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Traditional Mongolian Literacy Textbooks ("Three, One, Hundred, Thousand") and Their Implications for Contemporary Primary School Chinese Language Teaching

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Abstract: ***This paper examines traditional Mongolian literacy textbooks, specifically the Three Character Classic, Hundred Family Surnames, and Thousand Character Classic, collectively referred to as "three, one, hundred, thousand." The study is organized into four parts. The first part briefly introduces the basic situation of traditional elementary school textbooks. The second part analyzes the advantages and limitations of "three, one, hundred, thousand" in modern Chinese language teaching, based on the characteristics of literacy textbooks used in primary education. The third part explores the implications of "three, one, hundred, thousand" for current primary school Chinese language teaching. Through an examination of their main characteristics, arrangement style, and the rhyme culture they contain, the paper develops teaching reflections intended to promote complementarity between ancient and modern Chinese language education. The analysis aims to better achieve the unity of humanistic and instrumental aspects in primary school Chinese language teaching. On this basis, the paper considers how the textual features and cultural resources of traditional literacy materials can be adapted to contemporary pedagogical needs, and it discusses the conditions under which such adaptation can be effective. The study thus contributes to the broader discussion of how traditional educational resources may inform current literacy instruction, while acknowledging the historical and linguistic differences that shape their use. The paper concludes by identifying implications for curriculum design and teaching practice in primary school Chinese language education.***

Keywords: Traditional literacy textbooks, "Three, One, Hundred, Thousand," Primary school Chinese language teaching, Humanistic and instrumental unity.

1. INTRODUCTION

Chinese culture is profound and extensive, and the history of Chinese language education in ancient China has a long and rich history. The classic Mongolian literacy textbooks "Three, One Hundred, One Thousand" have been passed down as ancient enlightenment textbooks to this day, emitting the charm of "classics". Textbooks are the carriers of spreading civilization and culture, and classic elementary school textbooks are the crystallization of ancient elementary education. Primary school textbooks play a crucial role in early childhood literacy and basic learning of poetry, laying a solid foundation for children's future learning. Primary school textbooks have advantages such as content that is close to students' daily lives, neat sentence structures, clear rhymes when read, and a combination of educational and teaching aspects.

More and more schools are carrying out recitation of classic Chinese culture today. The classic elementary school literacy textbook "Three, One Hundred, One Thousand" is highly sought after by educators and has been selected as a recitation textbook by multiple schools. The new curriculum standard proposes to comprehensively improve students' Chinese language literacy. The so-called Chinese literacy refers to the comprehensive literacy centered on Chinese language ability, including literacy, handwriting, reading, writing, oral communication skills, and comprehensive practical abilities. Classic elementary school textbooks not only improve children's literacy skills, but also provide guidance for comprehensive language abilities such as ideological and moral education, listening, speaking, reading, and writing. As the saying goes, 'nurturing children through education', if integrated into early childhood education, it will yield good educational results. So this article takes "three, one hundred, one thousand" as an example to explore the teaching significance and inspiration of traditional elementary school textbooks for contemporary Chinese language.

2. INTRODUCTION TO THE BASIC SITUATION OF TRADITIONAL MONGOLIAN EDUCATION TEXTBOOKS

2.1 Overview of traditional mongolian education textbooks

Traditional elementary school textbooks can be understood as the textbooks used for learning during the elementary school period, also known as children's books, elementary school reading materials, elementary school reading materials, and elementary education books. In ancient education in our country, traditional elementary school textbooks were essential. Elementary school education can be traced back to the Zhou Dynasty, when there were corresponding literacy textbooks based on elementary school. To this day, many different forms and contents of enlightenment education textbooks have been discovered, which were compiled by different students and suitable for the educational needs of different times. Although there are differences in the teaching objectives of primary education, the principles of writing are not different. They all guide students in a simple and easy to understand way with lively and interesting content to smoothly carry out primary education.

This article mainly analyzes the classic literacy textbooks of ancient Chinese primary education, including the research and sorting of "three, one hundred, and one thousand". It is found that they all have a certain degree of interest and scientificity, and the selected content is closely related to life. They all have the characteristics of rhyme pairing, neat sentence structure, and tone contrast, which greatly improves children's interest in reading aloud. At the same time, it is also deeply loved by Chinese language textbook writers.

3. THE ADVANTAGES AND DISADVANTAGES OF TRADITIONAL ELEMENTARY SCHOOL LITERACY TEXTBOOKS

3.1 The advantages of traditional elementary school literacy textbooks

3.1.1 Centralized literacy as fundamental

Literacy teaching has always been a key and difficult point in the entire primary school Chinese language teaching. Only by solving the problem of literacy can one further learn knowledge from other subjects, and it is also the foundation for reading and writing. Mr. Zhang Zhigong proposed that concentrated literacy should be carried out during early childhood in order to further promote Chinese language teaching. If children do not reach the required literacy level and engage in reading and writing, they will not be able to recognize the words and phrases in the article, nor will they be able to recognize sentences, let alone understand their meanings. As Tang Biao mentioned in his book, "In the first six months of school, students are not allowed to read, but are taught to recognize characters, which is a particularly clever method." This indicates that literacy teaching is the primary content of formal education for children, and during the enlightenment period, the number of characters that students can recognize should be around 2000. Only after achieving a certain level of literacy can the next step of writing and reading instruction be carried out.

Centralized literacy is in line with the characteristics of Chinese characters and students' cognitive abilities. Students in early childhood have physiological traits such as hyperactivity and difficulty concentrating. So if students can recognize a large amount of text in a short period of time, it can stimulate their confidence and sense of achievement in learning Chinese, and improve their personal self-efficacy. In the process of learning Chinese characters, in addition to mastering the pronunciation, appearance, and meaning of Chinese characters, it is also necessary to understand the culture contained in the characters. 'Three, one hundred, and one thousand' are all composed of unrelated Chinese characters, and through the consistency of rhythm, the content is easy to read, with clear logic and expressive meaning. The simple words contain life lessons, which is of great significance for Mongolian children's literacy and growth. Therefore, "three, one hundred, one thousand" is very helpful in centralized literacy.

3.1.2 Based on cultivating interests

In the age group of 3-7 years old, children mainly rely on visual thinking and unintentional attention. Chinese characters belong to abstract conformity. During the period of literacy teaching, effective measures need to be taken to attract students' attention and stimulate their learning interest in order to ensure that children focus on literacy.

The first 18 sentences of "Thousand Character Classic" cover various fields, including the universe, the sun, moon, stars, mountains, rivers, rain, and dew. Only 3 of the 18 sentences are related to human affairs, while the rest describe natural phenomena related to agriculture, many of which are common content in daily life. This can

arouse children's curiosity and interest in learning when they start to recognize characters, and enable them to understand and love nature and their living environment.

The Three Character Classic extensively describes historical changes and dynastic changes, and uses concise language to list many classic historical stories. Through recitation, understanding these historical stories can help Mongolian children understand the rise and fall of the past and present. Strong interest in history. At the same time, the "Three Character Classic" covers many fields and disciplinary characteristics, which can be used to understand ethics, geography, literature, etc. The content conveys core ideas such as "benevolence, righteousness, sincerity, respect, and filial piety". Children will learn knowledge in many fields during the enlightenment process, and provide reference and direction for students to deal with people. The rich and interesting content of the "Three Character Classic" and "Thousand Character Classic" can stimulate children's interest in learning, stimulate their thirst for knowledge, and stimulate positive thinking during enlightenment learning. Encourage children to develop a strong interest in natural geography, agricultural society, and history.

3.1.3 The tradition of conveying ideas through literature

Enlightenment education has always been highly valued by ancient people. Many experts believe that enlightenment education is aimed at instilling social norms in children during their childhood. Therefore, in traditional education in ancient China, social enlightenment was very effective. It aimed to enable children to internalize the social ethics advocated in the text during the process of literacy, thereby influencing their lifelong behavior. For example, the Three Character Classic originated from Mencius' theory of "good nature" and was deeply influenced by Confucianism. The "Three Moves of Mother Meng" mentioned in it is a manifestation of educational thought, which indicates the role of students' environment in their learning. At the same time, after learning stories such as Kong Rong and Li Rang, Meng Tong learned about filial piety and brotherly etiquette. In traditional Chinese times, filial piety and brotherly love were essential basic virtues for everyone, mainly reflected in filial piety to parents and brotherly love, which are the basic contents of traditional Chinese ethics and morality. Meng Tong understands the basic morality of filial piety and brotherly love through school education and family education. The main focus of the book is to advise children to adopt a positive learning attitude and strive to learn.

3.2 The shortcomings of traditional elementary school literacy textbooks

3.2.1 There is a clear trend towards adult oriented content

Many scholars in modern Chinese education believe that traditional elementary school textbooks have many problems such as decay, outdated thinking, and affecting the development of modern children. Due to the existence of feudal society in China for more than 2000 years, traditional Mongolian education undoubtedly has negative educational methods and backward ideological concepts that are disconnected from modern society, such as the corrupt hierarchical concept of the Three Obediences and Five Constant Virtues, and the unfairness of male superiority and female inferiority. Although the Three Character Classic and the Thousand Character Classic have some natural science knowledge, their proportion is small and not systematic enough.

The content selection of "Three, One Hundred, and One Thousand" is mostly based on an adult perspective. In feudal society, in order to maintain the feudal ruling position of those in power, ethics and principles are deeply integrated into various levels and fields. However, in the process of elementary education, the effect of enlightenment education cannot be achieved. Due to the subjectivity and diversity of every child in learning knowledge, everyone has a different understanding of what they are learning. Therefore, in today's primary school Chinese language teaching, students should be the center, teachers should guide, fully respect students' subjectivity and uniqueness, and adapt to children's physical and mental development.

3.2.2 Relatively conservative in thinking

When writing the content of "Three, One Hundred, and One Thousand", the goal is to maintain the feudal ruling position, cultivate obedient people, loyal ministers, and gentlemen for those in power, and deeply instill the concept of "learning well leads to serving" in people's hearts. Every student regards becoming an official as their lifelong pursuit, which cultivates practical talents for the development of society. However, to this day, the educational goals advocated in traditional elementary school textbooks are inevitably single and rigid, hindering the comprehensive development of Mongolian children. The feudal and backward educational ideology of "three, one hundred, one thousand" is incompatible with the modern educational ideology that advocates freedom and

puts students as the main body. Therefore, at present, when writing primary school Chinese textbooks, attention should be paid to avoiding the problems existing in ancient textbooks, drawing on their reasonable content, abandoning their lack of innovation and adherence to conventions, and innovating and changing according to the development of the times.

But we cannot completely negate the content of elementary school textbooks, as there is still room for improvement. In the process of referencing, the feudal culture involved can be discarded, and excellent traditional cultural content can be inherited, allowing excellent traditional culture to play an important role in modern times and exerting the positive role of the excellent essence of Mongolian education in today's era.

4. THE ENLIGHTENMENT OF TRADITIONAL LITERACY TEXTBOOKS FOR PRIMARY EDUCATION ON CURRENT TEACHING

4.1 The Teaching Inspiration of "Three, One Hundred, One Thousand"

4.1.1 Closely related to student life in terms of content

Being close to children's living habits is a characteristic of the content in elementary school textbooks, which is evident in practicality, moral education, and promotion of traditional Chinese culture.

In primary school Chinese language teaching, especially in the lower grades, the main focus is on helping children recognize and recognize characters. In the process of teaching students to recognize and recognize characters, it is important to avoid dull and boring lectures. In the enlightenment stage of education, teachers need to attract students' attention, stimulate their curiosity and thirst for knowledge. Teachers should make good use of the practicality of the "three, one hundred, one thousand" content, be close to students' lives, and connect the knowledge they learn with the lives around children. This not only helps children better understand the knowledge, but also increases the fun of the classroom and cultivates children's interest in learning.

For example, when teaching the two texts "Metal, Wood, Water, Fire, Earth" and "Four Seasons" in the first grade textbook, we can take the opportunity to introduce the "Three Character Classic" which states "Spring and summer, autumn and winter. During these four seasons, luck is not poor. The north and south of the day are called west and east. These four directions correspond to the center. They are called water, fire, wood, metal, and soil. These five elements are based on numbers." This will lead students to understand the ancient people's understanding of the four seasons and five elements. Enable students to deeply understand the changes of all things in the four seasons through simple words, carefully observe the phenomenon of seasonal alternation, and so on.

4.1.2 Selecting materials to adapt to students' physical and mental development

The compilation of ancient elementary school textbooks has a certain degree of scientificity, which conforms to the age and psychological characteristics of children. Children aged 8 to 15 have super strong memory. Educators should seize this opportunity to provide children with high-quality textbooks for them to memorize and enhance their literary literacy. The new curriculum standard emphasizes that the key to primary school Chinese education lies in shaping and cultivating literary literacy, and efforts should be made from multiple dimensions, including "recitation", "reading", "writing", etc.

In terms of the physical and mental development of children, the age of one to eight is a critical period for their intellectual development, so it is important to seize this critical period and provide them with good upbringing. At this stage, children's ability to use comprehension to learn knowledge is limited, but their memory is at its strongest. Most of the literacy textbooks for elementary school use simple and concise language, with short and concise sentences, paired rhymes, following the developmental characteristics of children, making them easy to understand and remember. So it is very advantageous for children to recite traditional classics at this age. In teaching, education should be based on students' physical and mental development characteristics, gradually progressing from shallow to deep.

In short, in the selection of texts, "three, one hundred, one thousand" satisfies the unity of humanity, instrumentality, and aesthetics. The content is simple and clear, easy to understand, and beneficial for children to accumulate and master knowledge.

4.1.3 Rich in rhythm in content

The ancients mainly used phonetics to organically integrate Chinese characters, achieve the combination and arrangement of Chinese characters, and produce sentences such as associations and rhythm. These sentences are relatively simple, easy to read and understand, and can be quickly mastered by children during their enlightenment. Specifically:

For the Three Character Classic, three characters are a sentence with a rhythm between the two sentences, and the sentence structure is short and concise. The opening of the "Three Character Classic" reads: "At the beginning of human life, human nature is inherently good. The way of teaching is to be specialized." Rhyme "an".

The book "Hundred Family Surnames" is written in four character rhyme, with no substantial meaning throughout the text. It simply arranges hundreds of Chinese surnames in the form of four characters and one sentence, which has a strong sense of rhythm and musicality. It reads cheerful and catchy, in line with the age characteristics of children.

For the Thousand Character Classic, the total is 125 sentences; As the name suggests, the word count is mainly 1000 words, and the writing technique is very unique. Rhymes are also added between each group. The opening of "Thousand Character Classic" reads: "Heaven and earth are mysterious and yellow, the universe is vast and primitive... leap years have passed, and the rhythm of Lv is regulated by Yang." It mainly uses the rhyme "ang (Jiang)".

For "three, one hundred, and one thousand", the above reading materials are relatively rhythmic, easy to read aloud, and convenient for children to memorize.

Overall, the concepts of "three, one hundred, and one thousand" have important implications for today's primary school Chinese language teaching. Firstly, elementary school textbooks are guided by literacy, focusing on literacy, emphasizing practicality, and are rich in content and knowledge intensive; Secondly, the sentence structure should be concise and clear, emphasizing rhyme and parallelism; Finally, the content of "three, one hundred, one thousand" focuses on basic skill training and moral education. In educational practice, it has unique personal moral cultivation, cultivates students' sound personality, expands knowledge, and other functions. We should play to our strengths and avoid our weaknesses in teaching practice, and maximize the positive role of "three, one hundred, one thousand".

5. CONCLUSION

Society is undergoing reform and the times are developing. Based on the requirement of "cultural confidence" based on the "four confidences", educational theory cannot cling to incompleteness and should change with the times and social changes. How to combine the current primary school Chinese literacy teaching with the teaching experience of ancient people contained in the "Three Hundred Thousand" has always been a concern for teachers. We should correctly grasp the scale and criteria between inheritance and innovation. Firstly, we should adopt an attitude of valuing the past over the present towards the concepts of "three, one hundred, and one thousand", recognize the characteristics of their content, and inherit valuable experiences that are in line with the development of the current era; Secondly, it is necessary to recognize the limitations of the content of "three, one hundred, and one thousand". According to the current primary school Chinese curriculum standards, "three, one hundred, and one thousand" should be organically integrated with modern primary school Chinese textbooks, and primary education should be seamlessly integrated with modern Chinese. The collision between the two can produce different literary sparks, and the teaching effect of primary school Chinese will be closer to the expected direction, so that students can have both moral integrity and talent, as well as ancient and modern literacy, which not only meets the needs of society but also caters to international needs.

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