

An Empirical Analysis of Problems and Strategies in High-Chinese Language Teaching

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Abstract: In order to better promote the teaching of Chinese in high Chinese language, improve students' interest in learning, and better carry forward the inheritance of Chinese excellent traditional culture, this paper sorts out the teaching situation of Chinese high language in China, and points out the high school in China through questionnaires and interviews. The problems existing in the teaching of classical Chinese are optimally and purposely put forward suggestions and measures.

1. Introduction

Classical Chinese is the carrier of the history of the Chinese nation. It can cultivate the soul of the people and cast the spirit of the people. The classical Chinese language is difficult to understand, and the study is boring. The teaching of classical Chinese is an important part of high school Chinese education. It is difficult to learn, and students are prone to fear. Today, when national culture is constantly impacted by Western culture, it is undoubtedly positive to strengthen the teaching of classical Chinese and even the teaching of mother tongue. The teaching strategy is to make a relatively optimal selection, integration and application of teaching procedures, teaching methods and teaching media in order to achieve certain teaching objectives throughout the teaching activities. In order to promote the innovation and development of Chinese culture, it is necessary to reform the teaching methods of classical Chinese in the student stage, adopt scientific teaching methods, and promote the inheritance and development of Chinese culture.

2. The value and significance of classical Chinese teaching

Classical Chinese is the treasure of the Chinese nation and an important carrier for inheriting the fine traditional Chinese culture. High Chinese language occupies an important position in the teaching of Chinese in high school. It is an important stage for students to accumulate knowledge of classical Chinese. It is also an important way to familiarize with the history of Chinese literature, improve Chinese literacy, and perceive the cultural implications of works. The importance of high Chinese language is also reflected in the curriculum setting and examination ratio. For example, the proportion of Chinese classical Chinese in the high examination papers in Guangdong shows an increasing trend. This also explains the importance of high Chinese language learning from one aspect.

The teaching of high Chinese language can be explained from four levels: the definition of classical Chinese, the definition of classical Chinese, the definition of classical Chinese teaching and the definition of high Chinese language teaching. The academic circles generally believe that the classical Chinese language refers to the ancient Chinese written language based on the pre-Qin oral language and the language in the works of the ancient writers before the New Culture Movement. The categories of classical Chinese mainly include articles written and circulated in written language from the pre-Qin period to the New Culture Movement. In short, they are articles written in classical Chinese. The teaching of classical Chinese is a concept that is refined on the basis of the definition of classical Chinese teaching. It refers to the bilateral activities in which the

classical Chinese language is used as the teaching content and the reasonable teaching objectives are set up. High-Chinese language teaching refers to the classical Chinese culture teaching activities for the inheritance of excellent classical culture and the psychological characteristics of high school students and the staged characteristics of learning. To a certain extent, the teaching of classical Chinese in high school also emphasizes the initiative of students and the inheritance and development of traditional culture.

The teaching of classical Chinese has a history of hundreds of years of accumulation and development. The teaching of classical Chinese is of great significance in the inheritance of Chinese culture. Learning classical Chinese is the inheritance and development of traditional culture, which is conducive to students' understanding of the development of Chinese language. It is also an appreciation of the value and significance of China's excellent culture. First of all, learning high-speaking Chinese language not only improves students' ability to analyze and appreciate texts, but also improves students' aesthetic sentiment. It is imperceptible and far-reaching to improve students' language appreciation ability and students' aesthetic education. Secondly, learning high Chinese language is conducive to cultivating humanistic sentiment, highlighting patriotism, collective spirit, or embodying lofty ideals, ideals and beliefs, and shaping positive and healthy personality. Finally, learning high Chinese language is conducive to the inheritance of classical culture, enhancing the understanding and understanding of the core ideological concepts of Chinese culture and the Chinese humanistic spirit, experiencing the trend of creative transformation and innovative development of Chinese culture, and carrying forward the excellent national spirit. In summary, the teaching of classical Chinese is not only conducive to improving the ability of language and writing, improving students' ability to understand language appreciation, but also conducive to cultivating students' sentiment and promoting the inheritance and continuous development of traditional culture.

3. Problems in the teaching of high Chinese language

The teaching of classical Chinese is unique to China's teaching system, and there is no experience that foreign countries can learn from. With the deepening of high-Chinese language teaching, many problems have also been exposed in the teaching of classical Chinese. Mainly manifested in the fact that today's traditional classical Chinese teaching methods can not meet the requirements of the new curriculum standards, and the problems exposed by high Chinese language teaching are gradually increasing. In summary, the problems in the teaching of high Chinese language can be summarized from several aspects such as teaching mode, participating subjects and teaching system.

There is a conflict between the state orientation and the current situation of classical Chinese teaching. The high school curriculum clearly requires that high school students read classical poetry and shallow texts, recite a certain number of famous articles, master the common classical words, function words and sentence patterns in the text, and learn to use modern concepts to examine the content and ideological tendency of the works. Moreover, the proportion of high school new curriculum standards to classical Chinese literature continued to increase, and the number of recommended reading articles increased from 14 to 72. This shows the country's emphasis on traditional culture and the basic knowledge of classical Chinese. However, the pressure of higher education for high school students in China is getting bigger and bigger, because the high-Chinese language teaching has a utilitarian and practical trend, which leads to the emergence of the test mode of the score-based theory. Adding the above-mentioned words to the scope of application and difficulty, this teaching mode further aggravates the degree to which the language itself is ignored.

The main body of classical Chinese teaching is not perfect. Classical Chinese education is characterized by excessive difficulty and lack of practicality. In the specific teaching, there are problems such as single teaching mode, insufficient teaching depth, weak student foundation and insufficient interest. Teachers have a single teaching mode in high-Chinese language teaching, mainly adopting the teaching method of word-by-word translation and cross-talking teaching. However, teachers are constrained by a single traditional teaching, which makes students more

resistant and resentful to classical Chinese. Secondly, in the actual teaching, the instrumental characteristics of classical Chinese are emphasized, and the evaluation criteria required by the outline cannot be met. It is difficult to understand the deep aesthetic meaning of the text.

Classical Chinese does not form systematic teaching. The teaching of high Chinese language is too fragmented to guide students to learn with systematic knowledge, which makes it impossible for students to form a corresponding knowledge system. There are two main problems when students learn classical Chinese. First, because the practicality of the classical Chinese text is insufficient, the students' neglect of classical Chinese and literature leads to the reduction of the internal motivation of classical Chinese learning, and the interest in learning is gradually missing. Because the classical Chinese language is difficult to understand, and the cultural context is lacking, the students lack systematic learning in the early stage, and the knowledge of classical Chinese accumulated in the class is limited, which makes it impossible to consolidate the foundation and enhance the sense of language. As a result, students are not able to learn the classical Chinese.

4. Empirical Analysis of High Chinese Language Teaching

This paper conducts research by means of questionnaires and interviews. The author visited 13 high school Chinese teachers and conducted a questionnaire survey of 150 high school students to understand the intuitive feelings of high school teachers and students in classical Chinese. In terms of the questionnaire, 150 questionnaires were distributed and 150 questionnaires were returned, of which 145 were valid questionnaires, and the effective recovery rate was 97%. It should be noted that the research object has a certain representativeness, but it is affected by some objective factors, and the selected survey objects are bound to have unsatisfactory places. The specific interviews and survey objects are structured as follows:

The questionnaire design involves 10 questions, including learning interest, learning significance, and textbook structure. details as follows:

(1) Do you think it is necessary for high school students to learn classical Chinese? (A, very necessary B, can choose the right amount of C, no need D, don't know

(2) Are you interested in learning classical Chinese? (A, yes, can improve people's self-cultivation B, yes, in order to test C, not to be sure, since there should be learning D in the textbook, no interest, time-consuming, not effective Big)

(3) What proportion do you think the Chinese language textbooks now account for? (A, right now B, increase classical Chinese C, reduce classical Chinese D, cancel classical Chinese

(4) How do you feel about the Chinese texts in the current textbooks? (A, like B, don't like C, most like D, small like)

(5) How do you feel about the teacher's above-mentioned words? (A, like to listen to B, sometimes like, sometimes don't like C, generally, it doesn't matter D, don't like to listen

(6) How did your Chinese teacher go to the ancient Chinese? (A. Word-by-word series is mainly for B. Textbooks have no comments or less talks. Targetedly speaking C, reading aloud, learning knowledge points in the classroom, chapter analysis Such as the water D, the high requirements for students, the class is mainly based on appreciation)

(7) For classical Chinese, what do you want the teacher to say in class? (A. First grasp the article as a whole, then talk about the words and phrases, analyze the text less. B, the textbook has no comments or less talk, self-study is the main, the teacher solves the problem. C, read more, remember the knowledge points in the hall, focus on the words D, and talk about the college entrance examination, nothing to say

(8) In the process of learning classical Chinese, what is the most difficult feeling? (A, the meaning of the meaning of the ancient and modern is too big B, the flexibility of the sentence makes the understanding difficult C, the lack of cultural background knowledge D, easy to understand the article, difficult to do the problem 10, you study What is the practice of classical Chinese?

(9) Do you think that you need a reference book to learn classical Chinese? (A, no need, the

comment is very detailed B, need, but not necessary C, very need, I hope to judge the meaning of the word D, do not know

(10) Can you do the reciting articles in the textbook? (A, fluently recited B, can carry back, may stutter C, will back before the exam, then forget about D, can't remember)

The survey results are as follows:

Table 1

Grade	Number of people		
	Teacher	Student	Proportion
First year of high school	2	40	27%
Second year of high school	3	50	33%
High school senior	10	60	40%

The above table shows that 10 teachers believe that there are problems in the teaching of high Chinese language teaching, such as single teaching system, aging teaching methods, and students' lack of interest, accounting for 77% of the total number. The student structure is 40 students in high school, 40 students in high school, and 70 students in senior high school. In general, 80% of students are dissatisfied with the current state of classical Chinese.

The above surveys and interviews show that high school students now have the following problems in the study of classical Chinese and the teaching of classical Chinese in teachers. First, students' interest in learning classical Chinese is decreasing. Second, students did not develop good habits of reading classical Chinese. Third, students lack the accumulation of classical Chinese.

5. High Chinese language teaching strategies

Unified classical Chinese teaching strategies. It is necessary to change the phenomenon of thinking about classical Chinese with a split thinking, and to make classical Chinese education a unified and unified unit. It is necessary to construct a systematic teaching framework to realize the unity of instrumentality and artistry in classical Chinese, as well as the unity of teacher teaching and student learning. It is necessary to carry out the teaching of classical Chinese in different levels, and carry out targeted education according to the level of different students and the status of students. Through cultural development, comprehension and reading, and introduction of primary school knowledge, we can study high-Chinese language teaching strategies with core literacy as the guide, and explore the fun of classical Chinese texts.

Train scientific thinking. It is necessary to repeatedly read the text and read it according to the sense of the language. When reading, it directly substitutes the accumulated knowledge of the classical Chinese, and tries to understand the tone and inner feelings of the author. It has the reading ability of reading and harvesting in both knowledge and emotion. It is necessary to explore the ideas of the article independently, let the students try to figure out the ideas of the article in their own learning, and clarify the logic of the author's writing. To achieve transcendence in training, set obstacles for students, form a learning gradient, and improve students' thinking level.

Innovative learning methods in classical Chinese. Teachers should master effective teaching techniques of classical Chinese, carefully create a new and interesting teaching atmosphere, lead students to understand the problems in depth, cultivate students' interest in learning classical Chinese, and ensure the quality of classical Chinese teaching. High school Chinese teachers should update their ideological concepts, respect students' main body status, introduce life elements into the classroom, stimulate students' interest in learning, and create conditions for the smooth development of classical Chinese teaching. Teachers should elaborate on the teaching methods, change the teaching methods, guide the students to actively discuss and communicate, actively start thinking about the brains, and let the students gain in each class.

Boldly integrate content to improve the teaching material system. It is necessary to adjust the teaching sequence and teaching focus of specific articles in combination with the teaching content, and guide students to compare and read the modern texts familiar to students with strange classical

Chinese, so that students can better understand the cultural connotation of classical Chinese materials. It is necessary to do a good job of connecting high school and high school, and take high school teaching as a relatively independent new learning stage to maintain students' enthusiasm for learning. Teachers should emphasize self-translation before class, pay full attention to the differences and relevance of teaching materials, and use various methods to make students feel the continuity of knowledge and cultivate students' abilities.

6. Conclusion

The relationship between Wen and Yan is an eternal proposition of classical Chinese teaching, which rationalizes the relationship between the two. Our classical Chinese teaching will have a big leap. Teachers can only follow the cognitive rules of Chinese education, guide students to actively explore knowledge based on existing knowledge and experience, cultivate students' ability of independent learning, strengthen reading and memorizing, and cultivate language sense, in order to truly realize the effective teaching of classical Chinese and classical Chinese. Value and aesthetic value. Therefore, in the teaching of classical Chinese, we should pay attention to the teaching method, be good at inspiring and guiding students to discover the learning law in the active area, pay attention to reading, improve the perceptive ability, strengthen the reciting, enhance the accumulation of classical Chinese, and grasp the content in the familiar reading.

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