

Research on Modern Chinese Teaching Method

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Abstract: The rapid development of society determines the new standards and requirements of Chinese teaching, so the research of Chinese teaching method is very important. This paper is devoted to the research of methods in modern Chinese education. In order to get the research results, the main methods are literature review and practical exploration. The basic concept of Chinese teaching method, its development history in China and corresponding teaching methods are clarified. It is helpful to realize the purpose of modern Chinese teaching and to improve the teaching level of subject teachers.

1. Introduction

"Chinese", in our study career, is a very important course, running through all the quality-oriented cultural education from primary school to university. From the childhood "a, O, e, I" to the present Confucius, Mencius, Laozhuang, from the most basic learning and cognitive tools to the present self-thinking and self-study, all these are the contributions of Chinese. The most important thing in the subject of Chinese is not to understand the general idea of the article and summarize the main idea of the article, but to get a glimpse of the laws and truth of the world so that we can better enrich ourselves and improve ourselves.

Then, the teaching task of Chinese is also extremely important. How to teach Chinese well? What are the methods of Chinese teaching? How to use our existing resources? All of these need to be analyzed and studied so as to make it better serve the modern Chinese teaching and play the largest role.

2. The Basic Concept of Chinese Teaching Method

What is Chinese teaching method? Its basic concept refers to the study of teaching rules, principles and methods of Chinese in middle and primary schools. Its research object is the educational phenomenon of Chinese subject. There are many aspects to study Chinese teaching method. One is to study its regularity, that is, the law contained in teaching, so as to grasp it basically; the other is its operability, focusing on whether it can be operated and applied to actual teaching. From the above concepts reflect the characteristics of Chinese teacher education.

The research object of Chinese teaching method mainly includes the following: first, the purpose and task of teaching, and the standard that Chinese teaching wants to achieve. Second, the nature, characteristics and curriculum concept of Chinese subject determine the content and requirements of teaching, which are causal. Third, in the process of learning Chinese knowledge, students master the objective laws and learning methods of Chinese comprehensive literacy ability. The "Chinese ability" in this point does not simply refer to the results of Chinese examinations, but the cultivation of comprehensive literacy. Fourth, the teaching process of Chinese subject, the teaching principles and methods that need to be adhered to. Fifth, the quality and professional skills of Chinese teachers; the main body of teaching is teachers, so teachers' subject quality and professional skills will be one of the objects of assessment.

The research content of language teaching method mainly focuses on "teaching" and "learning". First, teach. The main body of education includes not only the Chinese education of schools and teachers, but also the large-scale social Chinese education and the family education known as "the first teacher of children". Then, "learn.". The contents to be learned include the basic knowledge

theory of Chinese teaching, the professional ability that teachers need to master to engage in Chinese teaching and the professional morality to engage in education and teaching.

3. The History of Chinese Education Law in China

There are some works on Chinese teaching method, including primary school Chinese teaching method and new book Chinese teaching method published earlier in China. The former is Yanyin Wu's work published in 1921, and the latter was written and published by Jinxi Li in 1924. After that, the books about it began to develop actively and published one after another.

Until the founding of the People's Republic of China in 1949, Chinese teaching method began to be valued. At that time, the main problems in Chinese teaching method were as follows: first, the purpose and task of Chinese teaching; what is Chinese teaching for and how to reach a certain standard? Second, the relationship between Chinese teaching and ideological politics; in the early days of the founding of new China, we need to firmly spread socialism with Chinese characteristics to the masses, so we should pay more attention to the relationship between Chinese and politics. Third, the relationship between the teaching of Chinese knowledge and the cultivation of Chinese ability, which has been involved in the above concept, the highest standard of Chinese teaching is to improve a person's comprehensive quality. Fourth, the relationship between reading and writing teaching; reading and writing are two important contents of Chinese teaching, which complement each other and cannot achieve individual progress. Fifth, the status of literature in Chinese teaching method Sixth, the use of heuristic teaching in Chinese teaching method; at this time, people have realized that the traditional teaching mode is increasingly attracting people, and began to use heuristic teaching, causing people's thinking. Seventh, various ways and means of Chinese teaching, such as literacy, reading and writing.

According to the actual situation, the Ministry of education has formulated the syllabus of primary and secondary schools for many times and revised the contents of Chinese teaching methods. Many books related to Chinese teaching methods have also been published by various domestic publishing houses, striving to improve the overall teaching level of Chinese subjects through theoretical knowledge and specific methods. This is closely related to the national conditions at that time. When the People's Republic of China was founded and realized the importance of education, the first thing to bear the brunt was Chinese education. Only when people's knowledge level is improved, can the country develop better and faster and get rid of the situation of backwardness and being beaten.

By 1979, two years after the resumption of the college entrance examination system, the demand for people's learning increased, and the national and local Chinese teaching and research associations in primary and secondary schools were successively established, which also provided more specific and precise guidance for Chinese teaching methods. Since the 1980s, the research on Chinese teaching method has spread from the upper level to the lower level, which has attracted the general attention of the masses. People began to study related issues extensively, for example, how to strengthen the teaching and training of Chinese basic knowledge, and then further cultivate students' intelligence and development of Chinese ability, so as to develop students' ability of independent learning and make Chinese teaching method more scientific. According to statistics, by the beginning of 1983, China had more than 20 kinds of publications, such as Chinese teaching and learning composition. There is a new trend of Chinese teaching reform all over the country, which aims to improve the quality of the people and further realize the great rejuvenation of the motherland.

4. Modern Chinese Teaching Methods

The forms of modern Chinese teaching method are various, including reading method, teaching method, dialogue method, practice method, multimedia teaching method, research method, self-study method, etc. next, it discusses several most commonly used methods in modern Chinese teaching method.

4.1 Reading Method

As the name suggests, reading is a way to understand the meaning of the article and collect information from it. There are different types of this method: first, comprehensive reading method, such as reading aloud or silently; second, individual classification method, such as word interpretation, sentence interpretation and other methods to analyze the overall structure and central idea of the article; third, the combination of reading and thinking methods, specifically comprehensive generalization, analysis, comparison and other reading methods; fourth, Note taking methods, such as marking out the key points of the article, writing reading notes, writing post reading feelings, etc. in the reading process; fifth, reading is based on different types of styles, which are mainly divided into narrative, prose, novel, poetry, expository text, argumentative paper, etc., which are read separately.

The reading method usually used in Chinese teaching is intensive reading, which is divided into the following five steps: browsing, questioning, intensive reading, recitation and review. The first time is to browse the whole, capture the key information and have a general impression of the article; then, clarify the questions asked by the questions and go to the article to find the corresponding paragraphs; then, carefully read the contents of the corresponding paragraphs in the article, especially the key words and meaningful sentences, clarify the overall logical order, accurately grasp the main idea of the article, and make notes for practical use To solve the problem; then, to emphasize the content that needs to be remembered, we can recall some key words, and can retell the key content of the article roughly and accurately; finally, we can review the whole article through some necessary exercises, and comprehensively use the Chinese ability, so as to achieve good results in reading.

4.2 Teaching Method

Teaching method is a kind of Chinese teaching method, which teaches knowledge points to students through teacher's explanation. The specific teaching forms include narration, explanation, comment, retelling, etc. This kind of teaching method has a very old history, which can be traced back to a thousand years ago. It belongs to the traditional teaching method, so it is widely used in Chinese classroom.

The teaching method has reasonable advantages. First, it is conducive to improving the teaching effect and efficiency. Through the teacher's teaching, it can make the hard to understand theoretical knowledge become popular and easy to read content, and make learning a more relaxed and interesting thing. The teaching method is that the teacher grasps the teaching content to carry on the directional transmission, which can be understood as that the teacher has disassembled and analyzed the teaching material content, extracted the essence part from it, avoided the possible detour of the students in the independent learning, and reduced the unnecessary time and energy consumption. Second, help students to master the contents of textbooks accurately and profoundly. Teaching material is the basis and standard of a subject, but for the students who have not studied, it is still difficult to understand the meaning. At this time, teachers are required to guide students to correctly learn the knowledge points in the teaching material and master the correct ideas. Third, it helps to play the leading role of teachers in the classroom. Teachers are trained in professional knowledge and professional quality. The meaning of the word "education" not only includes "teaching", but also includes "education", which means that in addition to teaching textbook knowledge, teachers also need to establish students' correct outlook on life, values and the world to help students see the world correctly. Teachers play a dual role of teaching and educating people in the classroom. Fourth, teaching method is the basis of other teaching methods. From the perspective of teachers' teaching, it is not entirely dependent on students' independent learning. Any kind of teaching method needs to be taught through teachers' lectures, which can play a better role in teaching.

But in modern teaching, there are some problems in teaching method, which is misunderstood as "instilling" mechanical teaching. For example, it is easy for students to have false cognition that they have learned, which is not really mastered. Because teachers teach with strong logicity, and through professional curriculum design, students can easily receive when they listen to lessons, but

understanding does not mean real understanding. If students can't think independently at this time, there will be problems when they do practical application. Moreover, reading method is easy for students to rely on psychology, and learning knowledge completely depends on Teachers' lectures, which will produce inertia over time.

So when we use the teaching method to teach Chinese, we should pay attention to the following problems, so as to better teach and avoid the above problems. First, it is necessary to create a good learning atmosphere, which will help to improve the learning state of students. Second, the teaching is novel and interesting, which attracts students' attention and keeps students active in the classroom. Third, clarify the teaching ideas and guide students to learn on this basis; the key is to guide. Fourth, to avoid too comprehensive explanation, too specific but not conducive to students' learning and thinking.

4.3 Dialogues

Dialogue method is a kind of dialogue between teachers and students in the process of teaching. It is called "teaching dialogue" because it has the form of question and answer, discussion, debate and so on.

In a certain classroom situation, teachers and students learn knowledge through dialogue and communication. But because this kind of teaching method is different from the traditional teachers' direct teaching, it is more suitable for the senior students with certain independent thinking ability. Combined with the current situation of Chinese teaching in our country, the dialogue method is also more suitable for classroom questioning. Teachers ask questions, guide students to think on the basis of their own reading, and then feed back to teachers. The goal of dialogue method is always to help students learn, not just to communicate.

4.4 Practice Method

Practice method is a kind of teaching method that guides students to carry out practical activities so as to obtain knowledge and improve their quality. The specific forms include observation, investigation, interview, experiment, game, practice, homework, etc.

"A journey of a thousand miles begins with a single step". The practical teaching method must be people-oriented, so that students can learn through participation and personal practice. Therefore, the purpose and significance of practice are to enable students to acquire knowledge naturally through experience. In addition, how to stimulate students' interest in practice and how to skillfully design the process of practice is also a very important teaching link.

The reason why practice is important for learning activities is that all learning content and classroom teaching activities are ultimately implemented to the corresponding jobs. Only by participating in the practical learning, can students avoid and reduce the mismatch between the practice and the classroom.

In the process of focusing on promoting students' practical activities, teachers should also adjust the knowledge structure according to the students, and focus on promoting the cultivation of students' comprehensive quality and innovation ability. In the teaching, we should permeate and establish the connection with the actual life, and pay attention to explain with the learned knowledge in the specific practical activities. Generally speaking, practical teaching is an effective way to improve learning efficiency.

4.5 Multimedia Teaching Method

With the development of science and technology, modern teaching methods have also produced new changes. Multimedia teaching method is a new way of modern education. It refers to the reasonable use of modern teaching media to deliver teaching information to students in the teaching process. It is based on various audio-visual media, such as computers, projectors, slides and so on.

If teachers can be familiar with and use modern teaching media reasonably, and combine with tradition, they can enrich the course content and make the classroom more lively and interesting. But in the actual teaching process, there are also some problems in the use of multimedia teaching technology, such as the classroom is too dependent on the media, once there is an emergency,

teachers can not teach normally, so there are still some disputes on whether to use multimedia teaching in Chinese teaching. But in the new era of social process, as a Chinese teacher, if we can't keep pace with the times, can't make full use of network data, use multimedia technology for teaching, will be gradually eliminated. Multimedia teaching can help the classroom teaching, enrich the classroom teaching form, and make the Chinese classroom no longer be a teacher's indoctrination mode. The good application of multimedia teaching technology can stimulate the students' enthusiasm to participate in the classroom. Teachers should use a lot of media teaching technology to apply multimedia teaching technology to the preview, review and other teaching processes to assist the classroom Easy to carry out.

4.6 Research Method

Research method refers to a method in which the teacher asks questions and provides examples in the learning process of students, and then enables students to conduct independent research and learning through reading, observation, experiment, thinking and other methods, so as to master their skills in the process. The concrete forms in Chinese subject are problem-solving, topic exploring and so on.

The biggest difference between the research method and the Chinese teaching method mentioned above is that the main body of learning has changed from the teacher to the student. The students study the problems initiatively and consciously, master the objective laws, and establish their own ways of understanding and thinking, in which the teacher plays the role of guidance, supervision and acceptance. This kind of teaching method is suitable for the senior students who have the ability of independent study and thinking, as a means in the whole teaching process.

5. Summary

Since the initial research, Chinese teaching method has rich connotation; modern Chinese teaching has put forward higher requirements for the whole teacher group. Chinese teaching method can be realized in many ways to help teachers to complete teaching tasks better and make students master knowledge more comprehensively and profoundly.

Water drops can wear stone. Any job is not simple and any career also needs us to treat with our heart. Chinese language is everywhere in life. Everywhere can be taught, but everywhere is difficult to teach. So we need to use a variety of methods, comprehensive planning to realize the purpose of teaching.

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