

Connotative Qualities and the Pathway of Unit-Based High School Chinese Teaching

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Abstract: Relying on the existing theories and adopting the dialectical analysis method, we explore the guiding significance and the specific implementation methods of the unit-based Chinese teaching mode on high school classroom from theory to practice, from the basics and go deeper. A study on the design methodology of the unit-based Chinese teaching is based on its importance for students' development in order to provide an effective method for building a human-centered high school Chinese classroom and to look forward to the bright future of the unit-based teaching mode.

Keywords: Unit-based Teaching Mode; Chinese of High School; Modernized Chinese-style Education

1. Concept and Cultural Background of "Unit-based Teaching"

The concept of unit-based teaching was created in the West, and in 1931, Morrison of the United States, published *The Practice of Teaching in High Schools* based on his practical experience in a high school, and thus put forward the Morrison Plan, which is generally recognized as the unit-based teaching method.^[1] Unit-based teaching, put it simply, is dividing the teaching content systematically into several units. Teachers conduct group instruction according to the content and the quality of students.

Tracing the history of education in China, attempts or changes in the pathway of teaching are common. Recall the ancient time, the pre-Qin Confucius created private school, and advocating the concept of teaching students in accordance with their aptitude. This concept, even today, is also applicable. Confucianists of Han Dynasty taught Confucianism too. They hung a curtain in the chamber and sat behind it and lectured, disciples enrolled first imparting his studies to disciples enrolled later. Commentaries on the Four Books by Zhu Xi of

Song Dynasty made Confucianism accessible to ordinary people. In modern times, Mr. Cai Yuanpei took the lead in putting forward the education concept of "quality oriented". China's education mode changed from private schools, which lasts for two thousand years, to modern schools. With the change of the times, society's expectation in the field of education shifted from a focus on cultivating one's moral character to pragmatism based on serving the society and the country. This is essentially inseparable from China's development stage. From Western-style education to "Soviet-style education", cultivating professionals in the field of specialized heavy industry. The mode of education that combines theory and practice binds education to national development and even national security.

Today, with the coming of the new era, our education concepts and modes are changing rapidly. In addition to general and vocational education, we have also introduced multimedia and other technologies to assist teaching. Modern education needs to focus on the relationship between teaching and learning. For example, it is necessary to consider how to design, conduct, evaluate and feedback in teaching, and how to maximize the optimization of the system in order to promote the development of education. Going back to history, we can understand the present. The concept of unit-based teaching is an inevitable product of the development of history and is in line with the development of the new era. So, advocating by a large number of experts today, what are merits of the unit-based teaching?

2. Break Through the Traditional Mode of Stereotypes and Endowed With the Charm of Chinese Teaching

Unit-based teaching is different from traditional teaching methods. Traditional Chinese teaching is teacher-oriented, and students stay close to the teacher. The teacher explains teaching contents. For example, the interpretation of an

article or the explanation of the key points. Usually, the teacher explains the content of the teaching mostly, while students are only listeners most of the time. It is often said by teachers in high schools: "Listening" is the easiest part of the learning process, but "learning well" does not come from "listening". Therefore, in the traditional mode of Chinese teaching, students' core competencies of Chinese, such as independent learning, classroom participation, and the ability to interpret texts, are not effectively cultivated or improved.

In the traditional teaching mode, we have advocated more than once to give the classroom back to the students.^[2] The essence of unit-base teaching is to start from the whole, integrate the parts, and then go through the introduction, lecture, reading, homework and evaluation, etc. so that the Chinese teaching system can be optimized. The unit-based teaching mode can not only fully mobilize students' participation and enthusiasm in the classroom, but also integrate the fragmented knowledge of the textbook, linking multiple articles. Teachers design the lesson in advance, determine the theme of the lesson, and then divide the students into groups according to their own situation. Students work together to explore the content of the articles and the questions posed by the teacher. Instead, teachers need to grasp the connections between textbook articles in advance and change the original single isolated piece-by-piece instruction.

Taking the senior high school text *Saying Good-bye to Cambridge Again* as an example, teachers should, when designing teaching plan, combine articles with the same poetic theme, such as *Tune: Spring in a Pleasure Garden*, *CHANGSHA* and *My Nanny Dayanhe*, so that students can discover the similarities and differences in the writing techniques between these poems. It can also be linked to the text *A Lane in the Rain* to feel the different thought of parting, and each unit can be rationally adjusted and combined. The way of reading a collection of articles at the same time can also be used to deepen students' understanding and help them remember better ^[2]. Through the cooperative inquiry and comparative analysis of learning groups, students' independent learning ability can be fully stimulated and at the same time help to train the ability of discernment and

expression, as well as rigorous logical judgment. This will be of great benefit to students. After classroom instruction is completed, the teacher assigns homework based on the content of the lesson. Again, take the poems described earlier as an example. Students can be assigned to write a shorter modern poem to consolidate the writing skills of the poems they have learned in today's class. Students can also be assigned to write an appreciation or after-reading of *Saying Good-bye to Cambridge Again* and *A Lane in the Rain* in the textbook, which are both on the theme of parting and longing. Teachers can also take the lead in organizing class poetry recitation competitions. This will enable students to consolidate the basic knowledge and feel the beauty of life.

As the psychologist Jean Piaget, the proponent of constructivism, said, the process of acquisition of knowledge is not simply a one-way output by someone else in a single-minded manner, but requires a two-way interaction. Thus, Piaget suggested that knowledge is always present in context. Taking the learning resources in the context as a bridge, learners construct meaningful knowledge system in authentic language practice activities through collaboration with other people or with the help of others. Unit-based teaching makes teaching methods less dogmatic ^[3]. The purpose of Chinese teaching is no longer just to cope with exams. Chinese learning is not just about the test syllabus, nor is it a "one-way trip". Students are not even required to memorize textbook knowledge points by rote. Therefore, we call for the return of the educational value of Chinese language teaching. Studying learning groups in teaching is not only beneficial for teachers' planning for teaching, but also to select typical teaching materials. Through diverse practical activities, Chinese language teaching is revitalized, laying a solid foundation for the cultivation of students' core competencies. In teaching activities, teachers are no longer confined to tedious exam points and knowledge points, but instead connect the teaching contents with each other, expanding their focus from learning to life, and truly realizing Mr. Tao Xingzhi's educational concept of "learning is life". The unit-based teaching mode takes students as the main body, stimulates their learning potential, practice in learning, and cultivates students'

aesthetic ability. Therefore, intellectual and aesthetic education has achieved significant results. The classroom atmosphere is harmonious and friendly, and students can fully integrate into the group, with a strong sense of identity and belonging. In Chinese teaching, it can vividly display the core socialist values, and implement the Chinese-style modern education concept of cultivating virtues and morality and all-round development.

3. Reform Teaching Methods and Then Absorb the Essence Based on the Core Qualities

The new curriculum standard proposes the core qualities of the Chinese learning discipline, including "language construction and application", "thinking development and improvement", "aesthetic appreciation and creation", and "cultural inheritance and understanding".^[4] The so-called "four abilities" refer to verbal ability, thinking ability, aesthetic ability, and cultural ability. To implement the core qualities of Chinese, it is necessary to cultivate students' "four abilities", especially to train their thinking ability. The theory of the unit-based teaching mode advocated by the author is set from the perspective of teaching objectives, contents, methods, evaluation, and management.

Firstly, teachers need to concretize, clarify, and operationalize their teaching objectives, in order for students to have a clear understanding of their learning objectives and better engage in targeted learning. Secondly, unit-based teaching requires teachers to divide the learning contents into individual learning units, and each unit should have reasonable knowledge points and skill requirements, so that students can gradually master and apply the learned knowledge in a timely manner. As for teaching methods and teaching modes, emphasis should also be placed on combining traditional teaching, demonstrations, and experiments with modern education methods such as discussion, collaborative exploration, and problem-solving to promote students' comprehensive development. Once again, comprehensive and diversified evaluation is also an essential part of unit-based teaching. It is not only necessary to evaluate students' knowledge and skills, but

also to examine their comprehensive qualities such as cooperation ability, thinking ability, and innovation ability. The key is to ensure that the evaluation method is consistent with the learning objectives. For teachers, the most important aspect is the management of teaching, including developing teaching plans, arranging learning tasks, organizing learning activities, and tracking students' subsequent learning situations, in order to achieve an orderly implementation of the entire teaching period.

Teachers should seek the internal connections of the texts, constantly absorb and organize information, and analyze and summarize the texts. To achieve systematic optimization of Chinese teaching, promote advantages and strengths of unit-based teaching mode, and benefit Chinese education, teachers should integrate resources, comprehensively link texts together, explore the profound connotations of classic texts and combine logical thinking with historical reality.

The unit-based teaching mode is indeed an indispensable part of educational reform. Its application in Chinese classrooms of high schools will enhance students' core literacy in Chinese, which is of great benefit for stimulating students' logical thinking and cultivating innovative abilities. It is expected that the unit-based teaching mode will continue to improve in the practice of gradual promotion, and open up a new path for the development of Chinese way to modernization education.

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