

Research on the Strategies of Improving Students' Humanistic Quality in Middle School Chinese Teaching

Bo Dong

Gaotang County Liusi Middle School, Shandong Liaocheng 252800, China

Abstract: With the continuous promotion of quality education, improving the comprehensive quality and humanistic feelings of middle school students has become the top priority of Chinese teaching. Teachers need to constantly pay attention to the development of students' thinking, infiltrate the humanistic quality into the emotions of middle school students, so as to promote students comprehensive development. This paper studies the strategies for improving students' humanistic literacy in middle school Chinese teaching.

Keywords: Middle school Chinese; Improvement; Humanistic quality; Strategy

Introduction

In the study and life of middle school, there are many types of courses, and Chinese is one of them. But the Chinese subject is very important and can be reflected in other fields of study. The Chinese subject has a strong uniqueness and an irreplaceable position. Chinese teachers should not only teach Chinese knowledge in the course, but should also cultivate students' self-learning ability and lay a good foundation for future Chinese learning. This requires teachers to pay attention to humanistic quality in Chinese teaching.

1. Chinese teaching in middle schools to improve the significance of students' humanistic literacy

my country's current social development is rapid, and a large number of compound talents are urgently needed. General Secretary Xi Jinping emphasized the need to inherit and carry forward the excellent traditional culture. Middle school Chinese teaching is of great significance for improving students' humanistic quality. This requires the teaching of Chinese subjects not only to improve students' cultural level, but also to improve students' humanistic quality. And this is something that can only be accomplished through long-term persistence, not in a short period of time. It requires teachers to deeply understand the meaning of humanistic literacy, study the teaching content of Chinese subjects in depth, and explore the teaching content related to humanistic literacy. Effectively improve students' comprehensive quality and cultivate students' humanistic quality^[1].

2. The shortcomings of Chinese teaching in middle schools and improving students' humanistic literacy

2.1 The actual situation of students' humanistic quality in middle school Chinese teaching

Our country focuses on exam-oriented education. In the middle school entrance examination, Chinese mainly examines students' usual accumulation and application and reading comprehension ability, which causes teachers to delete the teaching content in Chinese textbooks according to the exam syllabus. The teacher will summarize the answering experience according to the question types of the previous exams, and then pass it on to the students, so that the students can memorize these answering routines by rote. This also leads to the fact that in practical teaching, teachers do not pay attention to cultivating students' humanistic quality at all.

When people evaluate students, they often define them according to their grades. They only pay attention to the results of students' learning and ignore the process. They only pay attention to the scores of exam-oriented education, but ignore practical education, which makes their thinking solidified, which leads to the lack of attention in Chinese teaching. Develop students' humanistic spirit. Reading comprehension is an important learning content in the Chinese language. Students feel the content of the reading, so as to generate their own views on the article. Students should use their own comprehension ability to experience the author's emotional changes^[2].

2.2 Analysis of the reasons for the lack of humanistic literacy of middle school Chinese teaching students

According to the investigation and research, the educated people in human history are often better than the uneducated people in terms of quality, education and wisdom, and the level of education in ancient times will also improve the status of people. With the continuous development of contemporary society and economy, school education has also become a commercial type, and it is difficult to reflect the essence of education, making students become consumers, selling knowledge to students, and parents putting students into schools for processing and then selling to society.

"No one is a scholar" has caused the work unit to favor science students, and the employment rate of liberal arts students is obviously not as good as that of science students. This old concept is still deeply imprinted in people's outdated thoughts.[3] For Chinese subjects, most parents think that Chinese is a language we can speak since childhood and has no practical use. This requires

teachers to change the thinking of parents and change those wrong views.

3. Strategies for improving students' humanistic literacy in Chinese teaching in middle schools

3.1 Create a good learning environment for students

To improve students' humanistic quality in middle school Chinese teaching, teachers are required to create a good learning atmosphere for students, and through the edification of the environment, to subtly improve students' humanistic quality. Teachers are role models for students to learn.^[4]

Schools can develop students' humanistic literacy through hidden education such as school uniforms and school badges, and students can feel this atmosphere very well when they are in it. The school should also pay attention to the construction of the campus humanistic environment, and the cultivation of students' humanistic quality must be carried out in a subtle way.

3.2 Improve the humanistic connotation of Chinese

Textbooks should contain more content about humanistic literacy, so that students can learn effectively and subtly increase the humanistic atmosphere. Teachers should also inspire students to read more sentences in classic works, students should also take the initiative to learn famous stories, and students should record their feelings in time. Teachers should also guide students to use their creativity more, encourage students to see more with their eyes, listen more with their ears, feel life with their hearts, carefully observe everything around them, and accumulate writing materials, so that students can learn and explore independently.

3.3 Change the traditional teaching concept

In the teaching activities of Chinese subjects, teachers should not only pay attention to students' ability to learn knowledge, but also pay attention to cultivating students' personal qualities. Teachers should lead by example and give priority to improving their own personal ability, so that they can have more erudite knowledge and humanistic spirit, and guide students to improve their humanistic quality. Make Chinese teaching lively, not only limited to the content of textbooks, but also let students really love learning Chinese and love life.^[5]

Chinese teachers should constantly change the traditional teaching concepts, actively explore modern teaching methods, and link Chinese knowledge with real life, so that students can truly realize the unity of knowledge and action. By improving students' language construction ability, thinking development ability, aesthetic appreciation ability, and cultural inheritance ability, we can truly improve students' humanistic core literacy and achieve a truly innovative teaching concept.

3.4 Improve teaching evaluation

Teachers' teaching evaluation should be mainly based on encouragement. Teachers should evaluate from many aspects, not just limited to students' achievements, but also to include students' lives in teaching evaluation, and to focus on cultivating students' moral behavior. Improve students' humanistic quality.

Teachers should continuously improve the teaching evaluation system. Language is not just the presentation of words, but the edification of literature and the inheritance of civilization. Teachers should carefully read the meaning of students' compositions when evaluating, observe students' ability to learn classics in the composition, feel the influence of students' emotions, and constantly improve students' humanistic quality in a subtle way. Students are the main body of learning. In the process of teaching evaluation, teachers should also focus on students, and respect students who are good at listening to students' true feelings.

4. Epilogue

According to the investigation and research, it is found that the current Chinese teaching lacks the cultivation of students' humanistic quality. There are many reasons for this, such as people being bound by traditional thinking, impressions of the old times, education management system, examination-oriented education and other reasons. However, these reasons cannot hinder the development of education. Teachers must start from themselves, improve their own humanistic quality, and truly reflect the teaching and educating people. Only teachers who can truly recognize the importance of humanistic quality can improve students' humanistic quality.

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