

High School Chinese Teaching Practice under the Whole Study of Large Unit

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Abstract: Under the background of the new curriculum reform, the teaching of Chinese curriculum is developing and innovating continuously. In order to better adapt to the trend of the current education reform, the whole learning of large units began to integrate into the high school Chinese classroom. This teaching mode is an innovation of the traditional education and teaching mode. With the continuous deepening of teaching, the teaching content in the Chinese class will be more and more enriched, and the learning efficiency of students will be improved. This paper analyzes the methods and strategies of Chinese teaching in senior high school with the background of holistic learning in large units. As far as high school students are concerned, their cognition is spiraling upward, and their thinking will continue to improve in the process of using what they have learned to solve problems. Although we may encounter many problems and difficulties in the overall learning of large units, the so-called teaching is not a perfect art. Although there are difficulties and problems, we believe that we will gradually move towards a more perfect state in the process of discovering, analyzing and solving problems.

Keywords: Large unit holistic learning; High school Chinese teaching; High school students

"Unit integrated teaching" is a kind of Chinese classroom teaching model with integrated characteristics. Current Chinese textbooks are written in the order of units according to different themes. The contents of each unit are the same. Students can learn different knowledge and skills through the study of different unit contents. At the same time, the articles arranged in each unit have their own characteristics. Under the guidance of the core theme, each article contains the content and thoughts and emotions it wants to express. In the process of unit learning, combining the overall theme of the unit with the content of different articles can reflect a step-by-step overall elaboration process. If teachers can flexibly use this teaching mode, they can not only give play to the advantages of unit teaching, but also stimulate the initiative and enthusiasm of students, so as to achieve the ideal teaching effect.

1. An overview of unit teaching

Research on unit teaching has been going on for a long time. The so-called unit teaching, its connotation mainly lies in according to the common characteristics of different articles in the unit, or according to the different characteristics of the articles in the unit, to clarify the class arrangement, teaching content and teaching order, so that each article within the unit will form an internal connection in the teaching content, through this way of teaching can significantly improve the efficiency of Chinese teaching. Corresponding to the traditional single-article teaching, the object of unit design in unit teaching refers to different units in the textbook. In teaching design, "unit" can be a rule or a concept. The teaching objective of a single teaching should be guided by the teaching objective of a unit teaching. After disassembling the teaching objective of a unit teaching, it should be integrated with each article^[1].

2. Teaching ideas of Chinese unit teaching in high school

2.1 Determine the unit learning objectives

Unit learning objectives should be based on the curriculum standards, implement the content and objectives of the learning task group, and connect different learning objectives with the unit as a whole. Unit teaching objectives have their own important and difficult points, so the operation should be detailed to the class objectives. For example, the theme of the first unit of Compulsory

Course 1 is chanting youth. We should think about the implication of the article from the perspective of "the value of youth" and set different learning objectives. First, we should focus on the image characteristics of the poem, analyze the effect of the intention and combination of the intention in expressing the meaning, and try to figure out the emotion of the article. Second, through the taste of the language of the article, analysis of the expression effect of the choice of words and the rhythm of the rhyme, to appreciate the artistic expression of the article, in order to deepen the understanding of the connotation of the poem; Third, appreciate the art of novel description, explore the important value of image building, revealing the main idea of description; Fourthly, according to the author's experience, there is such a relationship between the emotion presented by the article and its experience and the time, so as to deeply feel the unique value of different themes to cognitive youth; Fifth, give full play to imagination and association, express the special feelings of youth^[2].

2.2 Design unit learning activities

Unit teaching is a chain of practical activities based on the formation and solution of problems, which is an important part of unit learning, but also provides an important way for students to accumulate knowledge, improve ability and form Chinese literacy. The so-called "problems" mainly refer to the learning points in the textbook units, as well as the difficulties and disputes students have encountered in unit learning, as well as the existing interest points. Problems are mainly generated in the interaction, such as the interaction between text and teachers, text and students, text and textbooks, etc. With these questions, students will read and appreciate the text, and carry out relevant language practice activities. In this process, they will timely adjust and reflect deeply, and finally make a summary. In this process, the core literacy of middle school students will be significantly improved.

3. The practice path of high school Chinese teaching under the overall study of large units

In high school Chinese classroom teaching, the construction of large units of overall teaching activities can guide students to have a more comprehensive understanding of Chinese knowledge, which is not only conducive to the improvement of their Chinese aesthetic appreciation ability, cultural inheritance ability and language construction ability, but also conducive to the development of their thinking. Therefore, teachers should guide students to have a more comprehensive and in-depth exploration of Chinese knowledge on the basis of scientific understanding and by means of reading and writing in large units.

3.1 Carry out large unit reading teaching to improve aesthetic appreciation ability

In Chinese teaching, reading is an important teaching form. Its purpose is to cultivate students' reading comprehension ability and make them learn how to appreciate the beauty of words, which is also an important core quality teaching goal in the field of Chinese teaching. Therefore, it is necessary to pay attention to reading teaching activities and carry out large unit reading activities in reading teaching. For example, in the seventh unit teaching of the upper part of the compulsory course of Senior one, the teacher first analyzed the characteristics of the textbook articles, then searched other articles of the same type, and guided students to participate in multiple reading under the mode of large unit. Through multiple reading, students can strengthen their sense of the beauty of the text, understand the charm of the language, and improve their ability of aesthetic appreciation and cultural understanding, so as to achieve the cultivation goal of core literacy step by step^[3].

3.2 Carry out writing based on large units to improve the construction and creation literacy

Reading and writing are two very important components of Chinese teaching. High school Chinese teaching should not only pay attention to reading teaching, but also pay attention to writing teaching, so as to cultivate students' ability and accomplishment of constructing and creating characters and using written language. Therefore, teachers should effectively design Chinese writing activities on the basis of large unit teaching. For example, in the second unit of the compulsory course of Senior one, according to the central idea of "labor is the most glorious", the teacher explained the content of the article in this unit, searched other representative figures, combined them with the unit content, and reasonably designed collaborative teaching activities, requiring students to take characters and stories as the center and integrate their own thoughts and emotions into it. Write news reviews. Or ask students to create compositions based on the topic of "labor is the most glorious". Through this teaching mode, students can be guided to construct and create words in the process of writing, reasonably construct written language, and promote the development of core literacy of language expression^[4].

3.3 Improve language ability by combining large unit interactive dialogue

Whether in the atmosphere, but also in deepening the understanding of knowledge, the role of dialogue interaction can not be ignored. Therefore, in the Chinese class, we can rely on the teaching mode of large units to cultivate the core quality of the

students' Chinese. Based on the design of large units, we can specially design the teaching links of dialogue and interaction, and guide the students to take the relevant Chinese knowledge as the core to elaborate their own thoughts and thoughts, which is of great importance to cultivate the students' ability to use the basis of impression circle and oral expression. For example, in the teaching activities of Unit 5 of the compulsory course of senior One, teachers rely on the reading activities of the whole book, closely focus on the topic of "rural", according to the characteristics of rural society depicted in the book, provide students with relevant materials that can deepen their understanding of the characteristics of rural China, and further implement the teaching of large units. Then guide the students to express their views, say what they have found the social characteristics of China's rural areas, talk about what can feel the feelings of China's rural areas. Through this teaching method, the classroom atmosphere soon became very active and relaxed in the interaction of students, students constantly communicate and interact around the theme, in this process, their language ability has been significantly improved, and at the same time, the cultivation of the core quality of Chinese subject has been well realized.

Conclusion:

To sum up, integrated learning in large units is an innovation of teaching methods, which can conform to the reform and development needs of Chinese teaching in the current era, highlight the subjectivity of students in the classroom, and help to stimulate the innovation and creativity of students. Therefore, we should use this teaching mode to implement high school Chinese teaching, through local development constantly promote the overall progress.

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