classrooms or teaching videos that are full of color and sound, and scholars still need to read and comprehend. However, through understanding the charm of teacher Qiu Xuehua's teaching language, we have a deep understanding of the factors and language types that positively stimulate students' learning behaviour and social-emotional relationship experience in teaching language, and analyzing how good teaching language promotes and affects students' comprehensive and all-round development is valuable. Practical reference significance.

III. RESEARCH OBJECTIVES & QUESTIONS

Research Objectives:

In what aspects is the charm of Teacher Qiu's teaching language used to improve the effectiveness of classroom teaching?

How does the diversity of teaching languages affect students' learning interests and thinking abilities?

Research Problem:

What specific strategies and methods does Teacher Qiu use to improve the effectiveness of classroom teaching? In what aspects is charm reflected in the teaching language? Under the guidance of Teacher Qiu's teaching language, do you show higher learning initiative and thinking ability? If so, in what specific ways?

How is the diversity of teaching languages reflected in Teacher Qiu's classroom?Specifically,what different expressions and language forms are used, and what impact does this diversity have on students' learning interests and thinking abilities? What is the feedback from students on Teacher Qiu's teaching language? Do they show a positive attitude and interest in learning?

IV. METHODOLOGY

This research is a qualitative study. It was inspired by reading existing research on Qiu Xuehua's experimental teaching theory. Through text analysis and observation methods, data collection and processing of Teacher Qiu's classroom teaching records and fragmented teaching records were carried out to analyze and deeply explore Qiu's

teaching theory. How does the teacher's teaching language enhance students' learning initiative and enthusiasm for learning, and summarizes and reveals the characteristics of Teacher Qiu's teaching language charm in the classroom. Combined with its teaching cases, it analyzes the specific manifestations of its charming characteristics of language and the key elements of its application, aiming to provide practical language use strategies for primary school teachers to promote the all-round development of students and improve the quality of teaching.

The subject of the study, Qiu Xuehua, is a special-level mathematics teacher in primary schools in China and enjoys the highest honor of the State Council subsidy. He stood up in the classroom at the age of 16. At first, he used the method of "telling stories" To attract students to enter the classroom quickly. Later, he gradually explored and tried teaching methods, using the "five-step" method. The key teaching strategies of "teaching method" and setting "trial questions" before class enable students to easily engage in learning and feel the fun of learning. According to the psychological characteristics of children, students' cognitive structure, primary school mathematics knowledge structure and favorable factors of advanced teaching methods at home and abroad, they were constantly transformed and improved in practical teaching, and finally came up with a systematic and highly operable teaching method-Qiu Xuehua Experiment with pedagogy. (Hu,A.P., 2006) He believes that teachers cannot recite lesson plans mechanically, but should turn the words on the lesson plans into beautiful words with personal characteristics, stimulate students' interest, inspire students' thinking, and direct a lively drama. , Therefore, while encouraging teachers to use trial teaching methods, they should appropriately control their speech and leave students with time to think, practice and explore. (Qiu, X.H.,2011) The importance of teaching language and the auxiliary nature of lesson plans are emphasized. Therefore, in the application of teaching language, teachers should not only combine methods suitable for the students they teach, but also consider whether their teaching is full of intellectual interest, whether the teaching language is interesting, the teaching style is exaggerated, and the thinking activities are gamified,Strategize intellectual cultivation, use reasonable and pleasant methods to make your classroom teaching more interesting. (Zheng, Y.F.,2013)

Therefore, this study focuses on analyzing the mathematics teaching language of Qiu Xuehua Primary School and summarizing the characteristics of the charm of its teaching language for reference by front-line teachers. Because the physical and mental development of students at each age group is different, this study is only applicable to the application of teaching language in the primary stage. The application of teaching language in other school stages should be explored based on the development of students at specific ages.

V. FINDINGS&DISCUSSION

Teaching language affects teachers' teaching effectiveness, students' mental work, and students' language expression ability development. (Liu, the relaxation of the teaching rhythm leads students into the teaching mood. (Liu,X.G.,

2001) Use language to awaken students' reflection on learning, and use language to light up students' thinking. Therefore, the characteristics of Teacher Qiu's teaching language are the heuristic language of "guiding learning and wisdom", the guiding language of "leading to test and reflection", the interesting language of "asking questions and eliciting answers" and the encouraging language of "evaluation and motivation". Language is reflected in the following three cases respectively.

Case1: Class minutes of decimal division whose divisor is an integer. Introducing a new lesson and conducting a new lesson. Fragment 1 (Qiu, X.H.,2000)

Teacher: The teacher will not teach you today. Let everyone try it and learn this new knowledge by yourself. Study the textbook on your own first and find the answer from the textbook. (And show the questions from the self-study textbook: How to deal with the decimal point in the dividend and quotient?)

"Don't teach first, learn by yourself first"(Qiu, X.H.,2000), establishes students' awareness of self-study, arouses students' curiosity about teachers' teaching methods from the language, and adds interest and unknownness to classroom teaching; provides questions to guide students to think, and clarifies students' learning steps. Allow students to purposefully self-study, actively explore knowledge, "find answers from textbooks"(Qiu, X.H.,2000), reduce students' awareness of the difficulty of new knowledge, encourage students to try self-study, and improve students' enthusiasm and confidence in learning.

Teacher: The divisor in the example question is two digits, which is difficult. Let's first study the two questions on the blackboard. The divisor is a single digit. The teacher won't tell you yet, let's see which smart kid can figure it out on his own. (The teacher assigns two students to perform on stage.)

According to the teaching progress of this class, when students are studying on their own and flipping through books, they will be informed of the difficulty level of the learning content, and examples related to the learning content will be provided to enable students to try from easy to difficult, establish connections between new and old knowledge, and stimulate students' understanding of the subject. Thinking about new problems.

Teacher: The teacher didn't tell you, but you already knew how to do it. You're so smart. It's not unusual to be able to calculate, but also to be able to tell the truth. What should you pay attention to when doing decimal division?

Student: The decimal point of the quotient must be aligned with the decimal point of the dividend.

Teacher: That's very good. Now the teacher has come up with a difficult problem that is not in the textbook. I hope everyone will use their brains to think about it and discuss why the decimal point of the quotient should be aligned with the decimal point of the dividend?

Student: The decimal point of the quotient is not aligned with the decimal point of the dividend, and the result is wrong.

"It's not uncommon to be able to calculate, but also to tell the truth."(Qiu, X.H.,2000) While permeating the teaching objectives, it also stimulates students' curiosity about "telling the truth"(Qiu, X.H.,2000) through language, guides and inspires students' thinking, and examines whether students really understand the knowledge, think and review again to deepen understanding and memory. "Discuss, why should the decimal point of the quotient be aligned with the decimal point of the dividend?" (Qiu, X.H.,2000) Make students clear the learning content, guide and inspire students to obtain knowledge through a variety of methods, cooperate with cooperative learning between teachers and students, and actively establish a positive teacher-student relationship, so that students can get a good classroom experience due to the teaching language.

Teacher: It is wrong, but why is it wrong?

Student: Without changing the decimal point, the quotient becomes an integer.

Teacher: The quotient has become an integer. Is the result correct? If we regard $3.96 \div 3$ as 3.96 yuan divided by 3, how many yuan does the resulting quotient of 1.32 yuan become after removing the decimal point?

Student: It became 132 yuan.

"It's wrong, but why is it wrong?"(Qiu, X.H.,2000) and "The quotient becomes an integer, is the result correct?" (Qiu, X.H.,2000) Once again, by asking difficult questions and provoking questions, students are encouraged to reflect and think, break through the ideas of simple questions, and explore knowledge.

Teacher: Obviously, this result is wrong. Can you use this question as an example to explain why the decimal point of the quotient should be aligned with the decimal point of the dividend.

Student: 3.92 yuan divided by 3, first divide 3 yuan by 3 to get 1 yuan; then divide 9 jiao by 3 to get 3 jiao; finally divide 6 points by 3 to get 2 points, because the last unit is yuan, so we get 1.32 yuan.

Teacher: This student used practical examples to explain "why the decimal point of the quotient should be aligned with the decimal point of the dividend." He explained it very well. Students can recall the content of the first unit of this semester, "The Meaning and Properties of Decimals," and who can explain it from another aspect. (After being prompted by the teacher, most students actively raised their hands to answer the questions)

Summarize in class and evaluate immediately. Directly indicate whether the conclusion drawn is correct or not, and then let students talk about it to guide and encourage students to think and express their understanding of mathematical knowledge in their own language.

This case is an open class taught by Teacher Qiu to fourth grade students in urban primary schools when he held a province-wide primary school mathematics education research class at a normal school. According to the teaching requirements of the classroom, Teacher Qiu used the trial teaching method to carry out teaching in five links. The intercepted parts of this case are the first part, which is the

introduction of a new lesson, and the second part, which is the part of carrying out a new lesson.

Case2: Teaching clip 2 of "Carry addition within one hundred" (Qiu, X.H., 2000)

Teacher: How to calculate carry addition? The teacher doesn't explain it first, but asks the children to use their brains to learn it themselves. Let's first ask the silent "teacher"—the textbook.

(The teacher guides the students to read the book and asks questions while reading. If the students do not understand something, they can ask the teacher questions, and then the students raise their own questions.)

Student: What does the small "1" in the vertical position mean?

Teacher: It means that when the ones digit reaches 10, it means to advance 1 to the tens digit.

(The teacher then asks the students to try out the questions on the blackboard according to the algorithm of the examples in the book. And after trying the exercises, ask the students to talk about the calculation process and discuss it with their classmates.)

By guiding students to self-study, guiding students to try, students ask questions, answer questions, and guide students to continue thinking.

(The exercises for the second attempt are a set of exercises with carry and without carry, in order to allow students to distinguish and compare and deepen their understanding of knowledge.

$$\begin{array}{r} \text{ex. "38} \quad 56 \quad 27 \quad 46") \\ \quad +35 \quad +14 \quad +7 \quad +23 \end{array}$$

(After calculation, summarize it into calculation rules, and carefully read the conclusions in the textbook: 1. Align the ones digit with the ones digit, and align the tens digit with the tens digit; 2. Add from the ones digit; 3. When the ones digit reaches ten, move toward ten the bit is rounded up by 1.)

Guide students to try for the second time, explore knowledge, and awaken students' thirst for knowledge.

Teacher: In order to help everyone, remember these three sentences quickly, the teacher compiled them into a children's song. "You must remember the carry addition. The same digits must be aligned. Add them from the ones digit first. If the ones digit reaches ten, add one." (The teacher guides the students to sing this children's song using familiar tunes such as "Happy New Year" and "Handkerchief", and recite the children's song.)

(Mathematics game part: Roaming through the Math Palace. The teacher designed three math games: Math Hospital, Wisdom Palace, and Firecrackers.)

Teacher: In the Mathematics Hospital, Little Sloppy and Little Careless didn't do the questions seriously. They brought two number patients to the little doctor for treatment. Who will be the little doctor to help them treat their illnesses?

$$\begin{array}{r} (56 \quad 37 \quad 26 \quad 48) \\ \quad +23 \quad +25 \quad +34 \quad +26 \end{array}$$

89 52 50 614

Teacher: There is a smart question in the Wisdom Palace. Let's see who can answer it. How many to fill in the box? How many filling methods are there?

$$\begin{array}{r} 42 \quad 42 \\ +1\Box \quad +1\Box \\ \hline 6\Box \quad 5\Box \end{array}$$

Make the concepts and theorems recited by students interesting and guide them to memorize them flexibly. Use teaching languages such as "carry addition nursery rhymes" and "games" that students are interested in to inspire, guide and encourage students to think, and increase students' learning ability. Fun.

Case3: "Mixed Operations of Fractional Multiplication and Division" Classroom Minutes 3 (Qiu, X.H., 2000)

(The teacher shows two practice questions on the blackboard and invites two students to perform on the stage. The other students practice on their own. After the two students perform on the blackboard, they first evaluate the students who made mistakes in the performance.)

Teacher: Is this question difficult? Said gently.

Student: It's not difficult.

Teacher: Did you do the two questions on the blackboard correctly?

Student: I did the wrong thing on the left side.

Teacher: Please read the book. The book says: "In continuous division of fractions or mixed operations of multiplication and division, when dividing by a number, just multiply by the reciprocal of the number." Check, what is wrong with the question on the left? (soft tone)

(The students who performed on the stage immediately realized their mistakes and went on stage to correct them)

Teacher Qiu uses language to guide students to clarify problems and discover right and wrong. He allows students to make mistakes, and students are also active and proactive in correcting mistakes.

Teacher: Where did you go wrong? (to put it mildly)

Student: I didn't change dividing by 2 into multiplying by its reciprocal.

Teacher: If you got this question wrong, please raise your hand. (A total of 11 people raised their hands)

Teacher: Ask classmate X to talk about his own blackboard performance.

(The teacher asks the students who performed correctly on the right board to explain their ideas for solving the problem.)

Through teacher evaluation and student evaluation, students can know where they made mistakes and boldly admit such mistakes. By encouraging students to raise their hands boldly, we also paid attention to the psychological emotions of students who demonstrated mistakes on the board.

Student: This question is a mixed operation of multiplication and division with mixed numbers. I first turn every mixed number into an improper fraction. When I encounter a

number, I change it to the reciprocal of the number. When I encounter a multiplication sign, I copy it. If I can reduce it before multiplication, I reduce it, and finally calculate the result. The result of the calculation is the conversion of improper fractions into mixed numbers or integers.

Teacher: What you said is very good, and what you did is also correct. Anyone who got the question on the right wrong, please raise your hand. (5 people in total)

In this class, he is not only proficient in teaching design and understands the cognitive and psychological characteristics of primary school students, but is also good at using his teaching wisdom to arouse students' learning wisdom. Language fully and continuously mobilizes students' enthusiasm for learning. It can be seen from the case that Teacher Qiu's classroom introduction is simple and effective. While inspiring and guiding students, the pragmatics are interesting and encouraging. With content as the core, new lessons are naturally introduced. By editing and modifying oral arithmetic problems, and then asking students questions and eliciting topics, students can clarify the learning content in their thinking. After arousing their interest in learning knowledge, they gradually accept the new teaching content. This kind of Through "self-acquired" learning, students are more receptive and proactive in learning, which also reflects the heuristic language of "guiding learning and wisdom", the guiding language of "leading to test and reflection", and "asking and inducing" that his teaching language has. Answer: "Interesting language and "evaluation and motivation" characteristics of encouraging language.

VI. CONCLUSION & SUGGESTION

Based on the presentation and analysis of the above three cases, we can see the charm of teacher Qiu Xuehua in the use of teaching language. Whether it is the use of diverse languages or the design of teaching strategies, they are all related to his experimental teaching methods and teaching steps. By not teaching first and letting students try it on their own, we can stimulate students' learning initiative. This inspiring, interesting and positive teaching language not only makes students more willing and active to participate in class, but also cultivates students' ability to solve problems independently and actively establish social and emotional relationships. In addition to the sound language, the charm of Teacher Qiu's teaching language is also reflected in the silent language. His kind and kind expressions and demeanor also greatly reduce the fear of teachers that students face when learning.

Just imagine, if the teacher always behaves in a condescending and fierce manner in class, students will only learn because they are afraid of the teacher. This kind of learning is not proactive learning, and it will also cause psychological problems for students in the long run. , thus failing to develop and establish social-emotional relationships in a positive manner. Teacher Qiu not only pays attention to students' learning effects, but also pays attention to students' learning process. By encouraging attempts, guiding thinking and facing mistakes head-on, he conveys support and care to students. This kind of emotional

expression helps to build a trusting relationship between teachers and students, making students more willing to express their opinions and doubts in teaching. In terms of motivational evaluation, Teacher Qiu focuses on emphasizing students' strengths and efforts through timely positive feedback, while setting achievable learning goals and encouraging students to work hard for them. He pays attention to the individual differences of students and emphasizes that every attempt of a student deserves recognition, thereby stimulating students' interest in learning and self-confidence.

Through teacher Qiu Xuehua's use of teaching language diversity, emotional expression, motivational evaluation, etc., teachers can learn from trial teaching methods or consider using other teaching methods, and use more diverse language means to establish harmonious relationships between teachers and students. relationships, stimulate students' learning desire and interest, create a safe learning psychological environment for students, stimulate students' learning motivation through motivational evaluation, and improve the effectiveness of classroom teaching and students' learning experience. Although Teacher Qiu Xuehua's teaching language is closely related to his teaching methods, there will be limitations when directly applied to other subjects. However, teachers should understand what kind of teaching language to use so that students can better adapt. His own teaching methods, proactiveness and love for learning can truly improve the quality and effect of teaching.

Therefore, based on the above research, there are some suggestions for frontline teachers' thinking on how to use and improve teaching language:

I. Summarize teaching experience through teaching reflection. Teacher Qiu Xuehua's experimental teaching method provides students with more opportunities to participate and think. Teachers can try different teaching methods to meet the learning needs of different students and improve their understanding and interest in course content.

II. Consciously cultivate emotions and language in classroom teaching. Teachers can pay more attention to diversity in teaching language, including using different expressions and conveying positive and optimistic emotions to adapt to students' diverse learning styles and ability levels. You can also focus on developing non-verbal elements, such as body language, expressions and the use of voice. These elements can further enrich the teaching language and improve the communication effect between teachers and students.

III. Strengthen emotional expression and care for students. Quickly establishing a good teacher-student relationship requires the joint efforts of teachers and students. If the teacher makes the classroom atmosphere low and tense, and blindly promotes student learning through criticism, both parties will not have a good classroom experience. It is recommended that teachers pay more attention to emotional expression in teaching and convey support and care to students through warm language and encouraging comments. This helps build a positive teacher-student relationship and enhances students' enthusiasm for learning.

IV. Pay attention to motivational evaluation in the classroom. While teachers pay attention to students' learning results, they must also pay attention to students' learning process, give students timely and positive feedback, emphasize students' strengths and efforts, believe in students, and set reasonable learning goals to stimulate students' learning motivation.

V. Allow students to make mistakes, provide positive guidance, and encourage students to face their mistakes. Teachers analyze students' mistakes in a targeted manner, but only analyze the learning content. The purpose is to allow students to make mistakes while focusing more on guiding students' ability to self-correct. Students will inevitably make mistakes in the learning process. Teachers should encourage students to face mistakes bravely and gain experience and lessons from mistakes. By guiding students to face mistakes head-on, they can develop their problem-solving abilities and learning attitude.

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