

Study on the Cultivation Strategies of Chinese Quality

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Abstract: At present, Chinese teaching has great defects in cultivating students' Chinese quality. This paper analyzes the disadvantages of exam-oriented Chinese education in the cultivation of students' Chinese quality, puts forward the implementation strategies on the cultivation of Chinese quality in combination with the requirements of the society for high-quality talents, and proposes specific requirements for the implementation of teaching Chinese teachers. This paper is one of the research results of General Teaching Team Construction (XM-03-S42) in Hubei Chinese Medicine College.

Chinese is an important basic subject, which not only has the practical properties of tool and communication, but also is the carrier of information storage and transmission. In addition, Chinese also shoulder the important responsibility of inheriting and carrying forward the fine culture of the motherland, and spreading human civilization. Therefore, the study and application of Chinese should highlight the requirement of Chinese quality.

1. Analysis of the disadvantages of exam-oriented Chinese education

The current exam-oriented Chinese education makes Chinese teaching focus too much on the memory of scattered Chinese knowledge points, the text model interpretation and dismembered analysis, the eight-part writing training and other contents. The setting of the Chinese examination questions is too complex which does not highlight the requirement of the examination of Chinese quality. This has resulted in a serious lack of students in listening, speaking, reading, writing and other basic Chinese qualities. For example, most of the students can't write a decent article, nor say a clear paragraph of speech. The words they used can't convey clear meaning, let alone beautiful and moving expression. Every Chinese education workers should reflect on what the problem of Chinese education teaching is, how does Chinese education and teaching play its due role in cultivating high quality and compound talents.

As we all know, the contemporary education and teaching theory in our country originated from the Soviet Union, which has yet to rid itself of its influences. Among them, Kaylov's Pedagogy had a great influence on our country's educational theory and practice. In teaching, Kaylov emphasized that classroom teaching is the basic organization form of teaching work, and textbooks are the main source of students' knowledge. Confined to the influence of the current conditions, this formulation is of progressive significance. But now it seems that it is not completely applicable to Chinese teaching. If the teaching process between teachers and students is too limited in the classroom, it is inevitable that students will be separated from the real life, what students learn will be divorced

from the reality, it is difficult for them to apply what they have learned in life. What students learn in class is mainly used to deal with the examination, which is one of the important reasons for the poor basic quality of students' Chinese. Secondly, the emphasis on textbooks as the main source of students' knowledge is also flawed. Chinese textbooks are indeed selected from ancient, modern Chinese and foreign famous works, they can be said to be rich in nutrition. These nutrients, while comprehensive, are at best a variety of vitamins and micronutrients. It's just a thin book, and it's not a staple food. Relying on nutrition elements without staple food, it is difficult to have a strong body, let alone quality. At present, students have a heavy workload, and Chinese is no exception. A lot of Chinese homework has little consideration of the cultivation of language quality, some of them are just monotonous repetition and puzzling problems. When students do Chinese homework, there are a lot of puzzles and guesses in it, with no interest in it. Their aversion to Chinese learning is perfectly normal.

2. Theoretical and practical basis of Chinese quality training

Chinese teaching should be reformed and students' Chinese quality should be cultivated. As Chinese educators, we should first clean out some backward concepts and methods of Chinese education and teaching from our brains, change our ideas and have the courage to get rid of the old, and try to establish the new. However, a deeper understanding of the drawbacks of exam-oriented education does not mean that we have a clear understanding of the language quality education. On the way of getting rid of the old and creating a new one, the courage to practice is worthy of praise. If "blind people ride blind horses", they will only move from one mistake into another mistake with no ideal effect.

What is Chinese quality? The first thing to do is to figure out what quality means. Quality generally refers to the specific performance of a person's thoughts and behaviors in social life, which generally includes: the level of education, degree of physical health, the ability to think and see things, management ability, IQ and EQ level, vocational skills and other comprehensive embodiment. Differed from exam-oriented education, quality-oriented education requires students to meet certain social requirements in terms of knowledge, social experience, mental development and working ability as they grow older. For example, in the physical aspect, it is reflected in the normal development of the body and the enhancement of the constitution. For the psychological development, it should include the development of feeling, perception, memory, thinking, emotion, will and other aspects, these should be able to meet the needs of society and individual needs for a happy life. Fundamentally speaking, the disadvantages of exam-oriented education lie in the one-sided emphasis on the growth of knowledge, but ignoring the inheritance of experience, the development of practical ability, the requirements of society, and the reasonable development needs of students themselves.

Generally speaking, a high-quality person should have the following six conditions: one is to have relatively extensive and solid scientific and cultural knowledge; second, strong practical working ability and adaptability to the new environment; third, a wide range of artistic accomplishment; fourth, a healthy body; fifth, relatively perfect moral feelings, moral ideas and moral behavior habits; sixth, strong will quality and social responsibility. These aspects are difficult to achieve through the current exam-oriented education. As educators, we should understand that the purpose of education is to cultivate high-quality talents who are beneficial to the development of society, or at a lower level, to cultivate qualified citizens of the country, rather than to get high grades.

Under the current talent selection and appointment system, exam-oriented education is an inevitable choice. Therefore, the quality education advocated at present does not completely

abandon the traditional exam-oriented education, but under the guidance of the concept of quality education, it tries to eliminate the unreasonable elements in the exam-oriented education and reduce its negative impact. So that the process of teaching and learning, the content of examination, examination and examination methods and so on are more in line with the requirements of quality development. Especially in Chinese teaching, teachers can no longer treat students as machines who passively accept existing knowledge and standard answers as in the past, but must treat them as people with self-development needs, self-desire, self-learning ability and pioneering ability. In teaching, we should fully respect the principal position of students, give play to their active role, stimulate their interest in job hunting, and dilute their desire for scores. In Chinese teaching, although we also emphasize the principle of student-oriented, teacher-oriented and training-oriented, under the guidance of exam-oriented education, the main functions of both teachers and students can not be played, and the "three main functions" have evolved into "one main function" based on examination.

3. The main methods of Chinese quality training

Combined with the actual situation of Chinese teaching, some specific implementation methods of Chinese quality training will be discussed as follows.

3.1 Chinese quality education should be committed to developing students' Chinese practical application ability

The first manifestation of this ability is reading. One of the characteristics of modern society is the large amount of information and the fast conversion of information, so reading efficiency has become an important symbol of reading ability. There is such a formula: reading efficiency = number of words read/time read × comprehension, which can be used as a basis to evaluate reading ability. Secondly, we should be good at quickly screening essential information from the data, and judge the value of these essential information and the direction of use of these values. Another embodiment of Chinese practical application ability is writing ability. To measure the level of students' writing ability, literariness is only one of the criteria, more should be considered from the perspective of practicality, so as to examine a person's writing ability. The quality requirements of composition teaching can be listed as follows. After the training, students can accurately review the topic, quickly conceive, quickly construct words and sentences, and write a coherent essay. This should reflect clear logical thinking, accurate and smooth expression skills, and support the main body of the idea of the case. For some practical styles, it requires clear content, accurate language, easy to understand and implement. The requirement of writing time should be more strict, because this kind of writing style has a certain timeliness.

3.2 Chinese quality education should pay attention to thinking training

As we all know, "language is the shell of thinking", and thinking training is also an important part of Chinese teaching. Language thinking training is different from digital thinking training. Language thinking is the relationship between people's language expression ability and comprehensive thinking. It is a process of carrying and expressing thinking with language through the mode of image association and the form of language sense. Language thinking has two meanings: one is thinking by language, the other is language thinking, it makes the sound, form and meaning of language symbols relate to one another through the operation system of language signs, so that the brain generates idioms, and thus generates words, sentences, paragraphs and discourses. In this process of "think" and "thought", language forms its unique operating characteristics, that is,

the characteristics of language thinking. In the teaching process, teachers should combine specific language materials to guide students to induction, deduction, divergence, differentiation and other thinking training.

3.3 Chinese quality education should cultivate students' comprehensive quality

Chinese teaching is responsible for improving students' literary accomplishment, cultivating their aesthetic ability, exercising their will quality and expanding their knowledge world. Taking the cultivation of aesthetic ability as an example, literature "is a kind of social ideology with aesthetic characteristics". [1] "Literature is an ideology, and literature is an aesthetic activity of human beings. When the ideology of literature and the aesthetic characteristics of literature are combined together, there will be a qualitative change and a literary aesthetic ideology as the fundamental nature of literature." [2] It can be seen that Chinese teaching should not be limited to classrooms and textbooks. Chinese teachers should also cover a wide range of reading materials, select literature, science, politics, history, aesthetics and other aspects, recommend good materials to students, and guide students to conduct extensive extracurricular reading.

3.4 Chinese quality education should cultivate students' independent learning ability

School education is short, and one can never stop learning in one's life. Chinese subject is called tool course. The level of Chinese self-learning ability affects the self-learning ability of other subjects and the sustainable development of students. Therefore, Chinese quality education should first cultivate students' habit of independent learning. "Every day can walk thousands of miles, always learn to break thousands of volumes". In Chinese teaching to cultivate students two good habits: one is to learn to observe. "Observation is the best teacher", by observing their own real life, students can read the "no word book" and constantly accumulate social experience; The second is to accumulate diligently, that is, through books, the Internet, media and other ways, students can extensively learn new knowledge, expand their knowledge reserve. No matter what kind of accumulation, it is necessary to extract the best in accordance with the method of "eliminating the coarse, eliminating the false and preserving the true, from here to there, from the surface to the inside", so as to find the best resources and give full play to the maximum benefit.

4. Requirements of Chinese quality training for teachers

The implementation of every link of Chinese quality education depends on teachers. The implementation of Chinese quality education has put forward higher requirements for teachers' comprehensive quality and working ability. The majority of Chinese teachers make active efforts to improve their own quality, which can be started from the following four aspects.

4.1 Improve the ability to serialize teaching content

Teachers should have a high ability to control the teaching materials. First of all, they should be able to serialize the language knowledge. Since Chinese textbooks are based on texts, basic knowledge of words, writers' works, grammar, reading and writing and other knowledge elements are presented in a fragmented form. Teachers should effectively combine these knowledge points and carry out separate teaching, this can be conducted from simple to deep, from simple to complex. Only in this way can the teaching not only save time, improve teaching efficiency, facilitate students to implement, but also clear obstacles for further teaching.

4.2 The ability to optimize classroom teaching structure

Chinese quality education should be realized without increasing the class hours, so the classroom teaching must be rigorous and efficient. Knowledge points can be taught on a modular scale. Ability level, including memorization, analysis, application, transfer and other items, should be set according to the actual situation of students. For example, the implementation of stratified teaching, inspiring teaching, and the design of learning assistance among students can all be designed with scientific methods, which will compress the teaching time of teachers. It is necessary to elaborate and refine, which requires teachers to control the classroom.

4.3 Improve personal literary appreciation ability

To give students a glass of water, the teacher should have a bucket of water. The Chinese teachers who have grown up under the exam-oriented education still lack the ability to appreciate literature. Reading literary works involves two levels of understanding and appreciation. Comprehension mainly refers to understand the meaning of the word, the meaning of the sentence and the general idea of the article; Appreciation refers to the identification and appreciation of the language, writing techniques, stylistic features, thoughts and feelings of literary works, social significance, and can give appropriate evaluation. The improvement of students' appreciation ability depends on the benchmark role of teachers. Teachers should have an enough high appreciation level, they should also guide students to appreciate and evaluate in the teaching process, accumulate over time in the edification, and gradually improve students' appreciation level.

4.4 Improve their ability to organize Chinese activities.

Although Chinese activity is only an extension of classroom teaching, it is an effective means to stimulate students' learning enthusiasm and improve their Chinese quality. Teachers should be good at stimulating students' subjective initiative, and taking into account students' different strengths, including organize students to prepare textbook plays, conduct field trips and write research reports, hold keynote speeches, debates and story meetings, etc., and exercise students' ability to apply what they have learned through multiple channels.

5. Conclusion

It is pointed out that although the traditional way of proposition has a great restricting effect on the implementation of quality education, the proposition examination as a means of testing will not be abolished. There are many difficulties in promoting Chinese quality education. Teachers should have a high sense of social responsibility and implement quality education in the spirit of being responsible for students' life development. At the same time, it is necessary to find a proper balance between quality-oriented education and exam-oriented education so as to obtain support in the process of promoting quality-oriented education.

References

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- [2] Tong Qingbing, *Introduction to Literature*, Wuhan University Press, April 2000, page 80.