

Reform and Teaching Research of Classical Chinese in Chinese Textbooks Compiled by the Ministry of Education: Take Grades 7 and 8 as An Example

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Abstract

Under the background of paying more and more attention to traditional culture, the task of cultural inheritance is very urgent. Junior middle school Chinese textbooks compiled by the Ministry are the product of the development of the times, and the change of classical Chinese is also inseparable from its development. Compared with the junior middle school Chinese textbooks published by the people's Education Edition, it can be found that the classical Chinese section in the new textbook has significant changes in quantity, proportion, arrangement and distribution and moral education. This change will bring some challenges to teachers and students. At the same time, teachers need to further update the classical Chinese teaching concept. The research will analyze the classical Chinese of grade 78 in the new teaching materials combined with the actual teaching situation, and provide feasible strategies for its teaching, which is of certain significance to explore the relationship between teaching and teaching materials.

Keywords

Textbooks compiled by the Ministry; Junior high school Chinese; Classical Chinese Teaching.

1. Introduction

Chinese textbooks are a tool for students to understand and understand the world. The junior middle school Chinese textbooks compiled by the Ministry of education have made more reasonable changes to the people's education edition textbooks. There are obvious changes in the number, proportion, arrangement and distribution of classical Chinese in the new textbook, which lays a foundation for the future study of classical Chinese. In recent years, most of the scholars who have compiled and published Chinese textbooks by the research department start from the whole textbook. This paper will start from the classical Chinese part, take the Chinese textbook of grade 78 compiled by the Ministry as an example, and analyze the aspects of the reform of the new textbook, the challenges to teachers and students and the research strategies from part to whole. Hope to provide various references for the study of classical Chinese in junior middle school Chinese textbooks; At the same time, pay attention to the requirements of the times, pay attention to the mainstream values in classical Chinese teaching, and enrich students' learning of traditional culture and mainstream culture; Finally, I hope to correct the disadvantages of the previous classical Chinese teaching, use the new teaching materials efficiently, and improve the students' ability to draw inferences from one example.

2. The Reform of Classical Chinese In Junior Middle School Chinese Textbooks Compiled by the Ministry of Education

Compared with the previous PEP Textbooks, the classical Chinese in the junior middle school Chinese textbooks compiled by the Ministry has these major changes.

2.1. The Number of Articles Is Relatively Reduced and the Proportion Is Increased

Compared with the classical Chinese part of the people's Education Edition, the Chinese textbook for junior middle school compiled by the Ministry has been partially adjusted, and the order has changed greatly, but the classic texts still exist. The contents of classical Chinese in junior middle school Chinese textbooks compiled by the Ministry and the people's Education Edition and their proportion in the total text are compared and analyzed as follows:

Table 1. The number of classical Chinese Texts in junior middle school Chinese textbooks compiled by the people's education press and the Ministry and their proportion in the total text

edition Book type	People's Education Edition			Department Edition		
	Classical Chinese number	Total number of texts	Ratio of classical Chinese to the total number of texts (%)	Classical Chinese number	Total number of texts	Ratio of classical Chinese to the total number of texts (%)
Seven up	7	39	17.95	7	30	23.33
Seven times	6	32	18.75	5	30	16.67
Eight up	10	39	25.64	8	36	22.22
Eight times	8	41	19.51	8	29	27.59
total	31	151	20.5	28	125	22.4

After comparison, it can be seen that there is little difference in the number of classical Chinese between the two editions, but in terms of each volume, the largest difference in the number is the first volume of Grade 8, with a difference of 2 articles. The number of other volumes is either the same or different by one. Vertically, there is a difference of 3 classical Chinese texts between the people's Education Edition and the Ministry edition, and the total number of classical Chinese Texts in the new edition has been greatly reduced compared with the people's Education Edition. The people's education edition has 151 articles, while the Ministry edition has only 125. From the proportion of the number of classical Chinese, in the second volume of Grade 8, the number of classical Chinese in the people's Education Edition accounts for 19.51% of the total text, and the number of classical Chinese in the part edition accounts for 27.59% of the total text, which is 8.08% different from the people's Education Edition. Generally speaking, although the number of classical Chinese Texts in the junior middle school Chinese Textbooks of the people's Education Edition is more than that in the editions, the proportion of classical Chinese Texts in the texts in the editions has increased, which shows that the editions still pay more attention to the inheritance of Chinese traditional culture. Increasing the proportion of classical Chinese in the textbooks compiled by the Ministry of education plays an important role in educating students to carry forward the traditional culture of the Chinese nation.

2.2. Distribute Reasonably and Follow the Learning Law

Wen Rumin pointed out in the article "where are the new Chinese textbooks compiled by the Ministry?" "there are 124 ancient poems in junior middle school Chinese, accounting for 51.7% of all selected articles, which is also higher than that of the original human education edition." the selected articles of the new textbook are more diversified, so the editors try their best to be reasonable in the distribution and arrangement of articles. The classical Chinese edition of the junior middle school Chinese textbook compiled by the Ministry attaches importance to the reasonable arrangement. Its arrangement is gradient, which is in line with the ability

development height of students of different ages. It pays attention to students' learning and inheritance of excellent traditional culture, so that learning can be internalized into Chinese literacy and ability through strengthening the understanding and learning of humanistic spirit in the process of learning. In the difficulty of text selection and arrangement of Chinese textbooks compiled by the Ministry, the students' acceptance ability and cognitive level are taken into account, so the difficulty of content arrangement is gradually increasing, which is suitable for the learning situation of different grades in Grade 7 and grade 8. Grade 7 pays attention to the foundation, grade 8 has the most text selection, and grade 9 has the least. Follow the students' learning law, easy first and then difficult. For example, in the middle edition of the seventh text, the two articles "although there are delicacies" and "stone beast in the river" are deleted. These two articles are somewhat difficult for the seventh grade who has just come into contact with learning classical Chinese and are too abstract and theoretical. On this basis, the selected texts are "wolf" and "Jiezi book". The text is not long, which ensures the readability and basic introduction to a certain extent, At the same time, pay attention to cultivating students' moral quality. In the reform of classical Chinese, the textbook compiled by the Ministry also follows the law of letting students feel first and then appreciate it. Most of the classical Chinese selected articles in Grade 7 are biased towards the reality of life, such as writing people and things. In Grade 8, they pay attention to cultivating students' aesthetic sentiment. Such texts include scenery articles such as the Three Gorges and the story of xiaoshitan. The distribution and arrangement of classical Chinese in the new textbook is more hierarchical than that in the people's Education Edition, focusing on cultivating students' ability to enjoy learning and be good at learning.

2.3. Attach Importance to People with Culture and Cultivate People with Morality

Chinese is characterized by the unity of instrumentality and humanism. Chinese has a very strong inheritance. For classical Chinese, it also undertakes a major mission of cultural inheritance. The Ministry edition also pays more attention to the edification of traditional culture on students in the selection of classical Chinese. Compared with the people's Education Edition, it strengthens the task of cultivating people with culture and morality. The reform of new teaching materials has moved towards the height of quality education step by step. For example, in the seventh edition of the textbook, the Analects of Confucius has increased from 10 in the old edition to 12. In addition, an article of the book of commandments has been added. In the eighth grade, some classical Chinese articles were deleted and a large number of truth articles were retained. Chinese textbooks are facing growing teenagers eager to learn knowledge, establish correct ideological understanding and healthy attitude towards life. Junior middle school students are in the development stage of life, which is an important period for the formation of values. There are characters that students need to learn in the texts such as Sun Quan's persuasion and Zhou Yafu's army willow. The articles on moral education in classical Chinese in the new textbook are also in an important position. "The compilation of teaching materials is essentially the behavior of the state. What kind of teaching materials there are, there are what kind of citizens." therefore, Chinese teaching materials have important moral education work, and the Ministry's edition of teaching materials has unique educational advantages for the whole country. However, the most effective way is to be guided by teachers' words and deeds. Teachers should take the new textbook as implicit education, so that students can learn good morality from the excellent figures in the textbook. Therefore, it is very necessary to correctly understand, grasp and use textbooks.

3. Challenges to Teaching Posed By the Reform of Classical Chinese in Two Edited Junior Middle School Chinese Textbooks

With the adaptation of teaching materials, many changes have taken place in the classroom. The reform of classical Chinese in the new textbook is a bold innovation, which makes the classroom more dynamic. It is also a challenge and opportunity for students and teachers.

3.1. Students

Although many classical Chinese chapters have been deleted in the new Chinese textbook, the proportion of classical Chinese in the textbook has not decreased, which shows that the Ministry of education is paying more and more attention to the learning of classical Chinese. The proportion of classical Chinese in the examination is increasing and the proportion is increasing. In the face of this change, the learning task of seven or eight-year students will be increased and their learning will be challenged. For students, the red tape of classical Chinese is a difficulty. Some teachers conducted a survey on "investigation and analysis of classical Chinese teaching" in the class. The survey shows that 65% of the students have neither confidence nor interest in learning classical Chinese. 70% of the students said that classical Chinese is difficult to learn. The difficulties are highlighted in: difficult understanding, difficult recitation, single teaching process, passive and lack of creativity. The new textbook increases the proportion of classical Chinese learning, which will put more pressure on students. Learning classical Chinese in grade seven or eight is in a transitional stage, and the revision of teaching materials has grasped the learning situation. Vertically, the new textbook has deleted redundant articles in classical Chinese and paid more attention to intensive reading. This change will push their learning from the level of perception and understanding to the level of analysis and appreciation. Compared with primary schools, students in grade one and grade two will spend more time dealing with the key and difficult points of classical Chinese examination. Horizontally speaking, the reform makes students spend more energy on learning classical Chinese and lengthens the learning time line. The proportion of classical Chinese in the examination has increased. This kind of change makes students pay more and more attention to the score and question setting method of classical Chinese in the examination. They will memorize the annotations and translation in order to test, but they can't think flexibly. They can't draw inferences from one example. Students put the practical value of learning on the emotional value, so they can't see the beauty of the article. This utilitarian learning idea also hinders students from learning classical Chinese.

3.2. Teachers

The reform of teaching materials is a major event for teachers. Although the adaptation of new teaching materials is more regular, most teachers' educational thought and teaching behavior still remain in the past. Compared with teachers in front-line areas, teachers in other places will face the unity between lagging ideas and new teaching materials. Many extracurricular reading and traditional cultural knowledge have been added to the textbook, which is closer to the reality of life. Imagine how to guide students if teachers do not go deep into new textbooks and jump advanced ideas? The Chinese textbook compiled by the Ministry clearly points out: "in the teaching process, we should strive to broaden students' horizons, pay attention to cultivating innovative spirit, improve cultural taste and aesthetic taste, cultivate socialist moral quality, develop healthy personality and gradually form a sound personality." the new textbook requires that we should pay attention to cultivating students' innovative consciousness and innovative ability, Therefore, this shows that teachers must first have innovative spirit and innovative ideas, and teachers should change from disseminators of knowledge to guides, from dispellers to enlighteners. This also requires teachers to update the old teaching ideas, based on the textbook text, and make more efforts in teaching research. The continuous updating of

new teaching materials is also revealing that there are many opinions in the field of education, but the teaching behavior of educational methods lags behind. Therefore, the majority of teachers should actively and boldly explore effective teaching methods, constantly explore innovation, learn to improve and improve themselves, so as to achieve twice the result with half the effort.

4. Teaching Strategies for the Reform of Classical Chinese in Chinese Textbooks Compiled by the Ministry

Mr. Qian Menglong said: "classical Chinese teaching is a dead corner of Chinese teaching reform. Even in the era when Chinese teaching reform is very popular, classical Chinese teaching is still a desolate scene in the hereditary territory of Yumen pass." in fact, it is the same until now. The changes of classical Chinese in the new textbook have a certain impact on students and teachers. How to use the new textbook to realize the effectiveness of classical Chinese classroom teaching will become an important topic for every Chinese teacher.

4.1. Focus on Both Taoism and Martial Arts

Tao is truth and thought, and art is method and strategy. The two complement each other. In recent years, the teaching reform has reversed the tendency of the traditional education system to emphasize the way rather than the skill. Teachers pay more and more attention to the method of teaching guidance and despise the thought. This shows that when learning Lyric classical Chinese, they will summarize the techniques used in the text at the end, rather than focusing on how to let students open their thinking and appreciate the beauty of the article from another angle. Therefore, students only know what techniques are used in the article, but they can't understand the deep emotion and can't write moving articles in writing. Teaching certainly needs guidance methods, but how to make students use these methods flexibly still depends on the guidance of teachers. Teachers should guide students to convert what they have learned into their own use. How do we realize the effectiveness of classical Chinese classroom teaching? This paper holds that the ideal state of teaching is to be able to achieve both Tao and art in class, and grasp Tao and art in teaching according to the characteristics of different styles and genres. Teachers can use the third classroom teaching to improve the breadth of knowledge. To enliven Chinese education, teachers should learn to integrate Chinese courses with other disciplines in new media and new technology, so as to realize dual teaching of courses. The specific ways of integration can be varied: according to the classical Chinese curriculum theme, make a number of case texts or film and television materials of Taoist integration for students to browse and study. For example, around the theme of "aspiring high and starting with one step" in the unit course, professional teachers are invited to record or collect a batch of case videos of those who have achieved breakthrough results because of their lofty aspirations and practical work; Invite scholars studying the Analects of Confucius to talk about the great impact of the knowledge in the Analects on learning and work, record it into a video and put it on the network platform for students to watch. Teachers can use different teaching methods to enrich students' knowledge reserves according to teaching materials and teaching standards. For example, in the classroom teaching of the stone beast in the river, the teacher can let the students draw the different states of the stone beast in different time periods, and in the teaching of the wolf, let the students play the wolf and the butcher and feel the fun of the story. Teachers can also use the "1 + X" reading method to expand students' horizons. "1 + X" reading is to recommend several articles with the same topic or type to students after teaching a text and let students read group articles. We can extend our study of Bi Shumin's wisdom of the female wolf after learning Pu Songling's wolf. These are two articles on "wolf" with different themes. After feeling the cunning side of the wolf, You can further feel the "contrast" of the wolf. This comparative learning can break the students' fixed view of something and open their

thinking. The Chinese textbooks compiled by the Ministry have consciously changed the past course structure, changed the original "Intensive Reading Course" to "Teaching Reading Course", and changed the original "skimming course" to "self reading course". Teachers can use appropriate "skills" and "Tao" to improve students' comprehensive quality according to different course types and structures, so as to lay a foundation for learning other courses well.

4.2. Pay Attention to the Coherence and Cohesion of Teaching

The textbooks compiled by the Ministry of education have become more regular, which also makes the teaching have rules to follow. In order to avoid false, big and empty ideological education in Chinese classes in primary and secondary schools, the textbook compiled by the Ministry follows the basic idea of "overall planning, organic integration and natural infiltration". Therefore, the compilers take the humanistic theme and Chinese literacy as the core content of the textbook compilation, and pay attention to the teaching concept of "double line organization unit" when selecting teaching articles. The arrangement style of this set of textbooks creatively adopts the double line component, that is, it is arranged according to the two clues of humanistic theme and reading ability. Specifically, it is to arrange the text selection according to the explicit clue of "content theme" and the implicit clue of "Chinese literacy", and organize the classical Chinese unit with "content theme", which is of great significance to give play to the subtle educational function of Chinese curriculum. It is embodied in the difficulty and ease of sorting classical Chinese texts, such as learning some simple classical Chinese texts of chronicle and truth in Grade 7, and learning lyric and reasoning in Grade 8, with full consideration of learning emotion and learning stage. The Chinese teaching material itself is integral, and the editor's selection and arrangement of the selected text are also in line with the unit theme. Before disseminating the teaching content, teachers should find out the unit teaching objectives and build relevant links. For example, one of the objectives of unit 6 in Volume II of Grade 8 is to learn the skills of the ancients in reasoning about things. Therefore, in the selection of classical Chinese, there are articles related to the famous works of traditional masters: there are fish in the northern underworld, Zhuangzi and Huizi swim on Haoliang, although there are delicious food, a trip to the avenue and Ma Shuo are all articles with deep reasoning. Therefore, in teaching, teachers should grasp the integrity of unit objectives, clarify the key and difficult points of unit teaching, decompose it into relevant articles, pay attention to the coherence and cohesion of teaching, and grasp the commonness and characteristics. The teaching concept of double line component can not only promote the unified development of humanistic themes and Chinese elements, but also help students improve their Chinese literacy, so as to realize the diversified development of students.

Of course, we should not only pay attention to the coherence of double line units, but also see the cohesion of the whole Chinese teaching materials. In teaching, teachers should learn to use the old class to drive the new class. The old class is the text we have learned before, and the new class is the article we are about to learn. For example, when learning about Ma Shuo in Grade 8, we can use Zhou Yafu's army willow learned in Grade 7 to ask him: Qianlima is Zhou Yafu, and Emperor Wen can be said to be bole, the man who knows horses. If Emperor Wen blames Zhou Yafu for not giving him face in front of so many people, will Qianlima represented by Zhou Yafu This kind of teaching can be used in various disciplines. The premise is that teachers should find out the connection point and correlation point between the old curriculum and the new curriculum, so as to launch the unknown from the known, use what they have learned to support learning, help students build the connection between new and old knowledge and improve students' reading experience.

4.3. Implement the Teaching Concept of Love as the Source and Student-oriented

The new curriculum standard breaks the old teaching form, and teachers pay more attention to the student-oriented teaching concept. Mr. Ye Shengtao once pointed out: "good text illustrations are an organic part of textbooks, which can strengthen the appeal to readers, deepen readers' impression and make readers understand more clearly. They are by no means dispensable embellishments." In teaching, if teachers can make rational use of textbook illustrations, they may play a great role in promoting classical Chinese teaching. In the story of peach blossom garden, we can promote the introduction from Illustrations: if you were given a pen to draw the peach blossom garden in your heart, what would you draw? (students imagine and answer) next, let's look at the illustrations of the text and tell us what you see in this picture. If the text of the story of the source of peach blossoms is simply told, it is difficult for students to understand the deep artistic conception. If we start from the illustration part, turn the illusory things into real scenes, and let the students intuitively understand the Peach Blossom Land, they can grasp a part of it and start their imagination. Moreover, teachers can also reasonably use multimedia teaching means, such as inserting some relevant historical videos in the classical Chinese text, so as to create a good teaching situation for students and cultivate students' awareness and habit of autonomous learning. These intuitive teaching is in line with the cognitive law of students. We should guess their favorite teaching methods from the perspective of students, draw their attention back to the classroom, and let them feel the charm of educating people with culture and materials in Chinese textbooks. Teachers should also change the old and single evaluation criteria and formulate appropriate evaluation methods. Teachers should evaluate students with a caring and understanding attitude, use the incentive function of evaluation, and pay attention to students' growth and progress. In teaching, teachers can enhance students' self-confidence and interest through spiritual encouragement, material reward and other methods. At present, many students have the habit of being lazy in thinking, which is inseparable from teachers' invariable teaching methods. In order to change this situation, teachers need to evaluate and feed back students' thinking in time. Students who speak actively in the class should be highly praised and not stingy. Take reading the text as an example. The teacher can evaluate the students in this way: "you read better than the teacher", "I saw many students nodding and everyone said whether they read well", and can also use appropriate evaluation methods according to the situation of the class students. For example, in the face of junior students, the teacher can motivate the students with some small prizes, such as in this group study, A group performed most prominently. We gave the prizes and honorary titles to each member of this group, and everyone applauded. These silent ways of moistening things will add infinite courage to students. Not only that, we should also let students adapt to the examination evaluation standards, correctly deal with the relationship between teaching, students and examination evaluation, and constantly cultivate students' ability to find and solve problems in classroom teaching, so that examination evaluation can stimulate students' personality development. Stavrm, a famous education evaluation expert, stressed that evaluation lies not in proof, but in improvement. In each link of Chinese teaching, give full play to the charm of teacher evaluation, appreciate the wonderful of students' independent and mutual evaluation, and infiltrate teachers' love and encouragement, so as to inject a fresh blood into the classroom.

5. Conclusion

As an important part of Chinese teaching, classical Chinese is closely related to traditional culture. We should give full play to its unique value in Chinese construction, but this part is still in a lagging state. The arrival of the edition of textbooks is the state of correction. By analyzing

the reform of the new teaching materials, the author finds that the future Chinese education should be based on the text, and teachers should make all aspects of teaching preparation and research in combination with the actual situation. In addition, there are still many deficiencies in this paper. First, the research perspective is not rich enough. The article only focuses on the scope of pedagogy, which can be extended to a multi-disciplinary perspective. Second, the research content is not deep enough, and the strategy is old-fashioned. The author will work harder to explore and study in the future. Mr. Zhu Ziqing said: "the value of classical training is not in use, but in culture." teaching materials carry the return of culture. Its reform also reflects the reform of education in New China and means a leap of the times.

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