

# Action Research on Improving the Interaction of Middle School Chinese Class

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**Abstract.** In the new curriculum reform, the importance of the interaction of Chinese language classrooms in middle schools is clearly stated. Under the guidance of the new curriculum standards, the promotion of middle school Chinese classroom interaction has become the main purpose of educators. Middle school Chinese classroom interaction is mainly influenced by factors such as teacher-student relationship, interactive mode, and teacher evaluation. By analyzing the current situation of middle school Chinese classroom interaction, we use action research methods to explore how to improve the interaction of Chinese language classrooms.

## Introduction

The new curriculum reform emphasizes the subjective status of students in the middle school Chinese classroom, advocates the learning mode of autonomy, cooperation and inquiry, and pays attention to the individual development of students. In the junior middle school language class, interactive teaching has become one of the main forms of teaching. It aims to create a variety of interactive teaching modes, mobilize the enthusiasm of students to participate actively, stimulate students' desire for knowledge, exercise interpersonal skills and expressive ability, and improve classroom teaching efficiency. Affected by the traditional classroom, middle school students are dull in the language classroom, and the interaction is not active, which poses a huge challenge to the teacher's teaching.[4] This paper conducts action research in middle school Chinese classroom teaching. Different from previous research methods, action research puts more emphasis on teaching itself, and pays more attention to the subject of learning--the individual difference of students. The principle of "student-centered" is highlighted. Emphasize. In the process of action research, teachers are required to discover problems in the actual teaching, refine the problems, and analyze them according to specific problems. On the basis of analysis, the teaching behaviors are constantly adjusted, and then the adjusted teaching effects are observed and the reflections are summarized. Further guide the teaching work.

## Middle School Chinese Classroom Interactive Action Research

### Determination of Research Questions

The class taught by the author is a class in the eighth grade of an ordinary middle school. The class passes the entrance test when entering the seventh grade, and the student learning level leads in the five classes of the whole grade. There are 42 students, the Chinese textbook is the latest textbook for the editorial department of the Ministry of Education, and it is 6 lessons per week according to the national standard. When the seventh grade entered the school, the students were highly motivated and the classroom atmosphere was very enthusiastic. With the deepening of the course, the author gradually found that the interaction with the teacher in the classroom gradually cooled down, especially in the eighth grade, the atmosphere in the classroom was dull. After the teacher raised questions in the classroom, one or two active students were always active. Speaking enthusiastically, if you ask other students again, you will be silent and silent. Unless the teacher names it, some students will stand up and answer, the question can be answered accurately, but the

voice of the answer is also low. Most of the time after the teacher asked the question, after waiting for a long time, the teacher gave the answer. The author divides the class students into study groups according to the principle of seat proximity. Each group of four or six people is a group, and a group leader organizes a group discussion. The classmates were very active during the group discussion and remained silent when the discussion ended.

In response to the problem of silent and difficult interaction in the classroom, the author communicated with the other seven class teachers, and the feedback was consistent. In order to analyze the phenomenon in depth, the author interviewed a senior senior teacher of the school.

Interviewee L, Chinese teacher, senior middle school, 28 years of teaching, 20 years of teaching in the school, first-line coaching, many years of experience as a class teacher

1. L teacher Hello, after the students enter the eighth grade, the classroom interaction is obviously not as active as the seventh grade. After asking questions, do not actively raise your hand to speak. How do you think about this phenomenon?

L: This is normal. This is basically the same in my decades of work, and it is the same every year. You are still a young teacher, and when you are slowly teaching, you will become accustomed to this change.

2. What do you think is the main cause of this phenomenon?

L: When the students first entered the school, they have not been able to change their status. It is still the kind of active enthusiasm of the elementary school age. After gradually adapting to the middle school life, it may be influenced by other non-active students, and also like "pretending to be a Sven". There are still some students who are slow to adapt and can't quickly integrate into strange students. Learning gradually can't keep up with progress and start to be unconfident. Especially when the second year of puberty comes, they seem to suddenly know that they are shy, and they are not willing to express themselves in public formal occasions. They are not willing to speak loudly in the classroom, afraid to attract everyone's attention, or afraid to answer the wrong one and lose face.

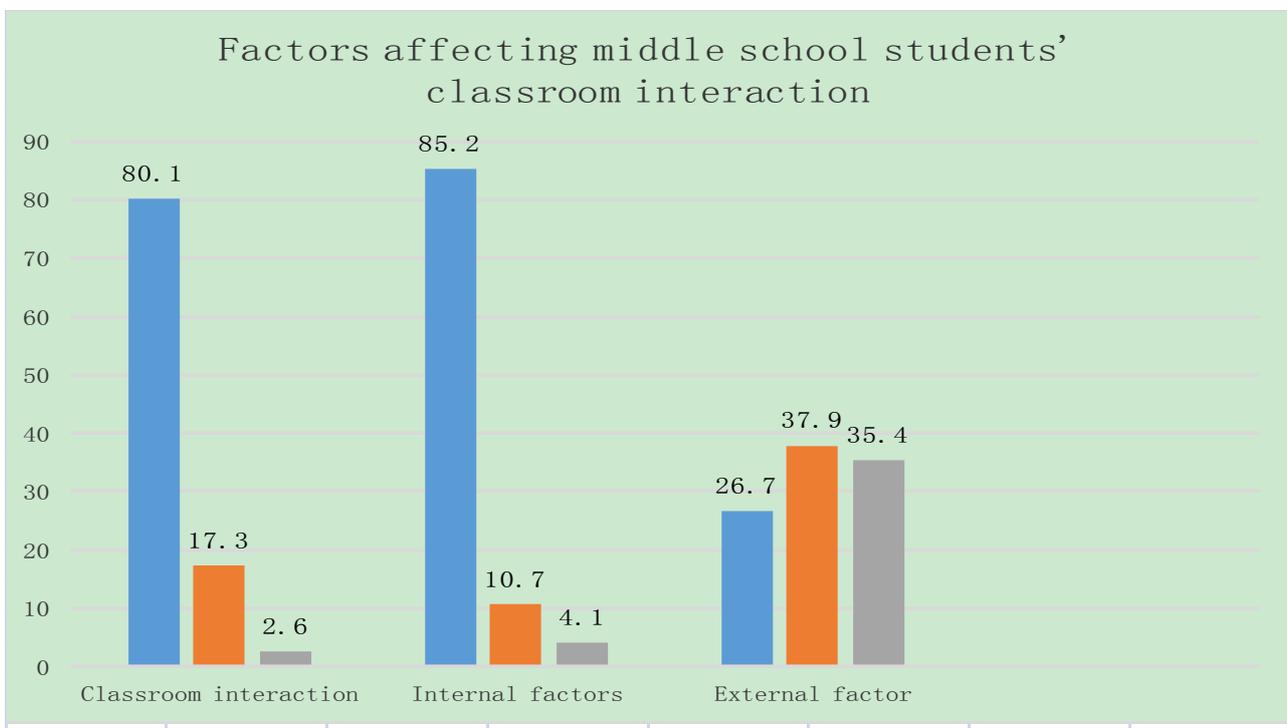
3. Good teacher-student interaction helps to improve classroom efficiency. Do you think there is any way to improve this situation?

L: We have already set a certain position. You young people should try harder to try. And as far as I know, students like young teachers, they are energetic and energetic, and the classroom atmosphere is easy to mobilize. But you also need to improve your teaching ability so that students can really get it in the classroom and be attracted by knowledge. In addition, you can try to do more activities, such as collective recitation, create as many opportunities as possible for students to show themselves, and at the same time train individual students with strong performance skills to form an example and drive other students to form an interactive cooperation. Good atmosphere.

In this interview, the author realized that the middle school Chinese classroom interaction is a problem that is universal and urgently needed to change. To this end, the author consulted the relevant literature on the interaction of Chinese language classrooms in middle schools. Xu Fei (2013) of Chongqing University emphasized that student anxiety, teacher-student relationship and teaching skills are important factors influencing classroom interaction. Lu Kaishan (2019) believes that the actual situation of life communication should be created in classroom activities, which can promote students' classroom activities. Kang Tai Nian (2019) suggested that students should make a reasonable evaluation after answering questions. [4-5]Reflecting on my own teaching, the author finds that he is busy paying attention to teaching progress, student test scores and homework performance in his usual teaching, and he is not paying attention to students' learning anxiety. It is also influenced by the identity of the head teacher of the author. The students have a sense of awe and have no words to express. There is a clear distance between teachers and students, and the situational design of the problem is not fully considered. At the same time, in the evaluation terms of students' answering questions, they have not been able to put themselves in the position to reflect their emotional needs and experiences, and always evaluate them with the right and wrong.

The main reason for the inactivity of students' classroom interaction may be related to the students' internal factors and the external learning environment. In order to further clarify the

problems of this round of action research, the author conducted a questionnaire survey in the classes taught by the students. A total of 42 samples were collected in this survey, and the recovery rate was 100%. The questionnaire survey is mainly divided into three parts: the form that contributes to the interaction of the language classroom, the internal factors that influence the interaction of the students in the classroom, and the external factors that influence the interaction of the students in the classroom. Regarding the interactive form of students' language classes, the data shows that 80.1% of the students think that the form of group discussion helps the classroom interaction. In the group discussion, you can easily express your opinions without even standing up under the watchful eyes of the students, even if you Confused, the opinions of the classmates can open new thinking for themselves; 17.3% of the students think that the teacher asks the students to raise their hands to answer the form to help the classroom interaction, because the teacher's questions are designed and targeted. After the teacher's inspiration and guidance, there will be a clear thinking process, and time can be well controlled; 2.6% of the students think that the students themselves question their own answers to help the classroom interaction, under the teacher's lecture, everyone's Different understanding ability, I try to answer in the process of questioning, more individualized. Regarding the internal factors affecting students' classroom interaction, the data shows that 85.2% of the students are worried that the wrong answer will be laughed at by everyone, and they feel "very faceless"; 10.7% of the students are self-introverted personality decisions, not used to expressing in public. One's own; a few students think that they can understand it, there is no need to communicate. Regarding the external factors that affect students' classroom interaction, the data reveals that 26.7% of students believe that the problem setting of the teacher's curriculum affects their enthusiasm for participating in the classroom interaction; 37.9% of the students think that the atmosphere of the classroom is more affecting whether they can actively participate in the classroom interaction. Reasons; 35.4% of the students are more concerned about the teacher's evaluation, and the teacher's positive encouragement can bring higher participation to the students.



Through the investigation and analysis of class interaction, the main problems of the class in the classroom interaction are: the interaction mode is monotonous, the students actively question, the awareness of active learning is not enough; the language classroom atmosphere is dull, can not stimulate students' interest in learning; there is no reasonable In the teaching situation, students can't resonate; the single evaluation method can't lead students to higher expectations.

## **Action Implementation**

Some scholars (Ma Xueyun, 2016; Zhang Ye, 2017; Li Yizu, 2019, etc.) have studied the interaction of middle school Chinese classrooms. The following points are mentioned in their research: 1) The democratic and equal teacher-student relationship helps the classroom. Interaction; 2) classroom teaching mode affects interactive effects; 3) scientific evaluation methods can effectively promote the good development of classroom interaction. Given the above research, the author has made adjustments and conscious interventions in his classroom.[4-6]

First, Increase attention and create communication opportunities. In the interactive teaching mode, teachers help students with a peace of mind, participate in learning activities, share knowledge with students and gain emotional experience. Personality is formed between teachers and students, and the relationship between knowledge and experience becomes a friend-like dialogue and consultation.[3]The author enters the classroom during the class, communicates with the students on the class, learns in a gentle tone to understand the student's learning life, and tells the students about their own learning experiences, as well as the confusion, setbacks, etc., and helps the students. Solve some of the problems left over from class. Students sit in their own seats and communicate freely. They have no thoughts and can show their most relaxed side. At the same time, the author took the initiative to add QQ, WECHAT friends with the students, the author updated the status in time, share some work experience, life experience and share some good articles about learning on the platform. Students find that one side of the teacher's life has the same passion for learning, the goal of struggle, and a beautiful dream. The author also understands the students' learning needs, the confusion of growth, and psychological characteristics. In the form of a message, the author encourages students to make language, so that students can feel the teacher's expectation and care, and close the distance between teachers and students.

Second, Create multiple modes to improve cooperation. The new textbooks compiled by the Ministry of Education emphasize the close correlation between language learning and life practice. The author carefully organizes the content of the lecture according to the unit's intention to write. For example, the first unit activity and inquiry unit of the eighth grade is led by three tasks: news reading, news interview, and news writing. In the news reading section, the author arranges relevant forms in front of the class, and supplements the exchanges in the group. Then take the content of the text as a sample, analyze it, and feel the characteristics of the literary genre of news and the thoughts and emotions conveyed by the author in the specific text. Task 2 and Task 3 are still carried out after the small group work, and then the group display and mutual evaluation are unified.

The second unit of comprehensive learning: people do not believe in standing. The author carried out the theme activities of "Eight-four Class Lectures - People don't believe in no standing", student group cooperation, group and group PK, each of the players who took the stage shouldered the expectations and honors of the group and did their best to show themselves. The comments between the groups are also based on the attitude of criticism and mutual learning, and the classroom atmosphere is warm and contemplative. As the master of learning, students enjoy the spiritual pleasure brought by the relaxed and intense classroom atmosphere.

Writing "language to be coherent", the author uses the class wisdom education platform to publish the first assignment on the platform: to complete the task of writing practice two: list the writing outline of "Festival" and submit it to the platform, and students will conduct mutual evaluation in the class space. After the completion of the second assignment: according to the improved outline writing, upload after completion. The author conducts real-time observation in the background, and the students actively participate in the process, and the completion is timely and efficient.

A variety of interactive modes have changed the boring classroom and the passive learning of students in the past, stimulated initiative, and cultivated the ability of unity and cooperation among students.

Third, Set the teaching situation and cause active thinking. Classroom is just a microcosm of learning situations, and a broader learning context should lie in life. The author extends the

communicative scene to various situations: the chrysanthemum exhibition in the autumn of the Botanical Garden, and the "Reminiscence of Autumn" study exchange meeting; in the research of Northwestern Polytechnical University, reproduce the national pride and ecstasy of "Amazing witness the first successful landing of our aircraft carrier-based fighter aircraft".

In the living situation, students have more vivid communication fields, richer sources of corpus, explore themselves in communication, take the initiative to establish links between existing knowledge and current learning content, find matching points, perfect themselves and re-examine them. Self, increase self-confidence and expressiveness.

Fourth, Give reasonable evaluation and stimulate interest in learning. Teachers' positive and reasonable evaluation of students can bring great incentives to students and directly affect students' interest in learning. [4]The author conducts targeted evaluations on student performance, including expressions, body language, and so on. Students can feel the teacher's sincere help and encouragement. In addition, the author combines homework books, home school contact manuals, etc., to feedback the performance of students' classroom interactions in a timely manner, establish communication with parents, and affirm positive behaviors of students in class.

### **Implementation Effect Evaluation and Reflection**

After the above intervention, the dullness in the classroom improved, the group discussion quickly and well, and the classroom atmosphere was more active than before. The improvement is mainly reflected in the following aspects:

First, After the above intervention, the dullness in the classroom improved, the group discussion quickly and well, and the classroom atmosphere was more active than before. The improvement is mainly reflected in the following aspects:

Second, Students' enthusiasm in the classroom is improved, the amount of discourse is increased, and the initiative of learning is enhanced. Classroom interactions have been changed from the previous "cold down" to the current "continuation". Students have expressed their thoughts on the text. When students express their wonderful opinions, there will be enthusiastic applause in the classroom to encourage him. . In order to allow their opinions to be more accepted and endorsed, students should carefully prepare and think before class, in order to get the approval of teachers and classmates. Answering questions from the previous "packagers" to two-thirds of the class now can raise their hands.

Third, Reflection. After a period of training, the language classroom atmosphere is warm, and the teacher-student relationship is also harmonious and harmonious. However, after the relationship with the author, the student's homework has been regressed. At the same time, there are still more than a dozen students who can't actively participate in it. In the classroom, they still do not take the initiative to raise their hands to answer questions. In the group discussion, they also exist silently. In addition, each interactive classroom mode requires more time to think about preparation. When the author encounters irresistible resistance in teaching work, there will be unreasonable design or return to the traditional "one-word" situation. The realization of classroom interaction has been restricted. And influence.

### **Secondary Action Intervention**

First, Action plan. For the teacher-student relationship, the author conducted a special topic discussion, emphasizing the non-negotiability of the principle issues, helping students to recognize their main tasks. At the same time, together with the students, imagine the ideal teacher-student relationship, and the teachers and students reach a consensus and supervise each other. With regard to the inactive participation of a small number of students, the author has carried out the responsibility of the team leader in turn. In the class, the author will also specifically name and answer questions to promote their active participation in the classroom. With regard to classroom activity design and mode selection, the author uses the power of the students to let the representatives of the language class and individual students join and discuss together.

Second, Action implementation. After adjustment, new changes have emerged: there is a sense of harmony between teachers and students. Mutual cooperation and cooperation have been going

smoothly. In the past, in order to complete the task of the group, the students who did not take the initiative tried to break through and represent the group, because the harmonious teacher-student relationship gave them courage and confidence. Even if you can't answer the answer when you answer the question, you can say "I haven't figured it out". The interactive activities carried out by students, the ability of students to collect information, use software, etc., make the author surprise.

### **Reflection**

The adjustment of the classroom interaction mode, the establishment of the harmonious relationship between teachers and students, the obvious changes in the classroom: from the original dull to the warm, from the original minority to participate in the active enthusiasm of most students. A variety of learning modes promote the enthusiasm of students to learn, students realize the transformation of identity, become active learning knowledge, and classroom efficiency is also improved. The times are developing, students are constantly growing and changing, problems always appear, students are unique individuals, and every second will have new changes. This requires the author to constantly have problem awareness in teaching work. Constant research and continuous improvement in action. Advance in constant learning and reflection.

### **Conclusion**

Classroom interactive learning is a process that is influenced by comprehensive factors. Teacher-student relationship is not the influential factor, but good teacher-student relationship plays an important role in classroom interaction. Therefore, in the classroom interaction, it is necessary to establish a teacher-student relationship of equality and mutual assistance. At the same time, teachers' classroom teaching research ability and teacher morality also need to be paid special attention. They work together in the middle school Chinese classroom interaction to achieve the efficiency of the classroom and promote the progress and growth of students in the true sense.

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