

# Discipline Construction and Teaching Reform of “Chinese Curriculum and Teaching Theory in Middle School”

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**Abstracts:** Middle school Chinese curriculum and pedagogy are the carriers of students' teaching methods and contents. From the nine-year basic compulsory education reform to now, the publication of middle school Chinese curriculum and pedagogy teaching materials has increased year by year in quality. From the perspective of teaching, middle school Chinese curriculum still has many shortcomings in the process of teaching reform and discipline construction. Therefore, this paper discusses the strategies of teaching construction and reform, in order to improve the teaching quality of the subject, clarify the significance of middle school Chinese curriculum teaching reform and discipline construction, and combined with the current situation of teaching construction and discipline reform.

**Keywords:** Middle School Chinese; Discipline Construction; Curriculum Reform

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Under the background of continuous innovation in contemporary education, middle school Chinese curriculum and pedagogy are compulsory courses for cultivating professional Chinese teaching, improving the teaching system, strengthening the improvement of Chinese teaching subjects, and improving the teaching skills, professional level and knowledge structure of middle school students' comprehensive ability.

## 1. The significance of Chinese teaching reform and discipline construction in middle school

### 1.1 Theoretical value

From the theoretical analysis, the innovation of middle school Chinese curriculum education discipline should meet the actual educational needs of students and make the middle school Chinese curriculum teaching theory closer to reality. On the other hand, under the premise of basic education, higher requirements are put forward for the comprehensive ability of education majors and normal students, so that students should not only learn rich teaching skills and subject theoretical knowledge, but also have innovation ability and teacher literacy. The reform and construction of middle school Chinese curriculum and pedagogy is conducive to the development of the continuity and long-term nature of students' and teachers' majors, help students learn knowledge and enrich students' skills and practical ability, and provide practical guarantee and foundation for students' professional development in the future. In re establishing and constructing the education system of Chinese curriculum and pedagogy in middle school, it is necessary to improve the original teaching methods and models in combination with the relevant basic and developmental curriculum teaching needs, so as to improve the teaching effect and teaching level and cultivate students' comprehensive ability.

### 1.2 Actual value

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According to the current situation of students' needs, diversified teaching methods can be applied in the training process to meet the needs of practical teaching. At the same time, teachers can combine theory with practice, cultivate students' requirements for skills and code of conduct in the teaching process, cultivate better educational professionals and knowledge disseminators, and increase the effectiveness of middle school Chinese curriculum and teaching theory education, in order to create an atmosphere of learning initiative and enthusiasm, and promote the all-round development of students' practical ability and innovation ability. According to the actual situation of the teaching content, we should reform the construction of middle school students' Chinese curriculum and teaching theory teaching, so as to let students come out of the old, cumbersome and boring closed curriculum teaching system. On the other hand, according to the actual environment and needs of Chinese teaching in middle schools, teachers can cultivate students' practical ability and train thinking, stimulate students' creativity and potential in Chinese teaching, and create more opportunities for students to explore independent learning, in order to transform traditional curriculum teaching methods and concepts into students' practical process of independent innovation, and enhance the vitality of the discipline, to build a teaching environment combining theory and practice, and comprehensively cultivate students' innovative ability and practical ability.

## **2. Current situation of Chinese teaching reform and discipline construction in middle school**

In the process of reforming the teaching construction of Chinese course in middle school, there are still some problems, such as imperfect course evaluation system, single teaching method, reconstruction of teaching content and imperfect structure. In the design of curriculum system, we should promote the reform requirements of middle school Chinese curriculum education for the times, and strengthen the unified combination of practical curriculum education and theoretical knowledge education. If we only pay attention to the education of theoretical knowledge and ignore the innovation ability and practical ability, the teaching of practical activities will be reduced due to the uncoordinated proportion, which is not conducive to the cultivation of students' innovation ability and practical skill ability. In the process of educational work, if the accumulation of practical operation experience is centered on teaching materials, a cycle of reading dead books will be formed. Quantifiable and operational teaching contents should be introduced to deepen the application of theoretical knowledge. According to the research and analysis of the actual situation, it is found that the teaching methods of middle school mainly adopt the methods of preaching, teaching and indoctrination, and lack the organization of simulation practice activities and collective discussion activities. In addition, many practical work and skill training teaching are just going through the motions, and do not let students learn the real meaning of practice, which affects the practice quality and work efficiency of teaching. At the same time, in the evaluation of students' comprehensive ability and practical skill ability, the traditional method focuses on the test paper, while in the investigation of students' mastery of teaching skills and practical experience, prominent problems hinder the development and progress of students' comprehensive ability.

## **3. Strategies of Chinese teaching reform and discipline construction in middle school**

### **3.1 Adjusting course structure**

Middle school Chinese curriculum and teaching theory have strong comprehensiveness and practicability. By modifying and perfecting the curriculum structure, we can connect the all-round development of students' comprehensive theory and practical ability. On the one hand, in the process of teaching reform and curriculum construction, through the development of diversified curriculum teaching modes, combined with the practicality and generality of Chinese curriculum teaching in middle school, the main curriculum theory is taken as the center of practical elective courses and development courses. For example, middle school Chinese art research and middle school Chinese education history can expand students' vision of Chinese teaching, and can better help students improve their comprehensive quality and expand their knowledge. At the same time, by correctly adjusting the teaching proportion between practical courses and theoretical courses, selecting cases in Chinese course teaching in practical project activities, and showing the teaching methods and actual situation to the students, it is helpful for the students to effectively discuss, demonstrate and test the theoretical teaching content, as well as their understanding of relevant skills and theoretical teaching. Finally, in the process of improving the educational structure, through the way of teaching design, lecture and students' independent lesson preparation, students can give full play to their potential in the construction of Chinese teaching, improve their professional quality, and provide the way of guiding design and

independent lesson preparation, so as to improve the quality of learning results.

### **3.2 Reconstruction of teaching content**

In the process of teaching reform and curriculum construction, it is necessary to reasonably improve the relevant teaching materials of middle school Chinese curriculum, enrich the cold knowledge points in the process of understanding, and increase students' feelings and cognition of middle school Chinese teaching reform and construction education. Firstly, in the teaching process, teachers first explain the relevant theoretical contents and knowledge of the course to students, allowing students to lead students to explore and prepare relevant learning contents through teaching design and case writing, so as to improve students' innovation ability of teaching design. In the process of students' independent lesson preparation, if there are problems that are difficult for students to understand, teachers can provide corresponding help and guidance to students in a theoretical way, which can not only improve the overall improvement of teaching effect and quality, but also improve students' understanding of teaching practice and theoretical knowledge. In addition, the reorganization of teaching materials should be supplemented and integrated according to the specific conditions of students and previous versions. For example, students' courses are not limited to theoretical knowledge and practical operation. Teachers can also provide students with extracurricular contents such as demonstration courses, seminars and reading teaching, give full play to students' initiative and innovation, and meet students' needs and cognition of teaching contents.

### **3.3 Implementing diversified teaching**

In the process of strengthening students' training skills and practical ability, we should adopt diversified ways to realize the construction of middle school Chinese teaching curriculum and cultivate students' high-quality innovation and practical ability. During the teaching period, students will be provided with opportunities for Chinese teaching experience through individual exercises, group exercises and classroom exercises. At the same time of cultivating good practical ability and guidance ability, we can carry out the teaching guidance mode of video explanation and case analysis, put forward relevant problems, and let students explore learning methods independently, so as to strengthen students' understanding and cognition of Chinese teaching in middle school. Through diversified case analysis teaching, we can improve students' literacy and teaching ability, help students understand and exchange relevant contents closely, and strengthen students' practical ability, in order to improve the teaching quality of middle school language curriculum and pedagogy through various exercises and practice, help students get familiar with the course guidance and develop comprehensive literacy and ability.

## **4. Conclusion**

Attaching importance to the reform and construction of middle school Chinese curriculum and pedagogy related disciplines will help to improve the disadvantages and deficiencies of the previous education methods, and is of great value to students' practical ability and comprehensive ability. In the process of constructing middle school Chinese curriculum and pedagogy disciplines, it is necessary to constantly adjust and improve the curriculum structure system and comprehensively reform the relevant concepts of the new curriculum. We should not only strengthen the comprehensive cultivation of students' comprehensive ability and literacy, but also pay attention to the construction of educational content and educational innovation, realize objective evaluation, and improve the reform and innovation of middle school Chinese curriculum teaching construction, which is of great significance to middle school Chinese curriculum teaching reform and discipline construction.

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