

Exploration of Chinese education juncture in primary and secondary school under the background of the new college entrance examination

Ling Pengguo

Junior High School of Yundong, Chongqing, 404500, China

Keywords: The New College Entrance Examination Background; Chinese Education In Primary And Secondary School; Link-Up Education

Abstract: Traditional Chinese teaching methods may make students' learning boring and blind. Studying for exams will prevent students from improving their knowledge and physical and mental development. Even worse, they may lose interest in Chinese. At the same time, it is not conducive to stimulate students' thinking mode and cultivate students' language and emotional expression ability. Obviously, this teaching method is not suitable in the context of the new college entrance examination, as students' overall quality development is paid much attention nowadays. Therefore, it is necessary to reform the traditional teaching methods. The Chinese teaching of primary and secondary school should be cohesive and importance should be attached to the cultivation of students' overall quality, thus to make the Chinese teaching mode more efficient to adapt to the rules of new college entrance examination.

1. Introduction

In order to adapt to the reform of the new college entrance examination, reasonable reform should be carried out in the Chinese teaching in primary and secondary school and some traditional teaching concepts should be changed. The new college entrance examination requires Chinese education to pay attention to the comprehensive teaching, so the link-up education in primary and secondary Chinese teaching should be enhanced and overall quality of students should be cultivated. This paper mainly explores the status quo and reform methods of Chinese education, so as to increase the adaptability of Chinese education in the context of the new college entrance examination. The connection between primary and secondary education and students' interest in Chinese learning should be enhanced through inserting some works with rich emotions or characters into Chinese teaching, so as to stimulate students' interest in Chinese and cultivate their overall quality.

2. The present situation of Chinese teaching

Most students are not interested in Chinese learning and they study for the purpose of getting good grades in exams. Although they may learn some knowledge points in this way, they just memorize them by rote, without improving their overall quality or learning emotional expression. Traditional Chinese teaching which will immobilize students' thinking is not conducive to the development of students and the cultivation of their emotions and thinking. In addition, the teacher is so strict with the students that they dare not express their true feelings. Some students can study hard under the guidance of the teacher. Once leaving the teacher, they do not know what to learn, leading to the lack of autonomy in their study. The new college entrance examination hopes that students can improve their overall quality and learn to express emotions through Chinese teaching. However, traditional Chinese teaching methods are inconsistent with real life and can only teach students some knowledge points, but have no impact on students' emotions and values. Therefore, Chinese teaching mode needs constant reform. It's expected that extensive and profound Chinese culture can be carried out and students' overall quality can be improved through Chinese teaching. Teachers should also help students find ways to enhance their language and emotional expression ability. In the correct teaching mode, teachers should cultivate students' ability of independent

learning and promote their all-round development. At any time the teaching should be based on cultivating moral quality to achieve the real purpose of Chinese teaching.

3. Methods and strategies of Chinese teaching reform

3.1 Enrich the teaching content of the class

The traditional teaching methods may be boring and students get bored easily, especially in the process of Chinese learning. Teacher can use some methods and strategies that can enrich the teaching content, so as to stimulate students' interest in Chinese learning. Firstly, when teaching text of dialogues, teachers can let the students play the roles they like, which will not only stimulate students' interest, but also enable them to easily understand the characters' personality through acting. They can learn article more easily and perhaps also can cultivate their emotion and ability to analyze the characters. Besides, their language competence can be improved as well as the relationship among them. Secondly, in the teaching process, students can be required to analyze the articles and then the best students are awarded after evaluation. In this way, students' learning interest can be enhanced and their thinking can be active. At the same time, students can learn how to solve some problems and cultivate their proactive character. Enriching the teaching content of Chinese class can not only stimulate students' learning interest but also create a happy and harmonious learning atmosphere and promote their all-round physical and mental development. To some extent, it can also increase the communication between students and teachers and enhance the relationship between them.

3.2 Enhance the connection between Chinese in primary and secondary school

It is also very important to have a good connection between primary and secondary Chinese teaching, which is mainly realized in the process of discovery and accumulation. Generally, Chinese teaching is very wide, not as single and rigid as mathematics, which mainly cultivates students' ability of expression and thinking mode. Chinese learning is a process of accumulation, which consists of poetry, idioms, classical Chinese, proverbs, common sense of literature, literary works and writers and so on. Only by learning these basic knowledge well can they learn Chinese more easily and understand the real meaning of Chinese learning. There are similarities and differences in different stages of Chinese learning. In primary school, students mainly learn basic knowledge, because their thinking is not mature enough and ability to learn can be slowly developed at this stage. At the junior high school, students' thinking models are beginning to take shape. Therefore, through the joint teaching and guidance, students can be guided to form relatively mature thinking patterns. In high school, students usually have mature thinking patterns and have their own ideas and only need to be taught some contents, including some profound truths. No matter at which stage, literacy is necessary because Chinese learning itself is a continuous process of accumulation. The connection points in the learning of these stages may also include the understanding of some authors and the background of works. As for the connection of the teaching mode of primary and secondary Chinese, teachers can increase students' reading so as to enhance their abilities. In the process of reading, teachers can put forward some questions and ask students to read with questions, which can not only stimulate students' imagination, but also enhance their analytical ability and cultivate their comprehensive ability. Meanwhile the teacher should be patient and careful to answer students' questions, slowly guiding them to analyze and solve some problems.

3.3 Choose some appropriate and excellent works

Teachers should choose some interesting texts that can stimulate students' learning interest. For example, some wonderful segments can be chosen from *Water Margin*, letting students feel and analyze the personality of each character. They can also learn how to express their feelings. Perhaps they can also change their personality and overall quality when coming across the one they admire, which is undoubtedly a good influence.

Some works and authors with distinct consciousness can be chosen. Lu, Xun has a profound

influence on a generation. Students at any stage need to know his background and works. In the process of learning we may know that Lu, Xun wasn't a writer before, but a doctor who wanted to cure people. However, he resolutely decided to abandon medicine for literature to make a change by writing when he saw the current state of Chinese people's thinking. His representative works selected by the Chinese textbooks mainly include *the true story of Ah Q*, *A madman's diary*, *Kong, Yiji*, *From Herbs to Sanweishuwu* and so on. His content is important at every learning stage, and his awareness is mainly cultivating people. Through the study of his articles, students can learn his writing skills. More importantly, they can learn his unyielding spirit of daring to fight against evil forces. His justice is also worth learning. Meanwhile students will cherish the happy life by learning the harsh living environment in the article. Chinese learning is mainly about accumulation. If the important factors of link-up are mastered, the efficiency and quality of Chinese teaching can be improved more easily.

4. Conclusion

Exploration of Chinese education and the connection between primary and secondary schools in the context of the new college entrance examination will undoubtedly be of great help to the reform of Chinese education. It will change the defects of traditional Chinese teaching mode and form a reform that is really conducive to students' all-round development. The real Chinese education not only lets students learn some content of exam-oriented education, but also hopes to develop their language competence and emotional expression ability. Therefore, the cultivation of students' overall quality should be paid attention to when carrying out the reform of Chinese education.

References

- [1] Shui, Yongjiang. Study on elements of Chinese curriculum connection in primary and secondary school. [J]New Course (B), 2018-02-28
- [2] Liu, Baoyu. Study on efficient link-up of Chinese teaching mode. [J]Literature Education (B), 2018-02-25