

An Exploration of the Reform Path of High School Chinese Teaching from the Perspective of Core Literacy

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Abstract: In the context of the new curriculum reform, high school Chinese urgently needs to break the traditional teaching model and adopt innovative teaching oriented towards the cultivation of core literacy. Based on the actual teaching problems in Chinese teaching and in combination with the principle of consistency of "teaching-learning-assessment", this paper proposes strategies such as the construction of critical reading, the implementation of situational teaching, the construction of a diversified evaluation system and the integration of teaching resources to achieve the coordinated development of students' language ability, thinking quality, cultural understanding and aesthetic ability.

Keywords: Core literacy; High school Chinese; Teaching reform

1. The current situation and predicaments of high school Chinese teaching

1.1 The cultivation of thinking becomes superficial

As early as in "The Doctrine of the Mean", it is mentioned that "learn extensively, inquire carefully, think prudently, distinguish clearly, practice earnestly." Emphasizing the importance of thinking and discernment in learning, the Analects also mentions "learning without thinking leads to confusion", highlighting the significance of thinking.^[1] However, the teacher still uses the traditional teaching model in the classroom, merely to deal with regular exams or the high school entrance examination and college entrance examination, mainly mechanically answering questions, without students' own thinking to think about their answers, the teacher provides corresponding answer templates, and students fill in the answers according to the teacher's provided answer templates. The students cultivated under this traditional teaching model lack the ability to think independently, let alone the ability to think dialectically, which is the result of the teacher's indoctrination.

For example, in the teaching of "Blessing", only a brief account and conclusion were made on "the tragic fate of Xianglin's wife" and "the harm of feudal ethics", and there was no question of "Who is the real killer of Xianglin's wife?" Questions of this kind were merely touched upon in the course of the lesson and not analyzed in depth. At the same time, the criticism of individual characters such as "Mr. Lu Si" and "Mrs. Liu" failed to guide students to conduct multi-thinking and deep-level reasoning from dimensions such as social structure, cultural psychology, and the context of The times, resulting in students' thinking stagnating at the passive acceptance level of "answers" and thus making it difficult for them to develop independent analytical and critical abilities.

1.2 The context creation is formalized

In Chinese language teaching, teachers should make full use of the textbook to create real situations for students that are in line with the themes of the textbook text, set reasonable learning tasks, help students grasp key issues through thematic learning, guide students to analyze and read with questioning thinking, cultivate students' problem awareness, and learn effective argumentation methods, so as to achieve learning objectives.^[2] However, although "situational teaching" is introduced in current Chinese language teaching, it is all "pseudo-plot" and "shallow plot", and does not really connect students' lives with the content of the text.

Take the teaching of "Ode to Red Cliffs" as an example. In the classroom, merely playing a video about the scenery of Red Cliffs is called "situational introduction", and there are no exploration

tasks related to the emotions and philosophy of the text, let alone scenarios that bring students into it. This single scenario design neither stimulates students' need for language use nor enables them to understand the text in an immersive experience, ultimately leading to a disconnection between students' context and literacy cultivation.

1.3 The evaluation system is too simplistic

High school Chinese evaluation is still centered on "paper-and-pencil tests + score assessment". Therefore, the evaluation of high school Chinese teaching should not be a single measure of grades, but should focus on the physical and mental development of students and conduct comprehensive, diverse and personalized evaluations.^[3] First, the evaluation content is limited to "test-taking skills", such as "memory of answer templates" for reading questions and "material accumulation skills" for composition, ignoring the examination of students' depth of thinking, aesthetic ability, that is, dialectical analysis ability and perception of the artistic conception of the text; Secondly, the evaluation process neglects "dynamic growth", judging students' Chinese language ability only based on their regular exam scores and final exam scores or middle school and college entrance examination scores, without recording the progress of students in daily reading, writing and oral expression, that is, the change from "empty" to "profound" in the theme of the composition; Finally, the evaluation subject is monotonous, mostly teacher-led, lacking self-evaluation by students, peer evaluation, or even social evaluation, making it difficult to fully reflect the development of students' core literacy.

2. Construction of teaching strategies oriented towards core competencies

2.1 In-depth advancement of critical reading

Follow the path of "text deconstruction – multi-dimensional questioning – rational argumentation" to push students from "understanding" to "reading through" and cultivate thinking quality and cultural comprehension ability. First, guide "text deconstruction" to break the "standard answer" thinking. For example, when teaching "Moonlight over the Lotus Pond", not only analyze the aesthetic value of the classic image of "the lotus pond under the moonlight", but also guide students to pay attention to whether behind the author's "restless" emotion is an escape from reality or a pursuit of the spiritual home; Secondly, design "multi-dimensional questioning" tasks to encourage students to raise questions from different perspectives. For example, in "Climbing High", ask whether the "sorrow" in "a thousand miles of autumn, a frequent guest" only includes homesickness? Is there also the helplessness of aging and the anxiety of the situation? ; Finally, "rational argumentation" is required, allowing students to form viewpoints based on textual details, historical background, and personal experience, such as debating whether 'I' 'unclear' in 'Blessing' is genuine confusion or hypocritical evasion, and enhancing critical thinking and language construction skills through the expression of "viewpoint + textual evidence + logical analysis".

2.2 Practical innovation of Contextualized teaching

Adhere to the principle of "real needs – task-driven – literacy implementation" and construct "three types of scenarios": the first is "life application scenarios", such as around the task of "Campus Reading festival planning", students are grouped to write promotional copy, design reading scripts, and sort out the cultural connotations behind the recommended books; 2. Question inquiry Context, for example, when teaching Rural China, create an inquiry context of "Does the 'differential order pattern' apply to contemporary urban interpersonal relationships?" guide students to analyze the text viewpoints by observing neighborhood interactions and classmate interactions in real life, and cultivate logical thinking; Third, "cultural inheritance context", such as conducting cultural reconstruction activities for traditional festivals like the Mid-Autumn Festival, the Dragon Boat Festival, and the Qingming Festival, allowing students to investigate the historical evolution of festival customs, festival-themed essays or poems, and design festival

science popularization short videos for teenagers, achieving coordinated development of literacy in practice.

2.3 Dynamic construction of a diversified evaluation system

When exploring the application value of the consistency of teaching, learning and evaluation in high school Chinese classroom teaching, we first need to clarify the core idea of this theory, namely the organic unity among teaching, learning and evaluation, and teaching evaluation always runs on the same track as the teaching and learning of Chinese.^[4] In accordance with the principle of consistency in teaching, learning and assessment, build a "three-dimensional evaluation system"; The first is "process evaluation", which records students' trajectories through a "growth portfolio", such as writing papers that reflect the improvement of language skills, reading annotations that reflect changes in thinking depth, planning proposals, short video scripts that reflect the results of situational tasks, and combines classroom observations to record students' oral expression and group collaboration performance; The second is the "terminal assessment", which involves reforming the examination format by adding "contextualized open-ended questions", which mainly test students' language application and cultural understanding abilities, such as designing "an initiative letter for 'Traditional culture Entering the campus'", and assessing students' aesthetic appreciation abilities, such as analyzing the aesthetic value of 'Daiyu burying flowers' in Dream of the Red Chamber; Third, "multi-subject evaluation", introducing self-evaluation by students, peer evaluation among classmates, and external evaluation to make evaluation a "booster" for quality improvement.

3. Teaching Practice Case – Taking "Blessing" as an example

3.1 Speculative task design

Design progressive thinking and critical thinking tasks around the "core literacy" goals; First, at the level of language construction, sort out the language changes of "Xianglin's wife" from "gentle response" to "repeated telling of Amao's story" and then to "numb silence", and analyze the connection between language style and the mental state of the character; Secondly, from the perspective of thinking development, conduct an in-depth analysis of "Who is the real culprit for 'killing' Xianglin's wife", and ask students to look for textual evidence from the four dimensions of "individual", "institution", "culture", and "self" to form viewpoints and argue; Again, from the perspective of aesthetic appreciation, analyze the duality of the "blessing" scene – the contrast between the "liveliness" of the festival and the "misery" of Xianglin's wife, and savor the role of Lu Xun's "writing sorrow through a happy scene" in the expression of the theme; Finally, from the perspective of cultural understanding, in combination with "the shackles of feudal ethics on women", explore "Does Xianglin's tragedy have the limitations of The Times? What are the implications for the survival of contemporary women?" Deepen thoughts on the relationship between cultural traditions and modern society.

3.2 Contextualized learning pathways

Build a three-stage context of "Entering Luzhen – Exploring tragedy – Reflecting on Reality". First, use digital museum resources to display the architectural style and folk customs of "Luzhen", such as the ritual process of "blessing", and play the scenes of "Xianglin's wife first arriving in Luzhen" and "finally freezing to death on the street" from the movie "Blessing", allowing students to directly experience the era environment in which the characters lived; Next, form groups to act as "Luzhen researchers" and complete special tasks – the "investigation group" sorts out the life experiences of Xianglin's wife, the "analysis group" explores the deep causes of the tragedy, and the "creation group" writes an article on the theme "If Xianglin's Wife lived in the contemporary era", actively using language and expanding thinking in task-driven activities; Finally, a seminar on "Xianglin's Wife Tragedy and Contemporary Society" was held to guide students to think about "how to avoid collective indifference and maintain individual dignity" in light of real issues such as "female

workplace discrimination" and "bystanders in school bullying", achieving a deep connection between the text and life.

3.3 The implementation of competency-oriented evaluation

Use "process + result" multi-subject evaluation; First, students' cooperative participation and depth of thinking are evaluated through the "Group Inquiry Record Form", and their language expression ability is evaluated through the "Short Essay Draft Revision Record"; Secondly, design core questions – first, "Analyze the influence of 'feudal ethics' on characters' destinies in combination with the text of 'Blessing', from no less than three argumentation perspectives," second, "Write a speech segment for peers with the theme of 'Refuse indifference, Warm others'; Finally, students self-assess whether my analysis of the cause of the tragedy is comprehensive during this learning session, peer assess whether the other party can effectively refute different viewpoints in the debate, teacher evaluation focuses on whether students can combine the text with reality to form logical expressions, and ultimately, based on the multi-dimensional evaluation results, determine the achievement of students' core literacy.

4. Conclusion

High school Chinese teaching reform from the perspective of core literacy is not a complete denial of traditional teaching, but a systematic reconstruction of teaching objectives, methods, evaluation, and resources with "nurturing people" as the fundamental. At the same time, new directions such as "interdisciplinary literacy integration" and "digital teaching empowerment" need to be further explored to keep the reform of high school Chinese teaching vibrant.

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