

Ways to Improve Strategies for the Class Teaching of Novels in Chinese Books of Senior High School

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Abstract—In the current version of Chinese textbooks, the selection of novels is mostly from long classics or foreign novels. This has resulted in the difficulty of grasping the overall mentality of the works within the limited classroom teaching time, which makes it difficult to implement the goals. The teaching link is exactly the core link of teaching, which can best show the teaching value of teachers. This article will explore the improvement strategies for the class teaching of novels in Chinese books of senior high school from the content, language, expansion, technology, and management in classroom teaching, and analyze the teaching demand, with a view to putting forward effective suggestions on novel teaching mode, skills and focus.

Keywords: *novel teaching, teaching process, teaching strategy*

I. INTRODUCTION

Yu Yi, vice chairman of the National Research Association of Chinese Education of High School, has in-depth research on classroom teaching. At the end of the 20th century, she realized the disadvantages of mechanized training in Chinese teaching. The low quality and poor effect of mechanized training is a waste of students' youth. And the improvement of the ability to answer questions does not mean the improvement of learning ability. Mechanized training is not only detrimental to the teaching activities of teachers, but also suppresses students' enthusiasm for learning. Teachers may not be willing to make mechanized teaching, parents may not be willing to make their children learn in mechanized methods, and students may not be willing to have campus life with mechanized training. However, the misinterpretation of the exam-oriented education system makes teachers, parents and students fall into a never-ending cycle of mechanized training. To break this cycle, it is required to seek more effective teaching strategies.

II. UPDATING TEACHING CONTENT

Ausubel distinguished between meaningful and mechanical learning, and pointed out that in order to achieve meaningful learning, a link must be established between new and old knowledge. What is new knowledge for the teaching of novels in Chinese texts of senior high school? What is old knowledge?

A. Bringing in the new with the old

The structural laws, artistic features, language expression and ideological connotation of novels can be regarded as "new knowledge", which can only be understood clearly and profoundly through the teacher's explanation. The fragmented memory of the plot and value of novels and the author's anecdotes can be divided into "old knowledge". What the teacher should do is to start from the students' known things, and guide students to explore the unknown. [22]

To bring in the new with the old means that when teachers start to teach a new lesson, they can connect the relevant knowledge that students have learned in the past with this lesson, sort out and integrate it with certain rules. The knowledge of the same type or the same subject can be organized and systematized, which is convenient for students to apply. Lu Xun is a very important writer contacted by students in high school. From junior high school to senior high school, most of Lu Xun's articles have been compiled. However, students generally do not form a complete Lu Xun Literature system. Therefore, when teachers teach "blessing", students can recall which Lu Xun's articles they have learned. Students can easily give the answers, such as "Village Opera", "Kong Yiji", "From Baicao garden to Sanwei bookstore", etc. When students are asked to elaborate on which novel collection each text is selected from, students' answers are not very certain. At this time, if the teacher points out that only "blessing" is selected from "wandering", others are all from "shouting", it will definitely impress students.

B. Getting rid of the stale and bringing forth the fresh

With the progress of society and the renewal of educational ideas, many old educational ideas and thinking guidance are no longer suitable for the new teaching environment, which puts forward new requirements for the timeliness and innovation ability of teachers' teaching. The inner emotional activities of the characters are one of the main clues of the novel. For example, in the lesson "The Old Man and the Sea", there are a lot of descriptions about the inner activities of the old man. The traditional interpretation is generally limited to the old man's indomitable spirit. Can the teachers make a new interpretation from the new perspective? The four masterpieces in China are all multi-

role descriptions, with complex relationship between characters. Without exception, there are at least hundreds of characters in the novel. What's more, although there are many characters, the portrayal of individual characters is wonderful, and even the supporting characters in many texts are more impressive than the main characters. This feature brings some difficulties to the teaching of novels. With the limitation of class hours, many characters should be chosen or rejected when explaining and analyzing characters.

III. DEVELOPING LANGUAGE FEATURES

The core of language art is expression. Clear thinking and strong logic are the keys. However, the differences in language forms will lead to different teaching effects.

A. *Being both excellent in voice and affection*

Language is the leading role in classroom teaching and the indispensable medium for communication between teachers and students. Teachers should not only be able to speak fluent Mandarin, but also have some basic skills of recitation. Teachers should pay attention to their own pronunciation and intonation, pitch, elegant timbre and comfortable pitch, which can give students a feeling of fresh air. It can not only attract students' attention, help students concentrate, but also avoid making students feel irritable, which is the most basic requirement for teachers' language expression. In the process of novel teaching, teachers can imitate the characters' language. The change of voice level, the change of speaking speed and the change of tone can appropriately show the characters' psychological fluctuation. Compared with the summary, students prefer this deductive analysis.

Expression language and body language are also a kind of language art. Expression is the external expression of the teacher's spirit. Happy facial expression can make the students enjoy themselves and relax their nervous psychology during learning. When the students are running away and disturbing the classroom order, they can also use facial expression to silently hint the students to attract the students' attention, which will not affect the learning of other students. Confident and high-spirited posture can also reflect the spiritual outlook of teachers. Vivid body language can promote each other with oral language, which is conducive to the organization and transmission of teaching information.

B. *Being humorous*

From the psychological point of view, emotion is an essential key factor in human social life and interpersonal communication. Psychologists generally believe that human beings tend to be quick and open-minded when they are optimistic, but when they are depressed, they not only slow down their thinking ability, but also slow down their behaviors and actions. Teachers' funny and humorous language can relieve the tense atmosphere in the classroom, make students in a relatively relaxed learning atmosphere, and eliminate students' sense of learning fatigue. At the same time, humor can also help teachers to close the distance with

students, give people a kind of approachable, amiable feeling, and encourage students to express their views bravely.

Language humor can also play an exemplary role occasionally. To express humor, the teachers often need to use certain rhetorical means, such as metonymy, irony, allusion, implication, allegory, pun, exaggeration, etc. Moreover, the humor in life is the inexhaustible source for teaching humor. Gogol once said: "there are comedies everywhere in life, we live in them, but we can't see it. However, if an artist can put it on the stage, we will laugh at ourselves, and we will be surprised that before it was not noticed." This literary form of novel is based on life and transcends life. In Chinese class, teachers can mold themselves into an "artist" who brings the humor of life to the classroom.

IV. EXPANDING THE CONNOTATION OF TEACHING

The extension of Chinese learning is equal to the extension of life. Introducing extracurricular knowledge or examples into the classroom in a timely and appropriate way can not only broaden students' vision, but also help to exercise students' logical thinking, and exercise students' ability to draw inferences from one instance and draw lessons from another.

A. *External quotation and inner connection*

"External quotation" can help to understand the content of the text and grasp the knowledge points in the classroom. Taking "blessing" as an example, this novel is rich in emotion, profound in connotation and complex in character image. Therefore, when teaching this text, many teachers like to quote some famous speech of experts and people. Xu Shouhang, a good friend of Lu Xun, said: "the tragedy of the world is not as bad as the wolf eating A Mao, but the tragic eating of Xianglinsao in ethics." As Ding Ling, a famous contemporary female writer, said: "Xianglinsao sister-in-law had no choice but to die. Those who sympathized with her were just as likely to drive her to death as those who were cruel and selfish." Such incisive and unique insights are the most effective indicator lights on the student's learning journey, helping students understand the unique connotation of the role of "Xianglinsao" in the social context at that time, and comprehensively deepening the interpretation of the nature of feudal etiquette.

In the teaching of novels in Chinese text of senior high school, vivid and interesting extra-curricular information can stimulate students' interest in learning novels. Introducing some relevant materials during the learning process can also deepen students' understanding of the meaning of the text. While carrying out the interpretation of the content, it can stimulate students' desire to deeply understand the entire novel, and help students develop the habit of reading the entire masterpiece.

B. *Using idle style*

In the classroom teaching of Chinese teachers in senior high school, they should learn from the opinions of other

people rather than the teachers' subjective interpretation of texts and knowledge. This requires teachers to have rich knowledge and support their views with strong arguments. The teachers should show students different opinions on a certain issue. Statements without supporting evidence are like duckweeds on the water, which can not only convince students, but also hinder the development of teachers' teaching activities. The rich knowledge accumulation is the solid backing of the teachers' teaching, which can help the teacher to be at ease in the classroom teaching. Students' strong desire for knowledge also requires teachers to have deep cultural connotations. If teachers don't know the answer when they are facing students' questions, they will inevitably lose the authority and respect of being a teacher in front of students, and they will be hard to be loved by students and even more difficult to gain parental trust.

V. USING INFORMATION TECHNOLOGY

A. *Using media skillfully*

Multimedia combination teaching is the current trend. It can mobilize the functions of students' multiple senses, make classroom teaching in a positive state of "being excellent in both voice and emotion, coexisting graphics and text", attract students' attention, simplify teachers' teaching content, promote students' understanding and memory of knowledge, and improve teaching efficiency. Teachers can use multimedia equipment properly to increase the vividness and diversity of the classroom, and select materials related to the teaching content in a targeted way, which is brief but not simple. Taking the text "blessing" as an example, many teachers often take "Xianglinsao's eyes" as the main line of teaching, ask students to find out and compare the differences in description of each pair of Xianglinsao's eyes. In the traditional teaching methods, teachers will list these contents on the blackboard in the form of blackboard writing. In the new media era, teachers can choose to show them in the courseware, which is more clear and intuitive.

B. *Keeping pace with the times*

Professor Wang Rongsheng thinks that the key to deal with the old classical texts is to read and teach new texts, and to stimulate students' interest and potential with new theories and concepts. For the uncertain problems and doubts, the teachers can refer to the "dictionary of novel appreciation" or refer to the interpretation of this problem by professional researchers. Professor Wang Rongsheng specially emphasizes "professional researchers", and high-quality resources will be mixed with false and wrong information, which should be noticed by teachers. Novice teachers often don't know how to start when preparing lessons, and they choose to learn from others' cases on the Internet and consult background information. Once the wrong information is applied to classroom teaching, its consequences will be imagined. If students find mistakes, the academic authority of novice teachers will be questioned, and if students do not find them, it is even more terrible, and the wrong knowledge will probably accompany them for a lifetime. A large amount of reading and rich knowledge reserve is one of the forms of

expression of teachers' teaching art. With the argument, the reasonable point of view is worth learning, and the fallacies and unsubstantiated speculation that follow others will have a negative impact on students' learning.

VI. FLEXIBLE MANAGEMENT

LV Shuxiang said: "the success of a successful teacher is due to the fact that the teaching of the class is alive." Lv believed that the key to the teaching of the class is to be "live". Various teaching methods are like a group of mathematical formulas. Only by using them flexibly can teachers have new vitality. This kind of activity should be based on different learning situations.

A. *Witty response*

It is inevitable for teachers to have unexpected events in the teaching process. In the face of the ever-changing teaching situation, different treatment methods of teachers will lead to different chain reactions. Accurate judgment and flexible treatment are the only way to improve the teaching art of teachers.

This kind of teaching tact is mainly reflected in three aspects. One is the tact to deal with teaching errors. The content of classroom teaching is various and complex. Teachers sometimes make mistakes in the process of preparing lessons, or make mistakes in the process of teaching. These mistakes are inevitable for teachers. A proper way of dealing with them can add points to teachers' classroom teaching and learning. The second is the tact to deal with students' abnormal behaviors. Students' performance in the classroom is uncontrollable. They may be attracted by something irrelevant to teaching, or they may have conflicts with their classmates. In this situation, severe accusations may not have a good effect. Teachers can try to resolve conflicts in a variety of more moderate ways. The third is the tact of dealing with unexpected questions and answers. Students' curiosity is not always close to the teaching content, and the answers to questions are not necessarily in accordance with the teachers' inner presupposition.

B. *Making response calmly*

In the information age, students' vision is even broader than that of teachers. Therefore, some questions unexpected and beyond teachers' cognition are put forward. In the face of these questions and students' answers different from the "tradition", teachers should not stand in the position of elders to suppress students' thinking development. In the face of more difficult questions, they can choose to consult information and make the exploration together. Teachers don't have to be guilty or cover up. Students don't have to be inferior to teachers. Teachers don't have to be virtuous to students. When there is the teaching beyond the scope of teachers' cognition, teachers can tell the truth, discuss and learn with students, and learn from each other.

VII. CONCLUSION

Excellent classroom teaching is constantly upgrading and adjusting strategies with the teaching content and teaching needs, which requires that the vision and way of formulating strategies are also dynamic and developing. It is necessary to improve the management and technical means, and deeply study the content of novel teaching materials. It is required to pursue innovation and formalism in teaching methods. The ultimate goal is to form an effective teaching style that adapts to local conditions and students in accordance with their aptitude.

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