

Point to the Standardization of Junior Middle School Chinese Group Reading Teaching

Yusheng Cao

(Krirk University, Bangkok 10220)

Abstract: With the continuous reform and development of new curriculum standards, the core quality has gradually become the focus of education content, especially in junior middle school Chinese teaching, teachers should not only enhance students' cultural knowledge, but also promote students' pragmatic thinking and aesthetic level, but also deepen students' understanding and application of traditional culture. Therefore, group reading has become an important method and means that Chinese teachers can adopt. This article points to a brief analysis of standardized junior high school Chinese group reading teaching, hoping to provide some valuable reference and reference for the majority of readers.

Key words: Pointing to standardization; Junior high school Chinese; Group reading

In junior high school Chinese teaching, teachers need to pay attention to students' quality construction in language construction, thinking development, aesthetic appreciation and cultural inheritance. Therefore, reading section, as the most critical teaching link of junior high school Chinese, has become the core content that teachers must reform and optimize. Through group reading, students can not only find learning rules in articles with unified themes, It can also assist and promote each other, so as to achieve the learning goal of drawing inferential examples and knowing one thing.

1. The application value and significance of the teaching mode of group reading

Group reading usually revolves around a theme and integrates multiple articles under the guidance of a specific theme. Compared with traditional reading teaching mode, group reading can effectively make up for the defects of a single reading article and enrich the educational theme to a certain extent. Under the current social background, the Internet is developing more and more rapidly, and students have access to more and more abundant information, which requires students to have stronger information collection and processing ability. Different from traditional teaching mode, group reading requires students to quickly distinguish the effectiveness of information through the synchronous teaching of multiple articles. It can also form the skills and experience of information sorting and induction, and answer questions faster according to the information. At the same time, group reading is also an effective way to broaden students' reading horizons. It not only enables students to quickly understand the differences between different writers, but also enables them to find their own interests in more literary works and develop the habit of reading. In addition, group reading teaching is also an important way to effectively cultivate students' core qualities. In the process of mass reading, it has important guiding value for students' pragmatic ability, language sense cultivation, literary taste, cultural inheritance and social responsibility.

2. The construction of group reading teaching ideas

1. Subject literature-oriented, determine reading topics

In the teaching of group reading, the topic is the central element leading the teaching and the core argument surrounding the whole class. Therefore, before the teaching of group reading, the teacher must first establish the topic, and then promote the communication and interaction between the articles according to the form and content formed by the textbook text, so that students can form a macro reading perspective of overall learning. First of all, topics can be used to determine the choice of texts. For example, starting from the text form, you can set up the topic in the form of prose, from the point of view of content, you can determine the topic of writing people's memories, borrowing scenes and lyric, which can be selected after the integration of "Empty city", "Monkey King", "three dozen white bone essence" and other texts to build a group text unit. Secondly, you can first determine a main article, according to its connotation and theme, determine the corresponding issues, and then collect other texts into it. For example, the main article is "Worrywart", which, as an allegorical article, plays a prominent role in the training of students' thinking. Therefore, teachers can integrate the Mosquito and the Lion, Hermes and the Statue Man and other articles as a group text unit, thus achieving more profound teaching effects.

2. To improve the teaching quality in the form of multiple classes

Under the core literacy, the form and method of group reading should not be restricted due to disciplinary literacy. Through the construction of diversified class types, students can not only improve their interest base, but also focus on a certain disciplinary literacy for education to improve the quality of education. First of all, it is possible to carry out independent research and analysis of group texts. For example, when learning "Qin Yuan Chun · Snow", the teacher does not need to directly answer the questions that the students cannot understand, but leads out the articles such as "Ode to the Yellow River" and "The Last Lesson", so that the students can complete comparative thinking in the independent learning, so as to draw corresponding answers and conclusions. Secondly, it is possible to carry out problem cooperative group text class, which is mainly carried out in a cooperative way. Generally, the teacher designs the cooperation process, such as finding out the goal, interpreting the text, exploring and questioning, and teacher evaluation and summary, and then the students set up a group, select the leader, assign tasks and other aspects in turn, and finally complete the group text reading task and goal.

Third, we can carry out the group text class of comparative precision, which mainly strengthens students' understanding through comparison, and allows students to summarize the commonness and individuality in the aspects of creative skills, expression characteristics, language characteristics, theme ideas and so on.

3. Take reading activities as the path to optimize the cultivation of literacy

Group reading should not be limited to the teaching process, but should also be developed into all kinds of reading activities. On the one hand, it is necessary to focus on textbooks, go beyond the limitations while focusing on textbook texts, find the connection between extra-curricular texts and in-class texts, and then carry out corresponding integrated reading activities, reading sharing meetings and reading salons inside and outside class. On the other hand, it is necessary to start from the form of group reading, open the "theme reading lecture", "group reading experience sharing meeting", "group reading after reading writing" and other activities, so that students can improve their literacy and level in more activities.

3. The core literacy under the group reading teaching practice strategy

1. Carry out group reading to improve language construction ability

In the actual middle school Chinese classroom teaching, teachers can carry out group reading according to the same subject matter of the article, in order to deepen the understanding of middle school students to read content, effectively expand their reading scope, but also to deepen their subject cognition, improve their appreciation ability. Before teaching, teachers should carefully select and compare reading materials, and before reading, teachers can set some questions for them, so that they can read with questions. This can not only stimulate their reading interest and improve their reading efficiency, but also help them understand the content of the articles and feel the differences between the two articles. And cultivate their reading ability and core accomplishment. For example, when learning the third unit of seventh grade, they can adopt the way of group reading, and integrate the contents of Deng Jiaxian, Mr. Wen Yiduo's Saying and Doing, Music Giant Beethoven and so on to carry out group reading. Before reading, teachers can set relevant questions: Why will the characters in the article be remembered by later generations? What did they do? What inspired you? Through the group reading in this way, after the teacher's guidance and inspiration, the emotion and content expressed in the article are explained and compared. In this way, students can understand the general idea of the article, strengthen their cognition of the characters in the article, and improve their language construction ability.

2. Carry out group reading to promote the development of students' thinking

Reading activities should not only emphasize reading, but also pay attention to the analysis and thinking in the reading process, which is the main purpose of teachers to carry out group reading. To carry out group reading activities in junior high school, the first thing teachers need to do is to guide and inspire students to use comparative or dialectical methods to appreciate articles. Comparative reading is a common teaching method in group reading teaching. Teachers can select multiple articles and make use of comparative reading to carry out comparative reading in view of the content, theme, rhetoric and writing emotion of the articles. By comparing the similarities and differences in the articles, students can better strengthen their Chinese thinking, so that they can have a more profound and comprehensive understanding and grasp of the emotions and themes expressed in the articles, so as to strengthen students' Chinese literacy and comprehensive ability. For example, when learning the content of the Language of Nature, teachers can integrate articles such as Reverence for Nature and the Return of Wild Geese to guide and encourage students to carry out group comparative reading. By reading articles with similar or different themes, they can understand and distinguish their common points and differences, so as to better grasp the emotions expressed by the author and understand the theme of this article. To better cultivate students' Chinese thinking. For example, when learning Kong Yiji, teachers can guide students to learn another article of Mr. Lu Xun, The True Biography of Ah Q and Yao. Teachers can lead them to analyze these articles and compare them from the perspectives of article background, article content, writing technique, expression of emotion, character characteristics and so on. In this way, Make students more deeply understand the artistic conception and emotion expressed in the article, feel the author's purpose of warning the people with the article, criticize the traditional and feudal society, so that students can deeply feel the bloody man-eating society in the process of reading, and better achieve the purpose of teaching.

3. To carry out group reading and cultivate their appreciation ability

Junior high school students have limited ways to read, among which, the main way of reading is to read around the Chinese textbooks, which will cause the reading level is relatively narrow, and can not effectively cultivate their appreciation ability. In order to expand their scope of knowledge and improve their accumulation of literature materials, it is necessary for teachers to carry out group reading, so as to better cultivate their appreciation ability and core Chinese quality, and pave the way for their future development. Students can have a more comprehensive understanding of the author's writing style and unique ideas from these fairy tales, so as to better improve students' appreciation and reading ability, and lay a solid foundation for their future study and development. In addition, when carrying out the reading of Spring articles, teachers can also take "seasonal scenery" as the theme to carry out group reading, and effectively integrate the articles such as "Winter in Jinan" and "Wind and Rain" to guide students to carry out group reading. Through reading the articles depicting scenery in different seasons, students can better understand the emotions expressed by the authors and deepen their perception of spring season. Cultivate their appreciation ability, and lay a solid foundation for their future study and development.

4. Carry out group reading to promote the improvement of students' cultural literacy

Chinese culture has a long history and is extensive and profound. In the teaching of Chinese reading, consciously excavating the connotation of traditional culture can not only enrich students' Chinese cognition and broaden their vision, but also help them develop correct values, shape their good moral consciousness, realize the integration of intellectual education and moral education, help shape

students' good personality quality and national emotion, and let the excellent Chinese culture flow in their hearts. For example, teachers can integrate and read articles of the same theme such as Stone Arch Bridge of China, Beauty of Bridge and Shuoping, and set reading goals. In order to better implement group reading, teachers can also integrate group cooperative exploration into group reading teaching. In this way, students can understand and master the features and writing methods of expository texts through cooperative reading, and strengthen their national cultural cognition and form their national cultural pride. In addition, teachers can carry out group reading activities according to the actual situation, such as "Group reading activities of Lu Xun's articles", "appreciation activities of Du Fu's poems", "group reading of homesick ancient poems" and other activities, so as to provide students with relevant group reading materials and guide them to analyze the literary characteristics, artistic characteristics and traditional cultural connotations in the group reading. Imperceptibly shape their good reading quality and cultural inheritance consciousness, and cultivate students' core literacy.

4. Conclusion

To sum up, under the goal of cultivating core literacy, the teaching of Chinese group reading in junior middle school shows diversified advantages and functions. It can not only meet the diversified reading needs of students and form good interests and habits, but also design different lesson patterns according to different Chinese literacy and course content, so as to achieve the effect and purpose of teaching students in accordance with their aptitude. It achieves higher teaching efficiency and level.

References:

- [1] Xingsan Zhang. Research on Teaching Strategies of group Text Reading in junior middle School based on Chinese Core Accomplishment [J]. Educational Observation, 201,10(03):114-116.
- [2] Zonghong Zhu, Guocui Ding. Research on group reading strategies in Junior Middle School Chinese from the perspective of Core Literacy Training [J]. Journal of Learning, 2021(13):75-76.
- [3] Jun Chen. Chinese Core Literacy Training and Group Reading Teaching Strategies for Junior Middle School students [J]. Tianjin Education, 2020(18):124-125.
- [4] Xuyun Wang. Effective Strategies for group reading under integrated Chinese unit Model in primary schools [J]. New Curriculum, 2021(47):171.
- [5] Hairong Wang. Strategies for implementing group reading in junior middle School Chinese Teaching [J]. New Education, 2023(2):88-89. (in Chinese)