

Strategies for the Teaching of Chinese Language and Literature in Junior High Schools Based on the Cultivation of Critical Thinking

Hou Mengjia

Yinxiang Experimental Middle School of Southwest University, Chongqing, 401520, China

Keywords: Chinese Language and Literature in junior high schools, Critical thinking, Cultivation strategies

Abstract: The critical thinking in Chinese Language and Literature refers to the thinking, judgment and analysis of words and language, and is the rational understanding of a certain object obtained through a series of logical reasoning and judgment. Chinese Language and Literature has always been a basic subject, and that in junior high schools is vital with multi-dimensional goals. Among them, improving students' ability of reading comprehension is more important. The new curriculum reform also proposes that schools should both develop students' linguistic competence and develop their thinking ability and stimulate their creativity and potential. In addition, schools should also help students to form the ability to think independently and develop their ability of feeling and understanding things. This paper analyzes the current situation and the reasons for the lack of students' critical thinking, and discusses the strategies and methods of cultivating students' critical thinking in junior high school teaching.

1. Introduction

Critical thinking refers to the process of people's understanding of things through reasoning methods like induction and deduction. This process requires the participation of critical and innovative thinking. In ancient Greek civilization and modern society, philosophers' critical thoughts are full of critical thinking and critical spirit, such as Socrates' "Socratic Method", and Aristotle's "Amicus Plato, sed magis amica veritas", Hegel, Russell, Marx and Engels. The European curriculum system has always attached great importance to the cultivation of students' critical thinking. Therefore, the new curriculum reform draws on domestic and foreign educational experience and puts forward the importance of cultivation of critical thinking in the teaching. However, there are still some problems in actual teaching. This paper puts forward corresponding solutions to solve those problems. [1].

2. The current situation of students' critical thinking

(1) Students are lack of the ability to actively ask questions and reflect on questions.

Most students lack the consciousness of active thinking, independent thinking, reflection and questioning in the process of thinking, and students' thinking is the original driving force of

thinking development. If students do not think, they will not have further logical reasoning behavior, and their critical thinking will not be developed. [2].

(2) Students' mode of thinking is relatively simple.

Due to the influence of habitual thinking and thinking set, students may have a single and one-sided perspective when thinking, and they do not have enough or in-depth thinking about all aspects of the problem, and their understanding is not enough. In addition, students are not good at thinking about problems with rational thinking, resulting in one-sidedness, lack of scientificity and rationality in the thinking results.

(3) The thinking is not deep enough.

Reading requires students to extract information from materials, and then process the information in order to get deep-seated information. Because of their lack of ability, most students think more simply, or lack innovative ideas, and their critical thinking needs to be improved. [3].

3. The reasons for the lack of students' critical thinking

First of all, from a historical perspective, ancient Chinese education and civilization lacked awareness of the importance of critical thinking. The earliest Confucian ideological system has emphasized reverence for destiny and the words of the sages. Xunzi emphasized that teachers are absolute authority, and emphasized "the ruler of heaven and earth, king, parents and the teacher". During and after the new culture movement, it was proposed to critically inherit the Confucian culture and Confucius and Mencius culture, but in today's teaching, teachers' authority is more conducive to teachers' management of the classroom. Therefore, the training of students' critical thinking is far from enough in practice.

In addition, due to the limited cultural level of teachers or the lack of their practical ability, there are certain problems in the speculative teaching in the classroom. In order to better carry out critical thinking teaching, teachers must not only have professional knowledge of Chinese language and literature, but also master knowledge of pedagogy, psychology, and sociology. However, some teachers have insufficient knowledge reserves and lack of novelty in teaching design.

What's more, there is a lack of test of critical thinking in the examination. For example, in the reading test, the questions have lower requirements for students' thinking, or in the evaluation, the answer close to the standard answer is given a high score, while the answer from a different angle or far away from the standard answer is given a low score without considering the correctness. In the composition test, the questions are habitually designed according to the students' ideas, and the requirements for students to extract information by themselves are not high. [4].

4. Strategies for effectively cultivating students' critical thinking

In order to achieve good results in cultivating students' thinking ability in Chinese subject, we need the cooperation of society, schools and students in all aspects. This paper mainly discusses the effective strategies of cultivating students' critical thinking from the perspective of teachers.

4.1 To make good use of in-class and extra-class teaching materials

In the teaching of speculative reading, teachers should make good use of materials inside and outside class and select critical articles.

For instance, After explaining the plot in the Injustice to Dou E, the teacher can send the extracurricular article named Dou E, a kind barbarian to the students for reading, so that the students can freely express their views and discuss their opinions. Students may have different understanding of this article, which may lead to fierce discussion. In such discussion and thinking

collision, students' critical thinking can be developed. [5].

4.2 To establish correct concepts and strengthen ability training

Teachers should be aware of the importance of cultivating students' critical thinking, establish the scientific objectives of critical thinking training when preparing lessons, correctly analyze students' thinking characteristics, and design some targeted questions with different levels according to students' development, so that students can think more and their different needs can be met. For example, in reading teaching, teachers should design multi-dimensional and multi-level questions to enable students to think and answer. And teachers should evaluate students' answers according to rationality and relevance, and praise students whose answers are related to the questions and reasonable and are not limited to standard answers.

4.3 To enrich their own knowledge and innovate teaching methods

There is a positive correlation between teachers' knowledge reserve and teaching effect. Teachers' enrichment of knowledge reserves can promote the transformation of teachers' concepts. On the other hand, teachers have more comprehensive knowledge, so teachers' understanding of knowledge points is broader and more comprehensive. In making teaching design, they can try to integrate more advanced ideas and use more diversified teaching methods to improve the teaching effect.

4.4 To create a relaxed atmosphere and encourage students to think

The relaxed and pleasant atmosphere is conducive to students' participation in the classroom, which in turn helps students to improve their abilities. During the teaching, teachers should try to avoid the phenomenon of "rule by the voice of one man alone" and to enable students to participate in the classroom, so that students can be the domination of the classroom. To achieve this goal, first of all, teachers should correct their concepts and abandon the concept that teachers are absolute authority, and be the organizers and guides of students' learning. In the classroom, students can be divided into several groups, they think independently first, then discuss in groups, and finally a representative is encouraged to share the views in the class. Teachers comment on students' views or students comment on each other. It should be noted that when making comments, teachers should be tolerant of students' answers, praise students for positive thinking, and encourage students to innovate their answers.

4.5 To implement multiple evaluations to help develop students' thinking

In traditional evaluation, teachers are often the domination, and their ideas inevitably influence students, so that there is a lack of equal dialogue in the classroom, lack of students' thinking, and lack of thinking collision. Therefore, in the teaching of critical reading, teachers should give full play to the subjectivity of students, organize students to participate in the evaluation, and stimulate students' enthusiasm by combining teacher evaluation, student mutual evaluation, and group evaluation. Secondly, traditional evaluation focuses on the evaluation of results and ignores students' thinking process. Therefore, it is necessary to change the situation of "emphasizing results and ignoring the process", shift the evaluation content from results to the combination of results and processes, and pay attention to the criticality and innovation of students' thinking process.

4.6 To constantly reflect on teaching and improve the quality of teaching

When teachers teach Chinese Language and Literature, they should not only learn new knowledge, but also reflect on the deficiencies in the teaching process and how to improve in the following classrooms. In addition, teachers can also communicate with colleagues, learn from each other's good teaching experience and methods, and make improvements according to their own characteristics and students' characteristics, so as to continuously improve the quality of teaching, and help students better develop their critical thinking skills. [6].

4.7 Let students speak freely in class and show their thinking ability

The classroom is an open stage full of infinite possibilities. If students are not given the opportunity to discuss and express in class, their thinking ability will be greatly reduced. We should not only encourage students to read more and think more, but also guide students to speak freely in class and stimulate thinking storms.

In the lesson of Osmanthus Rain, teachers and students focus on "whether it is the fragrance of Osmanthus fragrans from home or Hangzhou" for speculative expression and learning to show their ability to think. Everyone expressed their own views and expounded their own feelings and understanding of this issue from different angles. When students' understanding is found to be biased, the author does not muddle through, but seize the opportunity to guide students at a deeper level; When the students' understanding is somewhat superficial, the author does not simply skim over it, but seize the relevant sentences to let the students read, feel, and dig, and trigger them to think more. During the discussion and exchange, in the bold display, the students learned that the sweet scented osmanthus of their hometown infiltrated their mother's life, understood the role of contrast and contrast, and learned how to write lyrically by borrowing things.

5. Conclusion

In short, the learning of Chinese Language and Literature in junior high schools is of great significance for students' future learning and development. When teaching, teachers must be aware of the importance of cultivating students' critical thinking. During the teaching, they should constantly learn new teaching concepts and methods, reflect on the shortcomings of teaching, and constantly innovate to better promote the improvement of students' critical thinking.

References

- [1] Li Yadong. *Research on Teaching Strategies of Chinese Speculative Reading in Junior High Schools* [D]. Shandong Normal University, 2021.
- [2] Wang Yanyan. *On the Cultivation of Students' Speculative Ability in Chinese Teaching in Junior High Schools* [J]. *Learning Weekly*, 2014 (30): 200-201.
- [3] Jia Zhen. *Cultivation of Critical Thinking in Chinese Reading Teaching in Junior High Schools* [D]. Minzu University of China, 2013.
- [4] Dong Ayu, *Dialectical Thinking and Composition Teaching* [J], *Middle School Chinese Teaching*, 2005, 08
- [5] Wang Shaofeng, *Chinese teaching should strengthen dialectical thinking training* [J], *Chinese teaching and research*, 2002, 11
- [6] Miao Qiming, *Dialectical Thinking Mode* [M], *Higher Education Press*, 1990