

A New Study on the Teaching Mode of Comparative Reading from the Perspective of Core Literacy

Yufei Pan

School of Teacher Education, Nanjing Normal University, Nanjing 210000, China

Abstract

Reading teaching, as an important part of Chinese teaching, has its special connotation and characteristics. The emphasis on Chinese core literacy and the design of 18 learning task groups in the 2017 new curriculum standard have injected new vitality into the reform of Chinese reading teaching. Comparative reading teaching, as a multi-angle and multi-level teaching method, not only broadens students' learning scope, but also deepens students' thinking. It has the new significance and the necessity of the times to be put into the practice of reading teaching. In practice teaching, in order to better carry out the teaching of comparative reading, teachers can conduct comparative reading from the internal and external connections of a single text and from the horizontal, vertical and comprehensive perspectives of multiple texts, so as to realize the construction and improvement of students' Chinese core literacy.

Keywords

core literacy, comparative reading, reading teaching.

1. Introduction

Chinese subject is a comprehensive and practical course to learn the use of the Chinese language. The new round of Chinese curriculum reform puts forward the requirements of the core literacy of Chinese subject from four aspects: "language construction and application", "thinking development and promotion", "aesthetic appreciation and creation", "cultural inheritance and understanding". In addition, 18 infiltrating and integrating learning task groups are designed. Based on this course innovation, the concept and mode of reading teaching must also be innovated, and the traditional single-text reading teaching with great limitations should be changed to comprehensive reading teaching activities including narrow reading, comparative reading, thematic reading, group reading and so on. Therefore, this paper discusses the connotation, practical necessity and the implementation of measures of comparative reading from the perspective of core literacy.

2. Connotation and Implication

The Dictionary of Learning Science explains as follows: "comparative reading is a reading method that compares two or more kinds of learning materials and analyzes their similarities or differences." At present, Chinese reading teaching concepts and methods continue to be reformed deeply. The connotation of comparative reading teaching should also be deepened and enriched. On the basis of breaking through the traditional single-text reading teaching mode, which is rigid and fragmented, other materials related to the required texts should be introduced. With related materials, teachers need to carry out the multi-level and multi-angle analysis, synthesis and generalization to expand the breadth of students' learning and dig the depth of students' learning, so as to train students' divergent, critical and creative thinking, cultivate students' reading ability and reading habits, and enable them to get the ability to transfer and construct by analogy.

3. The Practical Necessity of Comparative Reading

According to the characteristics of the Chinese language and the rules of high school students' Chinese learning, the 2017 curriculum standard has designed 18 learning task groups with the Chinese core literacy as the outline and the students' Chinese practice as the main line. Each task group has the relationship of penetration, fusion, connection and extension with other task groups. Based on the reform of the curriculum structure, comparative reading has more abundant and important teaching practice value.

First of all, the 2017 new curriculum standard proposes that learning task groups "pursue the comprehensive effect of the development of language, knowledge, skills, thoughts and feelings, cultural accomplishment and other multi-level goals". This means the learning task group transcends the limitation of single-text reading teaching and moves from traditional single-text reading teaching to thematic reading, narrow reading, project-based reading, group reading and so on. By placing many teaching materials and texts in the relation network of systematic reference and integrating all kinds of learning tasks of listening, speaking, reading and writing in the Chinese discipline, students can gradually realize the integration, internalization and development of various elements. With such a change of teaching ideas and methods, the method of comparative reading can properly integrate multiple interrelated text materials, "create a reading situation, stimulate students' interest in reading, and guide students to read, appreciate, explore and write." Second, considering the three types of curriculum learning requirements of "learning to read from multiple perspectives and levels and interpreting, evaluating and questioning the texts from different angles and levels", teachers can use comparative reading to encourage students not only to expand the breadth of learning, but also to constantly explore the depth of learning points. Thus, students can carry out personalized, exploratory and creative reading, realize the integration of knowledge and ability, process and method, emotional attitude and values, and improve their Chinese literacy as a whole.

The curriculum design of learning task groups is based on the idea and goal of cultivating students' core literacy of Chinese subject. The 2017 curriculum standard puts more emphasis on core literacy in Chinese courses, focusing on the explicit function of knowledge and skills as well as the implicit value of courses. Among them, the construction and application of language is the foundation of the core literacy of Chinese subject. In comparative reading, students can obtain reading experience and feelings in specific language situations, master the rules and characteristics of language use, and form personalized speech experience by comparing language words and the structure of the texts. Second, language is an important thinking tool. Comparative reading is not only a method of text interpretation, but also a skill training to promote students' thinking development and improvement. In comparative reading, students can further expand and extend their thinking in depth and breadth through vertical, horizontal and comprehensive perspectives. They can cultivate divergent thinking and critical thinking when seeking differences from similarities, and the ability of thinking induction, integration and generalization when seeking similarities from differences, then realize the requirement of the core literacy of "the development and promotion of thinking". Third, in the comparative reading, the students who read multiple types of texts can obtain richer aesthetic experience than those who read single-text reading. They can carry out aesthetic appreciation and analysis and evaluation from multiple perspectives and levels, and cultivate the core literacy of "aesthetic appreciation and creation", because language and characters are important aesthetic objects of human beings. Finally, reading texts is also a process of inheriting and understanding the culture. Comparative reading broadens students' vision of reading, deepens their understanding and experience, and enables them to understand more diverse cultures and consciously realize "cultural inheritance and understanding".

4. The Implementation of Comparative Reading Teaching

The comparable scope of comparative reading is immense. From the perspective of text content, we can make comparisons between themes, materials, characters, layouts, structures, styles and emotional attitudes. From the perspective of the space and time span of the text, we can compare Chinese works with foreign works, ancient works with modern works and so on. From the perspective of comparative method, we can compare the whole texts, the parts in a single text, the teaching materials and the supplementary texts of the extended texts and so on. From the point of view of the goal of comparison, there are differences in the similarities, similarities in the differences, only similarities or only differences.

Therefore, when preparing lessons, teachers must find out the comparison points on the basis of analyzing textbooks and students. The comparison points should be determined according to the compilation of teaching materials, the goals and emphases to be achieved in teaching, the arrangement of class hours, the knowledge and experience of students and their abilities. This paper attempts to sort out the general selection direction of comparison points from the following perspectives. First of all, in terms of the amount of comparative text materials, it can be divided into the comparative reading within a single text and the intertextual comparative reading between multiple texts. The latter can be read and explored from synchronic, diachronic and depth dimensions.

4.1. Comparative Reading in a Single Text

In the comparative reading of a single text, on the one hand, the teacher can make comparisons between the words, languages, characters, scenes and images repeated several times in the text to find the deeper meaning of the text in the close reading. On the other hand, comparison can be used as a writing technique to analyze the text, so as to make students internalize such a technique, which can be applied to writing practice. Yu Yingchao put forward the so-called "comparison in one text". That is, when teaching one text or a "two-essay" combination, the teachers cleverly sets up comparative reading activities. This way of reading makes the teaching clues simple and clear. It also drives students to read repeatedly and increases the depth and breadth of their text understanding.

4.2. Comparative Reading in Group Texts

First is the synchronic dimension. In comparison, multiple objects in the same development stage are compared according to the horizontal spatial position. It can include the comparison of works of different authors in the same period, works of different authors on the same theme (subject matter), and works of different subject matters in the same genre and style. Through comparative reading of other elements of the text from the same space perspective, students can experience the unique charm of the work more clearly and profoundly, and thus have more diverse and rich perspectives and thoughts when reading and appreciating the text.

Second is the diachronic dimension. This means that comparisons should be made in chronological order, so as to make historical comparisons. The objects of comparison can be works of the same author from different periods. Because writers have different experiences in different periods, their works in different periods are also reflections of their inner world in different stages of life. Longitudinal comparison can enable students to have a deep understanding of the writer's feelings at different stages of life and analyze the writer's works from multiple perspectives, instead of just staying at the plane understanding of the writer. In this way, students can avoid mechanized interpretation of the works and better grasp the methods of literary criticism to judge the world of characters.

In addition to comparing the same writer in different historical periods, we can also compare the same emotional attitude expressed in different historical periods. Then explore how different materials, methods of expression and writing styles in different periods can be used

to express similar emotional attitudes. This enables students to gain a historical perspective and a view of the times while improving their Chinese reading literacy. When analyzing the text, they are not only limited to the text itself, but also learn to integrate various elements for comprehensive analysis and even achieve the effect of interdisciplinary integration.

The last is comprehensive comparison. Both horizontal comparison and vertical comparison have their limitations. For most group texts, only by comparing them horizontally and vertically can the text analysis be more thorough. In the comprehensive comparison, both horizontal and vertical factors are used as variables, so the comparison is more flexible. Among texts that differ greatly in countries, times and other aspects, there may be internal similarities, that is, seeking common ground in differences. In the process of students' cognitive rising from the special to the general, it exercises students' thinking development of combing, induction, generalization and integration. The authors' styles, times and countries, and the emphases of the themes may be different between the texts with similar inner feelings and attitudes or materials and themes. Certainly, for the text of comprehensive comparison, seeking differences in the similarities and seeking similarities in the differences can be a double-line thinking structure at the same time, to comprehensively develop students' divergent thinking and convergent thinking.

5. Conclusion

Under the current environment of emphasizing "Chinese core literacy", reading teaching, as an important part of cultivating students to construct language, develop thinking, improve aesthetic appreciation and understand culture, is facing new opportunities and challenges. Therefore, it is an inevitable requirement of the times to construct a new reading teaching concept, develop a new reading teaching method and reform the reading teaching classroom. Comparative reading as a way of reading has a long history, but under the background of the new curriculum reform is being injected with new connotation and value. It plays an important role in students' language construction, thinking improvement, aesthetic appreciation and understanding of inheriting Chinese excellent culture. How to maximize the teaching effect of comparative reading in teaching practice and limited teaching space and time is still a problem that educators need to practice and explore.

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