

One Reading, One Insight

-- Exploration of Chinese Reading Teaching from a Multi-dimensional Perspective

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Abstract

Chinese teaching mainly relies on reading to cultivate students' core literacy in Chinese, improve their Chinese learning ability, and foster correct ideological and value concepts. Reading teaching, with its prominent position, plays a significant role in students' language construction and application, thinking development and improvement, aesthetic appreciation and creation, as well as cultural inheritance and understanding. This article conducts multi-dimensional exploration from the perspectives of teaching methods and learning methods, and investigates diverse teaching methods based on content, methods, and paths to enhance students' Chinese reading ability, improve the effectiveness of reading teaching, and inspire the development of Chinese teaching through diverse and multi-level reading methods.

Keywords

Chinese Reading, Multi-dimensional Perspective, Teaching Methods.

1. Conducting Multi-form Reading Teaching Models Oriented by Content

The Chinese textbooks for junior high school compiled by the Ministry of Education can be divided into three parts based on the content of the selected texts: taught texts, self-study texts, and extracurricular reading. Various forms of course content constitute the complete knowledge content and structure that students acquire.

Taught texts are characterized by the teacher's meticulous teaching design, enabling students to obtain the purposeful teaching content in the textbook, complete necessary classroom teaching content and tasks, and thereby achieve teaching goals. The detailed teaching of taught texts requires the joint participation and cooperation of both the teacher and the students, creating a positive classroom environment. Taking "Autumn Reminiscence" as an example, the text is excerpted from "Selected Essays of Shi Tiesheng" and is Shi Tiesheng's autobiographical work, expressing the profound emotions between the author and his mother. Junior high school students may have difficulty understanding the emotions in this text, requiring the teacher's progressive guidance and inspiration. The teacher, guided by certain teaching goals, uses reasonable teaching design to lead students to gradually understand the profound emotions and values of the article. According to the teaching characteristics of this text, the following teaching design can be made: First, clarify the teaching goals. "Autumn Reminiscence" expresses the broad and deep maternal love and the son's longing and remorse for his mother, and through this, elevates emotions and understands the significant meaning of hardships for life and the quality of growing up in hardships. During the teaching process, based on students' self-study, guide them to repeatedly read the text and carefully understand the author's inner emotions. Focus on analyzing the details of the article, carefully study the mother's series of actions and words towards "me" as well as the author's word choice characteristics. During the

reading process, the teacher actively guides, gradually approaching the set teaching goals. Through this progressive teaching process, the teacher can better complete the teaching tasks. Self-study texts mainly rely on students' self-study, and the learning effect depends on students' self-study ability. Junior high school textbooks provide students with an appropriate amount of self-study articles to help them achieve the learning effects of acquiring knowledge, broadening horizons, and enhancing thinking through self-study. Teachers appropriately provide guidance and prompts during the process to effectively promote the realization of teaching goals. Self-study texts usually appear in the middle or later part of the unit, following taught texts. Through the learning of taught texts, students form good learning habits, providing convenient conditions for their self-study. Students can well understand the content and emotions of self-study texts by recalling the learning methods of previous texts. Teachers can provide targeted guidance and summary answers before or after reading. Taking "The Beautiful Colors" as an example, before learning this text, students have already studied "Mr. Fujino" and "In Memory of My Mother", both of which are biographical taught texts with distinct characteristics in narration and character description. In the teaching process of taught texts, from analyzing events to understanding character traits and finally elevating the greatness of the characters, this reading method can be used as a general method for reading biographies. The article "The Beautiful Color" can be read in this way, such as analyzing Marie Curie's tireless exploration spirit from the working environment and the process of extracting radium. Before learning, students should fully understand the background knowledge of the article and the protagonist of the biography as a prerequisite for self-study. During the process of learning self-study texts, students can draw on the analysis of the content of the taught texts, and teachers can also actively guide students to explore new reading methods and understanding directions, such as focusing on stimulating students' innovative reading methods to reflect personalized reading effects.[1]

Extracurricular reading, which is reading expansion outside the course teaching plan, helps students obtain more and broader reading content. Students can accumulate extensive Chinese knowledge through reading and promote the improvement of their Chinese literacy and thinking ability. As a supplementary content to the course, extracurricular reading has the characteristics of flexibility and breadth. Extracurricular reading includes the extended reading required by the course content, the reading content provided by teachers' teaching plans and for students' development, as well as the reading behaviors made by students based on their own interests and learning needs. Extracurricular reading promotes students' personalized development with its flexible and extensive characteristics. As a supplementary content to the classroom content, it should maintain an appropriate relationship and distance with the classroom content, and while having the characteristics of individuality and flexibility, it should be consistent with the ideological direction of the classroom content. For example, in the recommended extracurricular reading list for junior high school, there is Shi Tiesheng's "I and the Temple of Earth", which supplements the classroom content "Autumn Reminiscence" and provides convenience for students' reading interests. In the teaching process of extracurricular reading, teachers focus on summarizing and generalizing after reading. Before or during reading, they can reduce or not provide guidance and introduction, leaving students sufficient imagination space and curiosity. The teaching method mainly involves task-based exploration for reading. After reading, various forms of learning can be conducted, such as oral questioning, written answers, and sharing and communication, to help students recall the reading content, deepen reading memory, clarify the reading sequence, and promote students to form correct reading methods. For example, when reading "Journey to the West", appropriate task-based explorations can be set. Task one: Compare the similarities and differences between Sun Wukong and Nezha, Tang Sanzang and Buddha, Zhu Bajie and Niu Mo Wang, and discuss the author's intention in creating these characters. Task two: Draw a map of the journey to the West,

mark the important locations and events, and analyze the author's intention in arranging the plot. Task three: "Journey to the West" employs various writing techniques, such as exaggeration and metaphor. Choose one technique and analyze its role in a specific plot. [2] Afterward, questions can be asked, such as the personality traits of the four disciples and their advantages and disadvantages, as well as the role of these personalities on the journey to the West; or after reading, students can share their favorite characters and plots, summarize and evaluate the reading content, and teachers can provide targeted suggestions. Extracurricular reading teaching is clearly distinguished from taught and self-study reading, with the students' subjectivity being prominently reflected. Personalization is the main manifestation of this reading form, so students' personalized experiences should be fully respected.

Through three different forms of reading learning, students can establish correct concepts and promote their physical and mental growth and development. The three different reading forms play important roles in different contents with their own advantages. While being different, they also complement each other to achieve the best teaching results in Chinese reading.

2. Method-oriented Exploration of Multi-angle Reading Teaching Models

There are various reading methods in the reading process, including skimming, structural analysis, writing reading reflections, and comprehensive summarization. Students should choose the reading methods that suit them based on the content of the article and their reading habits. During the teaching process, teachers should pay attention to students' reading methods and conduct multi-angle research on the reading content to help students form a relatively complete reading structure. This article takes skimming, structural analysis, and writing reading reflections as the objects of analysis.

Skimming is a reading method similar to scanning and opposite to intensive reading. In reading teaching, skimming is usually used to understand the general idea of an article or conduct an interpretive analysis of the main content. Through rapid reading, one can quickly grasp the content of the article and effectively save reading time. In reading teaching, skimming is usually conducted in the first class of a lesson to understand the general idea of the article, determine the overall emotional tone of the article, and have a preliminary understanding of the content. Skimming requires teachers and students to set clear reading goals before reading, which helps students focus and improve efficiency. [3] For example, in "My Uncle Jules," by quickly reading the article, we can understand that the main characters are "I," father, mother, and Uncle Jules. The story is told from "I's" perspective, from constantly guessing about Uncle Jules' current situation to later confirming that the oyster seller is Jules. The article describes the changes in the family's attitude and has a dramatic plot. Relevant questions can be set during reading: How did the family's attitude change? Why? What is the central idea of the article? Through skimming, one can understand the overall content of the article and the general plot. From the family's changing attitudes based on Jules' identity, it can be concluded that the central theme of the article is the relationship between money and humanity, which is consistent with the final outcome of the article. Therefore, skimming can be used as an initial reading method, but for detailed reading requirements, intensive analysis is needed.

Structural analysis is a reading method commonly used in narrative, expository, and argumentative texts. These texts have clear logical sequences and structural divisions. During the reading process, conducting research on the structure of the article and analyzing its structural characteristics can help students understand the content more deeply. For example, in "Mr. Fujino," the article revolves around Mr. Fujino and describes several events, including correcting the lecture notes, the anonymous letter incident, watching teaching films, and the farewell. Among them, correcting the lecture notes and the farewell are detailed, while being suspected of being a thief, asking about foot binding, and worrying that the author would not

attend the anatomy class are briefly described. The reading process of "Mr. Fujino" involves dividing the article into sections based on events for in-depth understanding. The article begins with Tokyo, introducing the state and living conditions of the Chinese people in Tokyo and the reason for going to Sendai. After connecting the main events, the main structure of the article is formed, and it ends with leaving Sendai and missing Mr. Fujino. Paying attention to the structure of an article while reading has a significant impact on the overall reading effect and helps students understand the hidden deep meaning and spiritual value of the content. Through the sequence of narration and the order of learning, one can indirectly perceive the transformation of his thoughts and emotions, which is also a way to deepen emotions and emphasize the main idea. The main part describes the events between Mr. Fujino and the author, combining detailed and brief descriptions, and interweaving the main and secondary plots to create a touching cross-border teacher-student relationship, expressing the author's respect, gratitude, and remembrance for Mr. Fujino. Through the author's remembrance of Mr. Fujino, one can understand the author's profound patriotism and his deep sense of social responsibility to awaken the numb minds of the Chinese people. Writing a reading reflection is the most common after-class learning method for reading. Through recalling the content of the article and expressing their true feelings, students can present their independent opinions on the articles they have read. The content expressed in a reading reflection is formed on the basis of a certain level of reading, after understanding the content of the article and conducting in-depth thinking, and it is a personalized opinion. The creation of a reading reflection should fully respect the reading content and be based on it, pouring personal emotions into the reading content to form a critical text.

Therefore, a reading reflection is also an important way for students to conduct re-reading. Through the creation of a reading reflection, students can think deeply, transform the superficial and simple story content into profound philosophical connotations, penetrate the essence behind the article, and achieve a deep-level reading. Moreover, during the writing process, students need to involve daily accumulation and training to strengthen their writing skills, [4]further promoting their comprehensive understanding of the article and learning how to read articles correctly through writing. In teaching, attention should be paid to the important role of reading reflections in students' reading, and they should be actively guided to create reading reflections to exercise their reading, thinking, and writing abilities. For example, after learning "The Peach Blossom Spring", students can be asked to write a reading reflection to provide an emotional expression channel and gain a deeper understanding of the true meaning of the Peach Blossom Spring. In the teaching of "Two Messages", students can learn about the writing norms of news, the basic structure of news, and the concise and vivid language features of the lead. After the initial reading of the news, teachers should actively guide students to write news messages, transforming the learned content into creative writing to deepen their understanding of news messages and effectively improve their reading efficiency of news-related genres.

3. Organizing Multi-level Reading Teaching Models Based on Paths

In addition to the reading content and methods, the reading path is also an exploratory research direction, which focuses on discussing the entire book.

Conduct reading teaching in combination with students and textbooks.[5] For students of different grades, reading should be arranged in a hierarchical manner. For junior high school students, the requirements for character recognition should be appropriately reduced, focusing on the overall meaning of the reading content. They should read more articles with larger text volumes and deeper meanings to enhance their Chinese literacy and learning level. For example, during reading training in junior high school, reading materials such as "Morning Flowers

Picked at Dusk", "Rickshaw Boy", "Water Margin", and "Twenty Thousand Leagues Under the Sea" can be added to expand the reading range and improve reading ability, meeting the needs of students' Chinese learning. Reading training should be conducted according to the requirements of the textbook. For example, the reading training of the famous work "Red Star Over China" is carried out in the third unit of the eighth grade, and students are recommended to read documentary works based on the learning content of the unit to effectively stimulate their reading interest. There are also single articles in the textbook that are selected from entire books. When guiding students to read entire books, the single articles in the textbook can be chosen as the entry point for teaching, effectively connecting textbook reading with extracurricular reading.

Conduct reading teaching in combination with reading tasks. In reading teaching, teachers should arrange detailed reading activities based on specific teaching tasks and plans, and guide students to adopt appropriate reading strategies during the reading process to achieve the best reading effect. Specific strategies can include task-driven strategies to promote in-depth reading, setting reading scenarios to promote students' emotional experience, and providing reading strategies to improve reading efficiency, providing students with convenient reading paths. For example, in the teaching of "The Hukou Waterfall", students can be asked to raise questions before reading, such as what characteristics of the Hukou Waterfall are described in the rainy season and the dry season? Besides the Hukou Waterfall, what else is written about? Students can bring these questions into the reading process to answer them and summarize the characteristics of the Hukou Waterfall.

Conduct reading teaching in combination with reading methods. There are various reading methods, such as linear reading, thematic reading, tag reading, and comparative reading. Linear reading means reading chapter by chapter in sequence. Thematic reading involves in-depth understanding and mastery of a specific theme, such as humanities, history, and science. Tag reading is about choosing reading materials based on classification tags, such as authors, publishers, or literary schools. Comparative reading involves comparing different books and analyzing the similarities and differences between them. Taking thematic reading as an example, in the teaching of "Mr. Fujino", a thematic teaching approach can be adopted to conduct in-depth reading and exploration of Lu Xun's works, which is conducive to students' learning of the text itself and expanding their reading scope, as well as increasing their knowledge reserves and the ability to apply knowledge.

4. Conclusion

In junior high school Chinese reading teaching, it should not be limited to the single transmission of knowledge, but should be based on a multi-dimensional perspective to cultivate students' comprehensive qualities. Through reading classic texts, students can accumulate rich vocabulary, sentence patterns, and expression methods, and enhance their language perception and application abilities. It can guide students to feel beauty, appreciate beauty, and create beauty, improving their aesthetic taste and aesthetic ability. It can guide students to understand and inherit Chinese culture. It can guide students to question, analyze, and evaluate the text, not blindly accept it, and form the ability of independent thinking. Under such an important responsibility, the significance of reading teaching research becomes even more profound. Various forms of reading teaching can stimulate students' interest in reading, deepen their understanding of reading, and promote their all-round development. Flexibly choosing and applying multiple teaching methods and constantly improving the effectiveness of reading teaching are the urgent research topics in current Chinese language teaching.

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