

Practice and Exploration of Chinese Teaching and Teaching Strategies

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Keywords: Chinese teaching; Teaching strategy; Practice; Strategy

Abstract: The 21st century is an era of "informatization industry" and "knowledge economy". The knowledge economy is developing rapidly, information explosion is spreading, economic globalization, technological innovation, and network resources are widely used. It is constantly influencing and changing the way we learn, work, live and think. The development of the times has placed new demands on talents. In order to meet the development requirements of talents, and to cultivate students' comprehensive learning attitude, innovative consciousness and practical ability, and healthy personality quality, etc., lay a foundation for the lifelong development of students, all of which make our Chinese education face New challenges and changes. This paper first briefly introduces the trend and development status of Chinese teaching, and discusses the construction framework of Chinese education teaching strategies, and puts forward some practical strategies for teaching strategies of Chinese education.

1. Introduction

With the in-depth development of the new curriculum reform in China, as the "classroom" of the curriculum implementation space, it also gradually moves toward all-round openness, application of technology and reconstruction of organizations [1-2]. These new changes inject the vitality of the traditional classroom structure and function into the era, reinterpreting the concept of "classroom", from the content of teaching and the form of teaching, the teaching technology and teaching behavior, the interpersonal relationship in teaching and The relationship between people and information, etc. [3-5]. The goal of the Chinese curriculum should focus on the overall development of people, and comprehensive development is a historical concept [6]. Therefore, the grasp of the objectives of the Chinese curriculum should also have a sense of history. All courses should pay close attention to all elements of the overall development of human beings, and should take full responsibility for the overall development of the students. Responsibility, and according to the characteristics of this course, give full play to the advantages of this course, and strive to make the greatest contribution to the overall development of students [7-10]. Through the status quo and problems of Chinese teaching, this paper puts forward the practical strategies of teaching strategies in Chinese education.

2. Trends and Development Status of Chinese Teaching

2.1 Trend Analysis of Chinese Teaching.

Modern society requires citizens to have a good humanistic quality and scientific quality, with an innovative spirit, a sense of cooperation and an open vision, and has many basic skills including reading comprehension and expression communication. Train students to actively explore, unite and cooperate. Comply with the needs of talents in the social development situation, in line with the trend of global education reform, starting from the characteristics and existing problems of Chinese education, in the process of negating the negation of the comprehensiveness of traditional Chinese education. For the first time, the Chinese Language Curriculum Standard incorporates "language learning" into the Chinese curriculum system, which is in line with "literacy and writing, reading, writing and oral communication. This is a breakthrough in the reform of the Chinese curriculum and

a highlight of the content of the Chinese curriculum. Language The study is mainly embodied in the "comprehensive use of Chinese knowledge, the overall development of listening, speaking, reading and writing skills, the communication between Chinese and other courses, the close integration of book learning and practical activities". Its foothold is "to improve students' language literacy in an all-round way." "With this new learning style, students will be actively involved, willing to explore, diligent, and develop the ability of students to collect and process information, the ability to acquire new knowledge, the ability to analyze and solve problems, and the ability to communicate and cooperate."

2.2 Current Status of Current Chinese Teaching.

Chinese extracurricular activities can broaden students' academic horizons and cultivate students' innovative spirit and creative ability; Chinese extracurricular activities can enrich students' lives and have the function of social integration. In the vocational education curriculum system, the language curriculum has a cultural foundation and its importance is self-evident. However, there are many problems in the current high school language classroom. For example, the current Chinese textbook "Comprehensive Learning" has many references, activities are too simple, and the content orientation is too narrow. It has a deep understanding of the development of students' inquiry habits, the study of research methods and the perspective of inquiry. Not perfect place. At the same time, the study of language learning has gradually spread across the country. Many theoretical workers and front-line teachers have also made many questions on the connotation, nature, goals, curriculum resource development, theme design, and evaluation methods of language learning. Discussion on the theory and practice of all aspects.

2.3 Practical Significance of Teaching Strategies in Chinese Teaching.

Teaching strategy is a series of relatively systematic behaviors that teachers take in order to achieve certain teaching goals in the teaching process. The strategy of primary school Chinese teaching also comes from teaching practice, and it still needs to be implemented in teaching practice. The proposal of a teaching strategy is actually a reshaping of the ideal of teaching. This reshaping is manifested in the advanced nature of the teaching behavior it leads in a period, and more importantly, the result of the teaching behavior it leads to expresses the ideal appeal of primary school Chinese teaching and conforms to the trend of social development. The teaching strategy is concrete and operable, and the teaching practice is realistic. The teaching strategy should be integrated into the teaching practice to achieve mutual unity. Through the study of Chinese language teaching strategies in primary schools, it is beneficial to the professional growth of primary school Chinese teachers, which is beneficial to guiding the practice of Chinese teaching in primary schools, and is conducive to cultivating the talents needed by the society and the times. Finally, it reflects the main theme of Chinese language teaching in primary schools and shows the language of primary schools. The spirit of education.

3. Discussion Theory of Teaching Strategies in Chinese Teaching

3.1 Types of Teaching Strategies.

At present, there are three types of views on teaching strategies in China. The teaching strategy is regarded as a comprehensive program of teaching implementation formulated to achieve a certain teaching goal; the teaching strategy is regarded as a teaching idea, and the teaching strategy can be regarded as a teaching concept or principle, through teaching methods and teaching modes. And teaching methods can be reflected"; think that teaching strategies are the same as teaching "methods", "steps" and teaching modes. It can be seen from the above that the above three views define the scope of the teaching strategy from different angles. One of the main points in common is that the teaching strategy focuses on the problem of "how to teach". It is the teaching content and teaching. Thoughts, teaching methods, teaching evaluations, etc., a series of working methods that contribute to the optimal realization of teaching objectives. In order to adapt to a large amount of

dynamic information in classroom teaching, teaching strategies must be instructive, flexible, and optimized. Due to the lack of clear understanding of some basic relationships, some of these views are also biased. To this end, some scholars believe that the basic meaning of teaching strategies can be expressed as follows: teaching strategies are an organic part of teaching design, a teaching program plan and teaching implementation measures formulated to achieve teaching objectives and meet students' cognitive needs in specific teaching situations.

3.2 Necessity of Teaching Strategies.

Teaching strategy refers to the overall teaching implementation plan based on a certain theoretical basis to achieve a certain teaching purpose. It includes reasonable selection and organization of various teaching contents and materials, and determination of teachers' and students' behavior procedures. In the sense of modern education, teaching strategies refer to the working methods adopted by teachers under the guidance of certain teaching concepts and in accordance with certain situations to reasonably handle the relationship between teaching factors. As a teaching strategy, it provides people with a way of thinking and a code of conduct under the guidance of a certain theoretical framework, rather than a "fool camera" mechanically applied in accordance with certain operating rules. Educational practitioners create vividly and richly through mastering scientific and reasonable teaching strategies and combining with the actual teaching practice, which is the vitality of modern teaching strategies.

3.3 The framework for the Construction of Teaching Strategies.

The construction of modern teaching strategies pursues the goal of over-emphasizing the problems of accepting learning, rote memorization, and mechanical training in the implementation of reform curriculum, and advocating students to actively participate, be willing to explore, and be diligent in training students to collect and process information. Competence, the ability to acquire new knowledge, the ability to analyze and solve problems, and the ability to communicate and collaborate. However, the theoretical idea of constructing a teaching strategy is to promote student development through interaction based on practical activities. The teaching process is the active construction process of student knowledge. It is in the process of fiddling and manipulating activities that students discover and grasp the characteristics and relationships of objects, and use words to distinguish and generalize them, so as to obtain rational understanding. The teaching process is a process of social interaction. Through the interaction between individuals and groups, students can reflect on themselves from others and judge others on the scale of self, thus forming the ability to conform to actual self-evaluation, positive self-experience and active self-regulation, not only mastering knowledge and corresponding thinking methods. Establish an optimized and efficient learning strategy, and develop students' ability to acquire knowledge independently, creatively use knowledge, and independently solve real-world problems.

4. Practice of Teaching Strategies in Chinese Education

Through the questionnaire survey of Chinese teachers and students in our school, we can understand the situation of Chinese teaching and develop a new language classroom teaching strategy. Improve teaching methods and fully mobilize students' enthusiasm for learning Chinese. Students can master reading ability, applied writing ability and oral communication ability through reasonable learning, thus laying a good foundation for smooth employment.

Table 1 Investigation of major obstacles in students' learning of Chinese

Contents of the survey	Learning content can't be remembered	Knowledge cannot be used flexibly	Inattention	Total(%)
Percentage	59.7	36.4	3.9	100

As can be seen from Table 1. The content of the classroom can not remember the highest

proportion of possession, followed by the inability to apply knowledge flexibly, and a small number of students can not concentrate and easily distracted. The corresponding measures are put forward. Every link in the teaching is important. In the implementation of the corresponding measures, it is also necessary to integrate and coordinate the four aspects of society, school, family and self to achieve more effective implementation, as shown in Figure 1.

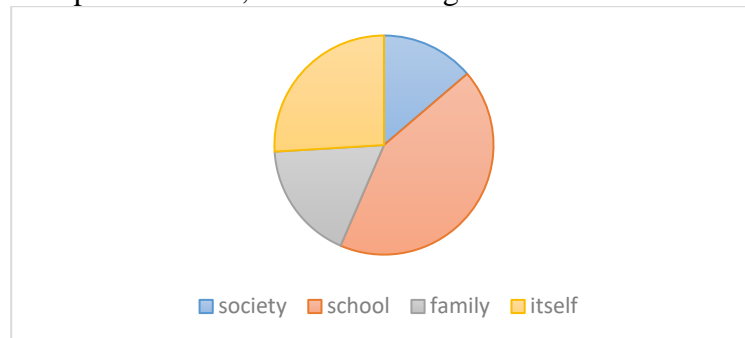


Figure 1. All aspects of importance in student students

4.1 Stimulating the Motivation of Cooperative Learning of Chinese among Students.

Advocates of cooperative learning among students believe that learning is a process of meeting individual internal needs. Only willing to learn can we learn well. Only by satisfying students' needs for belonging and influence can they feel that learning is meaningful, willing to learn, and Based on this understanding, we should base our teaching on satisfying students' psychological needs, so that teaching activities have strong emotional color. Setting up learning tasks. Not all learning needs cooperation. "Good steel is used on the edge "The organizing cooperative learning should grasp the opportunity and carefully design the content, requirements and presentation of cooperative learning. For example, when new knowledge emerges and new abilities are needed, when problems that individual Axis cannot or are difficult to solve, and when opinions are inconsistent and controversial in schools. Expansion of the In group work activities, the interaction between group members should be fully developed, which is full of warmth and friendship, mutual assistance and competition. Students meet their needs of influencing others by providing help, and at the same time, they meet The needs of belonging by caring for each other. The evaluation of cooperative learning. Inter-group competition can stimulate students' learning motivation to enhance the cohesion of intra-group cooperation and cultivate team spirit.

4.2 Make Students Self-Recognition and Set Goals.

Teachers can tell students typical examples of diligence and success in accordance with educational science theory in class, so that students can make correct self-evaluation, fully understand their strengths and weaknesses, thus losing inferiority, building self-confidence and improving self-consciousness. To set goals, students' self-confidence in learning is formed through a series of successful learning activities. Similarly, the loss of self-confidence is caused by a series of setbacks and failures. Therefore, teachers should be good at putting forward learning goals for students, so long as students make progress, that is to say, affirmation, so that students can see their progress in learning at any time, feel the existence of self-strength, self-confidence is constantly strengthened. Teachers should set teaching goals for each class of students, and establish different levels of goals for the three types of students, such as excellent, medium, and poor, so that they can be encouraged by the success of learning through classroom learning.

4.3 Constructing an Innovative Evaluation System.

In the past, too much attention was paid to the test results, which led some students to fear the test results and face the test results, thus losing confidence and interest in language learning. To rebuild the evaluation culture, we should not regard knowledge as the sole teaching goal and score as the sole criterion for evaluating students. Evaluation must pay attention to the individual's situation and needs, promote the realization of individual value, stimulate people's subjective spirit

rather than just sticking to scores. The content of evaluation should be comprehensive and diversified, paying attention to the investigation of students' comprehensive ability. In the past, because of purely pursuing knowledge acquisition and neglecting the cultivation of basic qualities of listening, speaking, reading and writing in Chinese, students' abilities were in a mess despite their high scores. The main body of evaluation should be interactive. It should emphasize the two-way selection, communication and consultation between evaluation processes, pay attention to the identification of evaluation results, strengthen self-evaluation and mutual evaluation, and make evaluation an interactive activity in which teachers, students and parents participate actively. The focus of evaluation is process, which pays more attention to the evaluation of growth and development process. It emphasizes the organic combination of summative evaluation and formative evaluation, emphasizes on promoting the transformation and development of the evaluation object, and pays attention to the combination of qualitative evaluation and quantitative evaluation, breaks the traditional paper-based and pen-based theory, and pursues the technology and method reflecting the latest evaluation thought.

5. Conclusion

Language teaching is an art, so the study of language classroom teaching strategies also exists for art. What kind of language classroom teaching strategies can withstand the baptism of time, the test of history, there is no doubt, of course, all the language classroom teaching for the development of students. The strategy of Chinese classroom teaching is just like that of Chinese teaching, which shoulders heavy responsibilities. It should be explored and criticized.

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