

Study on the Teaching of Chinese Classics Reading and Chinese Writing in Schools for Nationalities

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Abstract—Chinese is a second language for ethnic minorities. The learning content of China includes listening, speaking, reading and writing, among which Chinese writing ability is an important criterion for evaluating students' Chinese ability. At present, in addition to the differences in language background and cultural cognition between most ethnic minority students and Han students, the Chinese listening and speaking competence of ethnic students is not far behind that of local Han students of the same age. However, in the process of learning Chinese, minority students often have uneven development of listening, speaking, reading and writing abilities, and their Chinese writing ability lags behind. It is an important way to improve students' Chinese writing ability to strengthen the teaching of classical Chinese reading and the combination of reading and writing.

Keywords—classics reading; ethnic schools; Chinese writing

I. INTRODUCTION

There is a close relationship between reading and writing. People with good reading habits and reading abilities have relatively good expression skills. Reading and writing skills are mutually reinforcing. The writing teaching combining reading and writing is an effective way to improve students' writing ability. In the teaching of Chinese in minority areas, the application of combining classic reading and writing can help minority students to develop a love for Chinese classics reading and enrich and enlighten their mind. This can not only deepen students' understanding of the reading text, but also improve their language expression ability to a large extent.

It is of great significance to cultivate students' comprehensive quality of Chinese by reading Chinese classics to understand the extensive and profound Chinese culture, develop a good sense of Chinese language, and improve their writing ability. Based on the understanding of the function of Chinese classics on Chinese writing, this paper takes the Korean high school Chinese writing in Yanbian area as an example to discuss the method of combining Chinese classics reading teaching with writing teaching. The purpose is to teach students to accumulate writing materials in reading, cultivate a good sense of Chinese style, and improve Chinese writing ability.

II. THE PROMOTION OF CHINESE LITERARY CLASSICS TO WRITING

Through the historical precipitation and the examination of the times, the Chinese literary classics are exemplary, pluralistic and transcendent in terms of word selection, expression methods and ideological content.

The classics of Chinese literature not only embody the aesthetic ideal and value orientation of the Han nationality, but also inherit the cultural tradition of the Han nationality. Classical cultural works contain rich humanistic thoughts and life principles, which can help students to accumulate the basic knowledge of ancient and modern humanistic fields, and understand and master the cognitive and practical methods contained in these humanistic thoughts. It can be seen that reading literary classics can not only deepen students' understanding of life, enhance their sense of nature and society, improve their understanding of human nature, but also enhance their emotional well-being and enrich their inner world.

Literary classics have epoch-making significance both in terms of ideological connotation and language expression. A large number of beneficial classic readings play a subtle role in writing, and the new experience generated in the writing process will also prompt students to read and think at a deeper level.

Therefore, through the interaction between reading and writing, the virtuous cycle of reading and writing can be realized. Only in this way, the two can be organically combined to truly complement and promote each other. Thus teachers should first recognize the benefits of the combination of classical reading and Chinese writing teaching, so as to pay attention to the teaching of classical reading, and actively explore the teaching methods combining classical reading and Chinese writing, in order to improve the Korean students' Chinese writing ability.

III. CURRENT SITUATION OF CHINESE READING AND WRITING TEACHING IN MINORITY MIDDLE SCHOOLS

In order to investigate the reading and writing situation of ethnic schools, the Korean high schools in Yanbian area are taken as the object of investigation. Chinese teachers in this area have a thorough understanding of the nature of second

language teaching. They can combine listening, speaking, reading and writing, actively interact with students in Chinese, and strive to realize the teaching concept focusing on students' actual ability of using Chinese in the teaching process.

First of all, the teachers not only attach great importance to Korean students' Chinese reading, but also fully realize that Chinese reading can help students gain Chinese aesthetic experience and accumulate Chinese language and cultural knowledge, which is an important way to improve their Chinese writing ability. However, their advocacy of classic reading is not strong enough. Most students' Chinese reading content is mainly popular literature, and the amount of literary classics is relatively small. Except for a few students who take the initiative to read Chinese classics, most of the students' classic reading contents are basically the excerpts of the classics stipulated in the course standard, such as the

"Water Margin", "Romance of the Three Kingdoms", "A Dream in Red Mansions", and the "Historical Records".

Secondly, despite of the a strong learning atmosphere of Chinese in Korean high schools in Yanbian area, the high overall Chinese comprehensive quality of teachers and students, and basically no barriers in Han and Korean communication between students of the two nationality, the development of Korean students' Chinese ability is unbalanced. For example, in the MHK examination, the average score of students' listening and reading is above 90, and their writing score is relatively low. Compared with their listening, speaking and reading ability, their writing ability is relatively backward. The following three tables are the Jilin KHK results of 348 students in 7 classes taught by different teachers in a senior middle school in Yanji, 2017 (see "Table I", "Table II" and "Table III").

TABLE I. KHK RESULTS OF STUDENTS IN A SENIOR MIDDLE SCHOOL IN YANJI

Number of class	Grand average	Average listening score	Reading average score	Average reading score	Percent of pass	Number of unqualified	Number of participants
2	264.42	91.03	96.26	75.12	96.83	2	63

TABLE II. KHK RESULTS OF STUDENTS IN A SENIOR MIDDLE SCHOOL IN YANJI

Number of class	Grand average	Average listening score	Reading average score	Average reading score	Percent of pass	Number of unqualified	Number of participants
2	263	91.41	95.65	75.92	98.55	1	69

TABLE III. KHK RESULTS OF STUDENTS IN A SENIOR MIDDLE SCHOOL IN YANJI

Number of class	Grand average	Average listening score	Reading average score	Average reading score	Percent of pass	Number of unqualified	Number of participants
3	263.02	92.08	96.13	74.81	97.14	3	105

According to the above survey, the total average score of the MHK exam is 262.672, and the pass rate is 96.84%. However, through comparative analysis of the data, it is found that the score of writing is relatively low. Most students said that the lack of accumulation of Chinese writing materials, unaccustomedness to the way of thinking and expression in Chinese, and negative transfer of mother tongue grammar and their original culture are all factors leading to problems in Chinese writing. The existence of these problems also led to the students' fear of writing in Chinese.

As is known to all, the level of language expression ability depends on the richness of language materials and the depth of understanding of language materials. There are many ways to accumulate materials, and the most basic way is to obtain from life and reading. However, the life context of minority students is mainly in the national language, which is not conducive to their accumulation of Chinese language materials in life. Reading in Chinese has become the best way to accumulate Chinese language materials.

Therefore, a certain amount of Chinese reading is the basic guarantee for minority students to write a good Chinese composition, in which the healthy and beneficial classic reading, because of its exemplary role in language and thought, can have a positive impact on students' comprehensive quality of Chinese. Thus it is an indispensable way for minority students to understand Chinese culture.

IV. AN EFFECTIVE WAY TO REALIZE THE COMBINATION OF CLASSIC READING AND WRITING

Based on the significance of classic reading, teachers should not only build a good classic reading environment for students, but also develop personalized classic reading programs according to the characteristics of students to strengthen the guidance of classic reading, guide students to actively accumulate materials and study sentence patterns in reading, so as to achieve the purpose of promoting writing through reading and combining reading with writing.

A. *Cultivating the Habit and Consciousness of Reading Chinese Classics*

Chinese teachers should create a good reading atmosphere in Chinese, cultivate students' awareness of reading Chinese classics, take effective measures to guide students to read Chinese classics according to the actual situation, and strive to cultivate students' sense of Chinese language and Chinese thinking habits, so as to lay a foundation for their Chinese writing. For example, according to the characteristics of high school learning, teachers can make good use of the time and organize students to read or recite classic passages, or just make efficient use of 10-20 minutes of reading each day and normalize this form, which is an effective way. In addition, Chinese teachers can properly extract the time between classes and carry out comments on classic reading from time to time. Activities can begin with various forms of reading, and then comments can be made. In these activities, students can share their views on classics according to their own understanding and actively express their opinions. Teachers can also encourage students to conduct bilingual comparative reading of Chinese and Korean, and carry forward their spirit of inquiry, so as to guide them to discover the similarities and differences between their mother tongue and Chinese characters and the differences between national cultures. This form not only trains students' reading and oral expression ability, but also deepens their comprehension and understanding of Chinese classics and strengthens their cultural deposits for their compositions. Regular reading of Chinese classics can not only improve students' writing ability, but also change the situation that some students are shy to express in spoken Chinese, so as to cultivate their initiative and enhance their confidence in using Chinese, and promote them to establish the habit of thinking in Chinese.

B. *Realizing Material Accumulation in Personalized Classic Reading*

The "Chinese Curriculum Standards for Full-time Primary and Secondary Schools for Ethnic Minorities" pointed out, "Reading is a personalized behavior of students; students should be guided to read the text carefully, deepen their understanding and thinking of the Chinese language through active reading thinking, and be influenced by emotions and enlightened by thoughts; students' unique feelings and understanding should be valued."

Due to the different Chinese ability of minority students, Chinese teachers should pay attention to individualized guidance for different students in classical reading teaching, develop corresponding reading programs, and supervise and guide students to make accumulation. This requires teachers to get to know each student in depth, help them develop and supervise their reading accumulation plan. For example, for students with a low starting point, they can start with excerpts from the textbook and gradually guide them to read the full text and accumulate materials for their Chinese compositions. For students with a high starting point, they can make corresponding comparative reading on the basis of reading the full text of the classics, and ask students to do their own Chinese composition material accumulation. The

accumulated content can include the appreciation of good words and sentences and extracts, the shaping of characters, the analysis of topic selection, the arrangement of writing clues and many other aspects. In order to build up students' confidence in reading Chinese classics, the reading list setting can be from the shallower to the deeper and from simple to complex in terms of content, and from short to long in terms of form. In the process of reading, teachers should teach students to read the table of contents, preface and postscript, annotations, index, etc., so that students can quickly understand the background of the creation of books, ideological content, etc., which can play a role in the smooth classic reading.

C. *Realizing the Physical Language Sense Training the Classic Reading*

The physical sense of language includes "the comprehension of the special requirements of all the constituent factors (theme, material, structure, language, etc.) of a certain style (style of language), covers the whole field of the formal specification of the article (spoken language), and runs through the whole process of reading and performance in the process of speech cognition and creation. The formation of physical language sense is the cognitive construction of the article (speech) schema."¹ To cultivate students' physical sense of Chinese in reading is to let students understand the system of Chinese language, understand the basic rhythm of the use of Chinese language, master the relevant knowledge of Chinese language, and then be able to imitate and use it freely, which is conducive to the improvement of their writing ability in Chinese language.

Different from native language reading, it is necessary to strengthen the learning of Chinese language forms and to carry out the training of analyzing and applying the classical sentence patterns when reading Chinese classics. "If one focus only on ideas and neglect training, he or she will get only superficial thoughts. This is because thoughts exist exactly in vocabularies, sentences, texts and tones; if middle school students only absorb the thoughts when reading, they just remember the contents of the books in their own original vocabulary, so their memory will be a deformation far away from the original meaning. This deformation will make the book reduced to its outline while losing the brilliance of the original thought."² Practice has proved that it is more suitable for second language learning that students conduct speech training in combination with the expansion of vocabulary, modification of words and sentences, transformation of sentence patterns and organization of chapters. In the process of reading, students can really learn the knowledge related to the use of Chinese language, which is conducive to the training of language sense. The training of language sense not only enables students to have fun in reading, improve their reading accomplishment and reading level, but also lays a solid foundation for the dictation and

¹ Chinese Curriculum Standards for Full-time Primary and Secondary Schools for Ethnic Minorities (Trial) [S]. Formulated by the Ministry of Education, PRC.

² Pan Xinhe. Chinese: Recognition of Men [M]. Shanghai: SDX Joint Publishing Company, 2014. P.171.

topic examination and construction when making Chinese compositions. As Mr. Ye Shengtao said, "language learning, in terms of understanding, is to obtain a kind of knowledge; in terms of application, it is to form a habit. The two aspects must be integrated. That is to say, understanding is necessary, but application must be made after understanding; knowledge is necessary, but it must become habit. The starting point of language learning is "knowing", and the ultimate point in "practicing"; just like only when one has the ability to walk can he or she live a life."³

V. CONCLUSION

"Classics are the crystallization of national and human civilization and the accumulation of wisdom and creation of predecessors in all dynasties. And the true classics always surpass the nation and the time, with foresightedness. The classics of literature, history and philosophy pay more attention to the essence of human nature and unremittingly excavate the depth of human soul."⁴ Because the language of classic works is mostly vivid, has a strong expression and appeal and is a model of language use, so Chinese classic reading is an important way for minority students to accumulate literary knowledge and writing materials. It can not only cultivate minority students' sense of Chinese language, but also help them deepen their understanding of Chinese culture and enhance their interest in learning Chinese. Therefore, the reading of Chinese classics not only helps to enlighten students' mind, but also helps to train students' thinking and expression ability in Chinese language.

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³ Zhu Ziqing. Preface [A]. Xia Mianzun, Ye Shengtao. *Literary Mind* [C]. Hangzhou: Zhejiang Literature & Art Publishing House, 1983. 2. P.32.

⁴ Ye Shengtao. On learning Chinese. <https://mp.weixin.qq.com> Originally in the first issue of the *Chinese Journal* (Chengdu), January 1, 1942.