



**THE TEACHING METHOD OF FABLE CLASS BASED ON  
CONSTRUCTIVISM THEORY IN XING'AN PRIMARY SCHOOL**

**LIU SHUQI  
6617195023**

**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF  
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This Independent Study Has Been Approved as a Partial Fulfillment of the  
Requirements for the Degree of Master of Business Administration

Advisor.....*Chao Qiu*.....

(Dr. Qiu Chao)

Date: *25* / *11* / *2024*

.....  
(Associate Professor *Jomphong* Mongkhonvanit)

Dean, Graduate School of Business

Date: *13* / *02* / *2025*

**Title:** The Teaching Method of Fable Class Based on Constructivism Theory in Xing'an Primary School  
**Researcher:** Liu Shuqi  
**Degree:** Master of Business Administration  
**Major:** Education Management

**Advisor:** ..... *Chao Qiu* .....  
(Dr. Qiu Chao)

..... 25 / 11 / 2024 .....

### ABSTRACT

Fables have a unique position in primary school Chinese textbooks and play an important role for primary school students. As a bridge connecting "what to teach" and "how to teach", teaching design is crucial to the value of fable teaching. The construction of the bridge needs to be tailored to local conditions, and teaching design also needs to be based on the genre characteristics of fables and the developmental needs of children.

Based on the constructivist theory, this study was in-depth qualitative research and analysed the fable teaching in Xing'an Primary School in Dongying City. The main objectives of this study were: 1) to explore the current situation of fable class in Xing'an Primary School; 2) To provide suggestions for improving the fable teaching in Xing'an Primary School. This study mainly adopted the qualitative research method, through in-depth interviews with 26 Chinese language teachers of Xing'an Primary School in Dongying City, to understand the teachers' practical teaching problems and provide targeted suggestion and guidance for career development of teachers. This study found that: 1) Teachers lack a deep understanding of the textual connotations of fables, the constructivist teaching methods used in fable teaching are single, their understanding of the connotations of constructivist teaching methods is unclear, and there is a lack of practical application and situational creation in fables that are disconnected from real life and fables; 2) There are four aspects involved in improving fable teaching: firstly, improve teachers' level of proficiency; secondly, keep up with the times and enhance the flexibility of teachers' teaching; thirdly, develop fable teaching resources that are adapted to constructivism; Fourthly, combining with fables, set scenarios that are close to real-life situations.

This study expects to provide students with first-class fable teaching, stimulate their interest in learning, and cultivate their ability to solve problems and develop creative thinking in real life.

**Keywords:** constructivism theory, fable teaching, teaching methods, ZPD theory

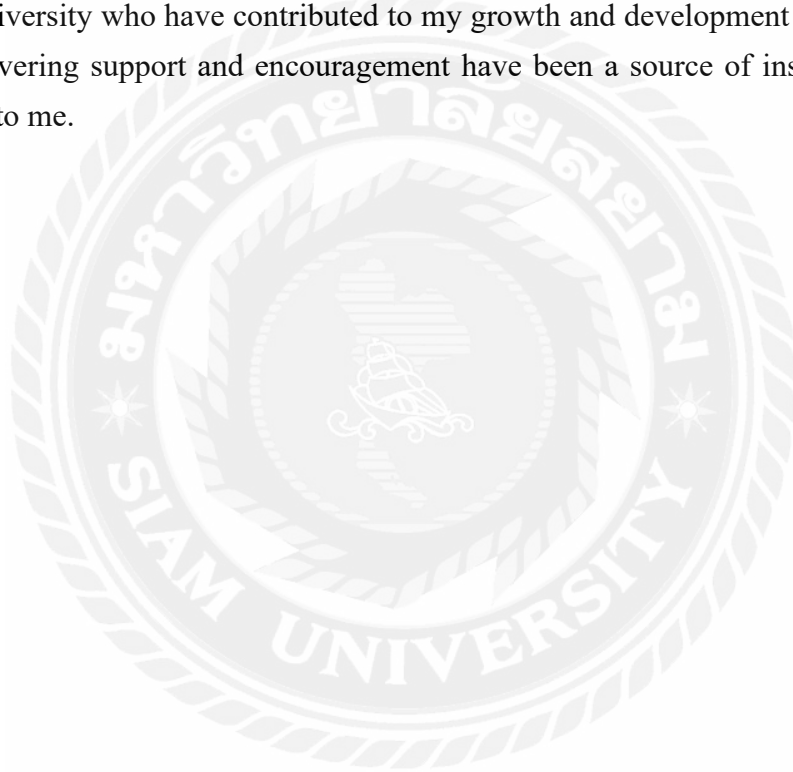


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LIU SHUQI

## DECLARATION

I, LIU SHUQI , hereby declare that this Independent Study entitled “The Teaching Method of Fable Class Based on Constructivism Theory in Xing'an Primary School ” is an original work and has never been submitted to any academic institution for a degree.

*Liū shuqī*

(LIU SHUQI)

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# Chapter 1 Introduction

## 1.1 Background of the Study

The origin of the constructivist teaching theory of can be traced back to the early 20th century, when psychologist (Piaget, 1936) proposed the theory of cognitive development, which suggests that children gradually understand and recognize the world around them by constantly constructing internal patterns and concepts. The formation and development of constructivism can also be seen as a continuation of the development of human epistemology. Through the development of educators such as (Dewey, 1938) , (Bruner, 1966) , and (Vygotsky, 1962) constructivist thinking has flourished in various countries around the world, and educational reforms under constructivist thinking have also achieved significant results. Constructivist educational theory emphasizes learners' initiative and creativity, encouraging them to develop their knowledge structure through practice and exploration, and cultivating problem-solving and innovation abilities. From the perspective of constructivism, education should pay more attention to students' thinking and creativity, cultivate their ability to solve problems and innovate, which is also an important skill needed in today's society. With the rapid development of technology, many traditional professions are being replaced, and emerging professions are constantly emerging. In such a changing era, the constructivist educational philosophy aims to cultivate students' autonomy, creativity, and problem-solving abilities, making them more likely to become future innovators and collaborators. Therefore, the constructivist educational philosophy has played an important role in cultivating innovative talents that adapt to the changes of the times, and constructivist teaching theory has been widely applied in today's educational practice due to its important role in improving students' learning outcomes and key abilities.

The "Compulsory Education Chinese Language Curriculum Standards" (2011 edition) stipulate the core objectives and basic requirements of the Chinese language curriculum, proposing to enhance students' ability to use the Chinese language and improve their Chinese literacy. Chinese language is a comprehensive subject with both instrumental and humanistic characteristics. The Chinese language courses should provide instrumental guidance for the study of other courses. At the same time, Chinese language courses also have unique humanistic qualities (Yan, 2021). In the process of learning Chinese language courses, it is necessary to express the emotions conveyed in the works and understand the unique humanistic feelings in the works. The fable genre has been passed down for thousands of years and possesses artistic characteristics that

are different from other genres. The refinement of language and the philosophical meaning conveyed in fables are not found in other genres, and have always held a place in Chinese language teaching for thousands of years. Fable teaching not only has the instrumental aspect of Chinese language, but also has the humanistic characteristics of Chinese language, which can play an important role in students' learning and emotional aspects, meet the requirements of Chinese core literacy, and promote students' all-round development.

The guiding ideology of the "Compulsory Education Chinese Language Curriculum Standards (2022 Edition)" points out: "Adhere to moral education as the priority, improve intellectual education level. Focus on the development of core literacy of Chinese students, cultivate students' correct values, necessary character and key abilities, and guide students to clarify their life development direction." The "Compulsory Education Chinese Language Curriculum Standards (2022 Edition)" also proposes that the main goal of Chinese language learning is to learn universal language and characters, feel the unique value of language and works, and enhance students' Chinese language literacy (Shi, 2016). Primary school is a critical period for cultivating students' values, and most of the fables selected in the unified edition of primary school Chinese textbooks are from the pre Qin period in China. Therefore, fables are an important carrier for the inheritance of excellent Chinese culture, and have educational significance for the moral cultivation, thinking ability, imagination and other aspects of primary school students (Wang, 2016).

Although fables have high educational value, in the actual teaching process, due to teachers' lack of emphasis on fables, inadequate understanding of fables, and failure to distinguish fables from other literary forms in teaching, coupled with the limited length of fables themselves and relatively short teaching hours, the overlap between symbolism and moral education often leads teachers to overlook the unique value of fables, resulting in problems such as fixed teaching methods for fables, emphasis on teaching knowledge points of fables, and superficial understanding of symbolism in the classroom (Wiggins, 1998). The moral, aesthetic, and thinking training values contained in fables have not been fully utilized, thereby weakening the educational function of fables for children. The influence of fables on children remains superficial and has not been touched upon. The soul, students only stay at the level of 'knowledge', The impact on students' words, actions, and practical life is extremely limited. The academic community has a consistent understanding of the importance and educational value of fables (Li, 2017). It is believed that compared with other forms of children's literature, fables have their own stylistic characteristics in terms of form, structure,

content, and writing techniques. This affirms the important role of fables in moral education, literary enlightenment, aesthetic education, and other aspects of children's physical and mental development. However, it can also be found that research on the ontology of fables mostly starts from a literary perspective (Gao, 2023). Although research on fables teaching is accompanied by experiments in teaching models such as large units, large concepts, and group reading, most of it still focuses on classroom teaching practice and mostly belongs to experiential judgment. There is a certain degree of separation between the two, and the degree of organic integration is not enough, which may lead to incomplete understanding of fables by teachers in teaching. And comprehensively, thus influencing the design of fable teaching, The neglect of child centeredness and the cultural background of fables in teaching has weakened the ultimate teaching effectiveness (Pan, 2009).

.Therefore, the current teaching mode of fables tends to overlook the student-centered approach, relying solely on teacher teaching and student learning, without paying attention to the growth of students' self experience, resulting in stagnant educational quality. Therefore, this study adopts the constructivist theory to study fable teaching.

## **1.2 Questions of the Study**

This study mainly studies elementary school fables, and explores the goals and implementation strategies of elementary school fable teaching from the perspective of constructivism, providing a new theoretical perspective for the research of primary school fable teaching. With the continuous deepening of curriculum reform, research on common literary genres such as novels, poems, essays, etc. has increasingly attracted the attention of Chinese language education researchers. However, few people have been able to pay attention to the teaching of fables, and there has been a lack of innovative theoretical perspectives in the teaching of fables. This study attempts to use constructivist theory as a breakthrough point to study primary school fable teaching from the perspective of constructivism, and thus propose specific strategies.

So this study mainly studies the importance of constructivist teaching mode in improving the quality of primary school fable teaching. The study focuses on teachers from Xing'an Primary School in Dongying City. To ensure the accuracy of the data, interview methods are used. This study explores the importance of using constructivist teaching strategies to improve the quality of primary school fable education. The research mainly focuses on the following aspects:

1) What is the current situation of fable teaching in Xing'an Primary School based on the constructivism theory?

2) How to improve the fable teaching in Xing'an Primary School based on the constructivism theory?

### **1.3 Objectives of the Study**

The main objectives of this study are:

- 1.To explore the current situation of fable class in Xing'an Primary School .
- 2.To provide suggestions for improving fable teaching in Xing'an Primary School

### **1.4 Scope of the Study**

The interview period for this study was from January 10, 2024 to February 5, 2024, and 26 teachers were interviewed face-to-face to collect and organize their fable teaching situation. In addition, literature on primary school fable teaching and constructivism was also reviewed, including over 35 journals, 25 master's theses, as well as policy documents from different countries and theoretical research related to teacher professionalism. Through the study of these theories, four main themes were identified: teachers' reserve of fable knowledge, teachers' choice of teaching methods, practical application of constructivist teaching methods, and whether situational creation which is detached from real life and fables. Through interviews with teachers at Xing'an Primary School in Dongying, conclusions were drawn and suggestions were put forward to strengthen teacher training.

### **1.5 Significance of the Study**

On the one hand, it can interpret the requirements of constructivist theory, promote the implementation of constructivism in fable classroom teaching practice, and enrich its application practice; On the other hand, it can change the current rigid teaching mode and methods of Chinese fables in primary schools, explore contextualized and practical teaching methods based on the development of students' core competencies, stimulate students' internal motivation to learn fables, actively participate in the learning process of Chinese courses, deepen their understanding of fables, enhance the enlightenment and educational effects of fables on children, and help teachers optimize educational teaching methods, improve educational abilities, and promote their own growth and development

## **1.6 Definition of Key Terms**

### **1.6.1 Fables**

Fables are a literary genre characterized by concise language, short length, and vivid plot. The use of personification, metaphor, exaggeration, and other techniques to tell stories with satire or admonition to achieve the purpose of enlightenment, combining storytelling and symbolism. The cultivation of students' thinking, character shaping, and language expression are all of great educational significance.

### **1.6.2 Teaching methods**

Teaching methods refer to various strategies and means adopted by teachers to promote students' learning. Its advantages include the ability to flexibly adjust according to the needs, learning content, and goals of different students, stimulate learning interest, and promote thinking development; But there may also be drawbacks such as a single method, ignoring individual differences, or inability to fully stimulate students' initiative. Teachers should choose appropriate methods based on specific situations, combining multiple approaches such as teaching, discussion, and exploration, to ensure teaching diversity, flexibility, and effectiveness, in order to enhance learning outcomes.

### **1.6.3 Constructivist theory**

The constructivist theory holds that learning is an active process of constructing knowledge, in which students interact with their environment, experiences, and others to combine new knowledge with existing cognitive structures, thereby forming new understandings. Teachers do not directly impart knowledge in this process, but guide students to explore, discover, and construct knowledge independently, making learning more personalized and profound.

## Chapter 2 Literature Review

The research on the teaching of fables from the perspective of constructivism needs to be based on the research results of "fable teaching" and "constructivism". In order to ensure the scientific and effective nature of the study, this study sorts out and summarizes the relevant research results of "fable teaching" and "constructivism", analyzes their gains and losses, and provides insight for further research on the teaching of fables in primary schools from the perspective of constructivism

### 2.1 Constructivism

Constructivism is a learning theory in education and psychology that advocates that learners are not passive recipients of knowledge, but actively construct their own knowledge system through interaction with their surrounding environment and experiences. The core idea of this theory is that knowledge is not directly transmitted from teachers to students, but is integrated and understood by students based on existing cognitive structures and new information. This study mainly includes: teaching view, student view, learning view, the zone of proximal development theory, teaching mode, and the situational learning theory (Piaget,1930).

#### 2.1.1 Zone of Proximal Development

The ZPD theory is a concept proposed by Soviet psychologist Vygotsky, referring to the area between a child's current actual level of development and the potential level of development that can be achieved through adult guidance or peer cooperation. In this area, students have the best learning outcomes because they receive targeted guidance and the difficulty of the challenges is within an acceptable range. In education, the ZPD theory emphasizes the crucial role that teachers play in helping students develop from their current level of understanding to a higher level. Teachers need to identify students' existing abilities and guide them to gradually master more complex concepts and skills by providing moderate challenges and support. Fables usually have rich levels of symbolism and metaphor, and their meanings cannot be fully understood by students on their first reading. Teachers can use the ZPD theory to provide students with a "scaffolding" in fable teaching, gradually revealing the deeper meaning of the story. Under Vygotsky's ZPD theory framework, teachers' fable literacy can be seen as a "scaffold" that helps students overcome their cognitive gaps.( Liu, 2013) believed that through symbolic texts such as fables, teachers can guide students from concrete visual thinking to the stage of abstract thinking. This transition is in line with the core idea of the zone of proximal development, which is to provide students with cognitive



enhancement through appropriate support during the learning process. (Wang, 2019) found through research that lower grade students' understanding of fables is often limited to surface level plot, but with effective guidance and timely assistance from teachers, these students can gradually understand the symbolic and metaphorical meanings in the stories. This phenomenon is consistent with the ZPD theory, indicating that teachers' fable literacy directly affects students' cognitive improvement. (Wang, 2023) pointed out that although fable teaching has great educational potential in theory, many teachers lack their own fable literacy, which limits the effective combination of fable and ZPD. Some teachers only focus on the surface plot of fables in their teaching, neglecting the deep meaning behind them, which prevents students from fully developing their thinking abilities with the help of ZPD.

### **2.1.2 Teaching Mode of Constructivist Theory**

Fable teaching, as a classic teaching method, occupies an important position in traditional education, and with the development of educational theory, constructivist teaching mode has gradually become the core of contemporary educational theory. Combining fable teaching with constructivist theory can provide teachers with richer teaching methods, enhance students' self-learning ability, critical thinking, and comprehensive literacy. This study explores the feasibility and application prospects of combining fable teaching mode with constructivist teaching mode through the analysis of research results at home and abroad.

The multiple interpretations in fable teaching are in line with the interactive learning advocated by constructivism. (Zhang, 2016) pointed out that teachers can encourage students to reflect on the conflicts and integration of different values in cooperation by organizing discussions on the behaviors of different characters in fables and the moral motivations behind them. This approach not only helps students deepen their understanding of fables, but also enhances their critical thinking skills. (He, 1997) summarized the teaching mode of constructivist theory as "student-centered, with teachers playing the roles of organizers, guides, helpers, and facilitators throughout the entire teaching process, utilizing learning environment elements such as context, collaboration, and conversation to fully tap into students' initiative, enthusiasm, and creativity, ultimately achieving the goal of enabling students to effectively construct the meaning of the current knowledge they are learning." He proposed three teaching modes: scaffolding teaching, anchor teaching, and random entry teaching, all of which emphasize students' autonomous completion of meaning construction, which is very different from traditional teaching modes. According to constructivist theory, fable teaching can be carried out through the Problem Based Learning (PBL) model.

Teachers can choose fables with complex moral meanings, design relevant problem scenarios, and guide students to analyze the meaning behind the story through exploration and discussion. For example, teachers can guide students to explore what "success" is when teaching "The Tortoise and the Hare Race", and extend the discussion to the concept of success in real life. Combining fable teaching with constructivist teaching mode can significantly enhance students' learning interest and deep understanding ability. (Wang, 2019) research shows that in primary school Chinese language teaching, fable teaching guided by constructivist concepts not only improves students' reading comprehension ability, but also enhances their moral judgment ability.

### **2.1.3 Learning Concept**

Fable teaching is a method of conveying complex moral or philosophical ideas through storytelling. Researchers such as (Liu, 2005) have pointed out that fables are not only used in literary classrooms to interpret the meaning of texts, but also to cultivate students' moral judgment and critical thinking. Through plot metaphors and character symbolism, fables can help students extract profound cultural, social, and philosophical connotations from simple storylines. (Chen, 2018) described in detail the practical application of fables in Chinese language classrooms in his research. For example, teachers use classic fables such as "The Raven and the Fox" to discuss and encourage students to analyze the motivations and moral judgments behind the characters' choices. Through role-playing and group discussions, students can analyze stories from multiple dimensions and enhance their cognitive abilities. Fable teaching can be combined with constructivist Problem Based Learning (PBL). (Wang, 2020) mentioned in her research that teachers can encourage students to independently raise questions and collaborate to explore solutions by setting "problem situations" in fables. For example, in the fable of "The Farmer and the Snake," teachers can guide students to discuss the complex motivations behind moral choices, allowing them to explore how to apply knowledge to solve moral dilemmas in the context.

### **2.1.4 Situational Learning Theory**

Fables, as a literary form, usually have the characteristics of simplicity and strong symbolism, and the moral and philosophical concepts behind them are often expressed through specific contexts. Researchers such as (Chen, 2018) have pointed out that the plot and characters in fables can provide students with rich situational experiences, which help them engage in thinking activities through the stimulation of real perception and imagination. Constructivism advocates that learning is a process in which individuals actively construct through interaction with their surrounding environment and others. The situational learning theory proposed by (Lave & Wenger, 1991)

suggests that knowledge is not isolated, but constructed within specific socio-cultural contexts. Learners can gradually acquire knowledge and integrate into a specific cultural community by participating in meaningful social practice activities. (Wang, 2020) proposed that the plot in fables often involves complex moral choices or social issues. Teachers can help students feel and think about the values in fables by reproducing or simulating the situations in fables. Especially in primary school Chinese and moral education, fables can help students understand abstract moral issues in specific social contexts through situational creation.

## **2.2 The Current Situation of Fable Teaching by Primary School Chinese Teachers**

Hong's (2004) survey in *Fables: Pedagogical Perspective* shows that more than half of the teachers think that the content of fables is suitable for primary school students to learn and read, and even a quarter of the teachers think it is very suitable. The survey also shows that half of the teachers pay attention to the development of students' moral education in the process of teaching fables, and only a few teachers believe that fables are not suitable for primary school students to learn and do not attach importance to the educational value of fables. (Zheng, 2006) believed that when teaching young students, it is not only important to pay attention to the teaching of fables and their meanings, but also to consider the students' infiltration of "literature" and "thought".

In terms of fable teaching design for primary school Chinese language teachers, (Li, 2013) took Yang's (2011) teaching design of "Waiting for a Rabbit by a Tree" as an example, pointing out that (Yang, 2011) pays more attention to literacy teaching for younger students, and the teaching of new words runs through the entire teaching process, making full use of illustrations and annotations in the lesson text for memorization. This is also in line with the teaching requirements of younger students, suitable for their physical and mental development patterns, and can be interpreted through the mastery of words and phrases. It is worth noting that primary school students, due to their immature mental development, lack the ability to control language and behavior in the classroom. If boring new words are taught at the beginning of the introduction stage, it is easy to distract students' attention. Therefore, teachers are required to have professional competence to attract students' attention in the introduction stage and make them happy to learn.

Based on the above research, there are still some shortcomings in teachers' understanding of fable teaching design, which has led to the emergence of problems in

the process of fable teaching design. So, teachers need to constantly improve their fable theory literacy and skills.

### **2.3 Research on the Improvement of Fable Teaching**

In terms of strategies for improving fable teaching, (Lou, 2018) proposed that teachers should "follow the text to understand the truth", expand the text appropriately and effectively, use "fresh and interesting" fable teaching methods, and link diverse understanding with the value orientation of the text itself. (Sun, 2002) proposed that the teaching of fables should accumulate language through appreciating fables, experiencing the characters in the text through reading aloud, and understanding fables in connection with daily life. (Li, 2006) pointed out from the perspective of promoting children's mental development that fable teaching should tap into children's language potential, cultivate their thinking ability, and enrich their emotions. Starting from the current situation of fable teaching, (Chai, 2021) proposed to enhance teachers' theoretical literacy in fables, create classroom teaching scenarios, pay attention to texts, and connect with life. Regarding the improvement strategies of fable teaching, scholars have started from the existing problems and searched for corresponding countermeasures from the three levels of teachers, students, and fables, which have certain pertinence.

### **2.4 XING'AN Primary School**

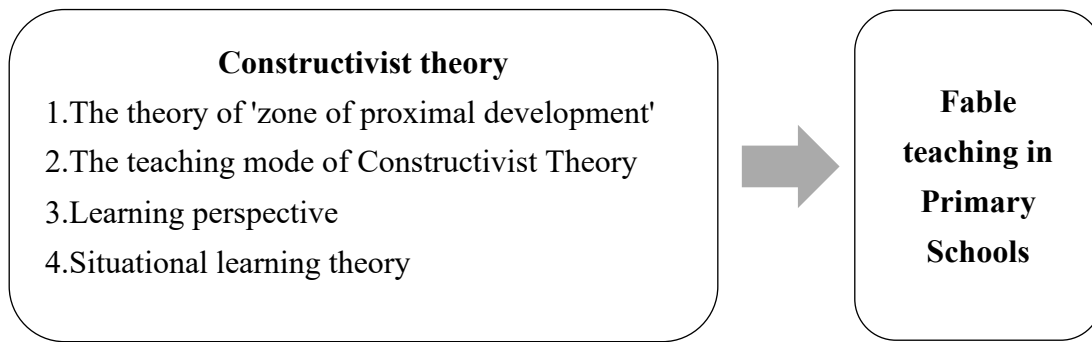
Xing'an Primary School in Dongying City, Shandong Province (Xing'an Primary School in Guangrao County) was established in 2017. It is a modern high standard school with a building area of 26000 square meters, 50 teaching classes, and a capacity of approximately 2250 students. The school has complete facilities, including teaching buildings, sports halls, library and laboratory buildings, advanced teaching equipment, and all have passed environmental certification. The school adheres to the concept of "making every child grow up healthy and happy", is committed to providing high-quality education, and implements small class teaching. Through cooperation with Guangrao County First Experimental Primary School, the school adopts a group management model, draws on advanced teaching ideas and experiences, and improves teaching quality. In addition, Xing'an Primary School also attaches great importance to the cultivation of students' innovative and practical abilities, and has launched multiple project-based club activities, such as the Xing'an Innovation Research Institute, which stimulates students' creativity and hands-on abilities through practical tasks and club activities.

As a modern school, Xing'an Primary School in Guangrao County actively promotes small class teaching and smart education, but there may be some shortcomings in the application of constructivist theory: 1. Although the school has carried out innovative practice club activities, the coverage of these activities may be limited and may not be fully integrated into the daily curriculum, which cannot fully meet the needs of all students for independent exploration and learning. 2. Constructivism emphasizes personalized learning, and although the current small class teaching helps to enhance student participation, it may not have received sufficient attention to the personalized needs of students at different levels, especially the differences in learning pace and thinking style. 3. Constructivism requires teachers to transform from "knowledge transmitters" to "learning facilitators", in which teachers need more time to design inquiry based tasks and guide students in deep learning. Some teachers may lack sufficient training and experience to implement this teaching model.

## **2.5 Conceptual Framework**

Regarding the research on constructivism, this study adopts a constructivist based model to divide the multidimensional structure of primary school fable teaching mode and obtain the current situation of primary school fable teaching strategies. Combined with literature, the characteristics and value of primary school fable teaching design are clarified. Secondly, the study summarizes the problems in the current teaching strategies of Chinese fables in primary schools and analyzes the reasons. Based on the above analysis, the principles and strategies of elementary school fable teaching design guided by the constructivist theory are extracted.

The research approach of this study is based on the absorption of domestic and foreign scholars' research results, combined with the actual situation of primary school fable teaching. Using the constructivist theory of the zone of proximal development, the constructivist theory of teaching mode, learning view, and situational learning theory as the theoretical support of this study, this study deeply analyzes the current situation of primary school fable teaching and construct the research framework of this study as shown in Figure 1.



**Figure 1:** Theoretical framework



## **Chapter 3 Research Methodology**

### **3.1 Research Design**

This study adopted the qualitative research method and, through literature review, identified 12 questions under four key technology designs, and interviewed 26 Chinese language teachers from Xing'an Primary School in Dongying City. Through interviews with teachers, the current status of primary school fable teaching was obtained. Based on Piaget's cognitive theory, the constructivist learning theory, and relevant theories of socialist construction, relevant data were obtained on teaching method selection, teaching context, and teachers' fable literacy. Suggestions and conclusions were drawn through data analysis, providing ideas and directions for future research and implementation.

### **3.2 Research Process**

The research approach of this study was based on the logical sequence of "theory empirical", and the specific research process is as follows: Firstly, by reviewing domestic and foreign literature on teacher teaching strategies and primary school Chinese fable teaching, the core problem of this study was formed, and the core concepts were defined to explore the theoretical state of fable teaching methods of primary school Chinese teachers; Secondly, by collecting data through interviews, this study explored the actual state of fable teaching methods of primary school Chinese language teachers, examined the problems of fable teaching methods of primary school Chinese language teachers, and analyzed the reasons behind them; Finally, targeted improvement strategies were proposed based on relevant theories to address the problems in the fable teaching method of primary school Chinese language teachers, and to improve their fable teaching .

Table 1: Interview Questions Design

Dimension	Questions
<b>The theory of 'zone of proximal development'</b>	1.How much do you have in terms of fable knowledge?
	2.Can you accurately grasp the textual connotations of each fable in primary school Chinese textbooks?
<b>The teaching mode of Constructivist Theory</b>	3.What teaching method do you usually use when teaching fables?
	4.Which type of introduction do you usually use in teaching fables?
	5.What methods do you usually use when leading students to perceive character images?
<b>Learning perspective</b>	6.Can you name the specific teaching strategies included in constructivism?
	7.Do you have any understanding of the teaching philosophy in constructivist learning theory?
	8.Do you think constructivist teaching methods can be applied to fable teaching? Have you made any relevant attempts?
	9.Can you always meet the requirements of the curriculum standard by applying situational teaching
<b>Situational learning theory</b>	10.Can the real-life examples you provide often resonate with students?
	11.Does the situational teaching activity you create always match the textual content of the fable?
	12.Before explaining fables, do you know in advance what happens to students in their daily lives?

### 3.3 Population and Sample

Due to the high proportion of fables in Chinese textbooks for grades three, four, and five, the main interviewees were 26 Chinese language teachers from Xing'an Primary School in Dongying City. This study analyzed the current situation and differences through interviews, and gained a more comprehensive and in-depth understanding of the current status of primary school fable teaching strategies.



### **3.4 Data Collection**

The main interviewees were 26 Chinese language teachers from Xing'an Primary School in Dongying City, who were in grades three, four, and five. The face-to-face and one-on-one conversations were conducted at Xing'an Primary School. The interviewer recorded the conversation on the mobile phone. After the interview, the researcher began to organize the materials, which were mainly divided into two steps: the first step was to convert and organize the audio interviews into text versions, to organize and identify commonalities. Secondly, the interviews were classified and summarized to obtain teachers' views on fable teaching and how frontline teachers conduct fable teaching in actual teaching.

The interview outline consists of an interview explanation and interview content, with a total of 12 questions. The interview includes five sections: the personal information of primary school Chinese language teachers and their reserve of fable knowledge, the choice of teaching methods, the practical application of constructivist teaching methods and situational creation, and whether they are detached from real life and fables. The expected interview time was 10 to 15 minutes.

### **3.5 Data Analysis**

During class, the researcher conducted detailed interviews with 26 teachers, and the information obtained was basically saturated. The analysis of collected data includes the following two steps: first, the interview was converted into text, familiarized with the original information, and summarized and reflected on through repeated reading of the information, in order to identify important information and key points in the interview data; second, the interview data were classified, summarized, and concluded.

## Chapter 4 Findings and Discussion

### 4.1 The Current Situation of Teaching Fables in XING'AN Primary School

Through the interview with primary school teachers in Xing'an, the overall teaching methods of the teachers are determined.

#### 4.1.1 Lack of profound understanding of the textual connotations of fables

Social constructivism holds that any knowledge is generated within a certain cultural context, and the acquisition of knowledge cannot be separated from cultural participation. Fables contain diverse cultural factors, and fully exploring the cultural factors in fables can compensate for students' expansion in the content of fables. In order to understand whether students have made necessary expansion and comparison of fable content in fable teaching, and whether teachers' grasp of the text connotation directly affects the effectiveness of situational teaching method in fable teaching. Therefore, the researcher conducted an interview on teachers' grasp of the textual connotation of fables, and the results are as follows :

Table 2: Fable literacy of teachers

Questions	Options	Number of people	Percentage (%)
How much do you have in terms of fable knowledge?	More	5	19.2 %
	Commonly	8	30.8%
	Less	13	50%
Can you accurately grasp the textual connotations of each fable in primary school Chinese textbooks?	Can	6	23.1%
	Basic ability	11	42.3%
	Not at all	9	34.6%

According to Table 2, based on the investigation of teachers' grasp of the connotation of fable texts, it was found that 19.2% of teachers have a relatively strong reserve of fable knowledge, and their professional knowledge in this field is relatively weak. 30.8% of teachers have average knowledge reserves of fables, but still 50% of teachers have limited knowledge reserves of fables, which affects their ability to explain and analyze fables in classroom teaching. From the results of teacher interviews, this proportion shows that teachers have a weak grasp of the basic knowledge of fables. In terms of researching fables, some teachers are unwilling to actively spend time learning

the relevant theoretical knowledge of fables. Lack of depth and breadth in understanding fables. In daily life, teachers may learn more about fables from the internet or colleagues, and rarely use their extracurricular time to read theoretical works, educational journals, etc. related to fables. Thought is the precursor of behavior, and some teachers lack a high level of understanding of fables. They believe that accurately understanding fables is not important, only a little knowledge is needed, and they do not place the study of fables in a very important position. Some teachers are arrogant and believe that their understanding of fables is very accurate, and they are not good at listening to the understanding of other teachers;

According to the interview, only 23.1% of teachers can accurately grasp the textual connotation of each fable, indicating that there are certain difficulties in understanding the teaching content. 42.3% of teachers can basically grasp it, which means their understanding of fables is still acceptable, but there is still room for improvement. 34.6% of teachers expressed complete inability to grasp, resulting in insufficient interpretation of fables and students' understanding in classroom teaching. From the interview results with teachers, this proportion shows a lack of understanding of the connotations of fable texts, leading to some teachers having inaccurate grasp of the textual connotations of fables. Fables are rich in content and contain the thoughts of various schools of thought. It can be said that fables are a history of the thoughts of various philosophers. However, in the actual teaching process, some teachers only rely on textbooks to interpret fables and rarely read academic works related to fables. They only have a basic understanding of ancient thinkers and have not delved deeply into the thoughts of various philosophers. They have little understanding of the historical background of fables. Some teachers have not paid enough attention to the textual connotation of fables, believing that the teaching of fables only needs to focus on basic classical Chinese knowledge and does not require in-depth exploration of the textual connotation. Lack of the spirit of humbly seeking advice, some teachers are unwilling to spend time asking excellent teachers for relevant knowledge about fables. Intrinsic motivation is an important factor in stimulating teachers' learning, and some teachers lack initiative and rarely actively use various means to learn relevant knowledge of fables.

#### **4.1.2 Use of single approach in fable teaching**

In order to investigate the use of situational teaching methods by teachers in teaching fables, the researcher started with three questions: the teaching method, introduction methods adopted by teachers in teaching fables and the methods of perceiving character images. The interview are as follows:

Table 3: Teaching Methods

Questions	Options	Number of people	Percentage (%)
What teaching method do you usually use when teaching fables?	Focus on explanation	14	53.8%
	Panel discussion	6	23.1%
	Role playing	4	12.0%
	Reading perception	2	10.6%
Which type of introduction do you usually use in teaching fables?	Conversation	5	19.2%
	Multimedia	8	30.8%
	Story	9	34.6%
	Suspense	4	15.4%
What methods do you usually use when leading students to perceive character images?	Asking questions to Arouse doubts	10	38.5%
	Panel discussion	7	26.9%
	Role playing	6	23.1%
	Reading perception	3	11.5%

According to Table 3, more than half of the teachers (53.8%) are accustomed to using lecture based teaching methods, indicating that teachers tend to transmit knowledge through traditional teaching methods in the classroom. The proportion of group discussions, role-playing, and perceptual reading is relatively low, indicating that teachers have not fully utilized interactive and experiential teaching methods in the classroom. Teachers are influenced by traditional teaching concepts and believe that explanation is the most effective way of knowledge transmission. At present, although the concept of quality education has been proposed, the situation of exam oriented education still exists. Exam oriented education means that students' exam scores are the only criterion for measuring whether they are excellent. Therefore, under the standard of "score is king", teachers devote all their energy to how to improve students' scores, spending a lot of time researching real high school entrance exam questions, without paying attention to the improvement of students' emotional and moral qualities. Exam oriented education leads teachers to only focus on the knowledge points of fables that students are required to master during exams, without caring about whether students can comprehend the life philosophy that fables want to convey. So when teachers explain fables, they make the basic classical Chinese knowledge of fables a key and difficult point in teaching, and their interpretation of the meaning is often relatively

single, only exploring it from one perspective. Based on this, some teachers do not like to apply constructivist teaching methods to fable classrooms, and are accustomed to using explanatory methods to explain fables. Because teachers can help students quickly grasp the basic classical Chinese knowledge of fables through explanation, thus achieving better exam results.

According to the interview, 34.6% of teachers choose to introduce stories, which helps students better enter the learning state and establish connections with fable content; The use of multimedia (30.8%) also reflects that teachers are trying to use modern technology to enhance classroom attractiveness, but there is still room for improvement. The low proportion of conversation and suspense indicates that these ways of guiding students to think and explore have not been fully valued. Teachers tend to choose import methods based on textbook content, neglecting students' interests and participation; According to the interview, 38.5% of teachers choose to guide students to perceive character images through questioning and questioning, which is a good heuristic teaching method that can stimulate students' thinking. The proportion of group discussions and role-playing is still low, which limits students' interaction and participation in the classroom. Teachers are more accustomed to guiding students through questioning rather than promoting learning through more participatory methods.

#### **4.1.3 Unclear understanding of the connotation of constructivist teaching methods and lack of practical application in fables**

In order to investigate teachers' mastery of constructivist teaching methods and practices, interviews were conducted around four questions: teachers' mastery of constructivist teaching strategies, their understanding of the pedagogical view, whether the teaching methods were applied in the classroom, and whether the application of the teaching methods was in line with the requirements of the curriculum standards. The results of the interviews are as follows:

Table 4: Understanding and Practical Application of Constructivist Teaching Methods

Questions	Options	Number of people	Percentage (%)
Can you name the specific teaching strategies included in constructivism?	Can	5	19.2%
	Basic ability	7	26.9%
	Not at all	14	53.8%
Do you have any understanding of the teaching philosophy in constructivist learning theory?	Fully understand	9	34.6%
	Basic understanding	5	19.2%
	Don't understand	12	46.2%
Do you think constructivist teaching methods can be applied to fable teaching? Have you made any relevant attempts?	Yes, and I have tried it before	6	23.1%
	Can, but rarely tries	13	50%
	Cannot	7	26.9%
Can you always meet the requirements of the curriculum standard by applying situational teaching to fables?	Every time	7	26.9%
	Basic ability	9	34.6%
	Cannot	10	38.5%

According to Table 4, only 19.2% of teachers are able to specifically state the teaching strategies of constructivism, indicating that the majority of teachers lack a deep understanding of the specific practical methods of constructivism; 53.8% of teachers are completely unable to articulate specific strategies, indicating a significant knowledge gap. Teachers have not received systematic training and lack understanding of the specific implementation methods of constructivism, which directly affects their ability to apply constructivism in teaching; According to the interview, only 34.6% of teachers stated that they fully understand the constructivist teaching philosophy, while nearly half of teachers (46.2%) stated that they do not understand. The understanding of theory is closely related to teaching practice, and this lack of understanding leads to teachers lacking effective teaching strategies in the classroom. This is reflected in the lack of relevant learning materials and support in teaching, making it difficult for teachers to deeply understand the theory; According to the interview, only 23.1% of teachers are able to and have attempted to use constructivist teaching methods, indicating a low willingness of teachers to actually apply this method. 50% of teachers say they can, but rarely try, indicating that although they have knowledge, they lack the motivation or environmental support to practice. Teachers may be limited by school systems, textbook content, and other factors in actual teaching, making it difficult to

fully implement constructivist methods. At the same time, they lack necessary resources and peer support, making it difficult to effectively implement this teaching method; According to the interview, only 26.9% of teachers reported being able to apply situational learning to fable teaching every time, indicating the difficulty of achieving situational learning in teaching. 38.5% of teachers stated that they cannot meet the standards, indicating that they have not fully considered the elements of situational learning in curriculum design, resulting in poor teaching effectiveness.

In short, some frontline teachers have a narrow understanding of constructivist teaching methods, which can delay teaching time and slow down teaching progress. The teaching time here refers to the time in class and the time after class. As with role-playing, it is necessary to use the teacher's spare time to prepare performance tools before the performance. In classroom teaching, it is necessary to have students perform in class, and role-playing requires students to be able to present the characters in the text in their own way in class. This requires students to correctly grasp the characteristics of the characters' personalities. From this perspective, the requirements for students are relatively high, and teachers need to spend time guiding them. Multimedia teaching requires searching for suitable audio and video online, and then inserting them into the courseware. However, some old teachers lack the awareness of keeping up with the times and have difficulties in using multimedia. They cannot operate audio playback and video editing well, which can lead to teachers spending a lot of time creating multimedia scenarios and easily causing teaching tasks to be unable to be completed. Therefore, in order to successfully complete teaching tasks, teachers rarely create role-playing and multimedia scenarios. Teachers discriminate against constructivist teaching methods. They believe that although using constructivist teaching methods can make the classroom interesting and increase students' enthusiasm for learning fables, it can easily lead to chaotic situations and difficult to maintain classroom discipline. In such a classroom, students find it difficult to comprehend fables.

#### **4.1.4 Contextual creation detached from real life and fables**

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

Table 5: Relationship between Scenario Creation and Students' Actual Life

Questions	Options	Number of people	Percentage (%)
Can the real-life examples you provide often resonate with students?	Every time	6	23.10%
	Basic ability	8	30.80%
	Not at all	12	46.20%
Does the situational teaching activity you create always match the textual content of the fable?	Every time	5	19.20%
	Basic ability	6	23.10%
	Not at all	15	57.70%
Before explaining fables, do you know in advance what happens to students in their daily lives?	Meeting	4	15.40%
	Occasionally	10	38.40%
	Not at all	12	46.30%

According to Table 5, only 23.1% of teachers believe that their real-life examples can resonate with students every time, while nearly half (46.2%) of teachers say they cannot at all. This indicates that teachers have significant difficulties in connecting course content with students' actual lives, and the lack or irrelevance of real-life examples leads to a weakening of students' understanding and interest in the learned content, thereby affecting their learning outcomes. In short, some teachers believe that the real-life examples they provide are difficult to resonate with students. The reason is that some teachers do not base themselves on the learning situation, rarely understand what students are interested in in daily life, and pay less attention to things that happen around students. This leads to teachers listing examples of daily life that cannot arouse students' empathy and only make them feel confused and at a loss; According to the interview, only 19.2% of teachers believe that the real-life examples listed always match the content of the fable text, while 57.7% of teachers say they cannot at all, indicating a significant deficiency in the design of situational activities. The reason is that some teachers do not attach importance to the interpretation of fable texts in their thinking. They directly download relevant courseware of fables from the internet, lacking in-depth exploration of fable texts and only browsing roughly. This leads to a lack of close connection between the situational activities created by teachers and the fable texts; According to the interview, only 15.4% of teachers stated that they would understand students' daily lives in advance, while 46.3% of teachers would not at all, indicating a significant lack of interaction and communication between teachers and students. The lack of understanding of students' daily lives leads to teachers being



unable to effectively combine teaching content with students' actual experiences, thereby affecting the effectiveness of classroom teaching.

## **4.2 Discussion**

This study deeply explores the problems faced by teachers in fable teaching, especially the effectiveness of fable teaching, through qualitative interviews. The interview results show that teachers generally use traditional teaching methods, which cannot effectively stimulate students' interest and participation in learning, resulting in students' relatively shallow understanding of fable content. In practical teaching, the lack of effective interaction and exploration opportunities limits the development of students' critical thinking. In addition, due to the limitations of textbooks and the urgency of classroom time, it is often difficult to provide students with sufficient space for discussion and reflection. These issues prevent students from fully absorbing the connotations and meanings of fables in the process of understanding them. Based on these findings, this study proposes targeted recommendations, including incorporating more collaborative learning and inquiry based learning elements into teaching, encouraging students to actively participate in the learning process through activities such as group discussions and role-playing, thereby enhancing their understanding and creativity. The study also suggests that teachers can use multimedia and technological means to design more interactive and interesting teaching activities to attract students' attention and promote their deep understanding of fables. Future research should expand the sample size to include teachers from different regions and schools to further validate the effectiveness of these recommendations and explore the potential application of constructivist theory in other disciplines and teaching content.

## Chapter 5 Conclusion and Recommendation

### 5.1 Conclusion

Fable language is concise, vivid, and profound in philosophy, with unique educational value. It is a primary school Chinese reading material

Primary school Chinese fables have rich themes and a wide range of sources, which are in line with students' cognitive development characteristics. They can effectively enhance students' language abilities, develop their thinking qualities, promote their moral education, and strengthen their aesthetic literacy. They have strong comprehensive educational value. Fables have a long history of development and are also one of the representatives of excellent traditional Chinese culture. They have broad educational significance for both children and adults. With the reform and optimization of education and teaching, we believe that fables can bring more surprises to everyone. However, the current primary school Chinese fable teaching presents many problems such as standardization, formalism, and one sidedness, and the effectiveness and quality of fable teaching cannot be sufficiently guaranteed.

This study used the interview method to investigate the current situation of fable teaching from the aspects of teachers' fable literacy, teaching method selection, practical application of constructivist teaching methods, and situational teaching. It is found that teachers have a good overall situation in fable teaching, but there are still some problems: teachers do not have a deep grasp of the textual connotation of fables, constructivist teaching methods have a single method in fable teaching, their understanding of the connotation of constructivist teaching methods is unclear, and there is a lack of practical application and situational creation in fables that are detached from real life and fables. The article also attempts to analyze the underlying reasons for the existing problems and propose solutions.

The teaching method of fables based on the guidance of constructivist theory should fully utilize the principles of constructivist theory in teaching: taking students as the main body, teachers as guidance, inspiring students to actively explore and independently construct the meaning of fables. In the following teaching, teachers can teach fables through watching videos, performing, and playing games, creating a relaxed and interesting learning environment for students, so that every student can participate in the teaching process and improve their participation and enthusiasm. In fable teaching, various forms of practice can be used to make students feel the joy of learning fables and consciously engage in learning. In short, on the one hand, relying on schools and society to provide better teaching environments and educational resources, and more importantly,

starting from teachers themselves, interpreting the requirements of Chinese language curriculum standards, and implementing them in teaching to increase the fun and diversity of fable teaching.

## **5.2 Recommendation**

Based on interviews and classroom observations of primary school Chinese language teachers' understanding of fable texts, this study have identified problems in their comprehension of fable texts. This study have targeted solutions from both the teacher and school levels. At the teacher level, this study mainly focus on improving their theoretical literacy in fable texts, setting text goals based on specific situations, expanding the curriculum perspective of teacher fable texts, enhancing the flexibility of teacher fable teaching, and transforming fixed thinking into diverse interpretations of meanings; At the external level of the school, this study will strengthen teacher education and training, safeguard teachers' understanding rights and interests, enhance the construction of teaching and research culture, develop school-based curriculum, and work together with the external level of the school to improve the comprehension ability of primary school Chinese language teachers in fable texts.

### **5.2.1 Building Professionalism in Teaching Fables to Promote Teaching Quality**

The essence of a teacher's classroom teaching is the display of their teaching knowledge and skills. A solid foundation in fable theory is the prerequisite for conducting fable teaching. Fable text teaching requires a certain level of fable theory as a basis to be more professional. Teachers' understanding of fable texts ultimately needs to be put into teaching practice. Therefore, strengthening the study of fable theory can help improve the effectiveness of fable text teaching.

Firstly, teachers should give sufficient attention to fable texts from an ideological perspective, break the inherent notion that fable texts are subordinate in Chinese language teaching, and recognize the value of fable texts in cultivating students' thinking, language expression, writing, moral education, and other abilities. Once these abilities are formed, they have relative stability and can be transferred to the learning of other literary genres, which is of great significance for the entire Chinese language learning. Secondly, the reserve of teachers' knowledge of fable theory to some extent affects their understanding of fable texts. Most Chinese language teachers in frontline primary schools lack knowledge of fable theory. Only by deeply understanding fable theory can teachers better grasp the form and content of fable texts and have a deep understanding of them.

On the one hand, teachers should read relevant works and materials on fable theory to strengthen their learning of fable theory. The works of scholars such as Chen Puqing, Gu Jianhua, and Bai Bensong can be used as reference for primary school Chinese language teachers to enhance their awareness of the literary style of fable texts in theoretical learning; On the other hand, based on mastering the theory of fable texts, teachers need to engage in extensive reading of fable texts. The cultivation of literary awareness requires the use of specific fable text reading, reflecting and categorizing during reading, elevating the learning of "individual" to the level of "class" learning. Under the guidance of fable theory, teachers can achieve a deep understanding of fable text theory through their own authentic reading experience, and then understand the stylistic characteristics of fable texts; At the same time, teachers should attach great importance to communication and cooperation. Under the background of the new curriculum, teachers' cooperation ability is particularly important. Therefore, it is necessary to form a teacher learning community, in which teachers can discuss and exchange theoretical knowledge of fable texts with each other, and have in-depth exchanges on the stylistic characteristics of fable texts. At the same time, teachers should actively carry out listening and evaluation activities, discover their own shortcomings through listening and evaluation, learn from each other's strengths and weaknesses, and fill in the gaps in practice. Through practice, teachers can improve their theoretical level of fable texts, maximize the value of the teacher learning community, and improve their theoretical literacy of fable texts in this cultural atmosphere.

### **5.2.2 Keeping pace with the times and enhancing the flexibility of teacher teaching**

Teachers should break the traditional teaching mode of fables, optimize the teaching method of fables, and build a bridge between fables and students from the perspectives of fables and student subjects, thus forming a virtuous cycle between fables teaching and student learning.

Starting from the fable text, teachers should use various teaching methods to make students realize the fun of the fable text: through role-playing, students can appreciate the vividness of the plot of the fable text; through reading aloud, students can understand the simplicity of the expression of the fable text; through connecting with real life, students can experience the profoundness of the philosophy of the fable text; and various methods are used to guide students to feel the charm of the fable text. Many teachers believe that teaching methods other than the lecture method in fable text teaching are too time-consuming. In the long run, the use of multiple methods in fable

text teaching can greatly improve students' enthusiasm for learning fable texts, and the stimulation of these non intellectual factors greatly enhances classroom teaching effectiveness. Compared with the lecture method, students' enthusiasm for learning is high, and classroom teaching efficiency is also improved. Therefore, teachers need to change this inherent concept, try various methods for fable text teaching, and enhance the diversity and flexibility of fable text teaching methods.

Starting from the perspective of students, teachers in fable teaching should enhance students' classroom participation, create a relaxed classroom atmosphere, promote classroom interaction between teachers and students, engage in dialogue and communication with students, break the rigid thinking of adults, understand students' textual perspectives in dialogue, examine fable texts from students' perspectives, and adjust teaching in a timely manner, thus achieving the integration of students' perspectives and teachers' perspectives in text content. At the same time, in the teaching of fable texts, teachers should do a good job in "addition and subtraction". The so-called "addition" means that teachers should increase students' perception of the image of the fable text in fable text teaching. The image of the fable text often has distinct characteristics, and teachers should avoid improper use of digital teaching resources in teaching. In fable text teaching, situational teaching method, role-playing and other methods can be used to introduce students into the context of the text, so that students can understand the personality and image of the characters in the fable text, deepen their understanding of the fable text and the meaning through perception; The so-called "subtraction" means that teachers should reduce pure moral preaching when revealing meanings. Fun and cheerful classrooms are most popular among primary school students, and students' learning efficiency is also most efficient in this classroom atmosphere. If fable text teaching becomes empty preaching, its educational value will be greatly reduced. Teachers should fully play the role of students as the main body in fable text teaching, and encourage students to actively participate in the classroom through classroom discussions, group cooperation, and other methods. Through students' free expression, they can guide students to shift their superficial perception of fables to deeper understanding of fable meanings. Continuously optimizing the teaching of fable texts through one plus one reduction, further enhancing the pertinence and effectiveness of fable text teaching methods.

### **5.2.3 Developing fables teaching resources adapted to constructivism**

Schools should organize systematic training to help teachers gain a deeper understanding of the core theories of constructivism, such as Piaget's cognitive development theory and Vygotsky's social interaction theory. Through special lectures,

theoretical seminars, or inviting experts to give lectures, enhance teachers' understanding of the concept that "learning is students' autonomous construction of knowledge" and help them understand how to transform into a "guide" role in the classroom.

In terms of lack of practical application, teachers should adopt problem guided teaching design, design open-ended questions and exploratory tasks based on the core content of fables, and encourage students to think about the moral meaning behind fables and their relevance to reality. For example, teachers can design questions such as: "Why did the characters in the story make such choices? Have you encountered similar situations in your life? How to solve them?" Teachers can also develop multi-level teaching activities and materials to adapt to different students' cognitive levels. For example, lower grade students can perceive fables through drawings and role-playing, while higher grade students can delve into the connotations of fables through group discussions, writing analysis, and other methods. Teachers can also provide auxiliary materials of different difficulty levels to help students find a suitable understanding path in the process of self-directed learning. Using interactive whiteboards, learning platforms, or educational apps in teaching, creating virtual discussion spaces for students to continue discussing moral issues or plot analysis in fables before or after class, and using technological means to increase students' sense of participation and depth of thinking. Teachers can organize "mutual aid classes" or "observation classes", where different teachers showcase their use of constructivist methods in fable teaching and continuously improve teaching strategies through mutual evaluation and feedback. In this peer learning mode, teachers can better absorb successful experiences and find room for improvement through collective reflection. It is also possible to establish a mechanism for mutual assistance in solving teaching problems. By establishing online communities or WeChat groups, teachers can ask questions or exchange successful experiences in fable teaching in real time, forming a cooperative network among teachers. When encountering practical problems in teaching, teachers can seek help and suggestions from colleagues to improve teaching design and methods.

#### □5.2.4 Combining fables and setting real-life situations

Students learn in life and live in learning. So when designing teaching, teachers should consider being close to real life, using examples of things that students come into contact with in their daily lives, in order to arouse empathy among students. fables have a long history and are already very distant from us. However, the long age does not mean that the two are completely unrelated. When creating situations, teachers

can find the connection point between fables and today's life. By using examples of things around students, they can help students understand the ideas and viewpoints that fables want to express, bridge the gap between students and the text of fables, and better absorb textual knowledge. For example, when teaching the fable "Foolish Old Man Moves the Mountain", Teacher Qian Menglong found that by combining real-life examples, students can understand that different characters have different attitudes towards Foolish Old Man moving the mountain.

### **5.3 Further Study**

The main content of this study is a survey on the teaching mode of elementary school fables based on constructivist teaching theory. As the ultimate goal of the teaching mode guided by constructivism is to cultivate students who can combine theory and practice and learn independently, the teaching mode of elementary school fables greatly affects the learning effectiveness of elementary school students and is also the key to influencing teacher teaching. However, this study did not consider the discovery of the problem comprehensively. Therefore, other more representative influencing factors can be found in future research surveys on elementary school fable teaching modes.

Finally, future research directions can also compare different research perspectives to gain a deeper understanding of the significance of the elementary school fable teaching model based on constructivist teaching theory.

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