

Strategies for Improving Students' Writing Ability in High School Chinese Classroom Teaching Environment

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Abstract: Writing is an important component of Chinese language. Under the new curriculum concept, cultivating the core literacy of Chinese language and achieving comprehensive quality education is an important goal of current Chinese language education reform. The improvement of high school students' writing ability not only relies on a solid Chinese foundation, but also relies on the cultivation of students' thoughts and emotions. This article analyzes the significance and teaching principles of improving high school writing ability, explores strategies for high school Chinese language teachers to enhance students' writing abilities, and hope to provide reference for high school Chinese language teachers.

1. Introduction

Mr. Lu Xun once said, "The use of articles in life is no less important than clothing, food, palace, religion, and morality." High school writing not only serves as a way to improve Chinese language proficiency, but also focuses on nurturing one's emotions and character. Writing ability is an important component of a person's ability structure. High school Chinese language teachers should focus on the development of students, innovate diverse and diverse writing teaching methods, create emotional scenes and a pleasant environment for students, and writing based on practical life, in order to cultivate students' correct learning and cognition of things, establish correct writing thinking, and gradually improve their writing ability.

2. The significance of improving students' writing ability in high school Chinese classroom teaching

2.1. Beneficial to enhancing students' literary cultivation

High school students already have a language foundation and a certain level of written proficiency. Cultivating and enhancing students' writing skills can encourage them to organize their accumulated language into writing through a single ideological starting point, forming systematic articles. The improvement of high school writing ability cannot be separated from the understanding of reading. During the teaching process of writing, teachers guide students to read relevant works, including Chinese and foreign literary works.[1] This not only enriches students' knowledge system, gradually forms a literary appreciation ability, and enhances aesthetic ability, but also trains students to narrate

their life insights and material accumulation through correct language. The accumulation of reading and writing can add a lot of knowledge and insights to students, which helps to enhance cultural cultivation.

2.2. Beneficial to improving students' comprehensive Chinese literacy

Good writing ability reflects students' comprehensive ability in Chinese language. To enhance students' writing ability, they will comprehensively utilize various Chinese language abilities such as listening, speaking, and reading to assist in promoting the formation of students' core Chinese literacy. "Listening" is the foundation of language formation, and external information enters the brain through the ears, forming a language system in the brain.[2] "Speaking" can achieve language system improvement through communication and exchange of information, and "reading" can obtain deeper information from other channels, sorting and collecting information into different categories, writing can combine these information with one's own thoughts and emotions to express it. The improvement of writing ability can not only combine one's own emotions to achieve a spiritual sublimation, but also enhance the ability to exchange and improve information. These processes can gradually form a good core literacy of Chinese language.[3]

2.3. Beneficial for cultivating students' creative potential

Each student has their own unique personality, and high school students have different personalities, hobbies, ideas, and levels of knowledge acceptance. Writing not only helps students establish correct ideological concepts, but also allows them to efficiently spread their thinking and express their unique ideas and viewpoints through writing. Writing has the characteristics of systematicity and openness. In the process of cultivating students' writing, teachers can stimulate their imagination and creativity by creating different scenarios and using different practical teaching methods. Writing teaching needs to cultivate students' observation ability, guide them to search for details in life, record experiences in life, and only by truly experiencing life can the creative materials be more authentic and deepen the connotation of writing.

2.4. Beneficial for establishing correct ideological and values

Shi Tiesheng said, "Writing is about not lightly erasing the weight of life, allowing the past and future to exist." High school writing is no longer entirely about dealing with exams. High school students are becoming increasingly mature in both body and mind, and writing should be used as a way to narrate life, record life, and express their hearts and spirits. When teachers cultivate students' writing ability, Students can learn the correct writing methods through favorable conditions. They can learn to express and record their inner thoughts and emotions through writing, instead of dealing with daily trivial matters impulsively. Students can obtain spiritual comfort from writing, which helps them establish correct ideological values.

3. Principles to be followed in cultivating students' writing ability in high school Chinese language teaching

3.1. Adhering to the principle of student-centered approach

High school writing teaching should adhere to the principle of student-centered development. High school students' thinking development is gradually improving, and their ideological concepts and interests are different. Writing itself has the characteristic of openness. In the context of the new

curriculum, the concept of self-directed learning is applied to teaching. Teachers should reduce the restrictions on students, give them sufficient opportunities to explore knowledge, and allow them to unleash their potential for writing. Teachers should also provide students with a good learning environment, stimulate their imagination and innovation ability, and thereby enhance their writing ability.

3.2. Adhering to the principle of scientificity

High school Chinese language teachers should follow scientific writing teaching principles, and the core of writing is to use their own knowledge to express correct thoughts and emotional concepts. These require students to write based on reality, rather than blindly pursuing flashy words. Classroom writing teaching should follow students' development reality, and students' ideological cognition and language accumulation status vary at each stage. Teachers should teach writing based on the developmental patterns of students at various stages, recommend appropriate reading materials based on students' cognitive development, and scientifically and reasonably promote students' progress and development.

3.3. Adhering to the principle of innovation

Teachers should adhere to the principle of innovation in their writing teaching methods. In the context of the development of the times, teachers should follow the trend of the times and innovate their teaching methods, without being complacent and adhering to stereotypes. At each stage of the development of the times, students' cognitive development varies. Flexibly adjusting teaching methods can not only maintain students' interest in learning, but also ensure the effectiveness of writing teaching. Moreover, diverse and innovative teaching methods can bring students different learning experiences, allowing them to freely develop their thinking and improve their creative abilities.

4. Strategies for improving students' writing ability in high school Chinese classroom teaching

4.1. Innovative writing teaching methods to stimulate students' enthusiasm for writing

In high school writing teaching, teachers should adhere to the principles of scientificity and innovation, explore diversified writing teaching methods with students as the center, and stimulate students' interest in writing to gradually improve their writing ability. In the context of information technology, teachers can use multimedia technology to teach writing. The rich teaching resources on the internet can assist students in writing, and multimedia audio and video playback can create classroom situations for students and improve teachers' teaching efficiency. Teachers can also organize small groups to collaborate and explore writing methods, co create, and evaluate each other on a topic. Alternatively, teachers can organize students to participate in life practice, cultivate good habits of observing and recording life, and organize writing and oral writing competitions in the classroom, so as to stimulate students' oral communication potential and language expression talent. These methods all help to promote the improvement of students' writing ability.

When studying the unit "Cultural Life in Hometown", in order to encourage students to comprehensively record and write about their hometown, teachers can encourage students to collaborate and divide them into groups of comparable strength, and have student groups discuss and explore topics separately. For example, one group discusses writing with the theme of hometown's unique products, while the other group discusses with the theme of hometown's scenery. The opinions and suggestions of each group member can be integrated. It is not only conducive to enhancing

interaction and communication among students, but also enables them to learn from each other's strengths and weaknesses, comprehensively improving themselves. Group cooperation is a great driving force for students' writing ability.

4.2. Teaching through reading and adding writing materials

The ancients said, 'Without accumulating small steps, one cannot reach a thousand miles, without accumulating small streams, one cannot become a river or a sea.' Philosophically, 'quantitative change leads to qualitative change.' Good writing ability cannot be separated from the collection and accumulation of materials. The foundation of high school students' writing ability is the accumulation of language materials and life experiences. In high school Chinese language classes, teachers should purposefully cultivate students' reading abilities and habits. Firstly, in the process of textbook teaching, teachers should consciously extend and explore reading materials both inside and outside of class, helping students understand the content of the text and expand their knowledge horizons; Secondly, teachers should recommend reading books to students, share a good book, or inspire students to organize materials by connecting with already learned texts; Finally, teachers should guide students to excerpt and record. During the reading process, they can annotate their own opinions, extract good words and sentences and take them out to repeatedly taste and recite them.

For example, the text "Sleeping in the Heavenly Granny and Singing Farewell" is Li Bai's peerless masterpiece. Among them, "Joy in the world is the same, and everything has flowed eastward since ancient times." "Anneng can crush eyebrows, bend waist, and become a powerful figure, making me unhappy!" have been widely circulated to this day. In order to better understand the main idea of the article and expand students' knowledge and horizons, teachers can extend other works with similar themes and ideas, such as "Returning to the Garden and Living in the Field", which was learned earlier in the textbook, guide students on how to connect with the knowledge they have already learned for material analysis and organization. Teachers can inspire students to analyze the similar characteristics of Li Bai and Tao Yuanming. Tao Yuanming's "not bowing down for five Doumi" and Li Bai's "being able to bow down and handle power" both demonstrate the poet's noble and unyielding qualities, which not only serve as a spiritual education for students themselves, but also help them establish correct ideological values. When encountering essays with similar themes in the later stage, students can easily use these two examples for ideological argumentation, which is beneficial for improving the quality of the article.

4.3. Combining real-life situations to inspire students' writing inspiration and emotions

As the saying goes, 'A skillful woman cannot cook without rice.' No matter how skilled a student is in cooking, even if they are detached from the real life of 'rice', it is difficult to make a meal. When guiding writing, teachers should emphasize the importance of reality. Nowadays, some students, in order to achieve high writing scores, excessively cite good words and sentences, live in virtual reality, and imagine out of thin air. Writing without practical basis can create a reading experience of "false emptiness", which is not only detrimental to the improvement of students' writing skills, but also easy to lead them into a wrong writing path. Therefore, in the teaching process, in order to effectively promote the improvement of students' writing ability, teachers should combine teaching with practical life, inspire students' writing inspiration and emotions through real life, and express their inner thoughts and feelings without being limited to form.

For example, writing high school argumentative papers should be realistic and targeted. Argumentative writing often aims to express opinions on a certain issue in daily life. Bai Juyi wrote in his book "The Nine Yuan Book" that "articles should be written together for the present, and songs and poems should be written together for the present", emphasizing that writing should be

contemporary, realistic, and targeted. Before writing, teachers can guide students to collect relevant topics based on the writing theme, which can be well-known character examples or news hotspots. These can serve as the basis for practical materials in argumentative essays, and integrate them into the writing content, making it easier for people to believe and accept their own viewpoints. Teachers can also use multimedia to create living situations, stimulate students' sense of life experience, and increase emotional resonance, in order to allow students' thoughts to naturally emerge in writing, and increase the authenticity of writing.

4.4. Organizing extracurricular teaching practice and enhance students' interest in writing.

High school is a period of youthful growth, and the brain's thinking has gradually matured. Under the guidance of student-centered guidance, teachers should increase some extracurricular Chinese language practice activities to improve students' writing ability, allowing students to bring imagination to create and unleash the enthusiasm and vitality of youth. In ancient times, literati had a style of gathering and banqueting. On the tenth day, or on the first day of the month, they gather together to make friends through literature, explore mountains and rivers, and blend in poetry and literature. These are all ways for literati to exchange literary ideas. In high school, teachers should encourage students to consciously and actively enrich their literary insights, enhance their literary literacy, and develop their literary creation abilities. Therefore, teachers should conduct more practical activities both in and out of class to help students realize the value of enriching literary connotations and enhance their language and writing abilities.

For example, teachers can organize a "spring garden party" to lead students to the green corridor of the school or the surrounding parks for fun. In a comfortable and comfortable environment, it can promote the movement of students' thinking. Ancient literati can trigger emotions when they see a scenery, move their emotions to the scenery, and cannot help but recite a poem, which has become a masterpiece for generations. Nowadays, teachers can also stimulate students' emotions and thinking through a scene, such as casually narrating a paragraph around the "Spring Scenery" in any format or scope, allowing students to freely narrate to their potential, exercise their language proficiency, and cultivate their writing interest and willingness.

5. Conclusion

High school Chinese writing teaching is not only an important way for students to improve their Chinese scores, but also an important means to enrich students' spiritual cultivation and exercise their language application ability. High school Chinese teachers should attach importance to the improvement of students' writing ability, start from the development characteristics of high school students, and innovate diversified teaching methods based on the development needs of the time. Teachers should also extend and explore extracurricular teaching resources, guide students to accumulate reading, and form reading habits. We need to organize extracurricular practice, and combine writing teaching with daily life, so as to comprehensively improve students' core Chinese literacy, and promote the comprehensive development of students' Chinese language abilities.

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