

From the perspective of the new curriculum standard analysis of teaching ideas of Chinese grammar cohesion in junior and senior high schools

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Abstract: by exploring the problems and reasons of Chinese grammar cohesion teaching in junior high school and senior high school, and combining with the analysis of the new curriculum standard of 2022 on Chinese grammar cohesion teaching in junior high school, this paper puts forward that we should change our thinking and pay attention to the cohesion of grammar knowledge; We should change the teaching methods and pay attention to the practical application of grammar; We should change the way of learning, pay attention to the cultivation of learning interest and other teaching ideas.

Key words: connection between junior high school and senior high school; Grammatical cohesion; The construction and application of language

In the construction and application of mother tongue, grammar is an important linguistic norm, and grammar teaching is particularly important in the teaching of Chinese cohesion between junior high school and senior high school. In the actual teaching, the influence of grammar and the lack of cohesion teaching have been weakened for a long time, which has led to the misuse of punctuation and imprecise grasp of words and sentences in senior three students' writing. However, junior high school students' grammar knowledge is basically blank. The revision of the new curriculum standard in 2022 has made up for the defects and provided new ideas for the teaching of grammar cohesion.

1. Problems and reasons of Chinese grammar cohesion teaching in junior and senior high schools

According to the questionnaire survey of several middle schools in Longyan City, Fujian Province, it is found that the importance of connecting junior and senior high school teaching is not fully covered, and there is no unified setting of connecting courses at the school level; Although some teachers have a sense of importance, they do not actually operate it; Some teachers explain freely in classroom practice, lacking systematic courses. The students show a lack of interest in learning cohesive grammar; Insufficient convergence of learning content; Problems such as single learning style and relying too much on teachers. The specific analysis is as follows:

1.1 Junior and senior high school curriculum standards focus on different aspects, and grammar knowledge is prone to fault

Grammar cohesion teaching in junior, senior and secondary schools is first manifested in the cohesion teaching of grammar knowledge. From the perspective of examination and teaching materials, the PEP textbook lacks grammar section, and the examination content weakens the grammar content; Although there is a grammar section in the unified edition of Chinese textbooks, due to the lack of requirements for the high school entrance examination, it is generally not paid enough attention. Tracing back to the source, it can be seen from the old version of the curriculum standard that there is no clear indicator requirements for "grammar" in the compulsory courses of high school Chinese, which is only involved in classical Chinese, while the requirements for "grammar" learning in the elective courses are relatively low, so there is a lack of students' grammar knowledge, which seriously affects the level of reading and writing; However, the requirements of junior high school Chinese curriculum standard for grammar are to explain with the text. The knowledge points of grammar in the unified edition of textbooks are in the form of complements and narrators, and no more methods are mentioned. Many teachers do not even involve grammar knowledge at the beginning of junior high school.

1.2 The teaching method is single, and it is difficult to improve the grammar ability

Grammar cohesion teaching in junior, senior and secondary schools also reflects cohesion teaching in grammar ability. In order to catch up with the progress of high school, the teacher has a single teaching method of grammar knowledge, which is more explained orally in class. In fact, the use of language is the most critical part of the construction and application of language literacy. A person's ability to use language is first of all his ability to survive. Improving his ability to use language will also improve his ability to survive and serve the society. Therefore, it is far from enough for teachers to use a single classroom oral teaching method to improve their ability to use grammar.

1.3 Students lack interest in learning and have poor self-study ability

From the perspective of students' learning the grammar of cohesion between junior high school and middle school, there are many differences between junior high school students and senior high school students, not only in the pressure of schoolwork, but also in the stage of physical and mental development and thinking characteristics. If only the uniform "teaching" will lead to students' lack of interest in learning, and senior high school students' self-learning ability will become very poor. Junior high school students and senior high school students are in the period of developing abstract logical thinking. Compared with junior high school students, senior high school students have stronger independent thinking ability and learning drive. The requirements for grammar in the new curriculum standard of senior high school are also based on students' ability to learn independently. The reality is that the students are not interested in grammar and can not learn independently. The daily accumulation learning is also in a state of confusion and randomness, and it is difficult to cultivate the literacy of language construction and application.

2. The analysis of the new curriculum standard on the teaching of grammar cohesion between junior high school and senior high school

2.1 Focus on core literacy, content direction tends to be unified

The new curriculum standard for junior high school has added common punctuation marks to the key points of grammar and rhetoric. Generally, the content of grammar knowledge has not changed much, but the new curriculum standards for junior high school and senior high school all focus on core literacy. Through the sorting of learning task groups, the direction of the new curriculum standard for junior high school and senior high school Chinese is basically unified, making the teaching of grammar more convenient. As can be seen from table 1, junior high school students' grammar knowledge is directly divided into basic types

Table 1: comparison of grammar learning task groups in the new curriculum standards for junior and senior high schools

junior high school	high school
Language and sorting: find, feel and express the charm of language in the context of language use; Sort out the language phenomena learned, explore the rules of language use, and learn and sort out typical examples of grammar and rhetoric application.	Learning task group 4: language accumulation, sorting and exploration Understand the structural characteristics of Chinese sentences and the role of function words, and further understand the grammar rules. Observe the flexible use of words and the change of sentence word order.
	Learning task group 8: Study of classic Chinese traditional culture Sort out the common classical Chinese notional words, function words, special sentence patterns and cultural knowledge in the learned works, and pay attention to the similarities and differences between ancient and modern languages.
	Task group 13: Seminar on Chinese characters and Chinese On the basis of the accumulation of compulsory education and high school compulsory stage, we found relevant problems, summarized and verified them, paid attention to practical problems, and presented them in the form of survey reports and small papers.

The “language, writing and sorting” part of the learning task group includes the language, aesthetic and thinking dimensions of the core literacy. High school mainly involves three learning task groups, covering language, culture and thinking dimensions respectively. These three task groups are the extension of the basic task group in junior high school. Task group 13 is the synthesis and expansion of all task groups involved in grammar content in junior high school, All task groups are gradually more specific and refined around the core literacy.

2.2 Focus on pragmatics and process Contextualization

The new curriculum standard for junior high school revised Appendix 3 “key points of grammar and rhetoric knowledge” in the old curriculum standard to “description of grammar and rhetoric knowledge”. In the specific teaching tips, junior high school and senior high school all focused on the specific use of language and paid attention to the situational process. From table 2

Table 2 comparison table of grammar teaching tips in new curriculum standards for junior and senior high schools

junior high school	high school
Language and sorting: avoid mechanical training around the concept of relevant knowledge and divorced from the actual application. According to the actual needs of the use of language and characters, the guidance is given from the specific language examples encountered.	Task group 4: pay attention to the typicality of the process, pay attention to the development of language sense, and enhance the understanding of language laws.
	Task group 8: guide students to independently study the text with the help of notes and reference books, and read aloud to cultivate language sense.
	Task group 13: appropriate topics should be selected, appropriate learning materials should be provided, and advanced media should be used.

It can be seen that the new curriculum standards for junior and senior high schools have more emphasis on the use of grammar. Junior high schools need to use specific examples in the process of explaining along with the text. In the overall goal of the curriculum, compared with the old version of the curriculum, they have added “requiring students to actively accumulate, gradually form a sense of language, and initially form an understanding of the laws of language”. Senior high schools further emphasize the sense of idioms in pragmatics, Enhance the understanding of language laws. Junior and senior high schools also emphasize the situational process of learning grammar. Junior high schools avoid mechanical training that only requires systematic results. Senior high schools pay more attention to the guidance of the process and require students to cultivate autonomy and thinking ability with the help of media tools.

2.3 Focus on change and diversify learning methods

The teaching suggestions of the new curriculum standard for junior high school have been adjusted, the requirements of academic level examination have been added, and the structure of the new curriculum standard for senior high school tends to be unified, focusing on the reform of Chinese teaching and learning methods, and the diversification of learning methods. The new curriculum standards for junior high school and senior high school all emphasize the need to pay attention to the changes in Chinese life brought about by the Internet era. The expression of grammar content in the new curriculum standards for junior high school is mainly focused on learning methods, while the new curriculum standards for senior high school are further distributed and expanded to multiple task groups; Both junior and senior high schools focus on the innovation of evaluation methods, which should be combined with online and offline resources for learning. Both emphasize the combination of process evaluation and summative evaluation. Junior high schools emphasize the consistency of “teaching learning evaluation” and the reform of homework evaluation. It is initially required to cooperate with a variety of learning methods. Senior high

schools focus more on the formation of autonomous learning ability, The diversification of learning methods is more demanding.

3. Teaching ideas of grammar cohesion between junior high school and senior high school from the perspective of the new curriculum standard

3.1 Change ideas and pay attention to the cohesion of grammatical knowledge

The school management should set up appropriate cohesion courses to promote teachers' attention to grammar cohesion teaching. First of all, each school can give full play to its own advantages to set up courses. In particular, it should be noted that the bridging courses are not only required to be set up in the third grade of junior high school and the first grade of senior high school. In addition to the unified planning of the bridging school-based courses, the bridging courses can also be broken down according to the years in the daily courses for making up the outstanding and making up the poor. Secondly, junior and senior high school teachers should change their examination oriented thinking in the teaching of grammar cohesion, and from the long-term goal, implement the core literacy of Chinese. Senior high school teachers should consolidate and review grammar knowledge as the basic knowledge at any time according to the requirements of the new curriculum standard. Junior high school teachers should reasonably arrange the knowledge points of grammar filler in Volumes 1 to 4 of the textbook into specific learning task situations in the teaching of grammar cohesion.

3.2 Setting up situational teaching and paying attention to the practical application of grammar

In the process of teaching, teachers should adopt a variety of teaching methods and realize the increase of grammar knowledge in grammar practice. First of all, each school can integrate its own school's characteristic activities to improve its ability to use grammar cohesion, and hold activities such as big reading and knowledge contest. Secondly, in daily classroom teaching, each teacher can carry out a variety of teaching methods according to the situation of students in the class. The unit teaching based on task group (or group text), the thematic teaching based on content selection and the project teaching based on situation and task setting can be reasonably used in junior and senior high school. High school Chinese teachers can explore the use of grammar in collective and group projects through reading the whole book, such as exploring the use of grammar in ancient poems in a dream of Red Mansions; Junior high school teachers can use group reading, large unit teaching and comprehensive practical activities, such as analyzing the use of "Adverbs" in the teaching of junior college novels in grade nine, and the topic of improving the grammar of news writing in the news practical activity unit in grade eight.

3.3 Optimize learning methods and pay attention to cultivating learning interest

The construction and application of language need to change the way of learning, and teachers should pay attention to cultivating learning interest. First of all, both junior and senior high school teachers should study the guiding learning method, pay attention to the setting of academic record, focus on changing students' learning methods in classroom teaching, and pay attention to process evaluation. Secondly, teachers in junior and senior high schools should pay attention to cultivating students' interest in learning in an all-round way. In addition to teaching grammar knowledge in the classroom, junior high school teachers can also make good use of after-school services, design grammar cohesion assignments, build supports, let students complete autonomous learning tasks using the assignment sheet, and timely encourage the groups that complete the tasks to stimulate their learning enthusiasm; High school teachers can give full play to the main role of students. In addition to making good use of the network media resources, they can also cultivate students' interest in grammar learning by using the school literature society and the press corps, so as to achieve the most efficient learning effect of "self-examination, self correction and self-evaluation".

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This paper is one of the phased achievements of "the regular project of the 13th five year plan for Educational Science in Fujian Province in 2020 -- Research on the practice of Chinese writing teaching in junior high schools based on the new concept of reading and writing". The project approval number is FJKXB20-1032.

This paper is one of the phased achievements of "the research project of basic education and teaching in Longyan City, Fujian Province in 2022 -- the practical research on improving the students' language construction and application literacy of junior high school Chinese under the background of 'double reduction'". The project approval number is JKYJX22-040.

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