

To Improve the Effectiveness of the Whole Book Reading Teaching in High School Chinese-Taking Reading Teaching of *Earthbound China* as an Example

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Abstract: The 2017 edition of Chinese curriculum standards for ordinary senior high school takes the whole book reading as a learning task group throughout the three years of senior high school, and it is one of the 18 learning task groups. The importance of the whole book reading is self-evident. This paper will use the literature research method, starting from the necessity of the whole book reading teaching, taking *Earthbound China* reading teaching as an example, specifically from the correct attitude, to stimulate interest, repeated reading, problem awareness, task-driven and achievement. Moreover, the six processes are evaluated to explore the strategies to improve the whole book reading teaching of high school Chinese.

1. Introduction

With the acceleration of the pace of modern life, "fast-food reading" has emerged and become more and more popular among teenagers. Long-term short reading will gradually deprive people of the ability to think independently. The long article is all-inclusive, only through the book carefully read, to understand the work of the background, plot development, character image, to understand the work of the connotation and the author to express the emotion and connotation, so as to train students' divergent thinking.

2. What is the Whole Book Reading Teaching?

Mr. Ye shengtao mentioned in "on the revision of curriculum standards of Chinese in middle schools" that "the whole book should be taken as the main body, and a single short chapter should be taken as the auxiliary part". "besides the text of a single article, a chapter of the book should be taken as well, and the whole book of the language of the high school should be taken as well." [1] this is the first proposal of the concept of the whole book.

2.1 The Connotation of The Whole Book Reading Teaching

The whole book reading teaching is in the teacher guidance, guides the student to carry on and completes the whole book reading teaching better, and in the teaching process, exercises the student's thinking, improves the student's reading ability, causes the student to form the correct outlook on life, the world view and the value [2]. According to the 2017 curriculum standards, the whole book reading teaching runs through the classroom and extracurricular reading. The classroom is the basis and premise, while the extracurricular is the main. Students play a leading role in this process, and teachers only play a guiding, guiding and inspiring role.

2.2 The Basic Characteristics of the Whole Book Reading Teaching

2.2.1 Integrity

First of all, a book is a complete, classic and socially valuable book, and the ideas it expresses need to be integrated and coherent. Secondly, students' reading process is also holistic. From the selection of books, to the reading of books, to the communication and expression after reading, the whole process is complete. No link can be missed. Furthermore, teacher's evaluation focuses on the whole reading process and belongs to formative evaluation. The evaluation of reading in the whole book is different from a test paper. Teachers need to observe and evaluate every student in the whole process from the aspects of students' reading status, performance, knowledge gained and

ability.

2.2.2 Flexibility

Under the guidance of teachers to read books independently, students are quite autonomous in the whole process of reading. The variability of the whole book lies in the richness of the books, and each book has its own characteristics, not a formula to simply apply. This also determines that teachers must fully consider the characteristics of each book, need to have their own unique understanding and insights on each book, teachers should have a fairly solid professional foundation, flexible guidance for students to read, let students feel happy in reading.

3. The Necessity of Teaching the Whole Book

The 2017 edition of Chinese curriculum standards for ordinary senior high schools also attaches great importance to the reading of the whole book and regards it as a learning task group throughout the three years of senior high school. It is one of the 18 learning task groups [3]. The country has stipulated that the whole book should be read in the form of national standards, so it is necessary to improve the effectiveness of the whole book reading teaching.

3.1 Cultivate Chinese Literacy and Expand Life Experience

The whole book reading teaching, first of all, is conducive to improve students' language ability, enhance the language ability, promote the development of students listening, speaking, reading, writing in many aspects; Second, the whole book reading can make students fully understand the content and value of work, exercise the student's overall thinking, to expand the breadth of thinking, thinking in mining depth, jump out of the reading of the "comfort zone", constantly development thinking, from different angles, find works about human nature, society, etc. A deeper meaning, enrich the students' life experience, learn about the world didn't know. Explore the mysteries of the unknown; Moreover, book reading can cultivate students' interest in reading, every classic condensed the author about social cognitive and thinking, the quality of reading, of course, is very good, the content of the "high quality" is to cultivate lifelong reading habits, we enjoy a whole book brings us wisdom, and the more lifetime earnings.

3.2 Promoting the Reform of the Chinese Language Curriculum

Reading the whole book helps to promote the integration of the internal areas of the language. The language test gradually presents "backwash effect"[4], to change to examine what, teach what education present situation present situation. The 2017 edition emphasizes the connection between reading, writing and oral communication, and advocates the organic combination of reading and writing, speaking and writing. This year's publication of the senior high school Chinese compulsory textbook is also reflected, which integrates comprehensive learning, sorting and exploring and other learning activities. However, the integration degree of various fields within the Chinese curriculum is still not close enough. Reading the whole book can integrate these spiritual areas and effectively promote the comprehensive integration of listening, speaking, reading and writing.

The content of the whole book can be interdisciplinary and comprehensive. The whole book can promote the integration of Chinese and other subjects. While cultivating humanistic thinking, the reading of the whole book can promote us to use mathematical thinking. Modern science and technology gradually form the interdisciplinary comprehensive ability, and form the ability of critical thinking, cooperative exploration, and pioneering innovation.

4. The Necessity of Reading the Whole Book *Earthbound China*

"Agrestic China" is put in new teaching material must go up volume 5 unit, this unit does not have other study content, as the first whole book that the ministry compiles compulsory teaching material, have its reading teaching demonstration inevitably, lead value.

The standard of Chinese curriculum for ordinary high schools (2017 edition) requires that in Chinese curriculum for middle schools, the main purpose of reading academic works is to cultivate and improve the core literacy of Chinese in high schools and develop the cultural horizon. *Earthbound China* is a collection of essays.

Earthbound China is a sociological work created by fei xiaotong, a contemporary sociologist. As a whole, it has its own framework, consisting of 14 articles. The author's perspective is very unique, he chose is not a city, but the scene of a rural involved in local social and cultural environment, the traditional social structure, the distribution of power, moral system, the method of the ritual, kinship geopolitical and so on various aspects, and the concept of "local" to for farmers' survival and living status to sum up, feeling for readers with a new perspective.

Earthbound China guides us to understand the features of Chinese rural society and deeply understand the characteristics of Chinese rural culture [5]. The author USES a lot of ink to describe the living situation of rural society in China. Even if students are not born in the countryside, they can have the feeling of being there. For readers who are interested in literary writing, they can even use it as the material for literary creation. The dozens of photos or illustrations inserted in the book vividly reproduce the life situation of rural society, providing a good reference for us to understand the true nature of rural society in China.

In reading *Earthbound China*, readers can feel the cultural gene and traditional spirit of Chinese rural society. In the book of rites, the university, the analects and mencius, the core concepts of traditional Chinese culture, such as "benevolence, righteousness, propriety, wisdom and faithfulness", "gentleness, courtesy, frugality" and "loyalty, righteousness and integrity", are all expounded in *Earthbound China*. The value of reading lies in the cultivation of students' ideology and morality. The local society, customs and customs, and the culture conveyed in *Earthbound China* subtly influence students' thoughts through the reading of the whole book, so as to understand the profound Chinese culture in the popular and natural language.

From *Earthbound China*, students can not only get edification in language, aesthetics and art, but also get sublimation in culture and thinking, which is conducive to cultivating students' comprehensive quality.

5. The Whole Book Reading Teaching Effective Strategy

This paper explores effective strategies to improve the reading teaching of the whole book from the following six processes: correct attitude, stimulating interest, repeated reading, problem awareness, task-driven learning, and achievement and evaluation.

5.1 Correct Attitude

To improve the effectiveness of the whole book reading teaching, we must first establish a correct attitude towards the whole book reading teaching. In the 2017 edition of common Chinese curriculum standards, the course objectives have been clearly expressed, and the related credits and class hours of this task group have been stipulated: 1 credit and 18 class hours are required. In the course setting, the school and the teacher should carry out the Chinese reading course according to the curriculum standard request truly and implement in the student's normal course, supports the reading course teaching implementation vigorously, first determines the student needs to read the compulsory reading list and the optional reading list within three years, then carries on the grade and the semester curriculum setting. As a Chinese teacher, to lead by example, love reading, carefully read the required reading list and related academic papers, to give students a correct guide. As the leader of the whole book reading, students should correct their reading attitude, find the real value of the books they read, instead of floating on the surface of the book, and feel the soul of the book from the bottom of their hearts.

5.2 Arouse Interest

Interest is the best teacher. In the whole book of teaching, teachers will be interesting throughout. In the introduction of books, teachers can play relevant film and television works to students to fully stimulate students' interest. Because *Earthbound China* is an academic paper, high school students are not very interested in such articles. Teachers can play the CCTV program of the same name to students, let students enjoy the local customs in the video, local stories, feel the excellent Chinese farming culture, "moisten things silently" throughout the whole book reading teaching in the whole language teaching.

5.3 Repeated Study

Each classic work embodies the wisdom of the author. How to elaborate the article, how to extend it, how to select the words accurately, how to advance the hierarchy, we need to carefully consider. This is a process from shallow to deep, from the surface to the inside. From the shallow to the deep, from the surface to the interior is repeated study, only through repeated study can increase the text comprehension. As an academic work, *Earthbound China* focuses on reasoning and clarifying viewpoints.

The 2017 edition of the curriculum notes that reading academic works should "read the whole text, outline the circles and strive to understand; Sort out the outline of the book and its key, make a summary of the book content; Grasp the important ideas in the book and the value orientation of the work. To read this book, you must understand the main concepts in the text. This book involves the concept of many "native color", "family", "courtesy order", "no litigation", etc., without careful combing and repeated reading, it is easy to get lost in the numerous terms, concepts, viewpoints. In the face of some difficult concepts, teachers should guide students to contact personal experience, combined with real life, to understand China's rural society from the point of view of this book. For example, *Earthbound China* mentioned that "we are all acquaintances, just say hello, need to say more? In the contemporary society where interpersonal relationship is gradually estranged, such words are rarely seen. Students can think about the reasons for this phenomenon, which is not only conducive to their understanding of "local characteristics", but also conducive to cause students to reflect on the present.

5.4 Problem Awareness

Teachers should guide students to find and solve problems in reading. The problem comes from two aspects, one is the question produced by students themselves in reading, the other is the question used by teachers to stimulate students' thinking. At different stages, what type and what difficulty to set will have an impact on the implementation process of the whole book reading teaching.

Before reading, teachers should set 1-2 questions based on their own reading experience and students' reading ability. The questions should not be too deep and difficult. Some interesting questions can be set, such as: why are people so keen on land and real estate? Have you ever wondered why parents treat their children as property?

In the process of reading, teachers should guide students to write down the problems encountered, let everyone in the classroom to discuss the methods and ways to solve the problem, teachers should consciously guide, do not let students get bogged down in simple or tangled concept of the debate, the debate between fame and reality, to get to the essence of the text, but also to get to the real society. For example, how to observe the "consanguinity" and "geographical" relationship in contemporary society? Will China's rural society end?

After reading, the teacher should lead the students to look back and let them find the problems by themselves. At the same time, the teacher should set relevant questions that can string the whole book, and explore the ideas, structure and theme of the text. For example: throughout the full text of *Earthbound China*, what is "rural"? Based on the related contents of "order of rites", "no litigation", "no politics" and "comrade elders", this paper discusses how people maintain order of rites without coercive power.

5.5 Task Driven

In the process of reading, the teacher should guarantee the reading process by the way of "task group". According to the reading time and reading progress, set up some task groups reasonably and let the students write while thinking while reading. Reading and writing are never separate, do not move the pen and ink do not read, students need to read notes, write their own comments and thinking, and in the way of reading notes to extract records. Teachers can also use the five minutes before class time, let the students to publish about the current reading needs to read the book reading feelings, to cultivate students' expression and appeal. Teachers can design tasks based on students' reading status. For example, they can select key concepts from *Earthbound China* and write a modern essay with them as the title. For the representative of the traditional Chinese rural

society "XX town" write a paragraph about the local customs and practices of the introduction.

5.6 Achievements and Evaluation

The evaluation of the whole book should combine process evaluation with outcome evaluation, written test with comprehensive evaluation, self-evaluation with other evaluation. *Earthbound China* is a scientific study, but because the object of study is rooted in the life and life of ordinary people, the complicated and mysterious concepts and thoughts are derived from the real observation and thinking of Chinese countryside, and it is a scientific demonstration and explanation of fresh social and cultural phenomena [6]. Teachers can inspire students to restore rational reading into pictures, events, stories and life, such as drama, dance, micro film and other art forms to display the results.

6. Summary

In the era of increasingly fragmented information, the whole book reading teaching can not only cultivate students' Chinese literacy, expand life experience, but also promote the reform of Chinese curriculum and the internal and external integration of Chinese discipline. As a high school Chinese teacher, while constantly improving my professional knowledge, I need to constantly explore effective strategies to improve the whole book reading teaching of high school Chinese so as to cultivate students' empathetic and thinking ability.

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