

Breakthrough of Classical Chinese Teaching in Junior Middle School from the Perspective of Situational Cognition

—Take Journey to the Feast of the Western Mountains as an Example

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ABSTRACT

As a new teaching theory, situational cognition theory can well integrate situational teaching into the classroom, thus deriving higher quality Chinese classrooms. This study aims to explore the existing dilemmas in the teaching classroom, analyze the relationship between middle school students' cognition and learning, and use the learning situation to make breakthroughs in the "The zone of proximal development", so as to find an effective way to stimulate students' learning motivation and help students better understand the learning activities of Chinese. The result shows that the traditional teaching method is commonly used in junior high school Chinese teaching. In today's Chinese classroom, teachers pay more attention to students' test-oriented skills, aiming to let students master the knowledge needed for the exam, rather than comprehensively improving students' Chinese literacy. Combining situational cognitive theory with the psychology of middle school students and applying it to the classroom will be beneficial to help students learn by finding a foothold for practical application.

Keywords: Educational Psychology, Constructivism, Situated Cognition, Classical Chinese, Teacher-student roles

1. INTRODUCTION

Educational psychology is the study of the science of learning and teaching the basic laws through the scientific method, and is a branch of applied psychology [1] that includes: student psychology, teacher teaching psychology, and educational theory research. In recent years, there has been a growing interest in "situational cognition" in educational psychology. So-called situational cognition (situated cognition), or situational learning (situated learning), refers to learning that is deeply placed in the context of the situation in which it is constructed, and the acquisition of knowledge is mainly affected by the activities, situations and cultures that apply it, that is, the focus of attention shifts from the learner itself to the entire learning situation, emphasizing the relationship between the learner and his environment. The salient feature of situational cognition is the placement of individual cognition in a larger physical and social context and in the tools and meanings of cultural

construction, so the American educational psychologist Bredo describes situational cognition as "shifting from focusing on the individual in the environment to the individual and the environment" [2]. Norman, D.A., argues that human knowledge and interaction cannot be separated from the world, or else it is studying intelligence that leaves the shell, artificial, unreal, and atypical. Situations and the activities that people engage in are interconnected. We can not only see the situation, or the environment, nor can we only see the individual. What really works is the coordination of people and the environment, so focusing only on isolated aspects is to destroy interaction, to erase the role of the situation in cognition and action [3].

With the development of the economy and society, people pay more and more attention to education. The traditional education model is difficult to meet people's needs for diversification, diversification and individualization of education. It is difficult to cultivate

high-quality talents needed by society, especially in the curriculum. It is urgent to carry out comprehensive and profound changes. With the deepening and development of this change, more and more educational organizations and teachers have begun to accept the concept of reform and continue to deepen their research on the new curriculum model. However, from the current point of view of Chinese teaching, the existing problems are still very obvious, and Chinese is the foundation of all disciplines. So in order to achieve high-quality Chinese classroom teaching, it is necessary to link the psychology of students of a specific age and carry out research and discussion on the innovation of teaching methods [4].

Therefore, this paper aims to analyze the relationship between students' psychological cognition and teaching, and find a method conducive to students' mastery of Classic Chinese under the theory of situated cognition. This study distributes a questionnaire to a middle school in Linhai City to investigate teachers' classroom methods and students' liking for situational classrooms. In Chinese learning, students are generally afraid of the Classical Chinese, and the teacher's teaching method is mostly simple and rigid. This paper aims to explore a new teaching method to help educators better guide students to learn Chinese. This paper explores a method of effective learning of Classic Chinese based on the psychological cognition of middle school students, which can be used in the classroom of students in grades 7 to 9.

2. CONSTRUCTIVISM

Constructivism states that the construction of knowledge is based on the connection between the individual and reality, including the adaptation and development of the individual to society [5]. The acquisition of individual knowledge and the perfection of the overall human knowledge system must be achieved by relying on the interaction between individuals and individuals. Individuals acquire knowledge through interaction with their surroundings, and Situated Cognition is actively formed based on practical communication with learner participation. In other words, Situated Learning refers to the fact that learners are stimulated by real life situations or created problem situations to enter a certain cultural context and participate in cultural situation practice.

As mentioned earlier, Constructivism emphasizes the situation of learning. Contextual learning is to create a real learning environment for learners, allowing learners to connect knowledge with reality, and to interact, communicate, practice, feedback, and ultimately construct knowledge. It is worth noting that the above conditions are based on the premise of "learner-centered", and it is necessary to consider the psychological characteristics of students, subject psychology, etc., to conform to the laws of students' cognition, and to break through the "recent development

zone" of students through learning situations and promote the process of their physical and mental development.

Situated learning highlights the link between learning and social reality. Teaching based on this is called situated teaching. Situated teaching emphasizes the transformation of school education according to real social situations, life situations, and scientific research activities, so that students have the possibility to acquire truly useful knowledge and life skills (cultural adaptation) through observation, application of conceptual tools, and problem solving in real or simulated activities. The theory of Situated cognition and learning holds that learning is not only to acquire a large amount of factual knowledge, but also requires thinking and action, requires learning to be placed in the specific physical or social context in which knowledge is generated, regards participation as a key component of learning and teaching, and requires learners to negotiate the meaning of knowledge in different situations through the continuous interaction of understanding and experience.

3. THE DILEMMA OF TEACHING CLASSICAL CHINESE

3.1. Single, inefficient and routine teaching mode

The teaching of Classical Chinese takes too much into account of the students' grade levels and test-taking needs, resulting in the text being carried out in the form of special topics. Moreover, since the class time is tight and the task are heavy, a literary and literary lesson involves several texts and texts, and it is also necessary to train in the types of literary and verbal questions. Therefore, the teaching of Classical Chinese tends to be general and has no focus. Teachers will consciously adopt teaching methods such as "task-driven" and "group discussion" in the teaching classroom, with the purpose of pulling students' thinking back to the teacher's personal design ideas and the requirements of the test type. As a result, the teaching methods of Classical Chinese are gradually modeled and mechanized, the classroom interaction mode is relatively simple, and there are fewer designs for other types of learning activities (such as cooperative inquiry).

3.2. The teaching content's lack of combination with practice

When teaching the text, the teacher will spend most of the time on the translation, word explanation, and sentence pattern, and the introduction of the background of the work is outlined. It is true that the text is an indispensable part of the teaching of the text, but after the lack of background knowledge, students can not

understand the author’s mood when writing the article, and the understanding of the meaning of the text can only be based on memorization, so it is impossible to analyze the extracurricular text. Based on the theory of cognitive structure in educational psychology, the learner’s original cognitive structure and the learning of new knowledge depend on three variables: 1) whether there is a properly fixed concept in the cognitive structure that can be used (Availability); 2) the degree of discernment between the new potentially meaningful learning task and the assimilation of its original conceptual system (Legibility); 3) the stability and clarity of the original fixed concept (Stable clarity) [6].

Generally speaking, students have many fixed concepts at a high level in the cognitive structure of modern reading that can be used for the teaching of reading in Classical Chinese, which is the basis and starting point for teaching reading in Classical Chinese. If some students’ original cognitive structures lack proper fixed ideas that can be used to assimilate new knowledge, then the only way for these students is to cope with literary reading in a mechanical learning method. The significance of legibility in the reading of Classical Chinese lies in accurately grasping the differences between ancient and modern Chinese, and truly grasping the internal laws of Classical Chinese, without producing the error of interpreting the past with the present. Attention should be paid to overcoming the negative migration that may occur at any time in the teaching of literary and verbal reading. After mastering the internal laws of words, students can analyze the central ideas of paragraphs and chapters.

The vast majority of students generally cannot comprehend the truth contained in the original text in the accurate comprehension center, and the slightly hidden

article is generally not understood. From this, the general difficulties of reading chapters are as following. Firstly, the text is concise and vague, and the psychological requirements for reading comprehension are very high. Secondly, students lack a comprehensive and correct understanding of writers and works, so they use partial generalizations and use sentences in the original text that can explain a certain central meaning as a mechanical patchwork, but it is difficult to understand its spiritual essence. This deficiency requires teachers to supplement background knowledge to help students understand.

3.3. Infrequently used digital resources

Teachers’ personal application frequency of digital resources is not high. Teachers will consciously use digital resources and modern educational technology resources in the literary classroom, but there is no obvious innovation and progress. The author conducted a questionnaire to analyze the shortcomings of Chinese classrooms and find a method that students like and is conducive to improving the efficiency of Chinese classes.

The survey not only observed 80 students through the observation method, but also surveyed 200 students and 20 teachers through the questionnaire method, which laid a certain realistic foundation for the subsequent research. A total of 7 multiple-choice questions were designed for this questionnaire. This project conducted a questionnaire survey for the first-grade students of a junior high school in Linhai City, distributed 200 questionnaires, and recovered 200 copies, with an efficiency of 100%. 20 questionnaires were distributed to teachers in the school, and 20 copies were recovered, with an efficiency of 100%.

Table 1. Types of word count resources commonly used by teachers in Chinese classrooms (multiple choices available) (teacher questionnaire)

| Common digital resource types | Media assets | Question bank | PowerPoint | Textual materials | Online courses and online teaching platform | Electronic Device (iPad) |
|-------------------------------|--------------|---------------|------------|-------------------|---|--------------------------|
| Number of people | 6 | 5 | 20 | 7 | 2 | 1 |
| Proportion (%) | 31% | 25% | 100% | 35% | 10% | 5% |
| Common digital resource types | Media assets | Question bank | PowerPoint | Textual materials | Online courses and online teaching platform | Electronic Device (iPad) |
| Number of people | 23 | 28 | 88 | 30 | 22 | 11 |
| Proportion (%) | 25.8% | 31.5% | 98.9% | 33.7% | 24.7% | 12.4% |

Among the 20 teachers surveyed by the author, the digital resources commonly used by teachers in Chinese classes are PowerPoint. From the perspective of students, 98.9% of students believe that the digital resources used

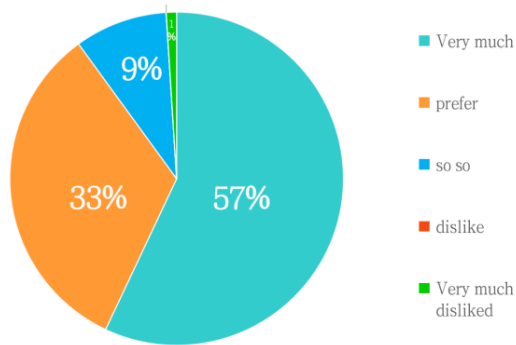
in Chinese classes are PowerPoint. The utilization rate of PowerPoint ranks first among many digital resource types, and the utilization rate of network platforms and electronic devices is lower than that of PowerPoint,

which shows that the digital resource types selected by teachers are single, and the PowerPoint produced by teachers is limited to the use of conventional software such as PowerPoint, Word, Excel, etc.

The effect produced is lacking in novelty, and sometimes the focus and essence of teaching content are not well reflected on the PowerPoint. Most of the

teaching of ancient poetry uses soundtrack poem recitation, accompanied by pictures or animations that meet the characteristics of poetry. In addition, students will inevitably be tired of Chinese learning with the assistance of the same digital resources for a long time, and the lack of changes in the use of digital resources will put Chinese teaching into an embarrassing situation.

The popularity of digital resources in the language classroom



The popularity of digital resources in the language classroom

| degree | percentage |
|--------------------|------------|
| Very much | 57 |
| prefer | 33 |
| so so | 9 |
| dislike | 0 |
| Very much disliked | 1 |

Figure 1 Acceptance analysis of the digital classroom

3.4. The purpose of coping with the exam

The teaching of Classical Chinese is not aimed at improving students' literacy, but it is all based on the test requirements. When teachers teach the text, they mainly comb the plot and intersperse the explanation of the elements of the text, and will explain the key content presented in the text. But it is only in the case that the student grasps the outline of the text and does not further perceive the text. The key points are contrary to the law of students' learning and cognition, and some drawbacks are difficult to cross too much. This not only does not meet the needs of coping with the exam, but also discourages students' enthusiasm for learning Chinese and Chinese. When students' ability to understand Classical Chinese is faced with the dilemma of incomplete classroom teaching and insufficient interests, students' ability to learn Classical Chinese will also be hindered.

4. DESIGN OF LEARNING ACTIVITIES

4.1. Paying attention to the situational nature of learning

Some scholars have pointed out that there is a gap between students' life experience and the life experience needed to understand the text [7], and reading teaching is to supplement and evoke students' life experience, and to convert problems that appear to be life experiences into reading methods. Students rely on their own experience to have a deep dialogue with the text, which is the inherent requirement of Situated cognition. To realize the deep dialogue between students and the text, teachers must create a dialogue between the student and the text,

and through the supplement of the author's life, text background, semantic changes, etc., let the students climb up the ladder and enter the depths of the text. The development and utilization of new digital resources to design activities is the essence of the development of junior high school Chinese learning activities from the perspective of research-based learning. When introducing digital resources, teachers should not rest on their laurels, but adapt to the requirements of curriculum reform and truly give play to the efficiency of learning activities in the content of the text.

This study surveyed students' views on the introduction of digital resources into the classroom through a distributed questionnaire. More than half (57%) of students are very fond of digital fiction classes. Moreover, more than 90% of students have a moderate or above-average attitude towards the digital classroom (including average, like, and very like). During the survey, there was only one student who was very disapproving of the digital classroom. It can be seen that the current digital classroom is accepted by most students. In the novel classroom, the use of network pictures, video resources, multimedia technology to carry out teaching, most of the students are accepted and liked. Therefore, teachers can actively use digital resources and technologies in the classroom to improve classroom efficiency and enhance student learning.

Teachers can use the digital platform to allow students to search for the author's background information, the same type of work, to broaden students' knowledge of the real background, to get a more comprehensive grasp of the author's writing background [8]. In the teaching of Classical Chinese, teachers need to create dialogues so that students can see "people" in the text, and they must

mobilize students' speculative thinking and improve their familiarity with the text, so that they can experience what the author thinks and feels when writing. To this end, teachers should take the author as the center in teaching, and comprehensively use the method of "knowing people and discussing the world" and text perusal to reconstruct the text.

In the case of "Travels to the Western Mountains", most teachers focus on the article in class. While the introduction of Liu Zongyuan stops at the text annotations. In the absence of a realistic background, it is difficult for junior high school students to understand the meaning of this article. In fact, Liu Zongyuan was demoted to Yongzhou because of the failure of the "Yongzhen Reform". His mother died of illness due to the blow. But Liu Zongyuan could not return to his hometown to mourn, and then his friend Wang Shuwen was executed. Since he lived in another country, under the grief, Liu Zongyuan wrote the travelogue "Journey to the Western Mountains". Teachers should be on the basis of students' understanding of the background, that is, based on the knowledge and experience that have been constructed, and then infiltrate into the analysis text, under the action of emotional emotions, to guide students to have a deep dialogue with the author to resonate, and experience the author's emotions beyond ordinary people. The key to "situation" is "feeling" and "situation", and the teaching process is the dialogue process that guides students from "situation" to "situation".

4.2. Paying attention to the openness of learning

Comprehension monitoring strategies, also known as Metacognition strategies, refer to teachers teaching students to present their perspectives and questions to guide and control their behavior in textual comprehension, usually after the learner has had a lot of problem-solving experience. Therefore, in the teaching of reading, teachers can achieve the teaching goals by setting the learning objectives, assessing the possibility of successfully achieving the goals, and choosing other strategies, which is the most Situated cognitive characteristic of the reading teaching strategies. In teaching, the teacher acts as a guide, to the specific task, and require students to analyze the text through comparison, overview, comment, etc. to guide students to find the contradictions in the text content, confusing places, etc. After many times of reading method orientation guidance, students are proficient in relevant reading strategies, they can read, distinguish and evaluate the text with their strength.

Taking, for example, the words used in the "Journey to the Western Mountains". The strangeness of the use of words in this text can help students understand Liu Zongyuan's ingenuity and dictatorship of refining

sentences with words, so as to cultivate students' literacy. When encountering such texts later, they can use certain materials to analyze the text independently. The comparison of the three words "Heng Zhui Li" with "Heng Zhui Wu Chu" and "Zhui Zhui Bu An" shows that Liu Zongyuan's innovation in word creation.

"Heng Yu" not only wrote about Liu Zongyuan's mood in Yongzhou at that time, but also explained his situation and encounters. The two sentences of "Ze Yi Yi Er Xing, Man Man Er You" are also innovative in the use of words. The word "Yi Yi" was first seen in Mencius, "Yi Yi from outside". But there was a great change in meaning, "Shi Shi Cong Wai Lai" in Mencius to describe the pride of the Qi people [9], and in "Journey to the Western Mountains", it is said that Liu Zongyuan is leisurely. In "Ri Yu Qi Tu Shang Gao Shan, Ru shen Lin, Qiong Hui Xi", the "qiong" word, wrote out the twists and turns of the stream. Then he wrote in the thimble method: "Dao Ze Pi Cao Er Zuo, Qing Hu Er Zui, Zui Ze Geng Xiang Zheng Yi Wo". It directly summarizes a series of actions. Through the analysis of the words used in the changed text, the teacher can guide the students to go deep into the text with "where is the strange word used in the article", but the question should be an open answer, and the teacher cannot make a preset when preparing for the lesson, thereby eliminating psychological expectations and giving students more room to play.

4.3. Paying attention to the initiative of learning

The classroom itself has complexity. There are teachers, students, textbooks, digital resources, and other individuals in a Chinese class, and students are based on their own life experience, learning experience, etc., showing diversified and multi-level characteristics. So teachers need to throw out a main problem, with the main problem throughout the classroom teaching, guide students to communicate effectively, and create an interactive learning atmosphere [10]. For example, teachers organize class reading and create the same cognitive situation, in which observing, listening, communicating, and cooperating are themselves the processes of learning. It is worth pointing out that teachers are the facilitators rather than the leaders of the interactive learning environment, and teachers can organize students to actively participate in the classroom in the form of group discussions, debate competitions, group presentations, or theatrical performances.

However, no matter what kind of organizational form, students need to preview the text in advance, and teachers can carry out smoothly only when they fully prepare lessons. The lesson preparation here not only needs to prepare teaching materials, but also needs to prepare students. Starting from the students' learning situation, set up sub problems with corresponding difficulty. Taking "Travels to the Western Mountains" as an example, let the students explore the reasons for "why the author is

happy and not thinking about home”, so as to guide the students to summarize the characteristics of the West Mountain, and link the similarities between the author and the West Mountain, and finally draw conclusions. This series of processes can be completed collaboratively as a group.

5. CONCLUSION

In short, deep learning based on situational cognitive theory will change teaching strategies and students' learning behaviors. Students will change from passive learning to active learning, and teachers will change from teaching to guidance and teacher-student cooperation, which is a beneficial exploration of the transformation path of Chinese classroom teaching pointing to the core literacy. Of course, since the scope of the questionnaire is limited to one junior high school, the sample is not representative of the teaching model of all junior high schools. In the future, the author will study the relationship between the methods of Chinese classroom teaching and the theory of situated cognition, which is another important research direction formed in the context of Constructivism.

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