

Application of Situational Teaching in Chinese Writing Teaching in Junior Middle School

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Abstract

The difficulty of Chinese teaching in junior middle school lies in the lack of students' ability to grasp the emotion in the teaching content and lack of learning motivation. The application of situational teaching method in junior middle school Chinese teaching can effectively help students better understand this emotion and provide power for better improving the quality of Chinese teaching. Situational teaching method is a teaching method to create diversified situations, arouse students' emotional resonance, help students further understand knowledge and emotion, and make students' psychological function develop effectively. The core of situational teaching method is to stimulate students' emotion, mobilize students' learning drive and make students have the strong interest in learning.

Keywords

Situational Teaching; Junior High School; Teaching of Language and Literature.

1. Connotation of Situational Teaching

Situational teaching means that teachers use the current advanced technology of network to make students feel the scenes needed for writing through the situations set by teachers and students, to enrich students' writing emotions. Also, it is in this teaching mode of situational reproduction that students can sort out the learned points of theoretical knowledge in a more clear way. At the same time, it is also convenient for students to study at ordinary times. It is particularly notorious that, using this teaching model can stimulate students' interest in writing and strengthen students' learning fun from many aspects, to improve students' learning initiative and help students improve the effect of learning.

2. Significance and Function of Situational Teaching

2.1. Opening the Eyes

In the actual development of Chinese teaching, psychology is taken as the starting point for analysis. In the process of learning Chinese, teachers can implement the teaching method, and closely connect the past things with current things through the "image" created by teachers. Then students give full play to their imagination and make the comparison. Based on specific situations, they can not only improve students' perception, but also improve students' thinking activity and consolidate specific knowledge. Moreover, through teachers' situation creation, students' logical thinking and image thinking can be further combined, and students' rational thinking can be further cultivated. And it is the situation created by teachers that can open the window of students' hearts.

2.2. Stimulating Interest in Participation

As we all know, students' interest is always the best teacher in the process of learning. Generally, students' interest comes from the situation. Also, teachers create situations in order to set off the teaching atmosphere and stimulate students' interest in learning. Through teachers'

intuitive and visual display, students' associations can be further started, and their hearts and emotions can resonate through vivid situations. What's more, it is with a specific situation that students can devote themselves to it, then experience it, and finally actively participate in and learn spontaneously.

2.3. Cultivating Creativity

In such a new era, there is a great demand for creative talents. Therefore, the important core of junior middle school Chinese teaching task is to cultivate students' innovative ability. Through teachers' situation creation, build a hands-on and brain platform to ensure that every student can participate and enhance students' desire for innovation. And the fundamental purpose of students' learning knowledge is to realize flexible learning and application. Otherwise, it is meaningless. If teachers create harmonious situations, they can ensure the combination of students' own aesthetic experience and specific situations, also deepen their thoughts and improve students' creativity.

3. Problems in Chinese Writing Teaching in Junior Middle School

3.1. Teaching Methods Tend to be Single

In the traditional Chinese writing teaching in junior middle school, teachers often use several common templates to let students practice writing after explanation. This method seems to be effective. In fact, it can not help students perceive the overall connotation of Chinese writing and leave space for students to imagine. In the long run, students are bound to lose interest in writing. It is difficult to achieve emotional resolution and improve the teaching effect by adopting the indoctrination teaching mode.

3.2. Insufficient Understanding of the Importance of Reading

Reading is the premise and foundation of writing, but many school teachers and students do not know it well. They always think that reading will occupy learning time, but they do not know the importance of reading. We know that only through a lot of reading can students broaden their horizons. Only when they write at that time can they get the materials at hand. It takes no time to get them, and writing has literary talent. Examples of lack of reading can be seen everywhere in the class. The sentences written in the manuscript would be not smooth, the wrong words are continuous and boring, which are related to the lack of extracurricular reading at ordinary times.

3.3. Professional Level of Chinese Teachers is Uneven

In teaching activities, teachers are the key. The quality of teachers is directly related to the teaching quality. There are great differences in the quality of junior middle school Chinese teachers in various regions of China. In addition, coastal areas are better than central and western regions, while cities are better than rural areas. In some areas with underdeveloped economy and backward education, the teaching thought of Chinese teachers is closed, there is no breakthrough in writing teaching, and the teachers' professional level needs to be improved.

4. Strategies of Chinese Writing Teaching in Junior Middle School based on Mode of Situational Teaching

4.1. Creating Story Writing Situations

As an innovative mode of Chinese writing teaching in junior middle school, situational teaching is to use multimedia to show the overall picture that needs to be written, so that students can feel immersive and integrate into it. Then, story context is also a kind of situation teaching. Using story situation can not only enhance students' writing ability, but also develop students'

brain and cultivate students' thinking and imagination ability. For example, in a certain time of Chinese writing teaching, teachers can set a situational theme in line with the actual situation of local students at that time, and then assign homework to let everyone continue writing according to the rhythm of classroom time. The report can be in paper form or dictated by students. Also, teachers only play the role of guides, do not have too many restrictions on students, let students think and write by themselves, and constantly give them encouragement to give full play to students' imagination.

4.2. Guiding Students to Feel the Situation of the Life

The new Chinese curriculum standard clearly points out that writing teaching should be close to the reality of students' life, so that students can easily write and express. Besides, teachers should guide students to feel life, love life and praise life in writing teaching. The content and scope of daily life are very extensive. We should teach students to start from a certain detail of life and pay attention to those objectively existing life details that are not easy to attract everyone's attention. This kind of teaching can not only satisfy students' curiosity, but also exercise students' observation ability. Junior middle school Chinese writing class should be based on the classroom, look at life, experience life, create a life scene, and cultivate students' imagination from many aspects and angles, to achieve the purpose of cultivating students' writing ability.

4.3. Using Role Play to Cultivate Students' Emotional Experience

An important teaching goal in junior middle school Chinese teaching is to cultivate students' emotion in writing teaching. In the specific process, it can be carried out according to each student's learning situation or according to the writing goal assigned by the teacher. Firstly, the teacher can divide the students into several groups and establish the group leader. Then the group leader will lead the members according to the situation presented by the teacher. At the same time, the group members will dictate the feelings of the whole process of the situation mode and record it. Finally, the article will be obtained through sorting and summary. Through the creation, students can better understand the writing skills and methods involved. In order to improve the effect of role-playing teaching, teachers can assign some project tasks in advance, let students search and read some extracurricular materials before class, collect materials related to this class, and rehearse some role-playing at the same time, so that students can pour attention into their role's action, language, appearance and personality characteristics. In addition, as a junior middle school Chinese teacher, in writing teaching, we should also help students analyze the article, including the thoughts and characters of the characters, so that students can learn to use contradictions and conflicts to depict the characters, enhance the training of environment description, let students accumulate more nouns, read more books, and improve students' language expression ability. All in all, through the teaching method of reproduction of life situation and role-playing in works, junior middle school students get the opportunity of emotional experience, which is conducive to the expansion of students' writing thinking and to show their true feelings in writing.

4.4. Creating Situational Atmosphere by Using Modern Information Technology

At present, with the rapid development of information technology, it has been widely used in various fields of society, including education. The application of information technology in junior middle school writing teaching has the characteristics of convenience, flexibility and authenticity. At present, network resources are very rich. Teachers can create teaching situations of writing with the help of audios, images, animations and other media provided by information technology, to make students feel things intuitively and mobilize students' writing enthusiasm and interest.

To sum up, situational teaching actually means that school teachers use multimedia to directly display teaching contents required by classroom teaching. As a junior middle school teacher, we should improve our understanding of the importance of abilities of language expression and attach importance to using appropriate teaching methods to improve the quality of classroom. Especially in junior middle school Chinese teaching, we should think highly of Chinese writing teaching. On the one hand, it can improve students' writing level, while on the other hand, it is able to enhance students' language vocabulary accumulation ability, to improve their Chinese level. I believe that exploring the application of situational teaching in Chinese writing teaching in junior middle school will play a beneficial role in our teaching.

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