

Research on the Connotation and Teaching Strategies of Chinese Reading Teaching

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Abstract: Chinese reading teaching is one of the important parts of reading and plays an important role in teaching. The purpose of reading teaching is not only to let students learn and master language knowledge, but also to obtain information, learn culture, develop reading skills and strategies through reading, so as to lay a solid foundation for further learning and lifelong development in the future.

Keywords: Junior high school Chinese, Modern literature, Read, Teaching.

1. Introduction

Reading can cultivate one's self-cultivation, and reading can make one enjoy life better. Reading is not only a quality and a responsibility, but also a feeling and a realm. The beauty of life lies in the soul; Elegant fragrance, perfect life. Chinese reading is one of the important parts of reading, which plays an important role in reading. Regarding the teaching of Chinese reading, the Chinese curriculum standard points out that "reading is the individualized behavior of students, and reading should not replace students' reading practice with teacher's analysis." "Cherish students' unique feelings, experiences and understanding." "The focus of reading teaching is to cultivate students' ability to feel, understand, appreciate and evaluate."

The ultimate pursuit of reading teaching is people's all-round development and the exertion of people's main spirit. However, in practical teaching, teachers often regard students as a bucket of knowledge, "The serious consequence is that it suppresses and restricts the children's natural feelings and imagination, desolates the children's pure emotion, and even kills the children's brilliant spiritual life. In the end, not only the language ability is difficult, the spirit and emotion are also a desert, and the personality is lost." In view of this phenomenon, we believe that teachers need to further understand what reading teaching is, understand the significance of Chinese reading teaching and some other current situations and coping strategies, and be able to understand, learn and even study some methods to enhance the reading comprehension ability of modern Chinese.

2. Connotation of Reading Teaching

The purpose of reading teaching is not only to let students learn and master language knowledge, but also to pass reading

Reading to obtain information, learn culture, develop reading skills and strategies, and lay a solid foundation for future continuous learning and lifelong development. Therefore, no matter in the teaching process or teaching method of reading teaching, we should not take being able to read and understand as the final requirement and standard.

Through consulting materials, discussing with in-service teachers and combining with my own teaching experience, we think that the connotation of reading teaching includes three points: how to guide students to feel; How to determine the

status of the text; What position should teachers occupy in reading teaching?

2.1. How to Guide Students to Comprehend

The new curriculum standard emphasizes the position of perception in reading, which requires both teachers and students to attach importance to perception. Therefore, how to guide students' comprehension has undoubtedly become a key point for teachers. So how do you guide students to feel? Many teachers apply other people's experience in reading teaching, first let students perceive the article as a whole, then point out some students with relatively strong language foundation to summarize the main content and emotional tendency of the article, then let students read the whole text or a paragraph together, sometimes find some video clips related to the article to play, and finally ask one or two questions for students to discuss for a few minutes, but with little effect, which requires teachers to change their strategies.

If you want to guide students to have a good understanding, you must first understand that there are levels of understanding. When different students read the same article, the depth of perception is different; When the same student reads in different ways, the effect of perception is also different. Therefore, in teaching, teachers should guide students to think, explore and question the article, and then lead their perception to depth. Then it should be clear that the ways of perception are diverse. Listening, speaking, reading and writing are all good ways. In particular, reading is the most important way of perception. By listening to others read aloud and exchanging reading experience with others, we will deepen our understanding. Perception will not exclude appropriate language training analysis. Appropriate language training analysis is very helpful for in-depth perception of the text.

2.2. How to Determine the Status of the Text

The text is usually called "text". Usually, in Chinese class, the teaching of modern text is carried out in this way: let the students read the text by themselves, or the teacher give one or several questions first, let the students read the text with the questions, and then check the preview of words, or let the students read up, or take dictation, and then

The teacher refers to several key words and sentences. Let the students draw them down and talk about the general meaning, or find some students to answer the questions raised

by the teacher at the beginning, or even give an answer directly, and then an article will be finished.

In my opinion, this is a kind of teaching that plays down text reading extremely, and it doesn't enter the inner world of the text at all, and can't enter the inner world of the author. I think educators should inherit and carry forward the experience of traditional reading teaching that leads students to read in and out. Leading students to enter the inner world of the article and the inner world of the author through reading, but not simply passively accepting the author's thoughts and listening to the author's words, but activating their own emotions, forming their own opinions and having a dialogue with the author of the text. In this process of reading in and out, students' Chinese literacy is subtly improved, and students' ability of using language expression is constantly improved.

2.3. What Position Should Teachers Occupy in Reading Teaching

According to the new curriculum standard, we should "develop the ability of independent reading" and "pay attention to individuality" in Chinese reading teaching.

Reading, fully mobilize your life experience and knowledge accumulation, and gain unique feelings and experiences in active thinking and emotional activities. "Reading is the personalized behavior of students, and teachers' analysis should not replace students' reading practice".

Through the requirements of the new curriculum standard, we can see that in modern Chinese reading teaching, teachers should change their teaching ideas, no longer regard themselves as the leader of the classroom, but as the guide of the classroom, guide students to read and experience the emotion sent by the author in the article. Let students turn reading teaching into a targeted and high-quality personalized learning behavior under the guidance of teachers.

3. The Present Situation and Implementation Strategy of Modern Chinese Reading Teaching

For a long time, influenced by exam oriented education and backward ideas, teachers have been teaching Chinese reading in junior middle school

Only dismembered explanation and analysis is to enable students to master some basic words or knowledge points and form the traditional so-called reading ability. On the contrary, the overall beauty of the article is lost and students can only accept it passively. This traditional teaching mode leads to a small number of students' reading, slow reading speed, poor reading efficiency and waste of reading time. The phenomenon of "little, slow, poor and expensive" leads to students' low reading taste, unable to form good reading habits and correct reading methods, and further restricts the development of students' thinking and ability. It makes Chinese teaching lose its original vitality and charm. "Chinese Curriculum Standard" puts forward: "Reading is the individualized behavior of students, and teachers' analysis should not replace students' reading practice." "Cherish students' unique feelings, experiences and understanding."

In reading teaching, we believe that we can improve students' modern reading comprehension ability from the following aspects. In reading teaching, we believe that we can improve students' modern reading comprehension ability

from the following aspects.

3.1. Enhance Students' Cultural Awareness and Cultivate Their Ideological Depth

Chinese is not only the carrier of Chinese teaching, but also an important carrier of Chinese culture and education. In current

Many articles in Chinese textbooks have profound cultural implications. These articles are an important channel for students to understand China's cultural spirit and absorb the nourishment of cultural knowledge. At the same time, they are also the basis for building students' personal cultural outlook and enhancing students' personal ideological depth. Therefore, when learning these modern essays, teachers should pay attention to imparting knowledge related to traditional culture to students in the process of reading and explanation, so as to enhance students' love for traditional culture.

3.2. Building A Questioning Classroom

The so-called questioning classroom is a new form of classroom learning that emphasizes that learners should learn to ask questions. "Being able to ask questions is actually the best explanation for the mastery of Chinese procedural knowledge". Love to ask is the nature of children, and the task of students' learning should not blindly answer those questions raised by adults. The result of imprisoning children's ability to ask questions is often that students lack the awareness of asking questions, their thinking ability decreases and shrinks, their mind is gradually imprisoned, and their innovative spirit is restrained or even lost. Building a questioning classroom in reading teaching can not only stimulate children's interest in learning, but also help students maintain or even improve their imagination and creativity. This is not only beneficial to the teaching of modern Chinese reading in junior middle schools, but also of great significance to students' future life development. Isn't this the most fundamental mission of our teachers?

3.3. Advocate Personalized Reading

"One thousand readers have one thousand Hamlets", which shows that everyone's reading comprehension and experience are unique. Therefore, in the teaching process of modern Chinese reading, teachers should provide students with a platform to show themselves, let students think freely in class, fully display their personality and wisdom, and pay attention to the development of things, instead of blindly asking for an illusory or even unrealistic result. We should strive to enable each student to read and analyze the text they are interested in, so that each student can have something to say, feel the text and read out the unique experience in the learning process.

3.4. Experiential Reading

The so-called experiential reading teaching requires readers to give full play to the subjective initiative of the subject, contact life, use their own emotional attitude to understand the text, and concretize and visualize the text into life, so as to obtain real and distinct feelings, so as to cultivate students' ability to deeply understand the reading content and learn to experience the content and emotion of the article. In the process of experiential reading teaching, we should pay attention to guiding students to return to life, explain the article with life, and experience the author's emotional tendency, so as to better grasp the article and excavate the connotation of the article.

4. Conclusions

Chinese is brilliant because of life; Life is wonderful because of Chinese; Where there is life, there is Chinese. As Chinese educators, we should closely link life with Chinese, so that students can learn without pain and feel the charm of Chinese while playing. Then every student will inevitably fall in love with Chinese, reading and reading. Then Chinese reading teaching will become a very attractive thing. Children's vision will also be more open. This requires us educators to deeply understand and understand the relevant contents of Chinese reading teaching and study it, so as to give better play to its subjective role in Chinese.

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