

USING SITUATIONAL TEACHING METHOD TO IMPROVE THE EFFECTIVENESS OF CHINESE LANGUAGE CLASSROOM

Xiang Zhang

Sichuan Chengdu Wuhou Senior High School, Chengdu 610000, Sichuan Province, China.

Corresponding email: 370912712@qq.com

Abstract: In high school Chinese language classroom teaching, situational teaching is applied to stimulate students' emotions, tap into their potential, treat their individual differences well, create a humanistic classroom atmosphere, give full play to their subjective initiative, redevelop textbooks, and deepen their interpretation of texts, constructing a student-centered Chinese language classroom.

Keywords: Situational teaching; Chinese language classroom; Validity

1 INTRODUCTION

Professor Ye Lan proposed in "New Education Fundamentals": "Returning the classroom to students makes the classroom full of vitality; returning the class to students makes the class full of growth; returning creation to teachers makes education full of wit and challenges; returning the initiative of spiritual and life development to teachers and students makes the school full of vitality." A natural and harmonious teaching environment can keep teachers and students in a free and open state, Enhancing communication between teachers and students, making the classroom a learning space where teachers and students depend on each other and develop equally, the author believes that situational teaching method is an important method for constructing a student-centered classroom [1].

The so-called situational teaching method refers to a teaching method in which teachers purposefully introduce or create vivid and concrete scenes with certain emotional colors and images as the main body in the teaching process, in order to arouse students' certain attitudes or emotional experiences, and achieve a thorough understanding of the textbook and healthy development of psychological mechanisms. The core of situational teaching method is to stimulate students' emotions. The ancient stories of the Three Thousand Mothers of Mencius and the Inscription of Mother in Law, these famous mothers in history, actually adopted the method of situational education.

For high school Chinese language, the use of situational teaching mode emphasizes the subjective initiative of students in emotions, guiding them to experience various different feelings, better grasp the emotional tone of the article, and thus achieve the expected teaching effect. This is in line with the practical and humanistic characteristics of the Chinese language subject. Especially in high school Chinese textbooks, there are many excellent works that are both beautiful in quality and timeless in recitation. However, in reality, we have found that although teachers speak fluently on the podium and analyze effectively, students still sound confused and uninterested. One important reason is that the teacher failed to create a good teaching scenario, allowing students to immerse themselves in it, savor its flavor, and happily understand it. This requires teachers to find ways to mobilize students' situational experiences from multiple aspects based on their physiological and psychological characteristics, so as to integrate the "emotions" in the article with those of teachers and students.

By creating scenarios that integrate Chinese language learning with students' actual life experiences, we can have a process of re understanding and developing texts and textbooks, create a harmonious student-centered classroom atmosphere, and let students' hearts enter Chinese language and life, savoring language beauty, humanistic beauty, and spiritual beauty. The author believes that there are several ways of situational teaching in the teaching practice of creating high school Chinese student-centered classrooms.

2 CREATING A POETIC CLASSROOM ATMOSPHERE

A senior teacher once said that Chinese language teaching, whether in terms of teaching content or teaching methods,

should be a poetic art, and it should be the most creative and dynamic basic humanities discipline. In the process of teaching practice, it is not easy for us to explain the various aesthetic connotations contained in literature to enable students to appreciate and even comprehend them, which often makes teachers feel somewhat confused and unable to communicate. Because literary works only appear in front of students as words, abstract and lacking in vividness. So, incorporating music, painting, and even audio-visual clips into Chinese language classroom teaching is precisely the hope of using these artistic expression techniques to trigger students' insights. Introducing music and visuals in the classroom can break the previously dull atmosphere of classroom explanations, create poetic and picturesque classroom scenes, and allow students to experience beauty in a relaxed and natural classroom.

When appreciating literary works, we require students to reach a state of selflessness and immerse themselves in it in order to truly appreciate the unique charm of the work and enjoy beauty. To achieve this, the prerequisite must be to mobilize subjective psychological emotions. By integrating sound and painting, teachers create an "empathetic" classroom environment for students, allowing them to experience the washing and immersion of their emotions, and to experience the unique meaning of the work from a deeper level, experiencing the joyful process of aesthetics.

For example, when teaching the classical poem "Spring River Flower Moonlight Night", students can first play the Guzheng playing "Spring River Flower Moonlight Night" to enhance the unique atmosphere of ancient poetry in the classroom. Students are required to read the poem softly while listening to the music, ranging from "Spring River Tide Connected to Sea Level" to "Falling Moon Shakes Emotional Rivers and Trees",. With the flow of music, students' emotions are gradually infected, and most students are immersed in the artistic conception of poetry. The classroom atmosphere is peaceful and harmonious. Some students, after class, when they hear the guzheng music, feel as if a vast sponge and a bright moon have appeared in their eyes. Therefore, without the need for teachers to explain more, I can feel whether the author must love scenes, as if they have traveled through time and space... It can be seen that good scene creation has a great promoting effect on students to understand the connotation of literary works.

3 CULTIVATE STUDENTS' IMAGINATION ABILITY

The large number of literary works selected in textbooks, whose author's life background, cultural experience, and literary cultivation cannot be on the same level, and even have insurmountable distances for our students. Therefore, it is crucial to enable students to enter the author, draw spiritual nourishment from the text, and cultivate their imagination.

Try to adopt a different educational mindset and learn together with students. After reading this short article, there was a little girl who drew a picture titled "Bee Chases Little Bear". She then asked her father, mother, grandfather, and grandmother to guess why the little bee chased the little bear. The whole family guessed that the little bear stole honey, the little bear trampled on the flowers, the little bear bullied the bee, and the little bear damaged the beehive. The little girl pouted and said, "You're all wrong, don't think so badly of the little bear.", That's because the dress the little bear is wearing is like a bouquet of flowers. We should learn from that lovely little girl and try to shift our perspectives. Sometimes, students have broader and more expansive thinking than us.

In the teaching process, music, visuals, and even movie clips are introduced to stimulate students' senses through artistic means, enabling them to consciously empathize and imagine with the best emotions, in order to understand and grasp the information and meaning between the lines of literary works. So, the fundamental purpose of creating classroom situations is to stimulate students' enthusiasm for thinking and stimulate their creativity. If students are able to pour their emotions into aesthetic appreciation in the atmosphere created by music or visuals, then the emotional and artistic beauty inherent in the work itself can be perfectly displayed in front of them.

Music is a special language. Confucius said, "It thrives in poetry, stands in ceremony, and becomes in music." By immersing music in the classroom, students can discover their excitement, stimulate their thinking, and react quickly. Music can stimulate their infinite imagination, help them strengthen their memory, understand the text, and appreciate the artistic conception. For example, the recitation of Bai Juyi's long poem "Pipa Xing" always leaves students struggling. The author attempts to analyze the poem while pairing it with the ancient pipa tune "Xijiang Yue", which

immediately deepens the students' impression. On this basis, students are then asked to sing along with the music configuration of the poem. After two classes, students are full of interest, and the general content of the poem has been engraved in their minds. A student said, "There is music, and I feel that the classroom is full of romantic atmosphere, which makes me particularly focused." For example, studying "Peacock Flies Southeast", "One Cut of Plum Blossom", etc. can be felt in beautiful music.

4 STIMULATE STUDENTS' SENSE OF AUTONOMY

Creating suitable scenarios in the classroom is also a labor-intensive task for teachers. From collecting information to organizing and editing, it requires a lot of effort. For our students, it is the age full of imagination and passion, and they are eager to express their views and prove their value. Therefore, sometimes teachers can try to let students participate in the design of classroom scenarios without providing corresponding guidance themselves. This attempt is a great challenge for traditional teaching, as involving students in course design is equivalent to handing over the initiative of the classroom to students. Students are no longer passive recipients in classroom teaching, but active participants. Sukhomlinsky once mentioned in "Advice to Teachers" that "allowing students to experience the emotions of being personally involved in mastering knowledge is an important condition for arousing the unique interest of young people in knowledge. When a person is not only understanding the world, but also understanding themselves, they can form interest. Without this kind of self experience, it is impossible for students to have a true interest in knowledge." Therefore, when students are carefully designed In the process of bold display, the demand for self-expression is met, and interest is also stimulated. In the competition among the works of each group of classmates, they can also encourage each other to step deeper into the author's work, imagine and ponder with heart, in order to achieve the best display effect. Therefore, such communication is beneficial for students to understand the meaning of literary works and grasp the author's emotional thoughts, It is also a powerful impetus [2].

Among them, role-playing can be performed. Dramas such as *Thunderstorm*, *Romeo and Juliet* selected in senior high school Chinese, if conditions permit, let students assign roles by themselves, and make the teaching content more realistic and visual through dialogue and action. Whether playing the role in the textbook or the ideal role, it conforms to the laws of emotional and cognitive activities. Under the influence of role consciousness, students engage in comprehensive activities, even transitioning from "playing a role" to "entering a role", transitioning from a passive role in education and teaching to an active role, becoming the main body of learning activities. Once students become active learners, they will radiate and develop a series of good learning qualities and habits, such as actively accepting knowledge, actively imagining, exploring, and actively operating training.

In addition, reading aloud is also a good situational teaching method. Reading a hundred times reveals its meaning. Here, "reading" is a form of "reading aloud" and "aesthetic reading", which requires the reader to use their imagination, passion, and accurately and vividly express the thoughts and emotions of the article based on understanding it. Through artistic and infectious voices, the reader can vividly reproduce the ideological content of the article, deepen their understanding of the article, and arouse strong emotions of love or hate. Just as ancient readers emphasized the importance of "reciting with the heart", "recitation" is not just a pronunciation activity of "mouth", but also includes rich thinking and emotional activities. The teaching method of reading aloud is particularly applicable in poetry teaching, as poetry emphasizes rhythm and rhythm, with varying tones.

In short, classroom teaching is a big system, and the art of classroom teaching is a crucial supporting system within this big system. Situational teaching is one of the important ways to make our Chinese language classroom beautiful!

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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