

The Path to "Intelligent Chinese Class" under the New Curriculum Standard

Xia Miao

Anyang Preschool Education College, Anyang, Henan, 456150, China

Abstract

Under the new curriculum standard, constructing an efficient Chinese classroom is an important task of Chinese teaching reform. "Intelligent Chinese Class" means to stand at the height of intelligence, through effective teaching methods or means, optimized teaching design, beautiful teaching language, wonderful teacher-student interaction and other teaching links. Through these links, we promote the meticulous implementation of teaching and the coordinated development of students' language literacy, ideological literacy and thinking quality.

Keywords: *New curriculum standard, Horizon, Intelligent Chinese classroom, Path to achievement.*

I. Research background

The New Curriculum Standards for High School Languages put forward three basic concepts":1. Give full play to the educating function of Chinese courses, and comprehensively improve students' Chinese literacy and overall quality.2. Pay attention to the cultivation of Chinese application, aesthetics and inquiry ability, and promote the balanced and individual development of students.3. Follow the principle of the unity of common foundation and diversified choices, and construct an open and orderly Chinese curriculum.

The new curriculum standard follows the requirements of the new curriculum reform, abandoning the knowledge-based nature of the previous curriculum system, and instead emphasizes that the curriculum must promote the physical and mental health of each student and meet the needs of each student's lifelong development. It also highlights the fundamental purpose of education, which is to let people pursue the perfection of human nature, learn to experience life, feel interesting life, and constantly improve the spiritual realm to become a real person. Locke, the British empirical determinist, believes that people are born without any knowledge, just like a whiteboard, "no characteristics and no ideas", and people's "rationality and knowledge" come from acquired experience. And human knowledge is derived from experience. In this sense, understanding "the all-round development of people" is in line with the fundamental nature and fundamental purpose of education. [1]

At present, domestic research on Chinese classroom teaching mainly focuses on the following aspects: the design and function of teaching objectives, the optimization of classroom teaching language, the study of teaching methods and methods, the study of student activities and teacher-student interaction, the evaluation of classroom teaching, etc. The research on the new syllabus, curriculum standards and textbook content under the background of education reform mostly focuses on the requirements and concepts of the new syllabus, curriculum standards, the characteristics of the textbook content, pros and cons, and implementation strategies. Although teaching reforms have emerged in an endless stream in recent years, the general complaint that "Chinese classes are not the same" has not been changed in the actual teaching of Chinese. This makes it more necessary for us to reflect on Chinese classroom teaching based on factors such as curriculum goals, text value and student literacy development. "Intelligent Chinese Class" is to stand at the height of intelligence, with the goal of cultivating students' thinking ability and enlightening wisdom, and in-depth exploration of the rich connotation of the text. And through effective teaching methods or means, optimized teaching design, beautiful teaching language, wonderful teacher-student interaction and other teaching links, the teaching is carefully implemented, and the outstanding cultural achievements such as wisdom, mentality, and experience accumulated by human beings are imparted to student. It will continuously

improve the mind, purify the soul, understand the true meaning of life, realize the meaning of life, cultivate the humanistic spirit, improve Chinese literacy, and stimulate the vitality of life, so as to realize the true purpose and value of Chinese teaching.

II. The path to "intelligent Chinese classroom"

2.1 Current existing problems

"Intelligent Chinese Class" takes the students' literacy in "knowledge and ability", "process and method", "emotional attitude and values" as the main reference. The main goal is to harmonize the teacher's content, methods, approaches, and language with the students' emotional requirements, thinking conditions, activity methods, and intensity and receptiveness. [2] It requires classroom teaching behavior to reflect the correct disciplinary value orientation, cultivate and develop students' subjective qualities, and promote the simultaneous and coordinated development of students' Chinese literacy, ideological literacy, and thinking literacy. Therefore, the key to the achievement of the "intelligent Chinese classroom" is whether it demonstrates the "intelligence" of teachers and students. It is embodied in two aspects:

First, the new standard emphasizes the subjectivity of students, and interactive exploratory learning in the classroom requires teachers to essentially return to the identity of students as "actors" and let teachers become good "directors" in the classroom. This is the most fundamental issue that highlights the "intelligence" of teachers and students, especially students. Nowadays, some classroom teaching students are very active in asking and answering questions. On the surface, teachers seem to be "leading" well, but unfortunately those questions are often pre-designed, and the direction of the questions is under the control of the teacher. This is not the inquiry learning required by the new curriculum standards, nor can it truly improve the effectiveness of classroom teaching. The real "intelligent Chinese classroom" is based on the students as the "starring". The teacher randomly categorizes and deepens the teaching according to the difficulties of the students' questions in the classroom, or discovers new problems worthy of the teachers and students to explore together. This kind of teaching requires higher quality of teachers.

Second, with regard to cultivating students' thinking quality in the classroom, the current outstanding problems in the teaching world are that students have little time to think, little thinking intensity, poor thinking autonomy, and even some "pseudo-thinking" phenomena. Some classrooms use teacher lectures instead of student thinking, some use pure exercise training instead of student thinking, some use "non-language" activities instead of student thinking, and some classrooms are designed with too little problem thinking. "Intelligent Chinese Class" should use the high-quality design of questions to leave enough time for students to think independently, and use teachers' timely and appropriate instructions to guide students to diversify their thinking styles. This is the root of "Intelligent Chinese Class".

The ideal "intelligent Chinese classroom" should present such characteristics: the teacher's heart is full of humanistic care, gentle and straightforward, but not lacking in rationality and wisdom, can pour his emotions into the text, and can read the emotional concept behind the text through the text. And make detailed and optimized pre-class presets to ensure students' enthusiasm, initiative and ideal teaching effect; students actively participate in learning with a real life posture and multi-level and multi-channel thinking. While allowing students to master and use the language and characters, they should also enhance their understanding and appreciation of Chinese culture and world culture, their thinking and judgment in social life, their curiosity and exploration in the future, in order to develop "intelligence" ".

2.2 Path realization

So, how to achieve "Intelligent Chinese Class"? There are several paths:

2.2.1 Establish teaching objectives, teaching methods, and teaching languages that are highly consistent with the teaching content

First of all, the teaching goal of "Intelligent Chinese Class" has been realized-focusing on results is transformed into focusing on process, and focusing on knowledge transfer is transformed into focusing on ability training. At the same time, it is necessary to change from "basic-oriented" to "live teaching and learning", and from skill training to thinking training-four important changes. This effectively liberates the creativity of students, truly realizes "student-oriented", and lays the foundation for the realization of "intelligent Chinese classroom". [3]

Second, the teaching content of "Intelligent Chinese Class" must be based on reasonable selections based on the teaching goals on the one hand, and on the other hand, on the basis of inheriting and accepting the excellent language knowledge, literary achievements, and cultural traditions of the Chinese nation. In this way, Chinese teaching can play an important role in forming students' healthy personality and cultivating students' sense of innovation. Therefore, the teaching content of "Intelligent Chinese Class" must not only be closely related to the reality of life, but also allow students to feel the beauty and true meaning of life in the learning process, but also pay attention to the cultivation and innovation of aesthetic appeal. For example, the patriotic topic, homesick topic, "month" topic, and "climbing" topic in "Appreciation of Tang Poetry and Song Lyrics" are the integration of the content according to the teaching objectives. [4]

Third, the teaching method is flexible and changeable. "Teaching impermanence" should be the best interpretation of the "intelligent Chinese classroom" teaching method. The teaching method of "Intelligent Chinese Class" is determined by the teaching objectives and content of this lesson, as well as by the students' mastery of this lesson, the actual state of teachers and students, and the interaction between teachers and students.

Finally, the teaching language is standard and beautiful. In the Chinese classroom teaching, many teachers only pay attention to the discussion and improvement of teaching methods, but ignore the tempering of the classroom teaching language. There are various strange phenomena that seriously violate the laws of Chinese teaching and affect the effect of Chinese teaching. And language is not only a science, but also an art. Classroom language is a basic skill in teaching activities, and it is also the main method of teaching. The quality of language expression directly affects the teaching effect of the Chinese classroom.

Chinese teachers should give full play to the charm of classroom language, activate the classroom atmosphere, and mobilize students' interest in learning. To do the following:

(1) Accurate language expression. When imparting knowledge and expressing opinions, you must be accurate. It is often embarrassing to hear that some teachers often say bad sentences in class, the expression is vague, the words are not expressing the meaning, and even the mistakes are full of errors. (2) Language must be passionate. In the Chinese class, the teacher's language is passionate, like a fire in winter, which can burn the enthusiasm of every student; it is like a jar of old wine that can make every student intoxicated. (3) The language must have a rhythm. Monotonous and boring language will not arouse students' interest. The language of a Chinese teacher must not only have a sense of ups and downs, but also be like a drama, with twists and turns, and the climax is exciting and moving. (4) The language must have true feelings. The language with true feelings is the easiest to move people. It is easy to resonate and telepathize with students' emotions, thus inducing students' desire for knowledge, sublimating students' moral emotions, and transforming them into students' inner qualities. (5) The language must have a style. The language or vivid image of language teachers, or humorous, or graceful and elegant, or simple and moving, in short, can not only reflect the artistic charm of language, let students gain true knowledge in the enjoyment of beauty, but also effectively overcome rhetoric and empty preaching Phenomenon, thereby fully stimulating students' initiative and enterprising spirit. (6) Appropriate use of body language. Body language is a very vivid and intuitive language. It can express expressions using language of gaze, facial expressions, gestures, and postures. But you can't dance around, it's too public.

Teachers' teaching language should take full account of the teaching content and the actual situation of students. For

example, the language used to teach poetry is generally more beautiful, to help students enter a specific situation, and at the same time to pay attention to the rhythm of the accent and frustration; while the language of the teaching expository should be plain and rigorous.

In a word, "intelligent Chinese classroom" teaching should be based on the teaching goal, the teaching content as the dimension, and the dimension is intertwined to jointly determine the selection and implementation of teaching methods, teaching language and other teaching links.

2.2.2 Choose teaching content and teaching methods that are highly consistent with students' emotional requirements, thinking characteristics, activity methods and intensity, and acceptance capabilities

First, the teacher must analyze the student's situation. In addition to the age characteristics of students, teachers should pay special attention to analyzing the differences between students' existing knowledge and experience and students' learning ability. Teachers can pass unit tests, surveys, questionnaires, spot checks, and questions. Through the test, understand the students' existing knowledge and experience and the ability differences between different students, and design the depth, difficulty and breadth of the teaching task according to the teaching content of this lesson or this unit. This can guide students to "grow" new knowledge, while considering the different needs of students, and provide opportunities for students of different levels to learn and demonstrate.

Secondly, teachers should appropriately arrange teaching content and choose teaching methods according to students' academic conditions.

(1) Teachers should strengthen breakthroughs in key and difficult points in teaching content. When designing the teaching process, teachers should carefully study the teaching materials and distinguish the priority of each specific content; according to the actual situation of the students, identify the doubts, difficulties and key points, and optimize the teaching process. The presupposition should focus on guiding students to participate in the learning process, taking students into account as much as possible, and having sufficient estimates and countermeasures for the problems and difficulties that students may encounter in the process of acquiring knowledge. So as to ensure the real implementation of "intelligent Chinese classroom" teaching.

(2) More emphasis on student activities in teaching methods. When presupposing each activity of the students, the teacher must pre-set the student's activity goal, activity content, and activity form. On the basis of studying the textbooks and controlling the core objectives of the classroom, teachers practice the basic skills of classroom questioning. Question design must be thought-provoking, targeted, broad and deep, interesting, and moderate. Let the students swim in the depths of the problem and start from the deeper part of their thinking!

Take the teaching practice of "Peacock Flying Southeast" as an example. Initially, the teaching goal was set to "understand the characters of Liu Lanzhi and Jiao Zhongqing, and analyze the reasons for the tragedy", and the question setting was "What kind of person is Jiao Zhongqing?" "Character traits such as "Perseverance" will also form different opinions between "cowardly" and "dare to resist." In this way, we can discuss with each other to deepen the understanding of the characters. At the same time, in the process of discussion, the author's appreciation of the methods of shaping the characters, detailed description and other artistic skills can also be "solved". So, the teaching method can adopt the discussion method.

In fact, during class, many students did not entangle between "cowardice" and "dare to resist". They concluded that Jiao Zhongqing was a person "dare to resist" with an overwhelming advantage. The reason was that "the courage to commit suicide is not available to everyone." In addition, the students thought that Jiao Zhongqing was a "pedantic" person, on the grounds that "I won't run with Liu Lanzhi, so why must I go to death!"

In view of this teaching practice, the question can be changed to "Do Liu Lanzhi and Jiao Zhongqing have to die?" Then divide the students into different groups. Let each group from the perspectives of the time background, Liu Lanzhi, Liu Lanzhi's brother, Liu Lanzhi's mother, Jiao Zhongqing, Jiao Zhongqing's mother, etc., let the students

read and analyze the text together, let the students find out the answers and reasons for themselves, and discuss them. According to the actual situation of students, appropriate teaching content and teaching methods are adopted in a timely manner to guide students to discover and solve problems by themselves, thereby realizing the improvement of students' abilities. This is the fundamental point of the "intelligent Chinese classroom".

2.2.3 Create an interactive and cooperative learning environment to optimize interactive effects

Teachers, students, textbooks and media are the four elements of modern classroom teaching. The four elements are interconnected and mutually promoted. "Intelligent Chinese Class" requires teachers to create teaching and learning contexts, design conversations between various teaching elements, and allow students to actively construct knowledge and meaning in contexts and conversations under the role of a bridge of interaction and cooperation. Interactive cooperation is a mode of teaching and learning, but also a new concept of education and teaching. Therefore, in the "intelligent Chinese classroom" teaching, using interactive teaching as much as possible can better cultivate students' various qualities. Interactive teaching usually adopts the interactive way of mutual cooperation between groups. The establishment of a group is a necessary form of organization for cooperation and a prerequisite for the implementation of teacher-student interaction and student-student interaction. There are many ways to form a group: such as "free combination", several students who are easy to get along with are combined according to their common interests. "Designated combination" means that teachers combine certain students to form a specific group based on their own teaching and management goals. The "optimized combination" is to combine the first two methods to form a new structure of the class. The allocation of the quality of group members is handled flexibly according to the specific situation: such as "excellent" combination, "medium-medium" combination, "specific" combination, etc. The specific generation method can be designated by the teacher, or democratically elected by the members of the group or "ruling" in turn. At the same time, the teacher should determine the responsibilities of each person for each group, so that each group member can determine the responsibilities according to different tasks, division of labor and cooperation, so as to ensure the effective implementation of interaction.

Of course, the most important thing in interactive teaching is that teachers need to spend a lot of time on teaching design, and design specific teaching plans based on teaching goals, teaching content, teaching priorities and difficulties. Generally, the most basic interactive process is: guide learning and entry, determine goals → enlighten and guide → group cooperation → student-student interaction → teacher-student interaction → feedback improvement → compliance test to complete the learning task. Teachers can specifically arrange and implement the teaching of the teacher-student interaction link of this lesson according to the different teaching objectives, teaching content, and actual conditions of the students in each lesson, instead of just sticking to a certain process.

2.2.4 Construct a diversified evaluation system

The evaluation of "Intelligent Chinese Class" is a kind of evaluation focusing on the process of Chinese teaching. It is an evaluation that can embody people-oriented thinking, pay attention to the situation and needs of individuals, respect and embody individual differences, and stimulate individual subjective spirit. Its fundamental purpose is to encourage each individual to realize its own value as much as possible. From the perspective of evaluation content, it highlights the integration of content and emphasizes integrity. From the perspective of evaluation form, it strengthens diversification and focuses on vividness; from the perspective of evaluation subject, it advocates diversification and emphasizes interaction; from the perspective of evaluation mechanism, it emphasizes appreciation and encouragement. In short, the evaluation methods and methods of "Intelligent Chinese Class" should play a role in catalyzing intellectual education, purifying the mind, improving quality, learning to reflect, discovering oneself, and appreciating others.

Therefore, in addition to the regular tests (including unit, mid-term, and final), reading and writing can be tested as independent abilities, and the results of several aspects can be combined as the result evaluation of students' Chinese learning in a semester.

The student's total Chinese score per semester = final exam score * 30% + average score in usual tests * 20% + comprehensive Chinese proficiency score * 50%). Comprehensive Chinese ability scores include reading

ability*20%, writing ability*20%, listening and speaking ability*10%. The ratio of test to reading, writing, listening and speaking scores is 5:2:2:1.

(1) Reading ability test

The student's Chinese reading ability accounts for 20% of the total grade.

The Chinese reading ability is assessed using a hundred-point system, that is, a total of 100 points per semester. In addition, the winners of the Chinese reading competition can give extra points in the form of additional points. The specific assessment situation is as follows:

The first stage of high school: mainly to complete the reading card, supplemented by reading ability test.

- ① Students must complete 16 reading cards per semester (about 1 per week), each with a total score of 5 points, for a total of 80 points. The assessment is conducted once a week, divided into five levels of excellent, good, qualified, unqualified, and not written. The corresponding scores for each level are 5 points, 4 points, 3 points, 2 points, and 0 points. The cumulative score at the end of the term will be used as the result of the overall assessment.
- ② Every semester, students' reading ability will be tested twice, before the mid-term exam and the final exam. The scores each account for 10% of the reading ability scores. The score of each test *10% is included in the total reading ability score.
- ③ Additional points: bonus points will be given to the winners of the reading competition. Those who won the first, second and third prizes of the school level will be given 10 points, 8 points and 6 points respectively. City-level winners will be given points doubled according to the school-level points.

The second stage of high school: Mainly recite and silently write ancient poems, supplemented by poetry appreciation.

- ① The students recite the poems required to be recited in the syllabus for 50 points, and each recitation score is divided into excellent (fluently in recitation), good (basically fluent), qualified (basically able to recite), unqualified (some can recite), and poor (cannot recite at all) grade five, scores are recorded as 5 points, 4 points, 3 points, 2 points, 0 points, about 10 times per semester (more than 10 times are calculated as 10 times), usually register well and accumulate at the end of the semester The score is included in the total score.
- ② Every semester, students will be tested on the silent writing of ancient poems twice. The test paper adopts a hundred-point system, and each score is calculated as 10% in the total score.
- ③ Before the mid-term and final exams, each student's poetry appreciation and analysis will be tested. The test paper also adopts a 100-point system, and each time 15% will be included in the total score.
- ④ Additional points: Those who have participated in the ancient poetry reading competition will be given extra points in the form of additional points. Those who have won the first, second and third prizes of the school level will be given 10 points, 8 points and 6 points respectively. City level The winners will be given points doubled according to the school-level scores. Those who over-complete the recitation task will also be given corresponding additional points.

The third stage of high school: mainly to appreciate literary works.

- ① Every semester, students must write 10 post-reading articles. Each time, the total score is 5 points, a total of 50

points, divided into five grades of excellent, good, qualified, unqualified, and not written. The scores corresponding to each gear are 5 points, 4 points, 3 points, 2 points, and 0 points. The cumulative score at the end of the term will be used as the result of the overall assessment.

② Students' reading knowledge and ability are tested once every semester. The test paper adopts a hundred-point system, and 10% of the test score is counted into the total score.

③ At the end of each semester, each student is required to write a reading summary report or topic essay, and a total score of 40 points is included in the total reading score.

(2) Writing ability test

The composition evaluation accounts for 20% of the total evaluation points of the semester. It consists of three parts: an essay once a week, an essay every other week, and a handwritten newspaper every semester. The three parts are expected to have a total score of 100%. Students who participate in essay contests above the school level and have won awards or published works in newspapers and magazines above the school level will be counted as additional points in the total score. Finally, multiply the main score by 20% and add the additional score as the evaluation score for the composition of the semester. The specific scores and requirements are as follows:

① The big essay is once every two weeks, and there are five times in the semester. Each time is divided into five grades of ABCDE, grade E is not scored, grades D to A are scored 2 to 5 points respectively. The grade standard refers to the writing requirements of the unit and the relevant standards of the college entrance examination and college entrance examination. This part has a full score of 25 points.

② The weekly journal is once a week, and the semester is a total of ten times (according to the highest ten times). Each time is divided into five grades. Those who do not hand in will not be awarded. E to A grades will get 1 to 5 points respectively. The requirements for essays are different from those for large essays. Students are encouraged to write true feelings, and students are encouraged to make literary creations. The subject matter, genre, and number of words are not restricted. This part has a full score of 50 points.

③ The handwritten newspaper is compiled once a semester, focusing on training students' comprehensive writing skills. The total score is 25 points, and the requirements for senior one to senior three academic years are different. Each academic year is rated A-level by class, accounting for about 20% of the class, and the full score is calculated. B is 50%, which counts 20 points; C is 20%, which counts 15 points; D is 10%, which counts 10 points; unfinished ones are counted as 0 points.

References

- [1] Ministry of Education of the People's Republic of China. Chinese Curriculum Standards for General High Schools. People's Education Press, 2017.
- [2] P.J. Zhang, "A preliminary study on the autonomous learning model of Chinese in senior high schools under the new curriculum standard". Chinese Teaching and Research, vol. 19, pp. 51-55, 2020. doi:CNKI:SUN:YWJY.0.2020-19-010.
- [3] Q.D. Zhao, F. Fu, J. Han, "Dialogue and understanding-a postmodernist interpretation of teacher-student relationship". Careers, vol. 18, pp. 76-78, 2014. doi:CNKI:SUN:ZYJP.0.2014-18-047.
- [4] H. Wang, Objective-rational-scientific--my view of intellectual language classroom teaching". Language Knowledge, vol. 15, pp. 81-82, 2017. doi:10.13513/j.cnki.41-1041/h.2017.15.031.