

High School Chinese "Specific Reading and expression" teaching paradigm construction

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Abstract: As quality education continues to advance higher requirements for education, speculative reading and expression teaching methods are derived. It mainly focuses on the cultivation of students' logical thinking, rational thinking, and critical thinking. Effective ways, for this reason, this article specifically conducts research on high school Chinese "speculative reading and expression" teaching paradigm construction for reference for colleagues from all walks of life.

Keywords: High School Chinese; Speculative Reading And Expression; Teaching Paradigm

Introduction

Specific reading and expression are a new requirement for high school Chinese. It is one of the goals of high school Chinese teaching. To this end, high school Chinese teachers should clearly understand the importance of speculative reading and expression teaching. To this end, teachers should strengthen teaching research, attach importance to the application of speculative reading and expressing teaching methods, build a new teaching model, meet the requirements of new curriculum teaching, improve the quality of Chinese language teaching in high school, and promote the innovation and development of high school Chinese education.

1. Self-reading of students and constantly self-reading training

First of all, you should recite, exercise students' mouthpiece, and lay a good foundation for students to read through oral training, enable students to read emotionally, so as to cultivate students' logical thinking and enhance students' understanding of the article. Secondly, students' eye strength training should be strengthened. Reading can enrich the cultural heritage of students and cultivate students' sentiment. To this end, teachers can use the annotation to mark beautiful sentences to enable students to taste reading content and enrich students' thinking emotions. To this end, students have mastered the students' control of students. After reading the skills, students should guide students to mark and record good texts in the text, collect more classic reading sentences, experience the meaning and expression of different sentences, and help students accumulate reading experience. Guide students to enjoy aesthetics in questioning, analysis, and doubts, enhance students' study ability, and enable students to have the level of appreciation and evaluation. Finally, students' mental training should be strengthened and single reading training will be limited to students' thinking. In order to enrich students' reading experience and enable students to have independent reading insights, teachers should conduct group literature reading, guide students to read different content, cultivate different content, cultivate training Students form divergent thinking, enable students to have the ability to think about problems at different angles, improve the effect of reading learning, and promote students' thinking development.

2. Students collectively "read" and promote the interaction of reading

literacy

First, you can organize a group discussion. The use of group reading learning methods is far more effective than traditional single reading learning. In the group reading, learning to discuss, exchange, and analyze reading content. Different

thinking in this process can collide with each other, which can trigger different thinking such as students' flexibility, criticality, and independence, which is far more harvested than individual reading. This can reflect that group reading and learning is an important way to practice speculative reading and expression of teaching models. Teachers can use group reading and learning to create problems to guide students to discuss topics. In the process, teachers should master the boundaries of topics, control the rhythm of curriculum, strengthen thinking guidance, and improve the reading efficiency of group reading. Secondly, teachers can organize speeches in the classroom, and carefully design to guide students to tell reading stories, reading discovery, reading experience, etc. in the way of lectures and reports. In the speech, students read the enthusiasm of reading learning, deep understanding and understanding articles. Infect other students in the reading environment, awaken students' ideological consciousness, absorb the fine thoughts in the article, so that students can form a good thinking quality in the infection of the article, and express the reading content. To this end, teachers can build a long-term mechanism in the classroom, design the "Three-minute speech activity of the first class" for students. By carrying out this activity, they provide students with opportunities to exercise, stimulate students' enthusiasm for reading lectures, exercise students in the speech in the speech. Reading ability, deepening reading comprehension, stimulating students to express their emphasis, and promote students' thinking development. Finally, teachers can organize forum activities in high school Chinese classrooms.

In high school Chinese teaching, the use of speculative reading and expression teaching models, teachers should pay attention to the cultivation of students' speculative ability, and teachers can carry out reading forum activities. Guide students to conduct fierce reading debate competitions for reading content, guide students to express their respective views in the competition, highlight the cultivation of students' speculative expression ability, so that students will form independent thinking ability in the process of debate on reading content, and establish correctly Value and political concepts enable students to have the ability to speculate at different perspectives, have well-established persuasion, and have logical words and deeds. They establish the theoretical point in the debate, focus on the argument of the argument, and occupy the debate. To this end, teachers can integrate debate questioning, viewing, argument structure, and argument as key content into the teaching of Chinese reading, help students grasp the ability and consciousness of speculation, cultivate students to form a good thinking habits, and enable students to form a positive learning mentality. At the same time, improve students' speaking ability.

3. The individual or collective "creative" to promote the continuation of skills

The ultimate purpose of teaching students' reading ability in high school Chinese teaching is to cultivate students' expression ability and creative ability. When teaching in speculative reading and expression, it is necessary to effectively combine reading and writing to continue and upgrade students' skills. Writing is the output process of reading learning is the process of sublimation of students' emotions and thinking. In traditional writing, the teaching mode is single, and teachers are used to a single article theme to guide students to write. First of all, teachers can build speculative reading and expression modules in high school Chinese classrooms. Guide students to use different ways to create free creation. They can also organize special group manuscripts in the classroom, guide students to conduct special competitions, provide students with stage writing, and publish excellent works into class groups and board newspapers. In this way, students are used to mobilize students to mobilize students Writing enthusiasm and stimulating students' awareness. Secondly, in order to be able to further cultivate students' editorial capabilities, teachers can organize and perform drama activities for students. By carrying out this activity to cultivate students' script compilation capabilities, students have accumulated rich reading experience to master the editing capabilities. Perform the content, effectively combine music, literature, performance, and film and television in the performance, cultivate students' sentiment, enhance the comprehensive ability of students, and enable students to feel fun, beautiful memory, and promote the comprehensive development of students. Finally, the use of speculative reading and expression in high school Chinese teaching can organize lectures, which can organize student travel reading activities for students to promote the unity of students' knowledge and action. To this end, teachers should provide students with practical learning opportunities and effectively supplement the classroom. Enrich the form and content of the classroom, so that

students can feel, experience, practice, and collaborate in activities, improve their comprehensive ability, and further promote students to form a speculative ability. To this end, teachers can guide students to write travel logs, interviews editing, vocational education activities, and cultural research

The use of the above methods to enrich students' amateur life, guide students to record the practical perception and experience in life, promote the enlarged students' horizons and thinking, and exert the advantages of thinking and expressing teaching.

Conclusion

In summary, high school Chinese "speculative reading and expression" teaching paradigm construction should strengthen students' individual reading training and strengthen students' basic ability to read. Organize groups to read to guide students to use cooperation and competitions to carry out group reading, and cultivate students' awareness and expression ability. Organize groups and personal creative activities in Chinese teaching, promote the unity of students' knowledge and action, improve the comprehensive ability of students, and promote the comprehensive development of students.

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