

An Analysis of the Application Strategies of Life oriented Teaching in Middle School Chinese Language Teaching

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Abstract: In order to effectively improve teaching efficiency, teachers should actively adopt the concept of life oriented teaching to carry out teaching and encourage students to actively participate in classroom activities. Applying the concept of life oriented teaching to middle school Chinese language teaching can help students feel the internal connection between classroom content and actual life, thereby stimulating their learning enthusiasm. Therefore, middle school Chinese language teachers should scientifically apply the concept of life oriented teaching and carry out life oriented teaching activities in an orderly manner.

Keywords: life oriented teaching; Middle school Chinese language; Applying strategies

The application of life oriented teaching philosophy lies in linking knowledge with life, stimulating students' thinking, and promoting their rapid mastery of knowledge. Under the concept of life oriented teaching, teachers can cultivate students' ability to discover Chinese language knowledge in daily life through teaching guidance, and at the same time cultivate their vision to discover and appreciate beauty, thereby improving the Chinese language literacy and learning ability of middle school students.

1. Deeply study textbooks, carefully prepare lessons, and skillfully create real-life situations

Textbooks are the core of middle school Chinese language teaching and the main source of students' Chinese knowledge and abilities. In teaching, teachers should deeply explore the life elements in the textbooks, carefully prepare and creatively use the textbooks, combine the teaching content with the actual life of students, cleverly create life situations, and skillfully combine the teaching content with the life experiences of students, bringing Chinese language knowledge closer to students and life. Teachers should use textbooks as guidance to lead students towards the life classroom, stimulate their inner emotions, ignite their learning enthusiasm, and promote their active understanding of Chinese language knowledge. Chinese language is an artistic reflection of life. In middle school Chinese textbooks, many texts talk about small things in life, and students have also experienced or experienced them. When teaching these texts, teachers can start from the students' life experiences, create situations with life stories, trigger emotional resonance among students, stimulate their interest in actively reading the content of the text, and also enhance their understanding of the theme of the text. For example, when teaching "Walking", teachers can ask students to share interesting stories and emotions about themselves and their families walking, guide students to appreciate the family affection in daily life, create a warm classroom atmosphere, and set an emotional tone for the teaching of the text. In the eyes of students, life is colorful. Teachers should fully leverage the role of modern information technology when creating scenarios, using multimedia resources such as images, videos, and animations to present various vivid and real life scenes, so that the scenarios in life can be reproduced, enhance teaching intuition, attract students' attention, and guide them to connect with their own personal experiences or life experiences to perceive the content of the text more deeply. For example, when teaching "Spring", teachers can collect various beautiful pictures and videos of spring from the internet, or directly take materials from daily life, use cameras and mobile phones to record the beauty around them, and use multimedia devices to present these spring lights during classroom teaching, allowing students to experience the beauty of spring and feel the beauty of life, inspiring their love for spring and their hometown, and under emotional drive, allowing students to naturally integrate into the learning of the text. In addition, teachers can combine the emotions of the text and apply some familiar, beautiful, and elegant music from daily life to classroom teaching, rendering the classroom atmosphere, arousing students' emotions, triggering emotional resonance, allowing students to enter the author's inner world, deeply understand the content of the text, and improve the effectiveness of Chinese language learning.

2.Utilizing the Internet, Expanding Resources, and Cleverly Using Life Media

In the context of quality education, simple textbook teaching is no longer sufficient to meet the growing thirst for knowledge and the development needs of core competencies among students. Therefore, teachers should not only base their teaching on textbooks, but also surpass them. They should use the internet to introduce more high-quality life content into classroom teaching, enrich classroom teaching capacity, and broaden students' knowledge. Improve students' language literacy. At the same time, teachers also need to help students establish a correct view of the internet, use the internet to deeply explore Chinese language knowledge, enable students to master scientific learning methods, and obtain the motivation for healthy growth.

Every text that students learn in junior high school is a masterpiece, with a unique creative background and ideological emotions. In teaching, teachers can use the internet to collect relevant background knowledge, introduce the author's life experience, historical background, etc. They can also display relevant historical pictures and videos, so that students can better understand the author's social life background and writing intention, and guide students to understand the connotation and central idea of the text from multiple perspectives. The internet provides abundant resources for Chinese language teaching, and teachers should use these resources to expand their Chinese language knowledge and extend the content of textbooks. For example, when teaching "From Baicaooyuan to Sanwei Bookstore", teachers use online literary forums and blogs to let students understand the evaluation of Mr. Lu Xun and his works in later generations. They can also use online pictures to display real-life Baicaooyuan and Sanwei Bookstore, helping students understand the content of the text more vividly. In addition, the internet also provides more paths for Chinese language learning. In teaching, teachers should guide students to use the internet scientifically, encourage them to use search engines to independently search for and learn relevant Chinese knowledge, be exposed to more Chinese knowledge and culture, and cultivate their self-learning ability. We can also recommend online course platforms, Chinese language learning websites, online open courses, etc. to students, broaden their Chinese language learning channels, and form a good atmosphere of catching up with others. Teachers can also create language learning groups, official account, etc. by virtue of new media platforms commonly used in life, such as WeChat, Weibo, Nailing, etc., to share extra-curricular knowledge, reading materials, learning methods, etc., or organize students to discuss text writing methods, personas, emotional expression, etc., or let students share their own text reading, learning experience, etc., to create a second language classroom, and improve students' language literacy and knowledge level.

3.Entering life, learning to write about life, and eloquently expressing the beauty of life

The new curriculum standards encourage teachers to adopt a life oriented teaching approach in their teaching, guide students to pay attention to real life, draw writing materials from life, and express true feelings. Therefore, teachers should be guided by the concept of life oriented teaching, use life oriented teaching methods to carry out writing teaching, transfer students' attention from textbook knowledge to practical life, make students pay more attention to things around them, think about problems in life from different perspectives, and see things in life, cultivate students' observation and thinking abilities, so that students can learn to draw writing materials from life, enhance the depth and breadth of writing, and write essays with genuine emotions. From the current situation of student learning, most students lack language materials, and even with good writing ideas, it is difficult to write good works. As the saying goes, "A clever woman cannot cook without rice.". To solve this problem, teachers can organize students to engage in micro writing, allowing them to rewrite ancient texts that tell historical stories into modern texts. In the process of solidifying their language foundation, they can guide students to accumulate historical allusions or abbreviate some narrative essays to accumulate life stories. They can also have students write life diaries to record the people, events, and things they personally experience in their daily lives, and accumulate materials from their daily lives. Teachers can also extract beautiful sentences and classic paragraphs from the text, allowing students to relate them to daily life and imitate them, promoting the internalization and transfer of knowledge. For example, when teaching "Spring", teachers can have students imitate the author's writing techniques and layout, use various rhetorical devices such as metaphors and personification, and write about the spring they feel, express their feelings for spring, and cultivate students' life observation skills. In middle school Chinese language teaching, social life hotspots are not only important teaching resources, but also good materials for students to write. Teachers should guide students to pay attention to social life hotspots and introduce relevant news materials in classroom teaching based on teaching themes.

In summary, applying the concept of life oriented teaching to middle school Chinese language classes can not only stimulate students' desire for exploration, but also improve the quality of Chinese language teaching to a certain extent. Therefore, middle school Chinese language teachers should actively explore the connotation of life oriented teaching concepts, change traditional teaching methods, explore the connection between teaching content and life, provide effective guidance to students, expand their Chinese language learning space, and improve the effectiveness of middle school Chinese language teaching.

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