



Innovative Research of Comprehensive Practice Classroom Teaching of Chinese Reading

Chen Chen¹, Xin Xu²

Ider University, Mongolia

Pan Anlu Lake Junior Middle School

Abstract: Innovating practical classroom teaching for Chinese reading focuses on sparking students' interest in reading, improving their ability to filter and integrate information, and using diverse strategies to encourage creativity and initiative. By updating teaching methods, teachers can enrich reading activities and create more space for exploration. This helps improve both students' learning and the quality of Chinese education. It also supports teachers' professional growth by enhancing their skills and teaching methods. Furthermore, innovative teaching methods play a crucial role in advancing educational reforms, providing valuable insights and practical experiences for broader implementation.

Keywords: Reading Comprehensive Practice, Classroom Teaching, Education Management, Education Reform

1 Introduction

1.1 Domestic Innovative Research on Classroom Teaching in China

In domestic studies, researchers discussed from different perspectives, including comprehensive reading practice, educational management, mental health education, curriculum design and textbook innovation. These studies are of great significance for improving the quality of education, promoting the professional development of teachers and promoting educational reform. In the Catalogue of National Curriculum Teaching Books for Compulsory Education in 2024 (Revised according to the 2022 Curriculum Standards), Chinese textbooks for junior middle schools are added. Among them, the comprehensive practice of Chinese reading is the content that Chinese teachers should focus on in education and teaching, and has a practical role in promoting the reform of quality-oriented education.

1.2 Innovative Research on Classroom Teaching of Reading Comprehensive Practice

In foreign studies, researchers mainly focus on the self-growth and professional development of teachers, and emphasize the importance of knowledge accumulation and situational application. These studies have provided useful experience and lessons for teacher training and educational

reform. To sum up, some progress has been made in the innovative research on comprehensive practical classroom teaching at home and abroad. In the next step, we can discuss the innovative research, theory and method of reading comprehensive practice classroom teaching at home and abroad, and conduct empirical research, so as to further promote the improvement of quality-oriented education quality and the deepening of education reform.

2. Study the Innovative Role of Comprehensive Practical Classroom Teaching of Chinese Reading

First of all, the innovation of comprehensive practical classroom teaching of Chinese reading can promote the improvement of education quality. To study the role of teachers and teaching strategies, to explore the role of teachers as guides and cooperative learning, as well as the innovative teaching strategies such as using technical means and gamification teaching. Secondly, study student participation and learning effectiveness, pay attention to the learning effect of students with different learning styles and abilities in the innovative teaching environment, as well as the impact of innovative teaching on students' motivation, interest and self-directed learning ability. Then, the curriculum design and teaching material innovation,

including the development of curriculum models and teaching material resources to meet the requirements of innovative teaching, the design of high-quality teaching tasks and evaluation methods, and the use of innovative teaching methods such as interdisciplinary and project-based teaching. Finally, the research on technical support and teaching management, including the use of modern technical means to support classroom teaching practice, as well as the improvement of information literacy and teaching management ability in teaching. yet, The innovative focus of the comprehensive practical classroom teaching of Chinese reading should be combined with students' interest in Chinese reading, Starting with the characteristics of the psychological development of middle school students, Follow the students' interests and hobbies, Find the reading direction that students enjoy, Guide middle school students to correctly participate in the comprehensive practice class of Chinese reading, So as to truly achieve the comprehensive practice innovation research to go deep and real, Promote the innovation and development of Chinese teaching in quality education, Really let the middle school students in the good environment of quality education happy reading, Happy growth, To realize the educational concept of quality education and moral education, Promote the common growth of teachers and students in teaching and learning in practice and theory, Let the innovation of Chinese reading comprehensive practice classroom teaching be beneficial to the bilateral development of teachers and students.

3 Selection of Innovative Research Methods for Comprehensive Practical Classroom Teaching of Chinese Reading

The innovative research of the comprehensive practical classroom teaching of Chinese reading can be selected from the following four aspects. First, teachers' teaching methods. Study teachers in the Chinese classroom teaching introduction mode, teaching design, focus, after class extension. Let the teachers 'teaching and the students' learning complement each other. Second, the students' active participation. To study students' participation and learning effect in Chinese reading classroom teaching, students are required to study independently, read actively and explore actively, so that students can obtain the maximum learning effect in reading. Third, Chinese reading comprehensive curriculum design and teaching material innovation. The

innovative discussion of Chinese teaching materials should be based on students' interest in reading books, so as to maximize the comprehensive effect of Chinese reading, and let the novel and innovative teaching methods promote the common progress of students and teachers. Fourth, the modern Chinese reading comprehensive platform. To study the use of modern technology to support the comprehensive classroom teaching of Chinese reading, including the application of tools such as the Chinese online comprehensive reading learning platform and the teaching management system, and to explore how to improve the information literacy and teaching management ability in the comprehensive practical teaching of Chinese reading. By studying the four aspects of the method, we can more comprehensively understand the innovative research of comprehensive practical classroom teaching of Chinese reading, and improve the teaching quality and effect of teaching.

4 Innovative Research Problem Prediction and Coping Methods of Comprehensive Practical Classroom Teaching of Chinese Reading

Some problems may be encountered when carrying out the innovative research of the comprehensive practical classroom teaching of Chinese reading. First of all, how to find the innovative teaching strategies suitable for students' comprehensive practice needs of learning Chinese reading? Different teaching strategies can be found and tried through the actual investigation and research of Chinese reading class, Chinese teachers 'experience sharing and expert guidance, and their effect can be evaluated in combination with the real feedback of students' Chinese reading class. Secondly, how to improve the teaching quality and professional level of Chinese teachers? Training and training activities for Chinese teachers can be carried out, provide comprehensive practice teaching resources and cases of Chinese reading, and guide new and old Chinese teachers to carry out self-reflection and improvement. Then, how to promote the deepening of education reform? We can cooperate with relevant educational institutions and decision-makers to put forward suggestions and programs for the reform of language reading education, and actively participate in the formulation and implementation of relevant policies. Finally, how to integrate various resources and build a teaching support system? A comprehensive teaching support platform for Chinese reading

can be established to provide the comprehensive teaching resources, technical support and evaluation tools for Chinese reading needed by teachers and students, and promote the innovation and improvement of the comprehensive teaching practice of Chinese reading. In the innovative research of comprehensive practical classroom teaching of Chinese reading, we can draw lessons from the existing innovative research of comprehensive practical classroom teaching of Chinese reading, refine the original essence content, so as to achieve new creative thinking and further promote the innovative research of comprehensive practical classroom teaching of Chinese reading.

5 Specific Measures of Innovative Research on the Comprehensive Practical Classroom Teaching of Chinese Reading

For these problems, we have adopted a series of concrete measures: to carry out the Chinese reading comprehensive practice personalized teaching strategy research, explore different students' Chinese reading learning needs, hierarchical teaching and differentiation guidance, personalized Chinese reading learning in the Chinese classroom application, further promote the students' reading interest and ability. Through these measures, we gradually build a more flexible and inclusive Chinese reading teaching environment, and at the same time, provide strong teaching support for the professional development of Chinese teachers teaching. A series of seminars and workshops on comprehensive practical teaching of Chinese reading are held to promote the renewal of teaching concepts and the improvement of Chinese course teaching skills. In addition, we actively cooperate with educational technology enterprises to introduce advanced Chinese language reading digital tools, to provide rich online resources and real-time feedback system for teachers and students, to ensure that teaching activities can keep pace with The Times and meet the characteristics of modern students' Chinese reading and learning. These efforts not only enhance students' interest in Chinese reading and critical thinking, but also provide teachers with more diversified teaching methods and strategies. Therefore, in the comprehensive teaching practice of Chinese reading, the teaching method of Chinese reading can be continuously optimized to improve the teaching quality of students' Chinese reading. In addition, we are also committed to building a home-school cooperation mechanism,

so that parents can better participate in their children's reading activities, and jointly pay close attention to the growth of students. Through these measures, we firmly believe that we can create a dynamic and innovative Chinese reading and learning atmosphere for students, and help them to forge ahead on the future learning road. At the same time, it also contributes to the reform of Chinese education in China. To this end, we regularly collect and analyze the data of students in the comprehensive practice of real Chinese reading, and adjust the Chinese teaching program of Chinese reading in time to ensure the maximum teaching effect of Chinese reading. At the same time, the Chinese reading teaching support platform has been continuously optimized to introduce more high-quality resources to meet the growing needs of teachers and students. In terms of policy formulation, we actively participate in the discussion, put forward constructive suggestions, and promote the formation of a good environment conducive to the development of Chinese reading teaching. Through these comprehensive measures, we look forward to promoting effective teaching experience across the country and jointly promoting the prosperity and development of Chinese education. On this basis, we deepen the integration of classroom teaching and information technology, share excellent teaching cases through the cloud platform, and build a communication bridge between Chinese teachers. In addition, regular Open days for parents allow parents to experience the teaching process of Chinese reading, enhancing the effect of home-school co-education. In the continuous exploration and practice, we pay attention to cultivating students' deep thinking and innovation ability in Chinese reading, help improve the quality of the national people, and contribute to the construction of a learning society. On this basis, we continue to track the progress of students' Chinese reading, refine the evaluation system, to ensure that each student's growth can get appropriate attention and guidance. Through diversified reading activities, stimulate students' inner potential, and cultivate their ability of independent thinking and aesthetic appreciation. At the same time, we do not forget to strengthen the construction of Chinese teachers, and constantly improve the teaching and research level of Chinese teachers, in order to set up a new benchmark in the field of Chinese education, leading the trend of educational innovation. To this end, we specially planned a series of themed reading activities, such as "classic reading", "interdisciplinary reading", etc., to stimulate

students' love for traditional culture and explore modern knowledge. These activities not only enrich the students' extracurricular life, but also broaden their knowledge horizon. Further, we combine students' reading feedback with cloud data analysis to accurately locate learning difficulties and provide personalized guidance for each student. At the same time, the teacher team is also constantly learning the new comprehensive education concept of Chinese reading, and through professional training and seminars to improve the flexible application of Chinese reading teaching strategies. Such circular interaction not only strengthens the teaching interaction, but also makes students more active and engaged in the process of Chinese learning. In the constantly optimized teaching environment, we look forward to seeing more students shine and become outstanding students in Chinese learning in the new era.

"Comprehensive reading practice" is to design three reading learning tasks with certain comprehensiveness and expansibility. These three tasks have their own emphases, including the understanding of humanistic feelings, the improvement of Chinese literacy, and the practice through some activities. Therefore, these learning tasks are of great significance for students to understand this unit and improve their Chinese ability. For example, the first task of Unit 1 "Reading Comprehensive Practice" in Grade 7 is to ask for "finding relevant words". While reading, think about the picture depicted in the text and realize the deep feelings contained in it. The task is mainly to reflect the thought of Lide Shuren by exploring the ideological content and humanistic value. The second task is to "... find some similar sentences from the text to carefully taste, appreciate the beauty of wording and use them for reference in your own expression", which focuses on improving Chinese literacy. Task 3: "... carry out text recitation activities ..." focuses on improving Chinese literacy through practical activities. These learning tasks are an extension of the whole language unit learning, and they are learning tasks, not for students to do problems, but for students to think and explore through these learning tasks. These learning tasks, together with the unit text, improve students' reading ability. So how to use the "comprehensive reading practice" in the end, I think there are three methods. First, take the "comprehensive reading practice" as a starting point to guide the overall design unit teaching. Second, after studying each text in detail and completing the teaching task, complete the design task of

"comprehensive reading practice". Third, divide the three task groups and arrange the tasks in each teaching task. "Comprehensive reading practice" is a new section, which is unfamiliar to all Chinese teachers. How to use this section correctly, I think, must be based on a good understanding of the curriculum standard of the righteous education edition. Therefore, I think the use of "comprehensive reading practice" can be tried as long as it is beneficial to improve students' core Chinese literacy.

First, "reading comprehensive practice" is helpful to refine the big concept of the unit. The big concept is an important subject knowledge, and it is a relatively stable, consensus and guiding view that can reflect the essence of the subject. ① After the four core qualities of Chinese have been put forward, the teaching of pure Chinese knowledge has become one-sided and insufficient. How to transform the knowledge taught into concepts, internalize it into students' cognition, and form their abilities imperceptibly has become a subject to be explored. In the teaching of Unit 1 "Beautiful Scenery of Four Seasons" in Grade 7, reading aloud, appreciating scenery descriptions and feeling lyrical by borrowing scenery are the key points in this unit, and these are just some teaching and analysis of knowledge points. In the comprehensive reading practice of this unit, Task 2 clearly points out that the beauty of Chinese lies in the choice of words and sentences. This can be said to be the refinement of a big concept of this beautiful landscape prose in this unit. Students can use the clever, appropriate and meaningful words analyzed in this unit text, read well-proportioned and orderly sentences, and appreciate rhetorical devices such as metaphor and personification. These analyses can make students feel the beauty of Chinese in choosing words and making sentences. In this process, the core literacy, cultural self-confidence, language use and aesthetic creation of Chinese have been comprehensively reflected. This kind of big concept is reflected in the "comprehensive reading practice" of each unit in the seventh grade. For example, it is mentioned in Task 3 of Unit 2: Context plays a vital role in understanding and appreciating articles; Unit 3 Task 3 mentioned that reading aloud and reading silently are important reading methods. It is mentioned in Unit 4 Task 2 that grasping key sentences can better clarify the structure and grasp the meaning of the text. It is convenient for teachers to directly refine and grasp, and then better implement the teaching of knowledge points and transform

knowledge into ability. Second, "comprehensive reading practice" is helpful to the construction of unit knowledge system. Mr. Cui Yunkuo once compared: "The unit is not cement, steel bars, doors, windows and other building materials, but a house that organizes all kinds of building materials according to certain needs and norms for people to live in." ② The "comprehensive reading practice" is just like the adhesive that assembles the knowledge points of articles in the unit, and together with the unit reading guide and the text, it constitutes a "trinity" whole. Unit 3, Part 7 Introduction: This unit selects a group of works related to study and life. Through the text, we can understand the learning situation and growth experience of children in different times, feel the joy of seeking knowledge, the joy of growing up, and the eternal childlike innocence. The third question of "thinking, exploring and accumulating" in Lesson 9 is a question: Mr. in the article is a "profound scholar", but he doesn't answer the question of "strange". He has a ruler, but he doesn't use it often. What other seemingly contradictory performances does Mr. Wang have? How do you evaluate this gentleman? The first question of "thinking, exploring and accumulating" in lesson 12 asks: What are the views of Confucius and his disciples on learning? In the "comprehensive reading practice", the first task is to sort out the learning methods of this unit and refine the learning methods of every four texts in the form of tables. In task two, when accumulating idioms, we also pay attention to sorting out the contents of the four texts, understanding the meaning and trying to use them. The "reading comprehensive practice" designs three tasks, which well include the unit humanistic theme and Chinese elements, and is the integration of the unit knowledge points. Third, "reading comprehensive practice" is easier to implement the teaching of six learning task groups. The 2022 edition of curriculum standard puts forward six learning task groups of compulsory education Chinese curriculum, which are situational, practical and comprehensive. Before the publication of the newly revised textbook, except reading the whole book, I always felt that I couldn't start with the design of other task groups. The "reading comprehensive practice" in the newly revised textbook can be said to be an effective scaffold for implementing task group teaching. For example, in Task 2 of Unit 3, it is proposed to sort out the idioms used in the text, understand the meaning and try to use them, and collect idioms from The Analects of Confucius, which belongs to the

basic learning task group of "language accumulation and sorting"; In Unit 4, Task 1, it is proposed to give a 3-minute speech combining the life stories of the characters and the contents of the text, which belongs to the practical reading and communication task group; In Unit 6, Task 3, it is directly proposed that the group members perform the textbook drama, which is an interdisciplinary study and so on. "Reading comprehensive practice" directly sets the situation in the task, and the content points directly to the six learning task groups, which is convenient for teachers to carry out practical activities related to Chinese around the learning theme. In a word, many changes in the newly revised textbook are more in line with the new curriculum standard, more humanized and more conducive to cultivating students' core literacy. "Comprehensive reading practice" is more in line with the current concepts of "big unit" and "integration". Whether it is infiltrated before unit learning or integrated after unit learning, it should be an important link that front-line teachers can't ignore.

6 Conclusion

The innovative research of the comprehensive practical classroom teaching of Chinese reading has an important influence on the improvement of the quality of Chinese education, the professional development of Chinese teachers and the educational reform. First, the innovative research of comprehensive practical classroom teaching of Chinese reading can meet the learning needs of students and improve the learning effect and quality. Second, the innovative research of comprehensive practical classroom teaching of Chinese reading can help Chinese teachers to improve their teaching level and professional quality. Thirdly, the innovative research of Chinese reading comprehensive practice classroom teaching can provide experience and theoretical support for the reform of quality education. Therefore, the innovative research of the comprehensive practical classroom teaching of Chinese reading has important theoretical and practical value.

References

- [1] Yang Yingxiu. Deep thinking on the first-class discipline construction of education management under the threshold of structural hole theory [J]. Modern Education Management, 2023 (07).
- [2] Yu Guoliang, Wang Hao. Cognition and evaluation of the

- effectiveness of mental health education in universities: a multi-subject perspective [J]. *Journal of Southwest University for Nationalities (Humanities and Social Sciences Edition)*, 2023, (06).
- [3] Ma Fuxing. Regional growth classroom in primary school: connotation meaning, value implication and practice path [J]. *Modern Education Management*, 2022 (06).
- [4] MuHongBao. Management practice of Physical Education for College Students in the New Era [J]. *Food Research and Development*, 2021.
- [5] Qu Wenquan. Analysis on the integration of targeted poverty alleviation and ideological and political education from the perspective of practical education —— Comment on The Principles of Ideological and Political Education [J]. *Journal of Tropical Crop Sciences*, 2021, (06).
- [6] Zhang Daliang. A masterpiece of higher education management research in the new era —— "New Theory of Higher Education Management" book review [J]. *University Educational Science*, 2021 (03).
- [7] Lin Liqiong. Under the background of the new curriculum reform, —— Evaluation "The Road of Teachers' Growth —— Research and Reflection on Effective Classroom Teaching in High School" [J]. *China Education Journal*, 2021 (04).
- [8] Rong ji. Innovation of management principle and Mode of Physical Education in Contemporary Colleges and universities —— Comment on Research on Contemporary Physical Education and Management [J]. *China Education Journal*, 2021 (03).
- [9] Zhang Zhehua. Boundary breakthrough: teachers' self-growth ideas in teaching practice [J]. *Education Theory and Practice*, 2019, (14).
- [10] Yip Ping. Growth, to be a happy teacher —— Primary school Chinese teachers professional growth practice and thinking [J]. *Shanghai Education and Scientific Research*, 2013 (06).
- [11] The above are some references related to the innovative research of the comprehensive practical classroom teaching of Chinese reading.