

USING MEANINGFUL VERBAL LEARNING TO IMPROVE ACHIEVEMENT OF CHINESE READING COURSE FOR FIFTH-GRADE PRIMARY SCHOOL STUDENTS



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Abstract

The purposes of this research were 1) to improve achievement of Chinese reading course using meaningful verbal learning and 2) to compare students' achievement of Chinese reading course between before and after the implementation base on meaningful verbal learning. The sample group were 30 fifth-grade primary school students with 1 class from Yantai Oriental Foreign Language Experimental School, Shandong City, China, those who obtained through the cluster random sampling. The research instruments involved 1) lesson plans according to the meaningful verbal learning and 2) Chinese reading test. The data was statistically analyzed by mean, standard deviation, and t-test for dependent samples.

The results were found that:

1) The improvement achievement of Chinese reading course using meaningful verbal learning, the researcher developed 3 lesson plans base on meaningful verbal learning by studied the documents and research related from many researchers then synthesized into 5 steps: 1) Attention 2) Transformation 3) Evaluation 4) Application and 5) Summary. After students have learned according to the lesson plans: 1) Short story, 2) Narrative, and 3) Ancient poetry using meaningful verbal learning. The result showed that, students' achievement of Chinese reading course, the average score after learning was 21.90 which was higher than the average score before learning was 15.17.

2) The comparison of students' achievement of Chinese reading score before and after the implementation using meaningful verbal learning of primary school students. The results showed overall that, students' achievement of Chinese reading course after learning higher than before learning statistically significant at the level .01.

Keywords: Achievement of Chinese reading, Meaningful verbal learning, Primary school students

Introduction

The According to the Curriculum standard of compulsory education (2022) formulated by the Ministry of Education of People's Republic of China, teachers should actively interact with students in the teaching process, properly handle the relationship between knowledge implantation and ability training, pay attention to cultivating students' creativity and autonomous learning ability, guide students to have critical thinking and initiative in the

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learning process, and deeply understand knowledge through questioning, investigation and analysis. At the same time, it is also necessary to combine learning with application, so that students can master and apply knowledge in practice and improve the learning effect. (China Ministry of Education, 2022) Chinese curriculum standards point out that reading ability is an important part of cultivating primary school students' Chinese literacy, and reading habits developed in primary school have a far-reaching impact on students' personal development. Teachers should pay attention to cultivating students' good reading and understanding ability in primary school Chinese teaching activities, improve students' reading efficiency and make them better adapt to future social life and study. Chinese reading course is a course based on meaningful learning theory to improve students' reading achievement. Reading ability refers to the ability of students to acquire, understand and apply new knowledge. Learning ability can be cultivated and improved. Adopt correct learning methods, cultivate good study habits, use various learning methods flexibly, and constantly reflect and adjust students' learning process. (China Ministry of Education, 2022)

At present, there are still some problems in Chinese reading teaching, such as: the selection of reading materials is not scientific; The reading goal is single; The reading method is not flexible enough; Teaching evaluation is single and invalid. Therefore, it is necessary to take relevant measures to improve the teaching content of Chinese reading, to improve students' reading ability. To improve this situation, teachers need to pay more attention to the law of physical and mental development of primary school students, and adjust the teaching content and teaching methods appropriately, to stimulate students' enthusiasm and interest in learning and improve the learning effect. (China Ministry of Education, 2022).

Achievement of reading can reflect a person's reading comprehension and thinking ability. Reading ability includes the ability to understand, analyze and evaluate the text, while thinking ability includes the ability of logical reasoning, judgment and analysis, induction and summary. These abilities are crucial to a person's academic and professional development. Secondly, achievement of reading can also reflect a person's language ability and cultural literacy. As McQuillan, J. (2020) Stated that the importance of reading achievement lies in its positive influence on personal learning and development. Reading is an important way to acquire knowledge, master information, improve thinking ability and cultivate creativity. By improving reading scores, individuals can expand their knowledge, enhance their critical thinking ability, enhance their expressive ability, and gain more opportunities in their academic and professional development.

Ausubel's meaningful verbal learning theory holds that learning should be meaningful and the learning content should be related to the existing knowledge. This way of learning helps students to understand the learning materials more deeply and make them review and apply what they have learned better. As Lu Cuihong (2017) mentioned Ausubel learners must have the heart of meaningful verbal learning, that is, students' interest in reading and memorization can be cultivated in Chinese language teaching. To increase interest in learning Chinese Meanwhile Teaching should also be closely related to life. In addition to the students themselves, there also needs to be a desire to learn in a meaningful way. In addition, when teachers design classroom instruction, they must consider the student's desire for meaningful learning. And the value of carefully preparing the language for students at the nexus of new and old knowledge is only evident in the use of charm. You cannot learn any language well if you study it without practice. So, in Chinese class Students are encouraged to speak up more and express their opinions and ideas as much as possible. Only by creating familiar life situations can arouse students' greater interest in learning.

At the same time, meaningful verbal learning also encourages students to think positively and establish their own views and understanding. Compared with simple rote learning, this learning method can help students better understand and use knowledge. (David Paul Ausubel, 2000). Meaningful verbal learning can also cultivate students' creative thinking and critical thinking ability, so that they can better apply what they have learned to solve problems, thus improving their academic achievements as Zhang Yanming (2019) use meaningful verbal

learning to improve the reading results of middle school students. The experimental group was 30 in the third 3 grade of junior high school and 30 in the first class of the first grade. The summary method is used to summarize the materials provided by teaching practice.

In summary, the meaningful verbal learning has a positive impact on the improvement of students' reading achievement. By linking new knowledge with existing knowledge, students can better understand and remember new learning materials. This meaningful way of learning can help students better grasp the core concepts and principles of the subject, thus improving their learning achievements.

Research Objective

1. To improve achievement of Chinese reading course using meaningful verbal learning for fifth-grade primary school students.
2. To compare students' achievement of Chinese reading course between before and after the implementation base on meaningful verbal learning.

Research Hypotheses

After Using meaningful verbal learning, students' achievement of Chinese reading course has been significantly improved.

Literature review

In the study of "Using meaningful verbal learning to improve achievement of Chinese reading course for fifth-grade primary school students", the researcher studied the documents concerning the following:

Importance of Meaningful verbal learning

Meaningful verbal learning developed by David Paul Ausubel. (2020) American psychologist. He has faith that any learning will be meaningful to students If you can connect with what you've learned before. any content It is possible to organize learning for students, but methods must be used that are appropriate to the potential of each student. Each student can learn when they are ready. Ausubel divides learning methods into 4 types: 1) Learning by receiving information in a meaningful way (Meaningful Reception Learning), 2) rote learning Do it without knowing the meaning (Rote Reception Learning), 3) Meaningful Discovery Learning, and 4) Rote Discovery Learning. What Ausubel places importance on learning is whether it is learning by means of receiving the message or should the discovery method be meaningful to the learner? There are 3 factors: 1) the learning content (materials) which is meaningful to the learner or is it something like something that has been learned before? 2) Does the learner have experience related to what they are learning? They must connect what they have learned with what they have learned. knowledge or similar previous experiences; and 3) the learner's intention to connect what they learn with their own previous knowledge and experiences.

Meaningful verbal learning emphasizes the connection between the learned knowledge and students' interests and experiences, and the understanding of the concepts and principles behind knowledge, rather than simply memorizing facts or formulas. The importance of meaningful verbal learning is reflected in the following aspects:

1) Improve learning interest and motivation: When learning is closely related to students' interest and experience, they will be more involved in learning, thus enhancing their interest and motivation in learning.

2) Cultivate thinking ability: meaningful verbal learning encourages students to think positively, analyze and solve problems. This helps to cultivate their logical thinking ability, analytical ability and innovative ability.

3) Enhance the ability of understanding and application: The theory of meaningful learning focuses on understanding the principles and concepts behind knowledge, which helps students better understand the nature and application of knowledge. At the same time, it also emphasizes linking the knowledge learned with real life and enhancing the application ability of knowledge.

4) Improve the learning effect: The theory of meaningful learning focuses on the understanding and regulation of the learning process, which helps students to better master knowledge and improve the learning effect.

5) Promote personal and social development: through meaningful learning, students can better understand themselves and the world around them, cultivate the ability of autonomous learning and lifelong learning, and at the same time help promote personal and social development.

Li Na (2017) summarized Ausubel's Meaningful acceptance of learning theory has a very important guiding significance for modern teaching. By constructing an effective knowledge structure system, it can help students understand the knowledge they have learned more easily, to fundamentally improve students' learning effect, which is conducive to the realization of quality-oriented education reform. It is of great significance to promote students' progress and growth. The practice and application of this teaching theory in teaching can realize the transformation from mechanical education to meaningful acceptance learning. Ausubel's theory of meaningful acceptance of learning meets the requirements of quality-oriented education reform, respects students' subjectivity and largely plays an important role in their long-term development.

Mao Wei (2017) summarized Ausubel's emphasis on the importance of meaning learning in knowledge acquisition in his book "A New Theory of Meaning Learning -- A Cognitive View of Acquiring and Maintaining Knowledge". Ausubel believes that meaning learning is very important in the process of education, because it is an important mechanism for human beings to acquire and store many ideas and information, covering all fields of knowledge. It is of great significance to acquire and maintain a large body of disciplinary knowledge because: (1) Unlike computers, humans can only understand and quickly memorize a few pieces of representational information at a time. (2) Knowledge lists acquired mechanically by passively accepting multiple knowledge representations will disappear over time or be quickly forgotten due to the length of the list, unless overlearning and frequent replication occur.

Shen Qianlin & Zeng Bin (2018) believes that Ausubel has done extensive research in the field of educational psychology and put forward the meaningful verbal learning based on the research of meaningful language learning. Ausubel clearly extracted the key factors in his interpretation of the concept of meaningful learning theory: first, "the connection between new knowledge and original knowledge is not artificial"; Second, "the connection established is substantive, not literal." In other words, it is a process in which the new knowledge symbol finds the "impression" equivalent to it in the original consciousness, so that the two automatically establish a connection in the consciousness and produce psychological meaning.

Xiong Chaoping (2018) believes that the study of education requires a profound analysis of the basic characteristics of education. Only by analyzing the characteristics can we better understand the phenomena and problems of education. The coexistence and extinction of education and human beings emphasize the permanence of education function, but there is history in this permanence, which reflects the restriction effect of political, economic, cultural and other factors in each social stage on education and its related elements.

Shi Linxia (2019) believes that Ausubel's meaningful verbal learning Means that WHETHER Students Can Acquire New Knowledge Mainly Depends on the Existing Relevant Concepts in their Cognitive Structure. The connection between new information and existing concepts in Students' Understanding of the Meaning of Old Knowledge. The meaningful verbal learning has a profound impact on future teaching.

Han Ting (2021) believes that meaningful learning is the acquisition of new meaning.

"New meaning" refers to a positive and comprehensive interaction between new learning materials and relevant concepts in the existing knowledge structure of learners. Therefore, obtaining new meaning from the connection between new knowledge and old knowledge is the ultimate result of meaning learning. On the one hand, Ausubel points out that meaning learning is to connect potentially meaningful materials with existing concepts in cognitive structure to understand the relationship between important concepts. On the other hand, meaningful learning and rote learning way of learning and keep there is essential difference between, meaning of learning and to keep the main concepts related to cognitive structure of system. The influence of this idea and the interaction between primary learning tasks. It makes the maintenance of machine learning susceptible to the interference of forethinking and back thinking, and its maintenance time is usually relatively short, which is easier to cause forgetting.

In summary, meaningful verbal learning focuses on the important role of accepted learning and the cognitive structure of students in knowledge acquisition and provides a basis and motivation for teachers to conduct curriculum and teaching reform. It has important guiding significance to promote students' development. It is constantly updating and improving the traditional teaching concepts of teachers in various disciplines, greatly improving students' learning and application ability, and producing good learning results.

Importance of achievement of reading

Shi Liangfang (1994) the new curriculum reform of basic education in China is being carried out in depth, and curriculum implementation is the central link of the new curriculum reform, which is embodied in classroom teaching. Based on the research, we find that Ausubel's meaningful learning theory is of great guiding significance to the reform of teaching, the improvement of teaching quality and effectiveness, and the promotion of new curriculum reform. Pay attention to give play to students' autonomy in learning. Fundamentally speaking, it is the independence, initiative, enthusiasm and innovation that students show in the interaction between teachers and students, and it is the maximum play of students' subjective active role. The emphasis on giving play to students' learning autonomy in teaching coincides with ausubel's teaching behavior that learners have subjective initiative, which is the primary characteristic of classroom learning.

McQuillan, J. (2020) The importance of reading achievement lies in its positive influence on personal learning and development. Reading is an important way to acquire knowledge, master information, improve thinking ability and cultivate creativity. By improving reading scores, individuals can expand their knowledge, enhance their critical thinking ability, enhance their expressive ability, and gain more opportunities in their academic and professional development.

Han Tao (2021) Points out that meaningful speech acceptance learning is the most important mode of acquiring and maintaining such knowledge in school or similar learning environment. First, it should be made clear that some scholars point out that the weakness of expository teaching and acceptance teaching is not inherent in itself but caused by its misuse and abuse. Most first-line teachers understand that when necessary supplement some concrete instances, the words of the expository teaching actually is the most effective way of teach pupils the subject content, while in the process of studying ancient Chinese poems, the learner's independent discovery is indispensable, but found that learning throughout all classroom activities, due to the obscure poems, and it contains profound philosophic theory and so on, However, as a very useful auxiliary teaching method of ancient poetry, it is very necessary for the development of problem solving skill and learning how to discover new knowledge. Poems in the process of teaching in the elementary school higher grades, therefore, the words of the meaningful reception learning and discovery learning, learners can be more solid, broader access to related knowledge and deep understanding of those ancient poetry connotation, clear poetry contains the philosophy, and improve the elementary school higher grades in the significance of continuous learning poems teaching efficiency.

In summary, importance of achievement of reading, people can learn how to understand, analyze and think about problems, and learn how to express, communicate and share their views. At the same time, reading can help people shape good character and stimulate people's creativity and imagination. Through reading, people can be exposed to different ideas, cultures and ideas, thus stimulating their creativity and imagination. Reading is a lifelong learning habit, which can make people learn, grow and progress continuously. Through reading, people can constantly update their knowledge, keep up with the pace of the times, and maintain their desire and pursuit of knowledge.

Research Methodology

Population and Sample

The Population: There were 60 fifth-grade primary school students with 2 classes from Yantai Oriental Foreign Language Experimental School, Shandong City, China, and 30 students in each class. (There were students' mixed ability in each class: high, medium, and low level abilities.)

The Sample group: There were 30 fifth-grade primary school students with 1 class from Yantai Oriental Foreign Language Experimental School, Shandong City, China, Through the cluster random sampling.

Research Instrument

Using meaningful verbal learning to improve achievement of Chinese reading course for fifth-grade primary school students. The procedures for creating research instruments were as follows:

1. Lesson plans

Procedures for lesson plan according to the meaningful verbal learning theory creating lesson plans details were as follows:

1.1 Studied the Ministry of Education "Chinese Language Curriculum Standards for Compulsory Education (2022)", to serve as a guideline for developing lesson plans. In addition, studied of concepts from documents, and related research to 29 create lesson plans using meaningful verbal learning to improve students' Chinese reading achievement for teaching 1) Short story, 2) Narrative, and 3) Ancient poetry. Each lesson plan includes elements topic: 1) Content, 2) Objectives of Learning, 3) Main concept, 4) Introduction, 5) Learning content of reading, 6) Learning Activity, 7) Measurement and Evaluation, 8) Instructional Media, and 9) Learning Schedule for teaching.

1.2 Create 3 lesson plans on the subject about short story, Narrative and Ancient poetry total 22 hours and 30 minutes. Researcher has studied the documents and related research about meaningful verbal learning theory and studied information from many researchers: Feng Shanliang (2017); Wang Junlin(2017); Yuan Lin (2019); and Li Na (2017). And synthesized into 5 steps used in developing lesson plans: 1) Attention, 2) Transformation, 3) Evaluation, 4) Application, and 5) Summary.

1.3 When the lesson plan is completed, the researcher presented this to the thesis advisor. To check the suitability and consistency of the content, the appropriateness of the learning activities and the feasibility of the activities in accordance with the learning objectives. Then improve according to suggestions.

1.4 Present the revised lesson plan to 3 experts to consider the contents and completeness of the lesson plans with the learning objectives, contents, learning activities, instructional media, measurement and evaluation. And analyzed the index of Item Objective Congruence (IOC), the result of lesson plans has an IOC = 1.00 for all questions. And lesson plans using meaningful verbal learning, it was used to assess suitable, it was found that, all contents were the most suitable.

1.5 Improve the teaching plan according to experts' recommendations before using it to teach with real samples.

2. Chinese reading achievement test (multiple-choice test).

2.1 Study the theory: Principles and methods of creating multiple choice tests from documents, textbooks and related research.

2.2 Create multiple-choice test with 4 choices for 3 contents were short story, Narrative and Ancient poetry, each content was 24 questions, totally 72 questions to measure students' achievement of Chinese reading course. The scoring criteria 1 point for correct answer and 0 point for wrong answer.

2.3 The multiple-choice test is handed over 3 experts for measurement and evaluation. Check the content validity, analyzed an Index of Item Objective Congruence (IOC), the result of each question = 1.00 for all questions.

2.4 Improve and revise tests that have been verified by experts. Then took it to try out with students who were not a sample for 30 students to analyze the quality of the item test. The results of the quality analysis of the questions found that, there were 60 questions, difficulty value (p), discrimination power (r), and reliability: 1) Short story, there were 18 questions (p=0.43-0.73, r=0.27-0.47), 2) Narrative, there were 20 questions (p=0.57- 0.77, r=0.20-0.40), and 3) Ancient poetry, there were 22 questions. After that dividing the items test into 2 sets for pretest (30 questions) and posttest (30 questions). And checking the quality of the Chinese reading test confidence values for the entire document are determined by Kuder Richardson's method (KR-20) = 0.85.

Data Collection

This research was divided into 3 phases, the details are as follows.

1. Pre-experiment phase: 1) Organize an orientation before starting the experiment to understand students how to study meaningful verbal learning theory and the benefits that will be gained from taking the ability test and learning activities during the experiment. 2) Test before teaching (Pretest) with 30 fifth-grade primary school students from YanTai Oriental Foreign Language Experimental School, Shandong City, China, in the second semester of the academic year 2023 and check the score record in order to analyze the data.

2. Experiment phase: The experimental phase is the phase in which the sample group learns using the lesson plan developed by the researchers based on meaningful verbal learning theory. The teaching time in 10th –15th January 2024 for 22 hours and 30 minutes, excluding the days of pretest and posttest.

3. Post-experiment phase: After all the content has been taught, a proficiency test was given to a sample group of students. Test after learning (Posttest), and then check and score according to the scoring standards formulated by the researcher. Once the scores have been reviewed and combined, the scores are submitted for further data analysis.

Research Results

This research was to improve achievement of Chinese reading course using meaningful verbal learning for fifth-grade primary school students and to compare students' achievement of Chinese reading course between before and after the implementation base on meaningful verbal learning. The data analysis result can be presented as follows:

1. The improvement achievement of Chinese reading course using meaningful verbal learning, the researcher has studied the documents and related research to meaningful verbal learning from many researchers and synthesized into 5 steps used in developing lesson plans: 1) Attention, 2) Transformation, 3) Evaluation, 4) Application, and 5) Summary. The data analysis was assessment of the quality of the lesson plans according to meaningful verbal learning by 3 experts, and the results are shown the quality of the lesson plans; overall, the suitability of the research objectives has the most suitable. After students have learned according to the lesson plans: 1) Short story, 2) Narrative, and 3) Ancient poetry to implemented Chinese reading achievement using meaningful verbal learning with 30 fifth-grade primary school students in the second semester of the academic year 2023. The result

showed that, students' achievement of Chinese reading course the average score after learning was 21.90 which was higher than the average score before learning was 15.17.

2. The comparison of students' achievement of Chinese reading score before and after the implementation base on meaningful verbal learning of primary school students. the results of comparison students' Chinese reading score before and after learning to analyze the data using average statistics, standard deviation, and t-test for dependent samples which the data analysis results are shown in table 1

Table 1 The comparison of Chinese reading score between before and after learning

Chinese reading	Testing	Score total	\bar{X}	SD.	df	t	p
Short story	Pretest	9	4.63	1.33	29	8.79**	0.00
	Posttest	9	6.37	0.89			
Narrative	Pretest	10	5.17	1.37	29	9.28**	0.00
	Posttest	10	7.63	1.43			
Ancient poetry	Pretest	11	5.37	1.63	29	8.28**	0.00
	Posttest	11	7.90	1.30			
Total	Pretest	30	15.17	3.17	29	14.65**	0.00
	Posttest	30	21.90	2.37			

**p<.01

From table 1, the comparison of students' Chinese reading score before and after learning using the meaningful verbal learning theory of the primary school students. The results were found that the Chinese reading achievement of students after learning higher than before learning statistically significant at the .01 level. When considering the results of data analysis classified by contents: short story, Narrative, and Ancient poetry. The results were found that the Chinese reading achievement of students after learning higher than before learning statistically significant at the level .01 for all contents.

Research Discussion

From research results on the using meaningful learning to improve achievement of Chinese reading by using meaningful learning can be discussed as follows:

1. The improvement achievement of Chinese reading course using meaningful verbal learning, the researcher has studied the documents and related research to meaningful verbal learning from many researchers and synthesized into 5 steps used in developing lesson plans. The results are shown the quality of the lesson plan by 3 experts; overall, the suitability of the research objectives has the most suitable. And The result showed that, students' achievement of Chinese reading course the average score after learning was 21.90 which was higher than the average score before learning was 15.17. It maybe because meaningful verbal learning emphasizes the subjective initiative and deep thinking in the learning process. It believes that learning is not only the reception and memory of information, but also the deep processing of information, the understanding of its internal meaning and correlation (Moreira, M. A., 2012). In addition, meaningful verbal learning helps learners understand knowledge through linking and integrating new knowledge and existing cognitive structures to create a knowledge system that is personally important (David Paul Ausubel, 2020). Which was consistent with the research results of Zhang Yanming (2019) used meaningful verbal learning to improve the reading results of junior high school students. The experimental group was 30 in the ten-grade of junior high school and 30 in the first class of the ten-grade. Using the method of meaningful learning theory to teach junior high school students reading courses, the research results show that most students' reading achievement have been improved It is concluded that Chinese teaching should face all students and pay attention to the cultivation of students' emotions. Finally, can improve students reading achievement. And consistent with the research results of Huang Yanqing (2019) uses meaningful verbal learning to improve primary school students' reading results. The experimental team was 45 students in the third grade of Kongjia

Elementary School in Hubei and 45 in class 2. Using action research method to observe and reflect on your teaching behavior in research, teach with the theory of meaningful learning and observe and reflect on your teaching behavior in the research according to the action research method. The result of the study is that middle school students' reading achievement has been significantly improved through meaningful learning theory teaching.

2. The comparison of students' achievement of Chinese reading score before and after the implementation base on meaningful verbal learning of primary school students. The results showed overall that, students' achievement of Chinese reading course after learning higher than before learning statistically significant at the level .01. Which was consistent with the research results of Li Na (2017) Studied the research on the teaching of reading guidance of famous work in Junior Middle School Chinese 47 Based on meaningful verbal learning. The experimental group was 50 Junior Middle school students in Class 7 of Grade 9 and 50 Junior Middle school students in Class 8 of Grade 9. Carry out meaningful learning theory teaching and use test questions to measure and evaluate students' reading level. The results show that most students' reading achievement and reading ability have been significantly improved. Consistent with the research results of Yang Lu (2017) used meaningful learning theory teaching to improve middle school students' reading performance. There are 40 students in Grade 8 and 40 students in Class 1 of Grade 8 in the experimental group. Using the method of meaningful learning theory to teach middle school students short story reading, the research results show that most middle school students' reading scores have improved obviously. It is concluded that carrying out reading teaching activities according to the theory of meaningful learning can effectively improve middle school students' reading achievement and reading level. And consistent with the research results of Zhang Xiufeng (2018) used meaningful learning to improve primary school students' reading performance. In the experimental group, there are 35 students in grade three. The research results show that most primary school students' reading scores have improved and show that carrying out reading teaching activities according to the theory of meaningful learning can effectively improve students' reading achievement and reading ability.

In summary, that creating a student-centered teaching environment for Chinese reading under the theory of meaningful learning. The theory of meaningful learning emphasizes the connection between new knowledge and existing knowledge, so that learners can better understand and remember new concepts and information. According to the theory of meaningful learning, the key to learning is to establish a meaningful concept network and promote deep understanding and long-term memory through the integration and induction of concepts. Through the theory of meaningful learning, students can understand reading materials, to choose and implement more effective reading methods and improve their reading performance. This research result holds that reading teaching based on meaningful learning theory can significantly improve primary school students' Chinese reading performance and make positive contributions to their learning and development.

Research Suggestion

General recommendation

1. Meaningful learning teaching theory, in the teaching process, students have limited knowledge through meaningful discovery learning, and it is difficult to find that 48 learning is an effective and primary learning means. Most of the knowledge still needs students to master through receptive learning. It is difficult for students to learn professional knowledge directly without knowing anything about it, so teachers need to choose effective teaching methods.

2. Teaching based on meaningful learning theory takes up more time in actual teaching, because students need to study independently and solve practical problems, which is an investigation of students' Chinese reading comprehension skills. Teachers should help students make clear the direction of learning, actively guide them in class, improve students'

enthusiasm and initiative in learning, and strengthen the connection between old and new knowledge. Avoid students spending too much time thinking about how to study.

3. In the teaching of Chinese reading based on the theory of meaningful learning, it is very important to build the overall knowledge framework of the subject in students' minds. The framework of subject knowledge reflects the knowledge structure, general content composition, origin of knowledge, hierarchical relationship, correlation and so on. It is helpful for students to know where they are in their reading level, how far they are from the expected goal, where to start and what cognitive ways to learn, so that students can understand the knowledge to be learned in this lesson faster and more clearly.

Suggestions for further research

1. Consider multiple variables: besides paying attention to the influence of meaningful learning theory on Chinese reading performance, it is also important to further explore other potential related variables. Personal learning ability, social support, family background, etc. May have an impact on students' learning. By investigating the interaction between these factors, we can fully understand the influence of meaningful learning theory on Chinese reading performance of different students.

2. Long-term follow-up research: Although the current research is mainly based on short-term classroom reading achievement research, long-term follow-up research can better understand the development of students' Chinese reading level and the lasting influence of meaningful learning theory on students' learning. Through long-term follow-up observation of the same group, we can observe the changing trend of Chinese reading performance and analyze the long-term influence of meaningful learning theory on Chinese reading performance at different time points.

3. Compare different Chinese reading methods: The existing research has involved some Chinese reading methods (such as listening, speaking, reading and writing). However, it is very valuable to further compare and study the influence of different reading methods on Chinese reading performance.

4. Consider multi-dimensional evaluation of Chinese reading achievement: In addition to existing Chinese reading achievement measurement tools, such as questionnaire surveys, research can comprehensively consider multiple evaluation methods, to obtain more comprehensive and objective results.

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