

# Research on teaching strategies of classical Chinese in middle school under the concept of “attaching equal importance to language and writing”

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**Abstract:** Classical Chinese is not only the crystallization of ancient wisdom, but also an important carrier to cultivate students’ emotions and enrich their cultural connotation. Classical Chinese teaching plays an important role in middle school Chinese teaching, but the separation of “speech” and “text” is a common problem in the actual teaching. The phenomenon of emphasizing “speech” and neglecting “text” is particularly prominent. It is urgent to change the teaching method of classical Chinese. Therefore, the majority of Chinese educators need to clear the fog of understanding of classical Chinese teaching, correctly deal with the relationship between “speech” and “text”, and carry out the teaching of classical Chinese in middle school under the idea of “attaching equal importance to language and text”.

**Keywords:** Chinese Teaching; Classical Chinese in Middle School; Both Language and Prose; Traditional Culture

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## 1. Introduction

Classical Chinese is a valuable treasure in the traditional culture of the Chinese nation. Learning classical Chinese can enhance the sense of value of traditional culture for middle school students. The so-called “Yan” refers to the meaning or function of the words and sentences themselves, the basic rules of the use of classical Chinese words and words and the accumulation of classical Chinese knowledge; The so-called “Wen” refers to the thoughts, feelings, cultural deposits and other humanistic factors contained in the words and sentences and the context of the classical Chinese text. The so-called “equal emphasis on words and texts” means that the relationship between “words” and “texts” is complementary and mutually promoting. Paying attention to the accumulation of “words” can pave the way for digging the connotation of texts, and the understanding of words and texts can be dredged with the help of the context of “texts”.

## 2. the teaching strategy of classical Chinese in middle school under the concept of “attaching equal importance to both words and texts”

In classical Chinese teaching, the trend of series teaching is prevalent. Series teaching can help students grasp the words of classical Chinese more quickly and improve the teaching efficiency, but it will seriously hinder the healthy development of classical Chinese teaching in the long run. After analyzing the present situation and shortcomings of classical Chinese teaching in middle schools, the author puts forward the following suggestions on the teaching of classical Chinese in middle schools under the concept of “attaching equal importance to words and texts” :

### 2.1. Stimulate the interest with emotion and pursue the integration of “speech” and “prose”

First, read the text method. Take the teaching of “A Man in a Country” as an example, teachers can ask students to imagine themselves as ordinary people in ancient times, and think about the question: Can they live in the “emigrated millet” state of Qi? “Emigration millet” actually reflects Mencius’ people-oriented thought, and the people-oriented thought is a concept that appears only in future generations. It is necessary to guide students to think deeply about whether this thought of “emigration millet” still has significance in the current historical environment. In fact, this kind of teaching idea is to rely on the text situation, so that students can enter the virtual world related to the text, obtain information from the text and then explore the meaning of their own actual life.

Second, the classroom performance method. Take the teaching of Hongmen Banquet as an example, the teacher asks students to play the role they are interested in and act out the text scenes in class. Through role-playing, students can more intuitively understand the differences in character between Xiang Yu and Liu Bang. Students’ personalized interpretation of the characters in the works can improve their

aesthetic perception ability. Although classroom performance has a significant teaching effect, there are also many constraints, so teachers can display pictures or restore text scenes online with the help of film and television works, which is more efficient than classroom performance.

## **2.2. Pay attention to reading and build a bridge between “speech” and “text”**

First, make clear the reading goal. The formulation of reading objectives should be adjusted according to the different learning levels of students. Teachers can not record them in the lesson plan in the lesson preparation stage, but teachers must have some performance in teaching. Taking the teaching of “Information Form” as an example, teachers should guide students to understand the sincere feelings of the author in teaching, formulate clear reading objectives, and help students to think actively in reading.

Second, read through and understand. The basic task of classical Chinese learning is to clear away the obstacles of learning words, so the first thing to do is to read the sound of the words correctly. Teachers should guide students to mark the pronunciation of rare words through text annotations or reference books, and understand their basic meanings. For example, in “I am alone”, the pronunciation of “openings” is “jie” (second tone), which means lonely.

Third, read the beauty. To read out the beauty is to express the beauty in the text through the sound language, because the sound seeks qi, read the sentiment. For example, “Homecoming Xi Ci” is a lyrical article, and the joy of returning to the garden is the main emotional tone. Tao Yuanming on the way home to describe the text with a strong emotional color, in the reading should focus on the feeling of excitement and urgency, read more warm, more eager tone. In addition, the beauty of reading classical Chinese is based on understanding, reading the text first and then reading the meaning.

## **2.3. Interactive exploration, to achieve “speech” and “text” common goods**

First, consider the text, because “text” into “speech”. Because “Wen” into “speech” is to let students use the context to dredge the meaning of words, take “Jing Ke stabbing the King of Qin” for example, “skip” means that Jing Ke’s feet are spread out like a “pan” sitting on the ground, to guide students to connect the next sentence, carefully analyze the deeper meaning of the word, we can see Jing Ke’s attitude of contempt and arrogance.

Second, excavate the connotation, taste “Wen” and “Yan”. Classical Chinese works contain profound and rich cultural connotations. It is far from enough to use annotations to clear the general idea of the articles. Teachers should guide students to discuss and communicate many times, and students should take the initiative to go deep into the text and discover the deep cultural connotation behind the text as well as the author’s thoughts and emotions. Take the teaching of the article “Carefree Travel” as an example. When teaching the article, the teacher first raises questions to guide the students into the situation, and then asks the students the most important sentence of the article, the students answer it is the last sentence of the text.

## **2.4. Consolidate exercises to promote the integration of “speech” and “writing”**

The first is to write the feeling after reading, which is suitable for the sincere and emotional classical Chinese text such as “Chen Chen Table”. By writing the feeling after reading, students can feel the deep and sincere feelings of the author and dig the humanistic feelings behind the text.

The second is to expand the original text, which is suitable for the narrative of ancient narrative prose, such as “The Candle of the War to the Qin Teacher”, the full text is only 298 characters, but depicts multiple characters, the narrative context is clear, the event structure is complete, students can expand the content through the character’s psychological description and action description, which can deepen the impression of the text, but also experience the fun of creation.

The third is thematic writing, which needs to be carried out on the basis of students’ accumulation of a certain amount of classical Chinese. For example, after teaching the three ancient narrative essays in compulsory one, the teacher can arrange students to create on the theme of the common points of the three narrative essays, and students will make horizontal comparisons between the three articles, and then express their opinions around a certain Angle.

### 3. Conclusion

The teaching concept of “equal emphasis on language and text” has opened up a new educational realm for the majority of Chinese educators, but “teaching with law, teaching without fixed law” implies that in the practice of Chinese teaching, we should proceed from the reality, seek truth from facts, not copy and overcorrect. On the one hand, classical Chinese teaching should pay attention to the accumulation of “words”, master the basic laws of the use of classical Chinese words and sentences, lay a solid foundation for the study of classical Chinese, and pave a good way for higher learning goals; On the other hand, the teaching of classical Chinese should pay attention to the understanding of “Wen”, explore and inherit the profound cultural connotation contained in the classical Chinese, and dredge the understanding of words and words with the context of “wen”.

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