

Situation creation application in primary and middle school Chinese teaching research

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Abstract: Situation creation is the only way to optimize the process of Chinese teaching in primary and secondary schools, and it is also the internal demand of Chinese teaching reform. Context creation is applied to the whole process of Chinese teaching in primary and secondary schools, which helps to fully mobilize the enthusiasm of students to learn, create a relaxed and harmonious learning atmosphere for it, so that students are in a specific scene to feel the knowledge of Chinese, feel the charm of the discipline, which is of great benefit to the cultivation of students' core literacy. On the basis of a brief description of the connotation and characteristics of context creation, this paper probes into the effective strategies of context creation applied to Chinese teaching in primary and secondary schools, in order to provide a new idea for the reform of Chinese teaching and make Chinese classroom burst out new vitality.

Key words: Situation creation; Primary and secondary schools; Chinese teaching; application

Introduction

Under the background of the new curriculum reform, the innovation of teaching methods has become a necessity. Among them, situation creation, as an effective teaching strategy, has been widely used in the actual teaching process by more and more disciplines, especially the Chinese discipline. The application of situation creation effectively creates a real and vivid teaching scene for students, combines teaching with fun, fully stimulates students' learning interest, and also makes Chinese class become vivid and interesting. Students' logical thinking ability has been targeted training, and the charm of Chinese discipline has also been highlighted. However, although the theoretical significance and practical value of context creation have been widely recognized, how to properly and effectively use context to construct teaching situations that meet the needs of curriculum and students' characteristics, and how to guide students to carry out effective learning with the help of context still need to be deeply studied and discussed.

I. The connotation and characteristics of context creation

Through studying the "Middle School Chinese Curriculum Standards (2020 Revision)" (hereinafter referred to as the "new curriculum standards"), the word "situation" has appeared 34 times. From the perspective of use, it generally refers to "language use situation", at the same time, it also refers to "communication situation", "learning situation", "personal experience situation", "reading situation" and so on. Since the promulgation of the new curriculum standards, many teachers have joined in the heated discussion about "situation". Among them, some teachers believe that the "situation" mentioned in the new curriculum standards refers to the real environment that students need to face in daily study and life. In such an environment, students' ability to analyze and solve problems will be significantly improved, and in the process, students will have more opportunities to perform and develop core qualities. In contrast to this view, some teachers believe that "the teaching of any subject needs to depend on specific situations. Chinese, in particular, must be guided in a specific context of language use. The "situation" here refers not only to the real objective situation, but also may refer to the virtual and artificially created situation." The characteristics of situation creation are mainly shown as follows:

First, the authenticity and motivation of the learning situation. Context creation emphasizes on putting learning in a real situation. By connecting students' life experience and Chinese learning experience, it creates a teaching situation that is in line with the reality of social life or literary imagination, puts students in a rich and diverse situation to actively explore, discover and practice, guides them to actively use the knowledge to solve problems, and then fully stimulates students' enthusiasm for learning. In addition, the situation creation is also challenging, which can trigger the internal cognitive conflict of students, and then significantly enhance students' learning enthusiasm and stimulate their passion.

Second, the integration and practicability of subject knowledge. Context creation advocates the full integration of discipline knowledge and practice, and then helps the development of students' comprehensive ability and core quality. For example, when teaching classical Chinese, teachers can create situations for students that match the central content of classical Chinese, such as life situations and problem situations, so as to guide students to have a deeper understanding of the ideas expressed in classical Chinese and summarize learning methods to apply them in the future learning process. Situation creation also has obvious practical characteristics. Teachers can effectively integrate the core knowledge of Chinese and key abilities to create situations, and then encourage students to practice in the situation, so that it is easier to achieve the teaching goal while learning.

Thirdly, the evaluation system should be personalized and comprehensive. Situational teaching evaluation is not only limited to one aspect, but also advocates to evaluate students' knowledge understanding and mastery from many aspects. On this basis, it will also increase the evaluation of students' comprehensive qualities such as skills and emotional attitudes. In addition, in the context creation mode, the diversity of evaluation methods is particularly obvious, including but not limited to student ability test, subject ability test, teacher-student dialogue, achievement analysis and so on. Under the comprehensive effect of multiple evaluation methods, it is helpful to help students find

and solve problems, guide students to effectively improve learning strategies, and lay a foundation for promoting the development of their comprehensive quality.

II. Setting up effective strategies applied in Chinese teaching in primary and secondary schools

1. Create a game situation to enhance the interest of the classroom

Under normal circumstances, the primary school and junior high school language classes are generally 40 minutes, as far as primary school students are concerned, their curiosity, the desire to explore is strong, but the attention time is short, fun is their nature. At this time, the creation of the game situation should be the most suitable for pupils' physical and mental development characteristics and growth laws. Especially with the deepening of the new curriculum reform, in addition to cultivating students' comprehensive quality, teachers should also devote themselves to cultivating their practical ability, especially actively guiding students to effectively link knowledge with life, and stimulate students' thirst for knowledge to the maximum extent through gamification of teaching content. Of course, to create the game situation, teachers need to follow certain principles. On the one hand, ensure that the difficulty of the game is moderate and suitable for the physical and mental development characteristics of primary school students. If it is beyond the scope of students' ability, it may reduce students' interest in participation. Or, if students are too involved in the game, they may ignore the focus of Chinese teaching, which may weaken the role of the game creation. On the other hand, we should optimize the game mode around the teaching content to ensure the deep integration of the game and teaching content.

Take "Traveling in the Belly of a Cow" in the third grade of the unified edition as an example, because this article is full of fun and full of childlike interest, the key is that the content of the article widely popularized scientific knowledge to students, and was loved by many primary school students. In the classroom introduction link, the author did not worry about entering the topic, but for the students with the help of multimedia presented a riddle: "living in a dark corner, wearing sauce-colored robes, wearing a black iron hat, fighting heroic." After seeing the riddle, the students chirped and discussed it, and soon one of them came up with the correct answer: "Cricket." Next, the author struck the iron while the iron was hot, showed the photo of the cricket and asked the students to observe the shape of the cricket carefully. Since then, the atmosphere of the class became extremely active, which made the introduction effect twice the result with half the effort. Then, the author began to lead the students to familiarize themselves with the text and encouraged the students to play "Qingtou" and "Hongtou" in pairs to have a dialogue, and guided the students to truly feel the emotional changes of Qingtou and Hongtou while talking. Through the above riddles and role-playing games, it effectively stimulated the students' interest in learning, and the students also felt happy in the process, achieving a win-win situation in teaching.

2. Create a problem situation to stimulate students' thirst for knowledge

Questioning is one of the most common ways to guide students' thinking in primary and secondary school Chinese teaching. In addition to conventional questioning, teachers should also create diversified question situations based on students' learning interests in combination with teaching content, so as to fully stimulate pupils' curiosity about surrounding things and give full play to the role of creating question situations.

When teaching the text "The Destruction of the Old Summer Palace", the author started from the students' interest points and designed a chain of questions related to the teaching content in the course preparation, such as showing pictures and asking: "Have you ever been to the Old Summer Palace?" If yes, please share your feelings with teachers and students." After reading the text carefully, ask: "In your opinion, why was the Old Summer Palace destroyed?" "How does the author describe the scene?" "What did you think after reading it?" Under the guidance of a series of questions, students' reading and learning goals are clearer, and in the process of searching for answers, students can effectively break through learning difficulties and improve learning quality. For another example, when teaching the article "Sounds of Nature", in the introduction of the class, the teacher first asked the question: "What sounds of nature have you ever heard? Which sounds have impressed you the most?" This retrospective question leads to the teaching theme of this lesson. After that, the teacher plays the common sounds of nature for the students with the help of multimedia, such as the sound of light rain, the sound of rustling leaves in the breeze, the sounds of different animals and so on. The students listen to the sounds and identify the sounds and judge whether the sounds belong to the sounds of nature. At the end of the class, the teacher threw out an open question: "Trees are part of nature, what do you think the sound of a big tree when it is cut down? Why?" In a similar way, to cultivate the imagination of students, so that it is easier for students to effectively grasp the thoughts and feelings of the author. Similarly, in the teaching of Teacher Wang Songzhou's "Sauvignon Blanc", the teacher can ask the main question: "Where are you? Where is the heart?" Under the guidance of the main problem situation, students can imagine the picture, go deeper and deeper, and experience the emotion of Ci from multiple angles from the level of wife, friends, and the author himself.

3. Create a life situation to stimulate students' learning motivation

Chinese subject has a close internal connection with life, and there are rich Chinese materials and resources in real life. Teachers should be good at digging out excellent materials and resources combined with specific teaching content to create colorful life situations for students, so as to enhance the effectiveness of Chinese classroom teaching. Under normal circumstances, the creation of life situation cannot be separated from the assistance of multimedia. In the teaching of "Beautiful Little Hinggan Mountains", the author used multimedia to visually show the students the pictures of the four seasons of the Little Hinggan Mountains and played the relevant videos. At the same time, he said: "In the northeast of China, there is a lofty mountain range, which is called 'Little Hinggan Mountains' by the world. Here, there are lush forests all over the place. These pictures and videos capture the beautiful scenery of the Lesser Hinggan Mountains. Would you like to

take a trip here after watching this? Would you like to go in early spring, or would you prefer to go in the dead of winter? Why?" Under the effective guidance of the author, the students became more and more interested in the beauty of the Lesser Khingan Mountains, and their motivation for learning was fully stimulated.

In addition, when teachers create life situations for students, they should also appropriately add some practical activities, so that students can have a deeper thinking about the teaching content through personal participation. Taking the teaching of "The feet of the climbing Tiger" as an example, if conditions permit, teachers can lead students out of the classroom on campus and carry out practical activities of "looking for the climbing tiger" in the field. At the same time, students can be guided to share practical feelings with classmates and teachers on the basis of careful observation and analysis of the specific characteristics of the climbing tiger. After learning the text, the teacher can also let the students choose a plant to write an observation diary. In a similar way, the students' learning experience can be transferred from the classroom to the classroom. In this way, the students can gain more happiness, and at the same time, it is beneficial to accumulate rich writing materials, and then get a different learning experience. In addition, teachers can also contact the recent hit "Thirty Thousand Miles of Chang 'an", let students take the initiative to think "why did Li Bai make many affectionate confessions to Chang 'an in his poems?" And understand "Sauvignon Blanc, in Chang 'an", "west Chang 'an can not see home" and other phrases, thereby enhancing students' cultural identity.

Epilogue

To sum up, the traditional Chinese teaching method has been difficult to adapt to the requirements of the new curriculum reform, and no longer adapt to the current learning and development needs of primary and secondary school students. In the new era of earth-shaking changes in the learning environment, the key for teachers should actively change the traditional teaching ideas and innovate teaching methods. The situation creation, through research and practice, can be applied to the whole process of Chinese teaching in primary and secondary schools, and can obtain satisfactory and outstanding teaching effects. However, in the future, teachers must not be satisfied with the status quo, but should constantly optimize and improve the situation, strive to maximize its function, and strive to build high-quality Chinese classroom for students with the help of the situation, so that they will gradually fall in love with Chinese, promote the orderly promotion of Chinese teaching reform in primary and secondary schools, and help students develop in an all-round way.

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