

Research on Junior Middle School Writing Teaching Based on Chinese Core Accomplishment

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Abstract:

The strength of writing ability can measure whether a student can make good use of language, whether he has formed his own thinking method and correct emotional attitude values, which is one of the test standards of Chinese quality education. Correct and effective writing teaching is very important in Chinese teaching, but there are still many problems in writing teaching in reality. This paper will start from the current situation of writing teaching in junior middle school, and put forward the countermeasures for effective writing teaching in junior middle school under the core quality on the basis of analyzing the causes.

Keywords:

Core Quality, Middle School, Chinese Writing Teaching

1. Introduction

As our mother tongue, Chinese is the most important communication tool and information carrier, and also an important part of human culture. At the same time, writing is the specific application of mother tongue, and the level of writing ability is one of the test standards of Chinese quality education. However, throughout the current teaching situation, students for the exam and composition, for the composition to create feelings, rote, perfunctory, can leave a deep impact or can move people's good work is simply rare, few, the reason, and the current writing teaching problems have a lot to do with.

This paper attempts to start from the current situation of writing teaching, combine the definition and requirements of writing teaching in the 2022 Chinese Curriculum Standards for Compulsory Education, and on the basis of combing previous studies, put forward the strategy of writing teaching in junior middle school under core literacy, hoping to play a positive role in actual teaching.

2. The Importance of Junior High School Writing Teaching

“Chinese Curriculum Standards for Compulsory Education” (2011 edition) pointed out that “writing is an important way to use language to express and communicate, and it is a process for students to know the world, understand themselves and express themselves creatively. Writing ability is a comprehensive reflection of students’ Chinese literacy.” The new curriculum standards for 2022 require students to be able to feel and truly love the common Chinese language, and be able to express their views, experiences and ideas in written language in a specific and clear manner as needed [1].

Writing teaching is a very important part of Chinese teaching content. On the one hand, starting from the meaning of language, Ye Shengtao, Zhang Zhigong, Lu Shuxiang and others believe that language is the meaning of language, including oral language and written language, and what is spoken is called language, and what is written is called text. It can be seen that Chinese teaching should focus on two parts, namely, cultivating students’ oral expression ability and written expression ability, and the written expression ability is implemented in the concrete teaching is composition teaching. On the other hand, in the 2011 curriculum standard, the curriculum content is divided into literacy and writing, reading, writing, oral communication and comprehensive learning, among which writing teaching and reading teaching simultaneously take the largest proportion and longest time in the daily teaching of Chinese subjects. A series of changes have taken place in the course content of the new curriculum standard in 2022. [2] The course content has changed into literacy and writing, reading and appreciation, expression and communication, combining and exploration. Although there is no clear writing word, the expression and communication in it are largely about writing. However, the new curriculum standards pay more attention to the relationship between writing and reading, writing and oral communication and combined teaching. It can be seen that writing teaching has always been an important part of Chinese course teaching [3].

And junior high school is a link between the previous and the next stage of education, vital. Therefore, junior high school writing teaching should be combined with the requirements of the core quality of Chinese, do a good job in the connection between primary school and high school, carefully test what students have learned before, teach students to write with real feelings, creative writing and their own feelings, experiences and thinking of nature, society and life [4].

3. The Existing Problems In Junior Middle School Writing Teaching At This Stage

Combined with the content of the new curriculum standards, it can be seen that after the training of writing teaching in primary school, students should have the following writing abilities: For example, I am interested in writing and am good at paying attention to and observing things around me. I can write what I want to say and what I imagine. I also do some basic practical writing, such as notes and letters. I can consciously enrich my experiences, accumulate writing materials and cherish my unique feelings. However, the reality is quite the opposite. Few students are really interested in writing. Most of them separate writing from daily life in order to cope with exams or complete the tasks of teachers. They usually do not pay attention to things around them. Not only can they not express themselves coherently and clearly, they can not even use common punctuation marks correctly. This kind of problem is

not uncommon, and the reason is closely related to the problems existing in writing teaching [5].

3.1. Composition teaching model, utilitarian

Although there have been many waves of “curriculum reform”, the teaching concepts of many frontline Chinese teachers have not been updated, and the old methods and paths are still used in writing teaching. [6] In the teaching process, teachers generally assign composition topics, briefly explain the composition topics, and “input” some writing skills to students. Some teachers even have a complete set of test-taking composition training methods, specific to how to write the beginning of the article, how to write the end, the reference of classic cases in the article have detailed methods, and then personally criticize the students’ compositions, and finally comment on the excellent compositions, or even omit the last step directly. This kind of patterned composition teaching makes Chinese composition teaching lose its original vitality, and does more harm than good to the cultivation of students’ comprehensive ability.

The whole process of composition teaching, from the proposition and material selection guidance before writing, to the review and evaluation guidance after writing, has been covered with a strong utilitarian color. [7] The proposition of composition teaching is not a topic that helps students improve their writing literacy, but from the point of view of taking the test, all in order to improve students’ scores, the scope of the topic of the last composition exam is often the scope of the next student composition training, and the annual college entrance examination composition topic will turn around and appear in the composition class of every middle school student. In terms of composition materials, teachers deliberately guide students to recite beautiful words and sentences, and cultivate students’ ability to cite classic cases, such as the typical examples of moving characters and heroes that appear in the examination year, so that students can easily cite them in the examination, which goes against the principle of cultivating students’ language ability and aesthetic ability in composition teaching [8].

3.2. composition evaluation standards, subjects, and methods are simple

Under the umbrella of the high school entrance examination, Chinese teachers do not care about cultivating students’ interest in writing, nor do they care about whether students’ actual writing ability is improved. As long as students can achieve good results within an effective time, they will achieve their composition teaching goals. The criterion to evaluate the quality of a composition is not whether the students express themselves, but whether it conforms to the preferences of the readers. If a student writes an article according to the guidance of the teacher, it can be regarded as the completion of the whole process of composition learning. The subsequent links are all completed by the teacher alone. [9] The teacher criticizes and corrects the composition submitted by the student in detail, and gives a grade according to his/her liking for the article. As a result, many students cannot understand why their essay scores are high or low, and this evaluation process has no effect on the improvement of students’ subsequent writing ability.

3.3. Students have weak subject consciousness and lack of interest in writing

Since the new curriculum reform, students’ subjective consciousness has been enhanced, and teachers have gradually returned the classroom to students, but in the

writing teaching, teachers still dominate. In addition to the whole process being undertaken by the teacher alone, the long-term mechanical composition training makes the students lose their interest in writing. Many students just regard writing as a task and think that they have completed their mission by writing the composition, without any reflection on the content of the composition, they cannot really devote themselves to it. Writing a composition is not to express one's true feelings, but to do well in the exam.

3.4. The school curriculum is simple and the teachers' professional ability is insufficient

Most schools attach too little importance to composition class, and will not set up a separate composition class, thinking that Chinese class is composition class. Many Chinese teachers' composition teaching is interspersed in the Chinese class. Of course, this method has its advantages and is correct. However, it is necessary for junior high school students to set up separate composition and reading classes, because they are in the stage of perfecting their language ability and aesthetic ability. The setting of reading class and composition class can set aside more time for students to perceive the charm of language and characters, and fall in love with reading and writing from the bottom of their hearts [10].

In addition to a group of teachers who do not want to accept new ideas, there are also some teachers who want to add new ideas to their composition teaching activities, and want to use new teaching methods to improve the bad phenomena in composition teaching, but they are unable to start, because their own professional knowledge and understanding of curriculum standards cannot support their own teaching activities. It can be said that "the heart is willing but the power is insufficient".

4. Effective Teaching of Middle School Writing Under the Core Quality

We must make it clear that writing a composition is not for a practice, not for an exam, but for students to be able to accurately use words to express meaning, exchange ideas with others, to achieve the dissemination of information, is one of the essential language abilities of middle school students. Writing teaching in the new era should be based on the core quality of Chinese, starting from the aspects of cultivating students' writing interest, guiding students to pay attention to accumulation and encouraging students, supplemented by correct practice methods and evaluation methods, to help students improve their actual writing ability and promote their lifelong development.

4.1. Cultivate interest and attach importance to the leading role of students

Interest is the best teacher. Cultivating students' interest in writing is the psychological guarantee for improving students' writing ability. Only when students have a strong desire to express themselves can they pursue serious writing in their hearts. There is an essential difference between a student who is full of interest in writing and a student who is forced by the teacher to complete the task. The former is dominated by his own interest and writes the composition to express what he has seen, heard and felt, and the whole writing process is relaxed and enjoyable, while the latter lacks interest in writing and treats writing as a task only for achieving results, and the whole process lacks basic leadership. It is obvious that interest has a long-term

positive impact on the development of the entire Chinese literacy. Although the latter may achieve short-term results, it will restrict students' thinking in the long run and is not conducive to the comprehensive development of students. Therefore, paying attention to students' writing interest is the primary problem for teachers to solve in composition teaching.

Students are the main body of composition writing, should pay attention to the emotional experience of students, let students use their own vision of the world, with their own heart to feel life, with their own mind to think about the problem, not easily swayed by the opinions of others. This requires teachers to reduce the constraints on students' writing in teaching, provide students with conditions and broad space for independent creation in various links such as topic determination, material search and composition evaluation, give full play to students' subjective consciousness, remove the obstacles of students' task-based and mechanical writing, and let students truly express the truth and tell the truth without restraint and freedom.

4.2. Pay attention to reading and accumulation, and link writing with life

In teaching, students should be guided to feel the charm of language, experience the charm of the article, such as learning Li Qingzhao "searching, cold, sad and sad", should guide students to understand the use of repeated words, the use of repeated words make the article covered with a kind of confused melancholy, a touch of sadness. When learning the beautiful sentences about the lotus in Mr. Zhu Ziqing's "Moonlight in the Lotus Pond", "above the winding lotus pond... like the skirt of a graceful dancer... among the layers of leaves...", students should be reminded to pay attention to accumulation, so as to learn and apply them in the future writing process. The article will be well-written, unique. As the saying goes: "read more to be able to write", in addition to the teacher's guidance in teaching, the usual accumulation is also crucial, students should read more famous works and extracurricular works, increase their reading amount, so as to better feel the beauty of Chinese characters, better use of language in composition.

In the composition training, special attention should be paid to the teaching of thinking methods and thinking strategies, due to the high pressure of schoolwork, many students "two ears do not listen to the things outside the window, only read the sage book", teachers should guide students not only staring at the textbook, but also look at the world "outside the window", life is the source of all artistic creation, of course, it is also the source of composition, composition is a reflection of life, Guiding students to observe life in detail, the richness of objective "resources" determines the diversity of students' composition content, and also determines the ever-changing thoughts and feelings of students.

4.3. Encourage students to "tell the truth"

In our actual composition teaching, we often intentionally or unintentionally use the standards of adult society to require students, and erase the nature and sincerity of students. In order to cope with the examination, the unhealthy trend of "false emptiness" in composition writing has been formed. There are often ironic phenomena in composition teaching: In one composition, I will find that there will be many articles about the hospitalization of my relatives or even the death of my relatives and friends. Therefore, in the composition teaching, teachers must encourage students to tell the truth, encourage students to tell the truth, encourage students to have the innovative spirit, take the initiative to break the routine, write about their

favorite things, and express their true emotions. Let the composition really become a mirror to show students' happiness, sadness and personality, so that students can be happy in it. Of course, some teachers have already had this idea in their composition teaching, but they should also avoid a misunderstanding, and should not allow students to express themselves without any restrictions. They should encourage students to accept more positive energy and sort out correct values. If there are some extreme remarks or ideas in writing, teachers should pay attention and give correct guidance, and should not sit idle.

4.4. Diversification of evaluation subjects, evaluation criteria and methods

In traditional composition teaching, teachers grade and comment on the composition, which makes students focus only on the achievement and ignores the original intention of teacher evaluation. The "Chinese Curriculum Standards (2011 edition)" emphasizes that students should "develop the habit of revising their own compositions, with the help of language sense and common sense of grammar and rhetoric, so as to follow the text smoothly."

As the saying goes, "An article never fails to change." In a sense, the composition is more like being corrected than written. In composition teaching, we should actively use teachers' face-to-face evaluation, students' self-evaluation, classmates' mutual evaluation and so on. At the same time, we should stimulate students' interest in revising compositions and cultivate students' ability to revise compositions. Guiding students to revise their own and others' compositions seriously can not only make their own articles more refined and more intuitive to feel the writing ability of others, but also develop a serious and meticulous good habit.

The evaluation standard of composition level is no longer a single score or the teacher's liking, but pays attention to the actual writing level of students, pays attention to whether the student's composition is in line with the objective reality, whether the evidence is conclusive, and whether it can be persuaded by reason. In actual teaching, when the composition assessment is finished, feedback and summary should be carried out, so that students can exchange their experiences and know their strengths and weaknesses, praise and encouragement should be given to students with good performance, so that students are more motivated to write compositions and cultivate students' interest in writing.

4.5. The joint efforts of schools, teaching and research experts and teachers

Composition teaching is an important teaching content, which requires schools to see the important role of composition teaching in the development of students' comprehensive ability, and no longer regard composition class as a dispensable existence, no matter in the curriculum setting or actual teaching activities, should pay attention to it, and ensure teachers' teaching activities. In addition to studying theory, teaching and research experts should also pay attention to the combination of theory and practice to help front-line teachers better understand the teaching theory, so that they can better bring the theory to the actual teaching activities.

5. Conclusions

Under the new curriculum standard concept, the middle school students cultivated by our Chinese curriculum should be the future successors with a solid language foundation, good aesthetic and appreciation ability, and full recognition and

confidence in Chinese national culture. These contents are in complete agreement with the concept and requirements of writing teaching. Core literacy provides direction and guidance for writing teaching, and the results of writing teaching are an important standard to test the cultivation degree of students' core literacy. Therefore, junior high school writing teaching must be carried out under the care of core qualities, and this attempt needs the joint efforts of various groups such as the country, schools, teachers and students. Of course, the most important thing is that front-line teachers need to start from their own actual teaching situation, based on the interpretation of the core quality of Chinese, and constantly accumulate and sum up experience to improve their teaching ability. Only respect the individual development of students, create a good writing environment for students, so that students' main position and role are reflected. Only in this way can we improve the quality and level of composition teaching in middle school and lay a solid foundation for the development of students' comprehensive quality in the future.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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