



The Creation of Chinese Situation and the Stimulation of Interest in the Middle School

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Abstract. In recent years, the proportion of ancient poetry in the textbook has increased, especially the number of ancient poetry in class has increased greatly. In order to make students perceive the unique charm of ancient poetry and mobilize their learning initiative, teachers should combine the requirements of the new curriculum standard, give students a subjective perspective, and help create learning situations to improve the teaching effect of ancient poetry. The creation of the teaching context of ancient poetry is also unique and innovative, providing students with a new way of learning that integrates traditional and modern elements. By creating a vivid situation close to students' life, students' interest and participation can be stimulated, so that they can take the initiative to participate in poetry learning. Students can experience the beauty and wisdom of ancient poetry in an interactive and fun learning environment as well, thereby improving their knowledge and understanding of fine traditional Chinese culture. Through the classroom teaching practice, the author summarizes the following key points of the creation of ancient poetry situations, and puts forward several teaching strategies of ancient poetry.

Keywords: Context creation, Junior High School Chinese, ancient poetry, teaching strategy.

1 Introduction

The "Chinese Curriculum Standards for Compulsory Education (2022 Edition)" (hereinafter referred to as the "new curriculum standards") puts forward the core Chinese literacy of students that should be cultivated in the stage of compulsory education, and points out in the general objectives: "Feeling the beauty of language and writing, perceiving the ideological connotation and artistic value of works, can combine their own experience, understand, appreciate and preliminarily evaluate language and writing works, and enrich their emotional experience and spiritual world." [1] Ancient poetry teaching has always been an important and difficult point in Chinese teaching. Learning ancient poetry can help students strengthen language accumulation, explore unique thinking ability, and enhance the understanding and recognition of excellent traditional Chinese culture. In the Dictionary of Psychology, situational teaching is defined as "taking oral language as the basis, using physical and dynamic scenes,

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combining learning content with corresponding situations through atmosphere and actions, so as to arouse students' interest in learning actively, and make students perceive and grasp learning content from the overall structure." A teaching method to improve learning efficiency." [2] Situational teaching method is conducive to breaking the barrier of time and space. In order to narrow the distance between texts and students, the author proposes some application strategies here, trying to improve the efficiency of students' learning of ancient poetry, stimulate students' interest in classical poetry, and thus improve students' aesthetic perception ability and imagination thinking ability. It is also an important concept for the new curriculum standard of free education: "Enhance the situational and practical implementation of curriculum. Promote the implementation of changes in learning styles" [3].

2 Definition and Status of Situational Teaching Method

Situational teaching method means that in the teaching process, teachers purposefully create some teaching scenes that can trigger students' emotional fluctuations in accordance with the practical application of teaching, so that students can naturally enter these scenes and strengthen their understanding of classroom teaching content through experience. [4] In the present stage of teaching, we analyze the teaching situation from the two aspects of students and teachers. On the one hand, teachers lack of attention to situational teaching, are unfamiliar with teaching methods on how to carry out situational teaching, and ignore students' initiative and participation in order to complete certain teaching tasks. The second is the lack of students' response after the question is raised and they feel discouraged, and the class is ended mechanically by reading from the book, which further ossifies the classroom communication between students and teachers. On the one hand, students believe that Chinese courses belong to "soft science" compared with mathematics, physics, chemistry and other scientific subjects, and have no practical effect on future development. The second is that the content of Chinese course is complicated, and the traditional teaching method of teachers is more boring, and the enthusiasm of learning is lost, and the response to the interaction of teachers is also lack. All in all, various reasons make the Chinese classroom lose vitality, and it is more difficult to give full play to the value of situational teaching in the application of ancient poetry teaching. Finding innovative ways to deepen the connection between students and teachers in the classroom is a priority.

2.1 The Relationship Between Situational Teaching and the Core Literacy of New Curriculum Slogans

"As a modern teaching method that combines students' cognitive and emotional activities, situational teaching is one of the effective means to promote the development of students' core literacy." [5] The four core elements of situational teaching: truth, beauty, emotion and thought, are highly related to the four core qualities defined in the compulsory education Chinese curriculum standard: "language use" needs to connect the teaching content with real life, and the created situation is virtual but real, show-

ing "shape and truth" with "spirit resemblance". "Aesthetic creation" needs to make the beauty enter the students' mind through the form, content and language of beauty, take the beauty as the realm and educate people with beauty. "Thinking ability" needs to bring students into a broad artistic conception, organically combine observation and thinking, expand thinking development, and stimulate potential ability. Finally, "cultural confidence" requires teachers' true feelings to guide students to combine emotional activities with cognitive activities, so as to cultivate students' identification, appreciation and pride of traditional Chinese culture.

3 The Task of Junior Middle School Chinese Ancient Poetry Situation Creation

Interest has been conceptualized as individual interest and situational interest. The former is a psychological predisposition to re-engage in particular tasks or content over time. The latter refers to the affective reaction triggered by specific or appealing stimuli in the environment.[6] How to create the situation in teaching, stimulate the students' interest in the situation and then promote the generation of individual interest is the difficult task of middle school teachers at present. In the process of learning, if students lack the creation of situations, it will hinder their understanding of emotions, perception of beauty, improvement of aesthetics and innovation of expression methods, so the core quality is a floating and empty straw in the wind. Teachers should put teaching in the real situation, "contextualize and task the learning content, and enhance students' emotional power".[7] In the present stage of teaching, we analyze the teaching situation from the two aspects of students and teachers. On the one hand, teachers lack of attention to situational teaching, are unfamiliar with teaching methods on how to carry out situational teaching, and ignore students' initiative and participation in order to complete certain teaching tasks. The second is the lack of students' response after the question is raised and they feel discouraged, and the class is ended mechanically by reading from the book, which further ossifies the classroom communication between students and teachers. On the one hand, students believe that Chinese courses belong to "soft science" compared with mathematics, physics, chemistry and other scientific subjects, and have no practical effect on future development. The second is that the content of Chinese course is complicated, and the traditional teaching method of teachers is more boring, and the enthusiasm of learning is lost, and the response to the interaction of teachers is also lack. All in all, various reasons make the Chinese classroom lose vitality, and it is more difficult to give full play to the value of situational teaching in the application of ancient poetry teaching. It is urgent to find innovative ways to deepen the connection between students and teachers in the classroom.

3.1 Dig Deep the Poetry Background, Weaken the Era Gap

"Knowing people and judging the world" is an important principle and method of literary criticism. Tracing back to its origin, this saying originated from Mencius.

Mencius believed that only by "knowing people", understanding the author's experience, understanding the author's thoughts and feelings, and then "discussing the world", understanding the political, cultural, economic and other factors of the society at that time on the author's ideological morality and spiritual character, can we accurately grasp the author's writing intention and correctly understand the ideological connotation of the work. An era has an era of culture, dream back to the Northern Song Dynasty, A generation of talented Su Shi in "Linjiangxian Theme: Return to Lingao at Night " in the pen to express hatred "For long, I regret I have no control over life. When can I give up being busy to get ahead?" At that time, because of the Wutai poem case, Su Shi was banished to Huangzhou, suffered great political setbacks, and was worried about the confusion of his future career. Because of the influence of Lao Zhuang, it reached the realm of "no wind and rain, no sunshine", so as to write down the ancient sentence "I ride my small boat and disappear from now on. I'll spend rest of life drifting in rivers and lakes.", and the image of a great man who was dissatisfied with the world and yearned for freedom appeared on the paper. Then look at the Southern Song Dynasty, Jin soldiers in chaos, half of the mountains and rivers reduced, poetry also from the personal sadness to rise home hatred. Lu You in his "Autumn Night will dawn out of the fence door to welcome the cool feeling of the two first," wrote the northern immigrants crying and disappointment to the court, "the tears of the descendants in the dust, the south look at the king's division for another year." It contains infinite hardship. In his review report for Feng Youlan's History of Chinese Philosophy, Mr. Chen Yinke said: "The ancients wrote and wrote for a purpose, so their environment and background were not fully understood, so their theories are not easy to comment on." Understanding the background of poetry creation can reduce the gap between The Times and stimulate students' in-depth understanding of poets and poetry.

3.2 Consider a Few Words, Expand the Imagination Space

Chinese ancient poetry is simple and rich in words, condensed and concentrated, and contains rich ideological content in limited verses. Such as "Yulouchun Theme: Spring Scenery " of "red apricot branches spring trouble", "trouble" in our view is a naughty act of children and not sensible, usually group words for nonsense, noise and other derogatory words. But in Song Qi's poem, "trouble" is obviously not criticizing this vibrant spring, so we create a situation here where the red apricots are in full bloom, and guide the students to imagine how the red apricots are "trouble" in spring. Whether as a child like "make" warm, "make" angry, such as fire steam fog, in the creation of the situation to feel this full of spring. Another example is Cen Can "A Song Of White Snow In Farewell To Field-clerk Wu Going Home", "Is like a spring gale, come up in the night, Blowing open the petals of ten thousand peartrees." Pear flowers are flowers that open in spring, with spring flowers as a metaphor for winter snow, this strange association for us to open a snow-covered but thriving bright world, heavy snow hanging on the tops of trees become light, like pear as pure and energetic, giving people the feeling is not the cold after snow but a warm spring. In teaching, teachers should make full use of students' artistic synaesthesia, let them

combine poetry content with imagination, and transform abstract concepts into concrete images; In order to improve students' ability to understand the artistic conception of poetry and aesthetic ability, students can truly understand the poetic interest contained in ancient poetry.[8]

4 The Teaching Strategy of Chinese Ancient Poetry in Junior Middle School to Improve the Interest in the Situation

Situational interest can be enhanced through the modification of certain aspects of the learning environment and contextual factors such as teaching strategies, task presentation, and structuring of learning experiences.[9] Among them, effective teaching strategies of ancient poetry can help students better understand and inherit excellent traditional Chinese culture, cultivate students' literary appreciation ability and aesthetic taste, improve students' literary literacy in language expression, help students understand the style and thoughts of ancient literary masters, and stimulate students' love and pursuit of literature. The stage of junior high school is an important period for cultivating moral character and forming correct three views. Teachers guide students to correctly understand the relationship between themselves, society and the country, and enhance their sense of social responsibility and responsibility. Ancient poetry is an important part of traditional culture, and penetrating excellent traditional culture into the teaching of ancient poetry in junior middle school can help students cultivate traditional virtues, enhance national pride, and have a more comprehensive understanding of the face and characteristics of the motherland. For example, when learning "Wandering Son Song", teachers can infiltrate the thought of respecting mother and loving mother, guide students to understand the hardships of mother and deep love for children, enhance their emotional experience, in order to improve comprehensive literacy.

4.1 Interdisciplinary Integrated Teaching and Homework Optimization

The traditional teaching mode of single subject makes the connection between Chinese subject and other subjects weak, which hinders the reform of learning mode and the cultivation of core quality in the New Curriculum Standard, resulting in the students' cognitive level and ability becoming single and narrow. It is the top priority of Chinese teaching to strengthen the integration of students' knowledge in the subject and to train students to use knowledge and language in a diversified way in the actual situation. Therefore, interdisciplinary integrated teaching has gradually become the focus of our attention. Interdisciplinary teaching expands on the basis of single discipline teaching and integrates the knowledge of multiple disciplines into teaching, aiming to cultivate students' comprehensive literacy, strengthen the communication and contact between disciplines, and expand students' broader vision and deeper understanding. In simple terms, interdisciplinary or integrated courses allow students to make connections between different disciplines, while also helping to solve the dilemma of teachers who have many tasks to complete in a limited time.[10] From the

historical source, Du Fu is praised as "painting in poetry, poetry in painting"; Li Bai sang poems and enjoyed himself while drunk, which showed that poetry and art and music could not be separated. Taking art as an example, there is an ancient saying that "painters are painters who do not understand poetry". In the homework session after class, we can guide students to choose their favorite poems and draw this scene. Through such teaching methods, we can cultivate and improve students' aesthetic perception, artistic expression, creative practice and cultural understanding.

4.2 Carry Out Group Reading and Compare the Unique Meaning

For junior high school students, reading is one of the main channels to broaden their learning horizon and improve their aesthetic consciousness. The emergence of the teaching concept of "group reading" is of great significance to the Chinese reading teaching under the background of the new curriculum standard reform. Group reading is a very important form of teaching practice in Chinese teaching reform. It takes collective construction and seeking consensus as the main form. While cultivating students' reading interest, it taps students' learning potential and satisfies their individual learning needs to the maximum extent.[11] Group reading improves students' initiative to join the class, from teacher-led to cooperative exploration, and cultivates students' ability of comparative reading and in-depth analysis. The poems written by the same poet in different moods have different charm. For example, when Li Yu, the late emperor of the Southern Tang Dynasty, was a king, his words "flower" had a strong atmosphere, and most of them were dominated by beautiful and soft emotional tone. Such as "Bodhisattva Man Huamingyue dark cage light fog" in "Huamingyue dark cage light fog, good to Lang side tonight." Write the love of men and women, pure to true, spontaneous nature. However, after the Song Dynasty, most of his poems were written in a sad and solemn style. As in "Yu Mei", "How many sorrows can there be? Just like a riverful of spring water flowing to the east. " Will be captured king's grudge, bitterness, grief and anger to pour out. In this way, students can steadily improve their reading efficiency and broaden their reading horizon in scientific and reasonable comparative reading. Group reading also helps to enhance students' critical thinking. In the initial stage of critical thinking, students are easy to feel confused and unsure of themselves. Teachers can participate in group discussion and carry out group reading. Group reading can provide a bridge of communication for mutual learning and win-win cooperation. Students can stimulate divergent thinking while discussing and encourage interdisciplinary learning. In short, group reading helps people better understand the text and grasp the connotation, express their own opinions and explore the cultural characteristics of the text.

5 Conclusion

In the teaching of ancient poetry in junior middle school based on the core quality of Chinese, teachers should lead students to construct and use language and promote the development and improvement of their creative thinking from point to point, from

leading to participating. In the context of the creation of flexible classroom forms can help to "abstract ancient poetry into images", open up students' feeling space, combine the rhyme of ancient poetry thousands of years ago with the beauty of reality, improve aesthetic appreciation, from understanding beauty, discovering beauty to expressing beauty and creating beauty. At the same time, the rich situational teaching strategies lead the students into the flood of history, feel the crystallization of the excellent Chinese culture, strengthen the patriotism and the sense of national common sense in the cultural inheritance, and consciously shoulder the responsibility of the new generation of times.

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