

Research on the Teaching Strategies of Junior High School Chinese Whole-Book Reading Based on Project-Based Learning

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Abstract: This research centers on the teaching of whole-book reading in junior high school Chinese. It conducts an in-depth analysis of the characteristics and advantages of project-based learning. Moreover, in combination with the current teaching status quo, taking “The Records of Insects” as an example, it elaborates in detail on the specific teaching strategies of project-based learning in this regard. The aim is to significantly enhance students’ reading interests, reading abilities and comprehensive qualities, thus providing useful teaching references and new ideas for junior high school Chinese teachers.

Keywords: Project-Based Learning; Junior High School Chinese; Whole-Book Reading; Teaching Strategies; “The Records of Insects”

1. Introduction

In the current context where educational reforms are continuously deepening, the reading part in Chinese teaching, especially whole-book reading, has become the key to improving students’ Chinese literacy. Whole-book reading is conducive to expanding students’ reading horizons, deepening their thinking abilities, and cultivating their literary appreciation abilities and cultural deposits. However, traditional Chinese teaching obviously has deficiencies in whole-book reading. On the one hand, the lack of teaching strategies leads to students’ low reading interests, and they often shy away when facing voluminous masterpieces. On the other hand, the single teaching method and evaluation system can hardly comprehensively and effectively promote the improvement of students’ reading abilities and comprehensive qualities. Against this backdrop, project-based learning, as an innovative teaching method, has emerged as the times require. With its student-centered concept and the characteristics of emphasizing real situations and cooperative learning, it has injected new vitality into the teaching of whole-book reading in junior high school Chinese and has extremely important practical significance.

2. Characteristics and Advantages of Project-Based Learning

2.1 Characteristics of Project-Based Learning

2.1.1 Student-Centered

Project-based learning places students at the core of learning and encourages them to actively explore and cooperate in real situations. This coincides with the constructivist learning theory, which holds that students are active constructors of knowledge rather than passive recipients.

2.1.2 Emphasizing Real Situations

By creating situations closely linked to real life, project-based learning enables students to acquire knowledge and skills while solving practical problems. The situated cognition theory points out that the generation and application of knowledge are inseparable from specific situations. Take the project of “The Application of Literary Elements in Campus Culture Construction” as an example. Students need to deeply analyze the campus environment and cultural atmosphere, select appropriate fragments of literary works for display design, and thus deeply appreciate the value of literature in practical scenes and improve their knowledge transfer abilities.

2.1.3 Focusing on Cooperative Learning

Project-based learning advocates group cooperation to jointly complete project tasks. The cooperative learning theory believes that the interactive communication among students can significantly improve the learning effect. In the project of “Adapting Literary Classics into Micro Films”, group members respectively take on roles such as screenwriters, directors, actors and photographers. During the cooperation process, they inspire and promote each other, not only completing the creation of works but also cultivating the spirit of teamwork and communication abilities.

2.1.4 Emphasizing the Diversity of Evaluation

The theory of multiple intelligences provides theoretical support for the evaluation system of project-based learning, advocating that evaluation should cover multiple dimensions and pay attention to students’ learning processes, attitudes and the development of multiple intelligences. Project-based learning adopts diversified evaluation methods, integrating teacher evaluation, student self-evaluation and peer evaluation to comprehensively and objectively assess students’ performance and promote their all-round development.

2.2 Advantages of Project-Based Learning

2.2.1 Stimulating Students’ learning interests

Project-based learning can stimulate students’ learning interests by designing appealing situations and tasks. For example, in the project of “Literary Dialogues across Time and Space”, students can have virtual exchanges with ancient literati. This greatly arouses their curiosity and eagerness for exploration, making them actively engage in learning.

2.2.2 Improving Students’ Comprehensive Qualities

It attaches great importance to cultivating students’ abilities in multiple aspects such as practice, innovation, teamwork and communication. Taking the project of “Community Literature Research and Creation” as an example, during the research process, students can exercise their practical abilities. When creating, they can give play to their innovative thinking. They complete tasks through teamwork and improve their communication abilities by communicating with community residents. Thus, their comprehensive qualities are improved in an all-round way.

2.2.3 Promoting Teachers’ Professional Development

It requires teachers to possess higher teaching design and guidance abilities, which prompts teachers to continuously update educational concepts, explore teaching methods and achieve professional growth in practice.

3. Current Situation and Problems of the Teaching of Junior High School Chinese Whole-Book Reading

3.1 Current Situation

Currently, the teaching of junior high school Chinese whole-book reading has received more and more attention. Many schools and teachers are actively attempting to carry out relevant teaching activities to guide students to read classic masterpieces so as to improve students' Chinese comprehensive literacy.

3.2 Problems

3.2.1 Low Reading Interests Among Students

The materials for whole-book reading are usually long in length and complex in content. For junior high school students with limited cognitive levels, it's easy for them to have a sense of fear and lack the motivation to read. For instance, when reading "How the Steel Was Tempered", students may feel dull and boring due to the complex historical background and character experiences in the book, and thus find it difficult to keep on reading.

3.2.2 Improper Reading Methods

Most students lack scientific and effective reading methods, resulting in low reading efficiency. Some students just conduct superficial reading word by word and sentence by sentence, unable to grasp the overall structure and core ideas of the book. Some students are not good at taking notes and extracting key information, which makes the reading process lack systematization and orderliness.

3.2.3 Single Teaching Method

Traditional teaching mainly focuses on teachers' lecturing, with students passively accepting knowledge and lacking opportunities for independent exploration and cooperative learning. This single teaching mode is difficult to stimulate students' learning interests and initiatives, and is not conducive to the cultivation of students' reading abilities.

3.2.4 Unscientific Evaluation Methods

At present, the evaluation mainly relies on examinations, focusing on the examination of knowledge memory while ignoring the development of students' experiences, thinking abilities and innovative abilities in the reading process. As a result, it can't comprehensively and accurately reflect students' reading levels.

4. Teaching Strategies for Whole-book Reading in Junior Middle School Chinese Based on Project-based Learning—Taking "The Records of Insects" as an Example

4.1 Project Design

4.1.1 Determine the Project Theme

Taking "The Records of Insects" as the core, determine the project theme of "Exploring the Insect World". This theme can not only stimulate students' curiosity about this wonderful group of creatures, but also be closely combined with the requirements for reading popular science works in junior middle school Chinese teaching.

4.1.2 Set Project Goals

(1) Enable students to deeply understand the main content of "The Records of Insects" and master relevant knowledge:

Help students thoroughly understand the principal content of "The Records of Insects". They should also master knowledge regarding the morphological characteristics, living habits, living environments of insects as well as their relationships with humans. Moreover, students are expected to proficiently master the methods for reading popular science works, such as quickly browsing to grasp the general idea, intensively reading to analyze details, and applying annotations and mind maps to sort out the text.

(2) Improve students' various abilities through a series of activities:

Through activities like reading, discussion, observation and practice, enhance students' reading comprehension ability, analysis and induction ability, cooperation and communication ability and hands-on operation ability.

(3) Cultivate students' emotional attitude towards nature and establish correct values:

Cultivate students' sense of awe and love for nature and strengthen their environmental protection awareness. Guide students to perceive the magic of nature and the mystery of life from "The Records of Insects", so that they can establish values of respecting life and protecting nature.

4.1.3 Design Project Tasks

(1) Make insect cards, including insect names, beautiful pictures, detailed characteristics, and introductions to living habits. Students can collect information by consulting books and materials, browsing popular science websites, observing insect specimens or live insects, etc., and organize and refine it to present it on the card in an orderly manner. This process not only exercises students' ability to collect and organize information, but also improves their hands-on ability and aesthetic creativity.

Organize an insect card display and exchange activity in the class. Students show the cards they made in turn, introduce in detail the uniqueness of the selected insects, and share their experiences in reading and making with their classmates. Through exchanges, students can broaden their knowledge and deepen their understanding of the insect world.

(2) Observe insects around and write observation diaries.

Students use their spare time to observe insects in natural environments such as campus gardens, parks, and suburbs. When observing, pay attention to recording detailed information such as the morphological characteristics, behaviors, and living environments of insects, and cultivate keen observation ability and patient and meticulous qualities.

Write observation diaries to record the activities of the observed insects in vivid and accurate language. At the same time, incorporate their own thoughts and feelings. For example, describe the process of ants carrying food, analyze their way of teamwork, and express admiration for the hardworking spirit of insects. This helps improve students' language expression ability and writing level, and cultivates their observation and thinking ability of natural phenomena.

Regularly hold observation diary sharing sessions within the group. Members share their diaries with each other and discuss topics such as the behavioral characteristics and survival strategies of

insects, deepening their understanding and recognition of insects from different angles. At the same time, they can learn the observation methods and writing skills of others.

(3) Make “insect world” handwritten newspapers or display boards.

Students, in groups, widely collect materials such as insect pictures, text materials, and interesting stories. The source of materials can include library materials, network resources, popular science magazines, etc. Cultivate students’ ability to screen and integrate information in the collection process.

Design and make “insect world” handwritten newspapers or display boards in a form with pictures and texts. In the design process, students need to consider factors such as layout, color matching, and the coordination of text and pictures, give full play to creativity and aesthetic ability, and show the diversity and beauty of the insect world. For example, divide the sections by the habitats of different insects, and introduce the characteristics and living habits of various insects with vivid pictures and concise text.

Display handwritten newspapers or display boards in the school and arrange group members to act as commentators. The commentators introduce in detail the design ideas, content highlights and key insect knowledge points of the handwritten newspapers or display boards to other students. While promoting insect knowledge, improve students’ expression ability and communication ability, and enhance their self-confidence and sense of achievement.

4.2 Project Implementation

4.2.1 Form Project Groups

Take into comprehensive consideration factors such as students’ interests, learning abilities, and personality traits to form project groups. Each group consists of 4–6 students, and a group leader is determined through democratic election. The group leader is responsible for organizing group discussions, distributing tasks, coordinating the progress, and communicating with teachers to ensure the smooth development of group activities. For example, students who are good at drawing and those with strong writing skills can be grouped together so that they can give play to their respective advantages in tasks like making handwritten newspapers; students who are outgoing and have strong organizational abilities can be elected as group leaders to boost the group atmosphere and improve the efficiency of teamwork.

4.2.2 Formulate Project Plans

Each group conducts in-depth discussions around project tasks and formulates detailed project plans. The content of the plans includes aspects such as task division, time arrangement, implementation steps, and resource requirements.

4.2.3 Implement Project Tasks

Each group implements project tasks in an orderly manner according to the project plan. During the implementation process, teachers closely monitor students’ progress and provide timely guidance and assistance. For example, when reading “The Records of Insects”, teachers can guide students on how to grasp key information and understand scientific terms; when observing insects, teachers can instruct students to choose appropriate observation tools and methods, such as using magnifying glasses to observe the details of insects and using insect nets to catch insects for a short observation and

then release them; when making handwritten newspapers or display boards, teachers can offer suggestions on layout design and techniques for color matching. Meanwhile, teachers encourage students to think actively and explore independently when encountering problems and solve problems through group cooperation, so as to cultivate students' autonomous learning ability and teamwork spirit.

4.2.4 Display Project Results

After the completion of project tasks, each group displays project results in various forms. Forms of result display can include speech reports, physical object displays, performance displays, etc. For example, in the "insect knowledge competition", the group shows its mastery of insect knowledge through on-site answering; in the handwritten newspaper or display board display session, the group presents the learning results by showing the works and explaining the design ideas and content highlights; in the insect card display session, students can post the beautifully made cards in the classroom or on the campus cultural corridor for display; for some groups with performance talents, they can also adapt wonderful fragments in "The Records of Insects" into short plays for performance display, showing their understanding and interpretation of the work through vivid performances. Through diversified forms of result display, students can give full play to their own advantages and specialties, enhance their self-confidence and sense of achievement, and also get inspiration and learning from the displays of other groups.

4.3 Project Evaluation

4.3.1 Diversification of Evaluation Subjects

Build a diversified evaluation subject system that includes teacher evaluation, student self-evaluation, and student peer evaluation. Teacher evaluation, from a professional perspective, conducts a comprehensive and objective assessment of students' project outcomes. It focuses on students' performance in aspects such as knowledge and skills, process and methods, emotional attitudes, and values, points out students' strengths and weaknesses, and puts forward targeted improvement suggestions. Student self-evaluation enables students to reflect on and summarize their participation, learning process, and achievement gains in the project, which helps improve their self-awareness and autonomous learning consciousness. Student peer evaluation promotes mutual learning and communication among students, allowing them to understand their own and others' strengths and weaknesses from different perspectives, learn to appreciate others, tolerate differences, and grow and progress together. For example, in the evaluation of insect cards, teachers evaluate the accuracy, completeness, scientific nature of the card content, as well as the exquisiteness of production; students evaluate their own performance and gains in information collection, card design, and teamwork during self-evaluation; and student peer evaluation focuses on evaluating the creativity, uniqueness, and effectiveness of information transmission of the cards.

4.3.2 Comprehensiveness of Evaluation Content

The evaluation content covers all aspects of students' project learning process. In terms of knowledge and skills, it examines students' understanding of "The Records of Insects", their mastery of insect knowledge, and their ability to apply reading methods and techniques. In terms of process and methods, it pays attention to students' performance in participation, cooperation ability, problem-

solving ability, and innovative thinking ability in activities such as reading, discussion, observation, and practice. In terms of emotional attitudes and values, it assesses students' development in aspects such as their love for nature, the establishment of environmental protection awareness, and the cultivation of teamwork spirit. For example, when evaluating observation diaries, not only should we look at the meticulousness of students' insect observations and the accuracy of records, but also evaluate the depth of thinking, the sincerity of emotional expression, and the fluency and vividness of language expression reflected in the diaries. When evaluating handwritten newspapers or display boards, in addition to focusing on the richness, accuracy of the content, and the aesthetics of the design, we also need to examine students' teamwork situation and their ability to collect and integrate information during the production process.

4.3.3 Diversification of Evaluation Methods

Adopt diversified evaluation methods, combining formative evaluation with summative evaluation, and qualitative evaluation with quantitative evaluation. Formative evaluation runs through the entire process of project implementation. Through teachers' classroom observations, students' learning records, group discussion performances, and phased achievement displays, it provides timely feedback on students' learning situation. If problems are found, teaching strategies and students' learning methods can be adjusted in time. Summative evaluation is carried out at the end of the project, mainly through examinations, work displays, project reports, and other means to conduct a comprehensive evaluation of students' learning outcomes. Qualitative evaluation mainly uses descriptive language to evaluate students' performance, such as teachers' comments, students' self-evaluations, and peer evaluations, focusing on students' learning process and characteristics. Quantitative evaluation quantifies students' learning outcomes through specific data or grades, such as examination scores and competition scores, facilitating horizontal comparison and overall assessment of students. For example, during the project implementation process, teachers regularly check and evaluate students' reading notes and group discussion records and give timely feedback and suggestions, which belongs to qualitative evaluation in formative evaluation. While in the insect knowledge competition, selecting the winning group according to the answering scores of the groups belongs to quantitative evaluation in summative evaluation. Through diversified evaluation methods, students' learning performance can be evaluated more comprehensively, scientifically, and reasonably, promoting students' all-round development.

5. Conclusion

The teaching strategy of whole-book reading in junior middle school Chinese based on project-based learning has significant advantages. Through project design, implementation and evaluation taking "The Records of Insects" as an example, it can effectively stimulate students' reading interest and improve students' reading ability and comprehensive qualities. In the process of project-based learning, students independently explore and cooperate in real-life situations. They master scientific reading methods, cultivate practical ability, innovation ability, team cooperation spirit and communication ability, and at the same time establish correct emotional attitudes and values. However, in the implementation process, teachers need to continuously explore and innovate according to students' actual situations, flexibly adjust teaching strategies to ensure the smooth progress of project-based learning. In addition, combining relevant theories such as constructivist learning theory, situated

cognition theory, cooperative learning theory and multiple intelligences theory can provide solid theoretical support for project-based learning and further improve teaching effects. In short, project-based learning has opened up new paths and methods for whole-book reading teaching in junior middle school Chinese, which is worthy of in-depth research and practical promotion by the majority of teachers.

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