

# Integrated Teaching Promotion System for Junior High School and Senior High School, Independent High-level Thinking Reading

Juan Liang

Laibin Institute of Educational Sciences, Laibin 546100, Guangxi, China

---

**Abstract:** For a long time, due to the role of the baton in the middle school entrance examination in various regions, there has been a lack of close connection and connection between middle school teaching and high school teaching. After the promulgation of new Chinese curriculum standards for ordinary high schools and compulsory education, the study of reading classics for students has once again been included in the curriculum, highlighting the continuity and advancement of reading teaching objectives in junior and senior high schools. To this end, a layered and integrated teaching model for reading teaching in junior and senior high schools is constructed, so that the teaching of classic reading in junior high school lays a solid foundation for senior high school reading. On the basis of junior high school classic reading, group reading and whole book reading in senior high school enter higher level ideological reading, such as independent, systematic, extensive, and speculative reading.

**Keywords:** Integrating junior high school and senior high school; Reading; Progressive teaching; Higher order thinking

---

Where can Chinese language teaching be as clear as this? Only reading comes from the source. Professor Wen Rumin believes that Chinese learning “must be extended to extracurricular reading, so that students can develop a reading lifestyle. Without more reading and a wider reading range, students’ Chinese literacy cannot be improved”. The Chinese language curriculum standards also point out: “We should attach importance to cultivating students’ extensive reading interest, expanding reading range, increasing reading volume, improving reading taste, advocating less problem solving, more reading, good reading, reading good books, and reading whole books.” Part of the Chinese language textbooks have greatly increased the volume of reading teaching. The teaching of Chinese reading not only includes individual reading, but also group reading, classic guide reading, and whole book reading. The teaching of Chinese reading has brought unprecedented changes.

The compilation of new textbooks and teaching practices have taught us that the teaching of reading in middle and high schools should be a layered and integrated approach. The teaching of classic reading in middle school must lay a solid foundation for high school reading. On the basis of middle school classic reading, group reading and whole book reading in high school should enter high-level thinking reading with autonomy, system, universality, and speculation.

## 1. Strengthen the connection teaching and promote the integrated reading teaching of middle and high school students

In high school teaching, it is found that the reason why students’ reading ability is not strong enough is usually because the reading teaching in junior high school cannot keep up with it. The teaching situation of classic reading in junior high school is that teachers only take classic reading guidance classes, allowing students to read freely, and then providing some exam questions for reinforcement to complete the teaching of classic reading. This kind of reading without task goals, or only throwing out tasks, neglecting the reading process, and without thinking training, naturally leads to the lack of proper development of students’ reading abilities, making it difficult to teach whole book reading in high school.

There are a total of 12 classic reading guides in the selection of junior high school textbooks, including 24 classic books. The aim is to enable students to read them extensively and systematically. The junior high school textbooks provide students with a

comprehensive understanding of classic books, and more importantly, provide the most effective reading method guidance for this classic book.

Chinese reading ability is a comprehensive ability of higher-order thinking. Developing reading ability requires understanding, feeling, experiencing, and perceiving, mainly through extensive reading and gradually acquiring. This requires a long-term and progressive integrated teaching approach, with more emphasis on effective integration between junior and senior high school teaching. According to the characteristics of students, junior high school teaching has realized the basic ability of junior high school students to strengthen Chinese reading and writing, and senior high school students can form the ability to comprehensively improve reading and writing, independent thinking and Critical thinking.

## **2. Reading masterpieces and whole books requires systematic planning**

Reading is guided by methods, and junior high school students have a certain level of reading methods. Only by promoting higher-order thinking in reading in high school can it be successfully achieved. In high school textbooks, the required readings of famous works include sociological monographs such as “Rural China”, classical novels such as “Dream of the Red Chamber”, “Resurrection”, “David Copperfield”, “The Old Man and the Sea”, and “A Hundred Years of Solitude”. Foreign novels from different eras and regions are also included. Cultivating the content of these classic works requires students to have the ability to analyze and appreciate texts, as well as critical and innovative abilities, in order to achieve comprehensive self-development.

How to find effective time for reading and complete extensive and systematic reading in the context of heavy teaching tasks in middle and high schools? This is a problem that troubles middle school teachers and students. The author believes that first of all, teachers should have a awareness of reading classic works and cultivating high-level thinking. They should fully consider the guarantee of reading time in the curriculum arrangement, and good reading habits are formed during regular reading time. Secondly, in the development of elective textbooks, the previous practice of simply training students’ basic Chinese knowledge is returned to elective reading classes, allowing students to complete the reading tasks required by the curriculum standards.

In the entire elective textbook setting, the proportion of reading classic works should be higher. The purpose of the reading passage can be recommended according to the curriculum standards, or it can be a self selected passage agreed upon between students and teachers. There should be a comprehensive plan, such as a three-year reading plan and some short and long vacation reading plans for each semester. Targeted reading arrangements can be made based on the teaching tasks of each grade and stage of the textbook. According to the teaching needs of the textbook, the selection of whole book reading teaching is the most practical, scientific, and effective elective course for students, reflecting the systematic and autonomous nature of reading, and developing personalized reading for students.

## **3. Teachers provide tasks and methods to cultivate students’ autonomous reading ability**

The teaching of reading in junior and high schools should fully stimulate students’ subjective consciousness, allowing them to “seek” and “obtain” themselves, and effectively transfer the methods learned in teaching reading classes to independent reading ability. The cultivation of higher-order thinking in Chinese learning can be “students can obtain the development of intuitive thinking, image thinking, logical thinking, dialectical thinking and creative thinking through the use of language in the process of Chinese learning, and promote the improvement of thinking quality such as profundity, agility, flexibility, criticism and originality.” The operation and occurrence of higher-order thinking in the reading process can really advance students’ reading to independent reading. In reading teaching, teachers use basic situational guidance, task driven, to guide students to use reading methods well, enter their own reading, and stimulate focused and deep reading. And where students have difficulty reading is when the teacher takes the opportunity to guide them again. Seizing the reading difficulties, the teacher enters the reading teaching process again. The reading teaching is highly targeted, truly “preaching and teaching to solve doubts”, solving problems in the entire reading process of students, and more inspiring and improving students’ understanding, thinking, and analytical judgment abilities.

## **4. The Double Line Promotion of Quantity and Quality in Reading Classic Works**

Only when students have quantitative changes in reading can there be qualitative changes. The Chinese language curriculum standards require that middle school students read at least 3 classic literary masterpieces per academic year, and high school students read at least 5 literary masterpieces and other reading materials per academic year. The total amount of extracurricular reading should be over 4 million words. The 12 classic introductions and 24 independent readings in middle school undoubtedly added rich accumulation to high school reading. In addition to what needs to be read in textbooks, the reading volume of high school can also increase the recommended content of high school curriculum standards, especially the excerpts from famous works in textbooks, which can be set as the reading content of the entire book. For example, we can study the reading of modern literary works of Mao

Dun Literature Prize to form a systematic reading, and we can also study the series of works of Nobel Prize winners, so that students can understand the times, understand the world, develop their thinking, and gain aesthetic experience more obviously.

Reading is an important way to use language and writing to obtain information, understand the world, develop thinking, and gain aesthetic experience. The qualitative change of reading is more in the teaching of teachers, and in the teaching of “Local China”, it triggers students’ understanding of the social structure of China. The understanding of the differential pattern should be more about students entering the real society, observing social selfishness, observing rural relationships, and experiencing China’s human culture, Being able to solve problems in the unique human and worldly wisdom of China.

The qualitative change in reading also manifests in students being able to engage in more in-depth reading. Deep reading is not simply about increasing the difficulty of reading and learning, but about allowing students to delve deeper into the text and understand the inherent logic and emotions of the article through exploration. Teachers should reveal the inherent regularity knowledge of the article to students, guide them to actively combine their personal life experiences with the inherent knowledge logic of the article, and develop their own higher-order thinking abilities.

## **5. The main body of teaching and learning should cultivate high-level thinking consciousness**

In the daily teaching process of reading, students often stop at it and lack deep thinking about the content of the text. They have not developed a high-level thinking consciousness in analysis, comparison, association, evaluation, integration, and other aspects. Through investigation and analysis, it was found that many students have relatively low levels of expansion and extension of reading knowledge, exploration and imagination of reading problems, and appreciation of reading materials. In the process of reading learning, due to the lack of flexible thinking and multi perspective analysis habits, students often mechanically apply existing knowledge and methods to view problems, which over time forms a fixed thinking pattern, which is not conducive to stimulating and cultivating students’ higher-order thinking. Teachers are the specific implementers of cultivating talents, and students explore knowledge, shape personality, cultivate thinking, and so on under the guidance of teachers.

Mr. Ye Shengtao mentioned in his “Collected Works of Ye Shengtao’s Education” that “a very important task of teaching Chinese is to train students’ thinking.” The large volume, complete system, and profound connotation of the entire book are the main materials for training students in general and higher-order thinking, grasping the hierarchical teaching laws of reading the entire book, and constructing an advanced system for reading classic works that integrates junior high school and senior high school, allowing students to, Able to gradually enter the system and engage in autonomous higher-order thinking reading.

## **References:**

- [1] Wen Rumin Wen Rumin’s Three Collected Works on Language and Literature Education. Peking University Press, 2016
- [2] Curriculum Standards for Chinese Language in Ordinary High Schools (2017 Edition) [M]. Ministry of Education, Beijing. People’s Education Press, 2018