

A Comparative Study of Classical Chinese Teaching in Junior High School about Analects of Confucius Chapter 12

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“Analects of Confucius” is an important carrier of outstanding traditional culture of our country, and “The Ministry of Education” junior high school Chinese textbook seventh grade volume of the third unit of “< Analects > 12 chapters” included 12 chapters as learning content. In the actual teaching, Xiao Pei-dong teacher teaching reading as self-reading, let the Analects of Confucius into the students’ hearts. Mr. Xu Jie stimulates students’ interest by reading Chinese teaching, teaching with culture and teaching in activities. Teacher Zhu Xingxiang guides students to use the method of mutual verification, to explore “the joy of learning”, “the joy of having friends” and “the joy of gentleman”, and to learn Confucius’s optimistic life attitude. The three teachers have different teaching methods, each with its own characteristics, but all reach the same destination, aiming at improving the core quality of students, which has important reference significance for the teaching of classical Chinese in junior high school under the new curriculum standard.

Keywords: Analects of Confucius Chapter 12, lesson example contrast, classical Chinese teaching

Introduction

“Analects of Confucius” is an important carrier of outstanding traditional culture of our country, and “The Ministry of Education” junior high school Chinese textbook seventh grade volume of the third unit of “< Analects > 12 chapters” included 12 chapters as learning content. As a Confucian classic, the Analects of Confucius is broad and profound in content, all-encompassing, concise in language and far-reaching in intention. The three teachers selected in this paper, on the basis of giving full consideration to the subject status of students, get through the twelve chapters and rearrange the contents from different angles to stimulate students’ interest in learning classical Chinese, mobilize students’ enthusiasm to learn classical Chinese, so as to improve students’ core quality.

Lesson Example Analysis: Teaching Undetermined Method to Show Characteristics

It can be seen from the teaching examples of the three teachers that they all pay attention to reflect the subject status of students in the teaching process, and pay attention to “stimulate students’ curiosity, imagination, thirst for knowledge, promote students’ autonomy, cooperation, inquiry learning...” (Ministry of Education of the People’s Republic of China, 2022, p.3). The three teachers creatively used the textbook, got through twelve

chapters, rearranged and carefully designed according to different themes, organized teaching activities, and cultivated students' innovative spirit and practical ability.

In different classroom environments, they use their own teaching methods, Xiao Peidong teacher teaching reading as self-reading, Xu Jie teacher "language integration", Zhu Xingxiang teacher explore the "Three kinds of happiness".

Xiao Peidong: Transform Teaching Reading into Self-reading

In teaching, Xiao Peidong "follows the principle of turning difficult into easy, from shallow to deep", focusing on guiding students to read independently. Dividing the class into three stages, step by step, and constantly deepen and improve the understanding of the text. In the process of learning, it always reflects the subject status of students and gives full play to the effective guiding role of teachers.

Combine reading and thinking to develop good study habits. The first link is "reading by yourself, first reading comprehension", through "which word is the most easy to read wrong", "which word is the most easy to write wrong" and "which word is the most easy to explain wrong" three questions. Let the students read the text for three times, and find out the words and words that are easy to read, write and understand. Let the students solve the task of reading the text by themselves. Students read with questions and combine reading with thinking to be able to read, write and translate. In this process, students enjoy full rights of first reading and realize full perception of first reading. They not only master the knowledge points of common false characters and function words in classical Chinese in the text, but also improve their self-learning ability and cultivate good habits of learning classical Chinese.

Master the text as a whole and cultivate the ability of generalization and critical thinking. The second part is "Read it again and read the word you like best." It not only guides students to grasp the text as a whole through re-reading, but also tests students' ability of generalization and critical thinking, which meets the requirements of "willing to explore, eager to think, and preliminarily master thinking methods such as comparison, analysis, generalization and reasoning" in the new curriculum standard. In the process of re-reading, students with questions, with thinking, understanding of the text combined with their own experience and experience, through re-reading to find out "the good faith, reflection, loyalty, ambition, happiness, persistence, hitoshi (信、省、忠、志、乐、笃、仁)" and other words, which is the embodiment of students' generalization and discrimination ability. By achieving the teaching goal of deepening the understanding of the text, it also improves the enthusiasm of students and highlights the subject status of students in learning.

Understanding and feeling, learning to put into practice. The third link "Choose your motto, feel Confucius and the Analects of Confucius", guiding the students to read the text again, deepening the understanding and feeling of the text, ask the students to recite the famous sentences, combining with their own experience to explain the famous sentences, and encouraging students to use modern eyes to think independently, choose and choose, truly achieve the application of learning.

Xiao Pei dong teacher class three links, broke the traditional word for interpretation of the text mode, always take the student as the center, highlight student's main body status, and progressive transformation, not only cultivate the students' ability of using the annotation and reference books to read the text, and through into their own experience and experience in the process of reading, this will create a real language use situation for students,

Deepen the students to the text understanding and feeling. This is different from the new curriculum standard “accumulated and constructed in active language practice activities and expressed in real language application situations...”(Xiao, 2014, pp. 29-33), meeting the requirements.

Xu Jie: The Integration of “Speech” and “Text”

“Classical Chinese is the carrier of traditional Chinese culture. In classical Chinese, ‘classical Chinese’, ‘articles’, ‘literature’ and ‘culture’ are all integrated and complement each other.” Xu Jie teachers in the teaching by “talk about in this paper, different” “listen to the voices reading” “tell me about the meaning of the original” context “about the idiom” four link, the classical Chinese, articles, literature, culture, four effectively fuses in together, so that the students’ understanding of the rich and the Chinese culture, learn wisdom, carry forward the advanced socialist culture, revolutionary culture, Chinese excellent traditional culture, Build cultural confidence” (Ministry of Education of the People’s Republic of China, 2022, p. 3).

Pay attention to language use, kill two birds with one stone. In the second part, Xu Jie asked the students to read each chapter. In the process of reading, he “guided the students to learn the necessary Chinese knowledge along with the text” and “combined the teaching of knowledge with the guidance of reading aloud.” Through “speaking in reading” and “speaking with the text”, it not only carries out the reading guidance, but also carries out the text dredging and knowledge learning, which can be said to kill two birds with one stone (Xu, 2020, pp. 38-43).

“The focus of classical Chinese reading teaching is to guide and help students to concretely grasp the author’s ‘words and ideas’ through ‘rules and methods of study, ‘words and sentences’” (Wang Rongsheng, 2014, p.8). In the third section, “tell me about the meaning of the original”, Xu Jie teacher to the interpretation of “learning”, the students “review”, “review” based on the understanding of “practice”, Li zehou is given in the new reading of “the analects”, namely “practice or use”, which explain the most appropriate, make students think students agreed that “practice or use” is the most appropriate explanation. Then, Xu gave a further explanation of ‘Xi’ (习) to strengthen the understanding of the meaning of ‘Xi’, “The variety of references makes the teaching conclusions sound and grounded” (Xia, 2014, pp. 44-46).

Professor Wang Rongsheng also believes that “the final destination of learning classical Chinese is cultural inheritance and reflection” (Wang, 2014, p. 6). In the fourth link——“talk about the context of idioms”, Xu Jie organized two activities. One is to show a group of idioms extracted from the text in the courseware, let the students explain the idioms, and then choose an idiom to say a sentence or a paragraph; One is to recreate the scene in which the idiom was created, complementing and simulating the conversation Confucius had with his students. This novel form not only arouses the enthusiasm of students to participate in the classroom, but also improves their understanding of classical culture. It truly makes the learning practical, and serves the past for the present. The study of classical Chinese, articles and literature ultimately falls on the inheritance of culture.

Zhu Xingxiang: Exploring the Three “happiness”

According to the internal relations between the twelve chapters, Professor Zhu Xingxiang rearranged the text into three kinds of happiness: ‘the joy of learning’, ‘the joy of having friends’ and ‘the joy of gentleman’(学习之乐, 有朋之乐, 君子之乐), and guided students to combine their own learning habits to “Isn’t it fun to study and review often?” To understand, and guide students to think that the real happiness is found, let nature lead to

“review the old and learn new, can be a teacher” (Zhu, 2017, pp. 156-159). Followed by the question “how can ‘know new’”, thus enlighten the students to get meditation thinking can be found, that is, “Learning without thinking is Labour lost, thinking without learning is perilous.” (学而不思则罔，思而不学则殆). It can be said that the original scattered chapters are closely linked, which not only learn the content of the text, but also exercise students’ critical thinking ability, so as to deepen students’ understanding of the text.

In the last two links, Zhu Xingxiang focused on letting students understand the text independently, and finally raised the understanding of the text to the optimistic attitude of Confucius. To guide the students to think about the enlightenment and wisdom of life brought by the Analects of Confucius. In this way, students’ understanding of the text is not only confined to the text itself, but also integrated into their own life and experience. Thus, the explanation of the text is sublimated, and the influence on students is gradually deepened.

The Teaching Process: Focus on the Key Around the Curriculum Standards

Each of the three teachers has its own teaching methods. Xiao Peidong pays attention to the cultivation of students’ self-reading ability and cultivates students’ good self-study habits through timely guidance. Teacher Xu Jie opposes lecture series and advocates the integration of “speech” and “text”. Through “speaking in reading”, “speaking with text” and “speaking in activities”, the classical Chinese, articles, literature and culture are organically integrated. Teacher Zhu Xingxiang rearranged the text according to the internal connection of the twelve chapters, and guided the students to study and think from three aspects: “the joy of learning”, “the joy of having friends” and “the joy of gentleman”. The three teachers all pay attention to the understanding and application of curriculum standards, and fully reflect the subject status of students in their teaching, which breaks the traditional mode of word-by-word translation in classical Chinese reading teaching, and embodies the nature of “the unity of instrumentality and humanity” in Chinese curriculum.

Teaching in Middle School Reflects the Main Position of Students

Xiao Peidong will “independent reading” throughout the whole class. In the initial reading stage, students read the Twelve Chapters of the Analects of Confucius for many times, asking students to find out the words and words that are easy to read, write and solve, and leaving the task of the initial stage of reading the text to the students. Read the text again, the students read out their most useful word, emphasize students independent discovery, independent feeling. Xu Jie asked the students to read the text separately, read the text with annotations, talk about the context of idioms and say a paragraph with idioms, pay attention to the students to read the text and understand the application. Teacher Zhu Xingxiang not only solved the knowledge of words and words, but also exercised students’ autonomous learning ability by reading aloud and other students pointing out mistakes or asking questions.

From Shallow to Deep, Reflecting the Leading Role of Teachers

The three teachers all pay attention to turning the difficult into the easy, from the simple to the deep, to provide a step guidance for students’ learning, so that students’ understanding of the text gradually deepened. Xu Jie guided the students to solve the characters, words, sounds and meanings of the text in the first stage. In the second stage, he guided the students to further understand the meaning of the text and put forward the places they did not understand. In the third stage, he guided the students to explain the idioms in the text and said a paragraph

containing idioms. Providing students with tasks that are increasingly difficult, but from easy to difficult, not only helps students gradually deepen their understanding of the text, but also reflects the teacher's superb teaching art.

Break the Traditional Mode and Highlight the “Unity of Language and Text”

The three teachers did not list the key words and difficult points of classical Chinese knowledge separately, or through the students' independent reading and put forward which words and words are easy to read, write, understand wrong; Or let the students in the reading process by other students to raise questions and jointly answer the way; Or the way teachers ask questions while students read aloud. The three teachers are reading aloud, combining the context to solve the sound and meaning of key and difficult words. Instead of using the blunt direct translation method, we focus on students' understanding and perception of the text. The understanding of the text always revolves around the text, embodies the “unity of language and text”, and finally rises from “classical Chinese”, “article”, “literature” to “culture”, from shallow to deep, gradually deepening students' understanding of the text.

Teaching Objectives: All the Way to Improve Quality

The three teachers' teaching of the Twelve Chapters of the Analects of Confucius has both individuality and commonality. The teaching methods of the three teachers have their own characteristics, but the final teaching goal is to improve the core Chinese literacy of students, in culture, language, thinking, aesthetic four aspects of the focus of the cultivation of students' literacy, to achieve the “starting from the cultivation of core literacy, the characteristics of the overall integration of my four aspects.....” (Ministry of Education of the People's Republic of China, 2022, p. 44).

Cultural Confidence

The Analects of Confucius is selected from the Confucian classic Analects of Confucius, which is an important carrier and component of Chinese excellent traditional culture. The Chinese Curriculum Standards for Compulsory Education (2022 edition) states that “cultural confidence means that students identify with Chinese culture and have firm confidence in the vitality of Chinese culture.” Therefore, through the study of this course, it is particularly important to promote students' identification with the excellent traditional Chinese culture.

Learning attitude, learning methods and personal cultivation. In the Twelve Chapters of Analects of Confucius, the attitude toward learning advocates “learning and learning” and “those who know are not as good as those who are good, and those who are good are not as good as those who are happy.” And so on; On the learning method advocated “review the old to know new” “Learning without thinking is Labour lost, thinking without learning is perilous.” “When there's three, there's always a teacher.” “Learned and determined, cut to ask and close thinking.” And so on; On the personal cultivation of the proposition “my day three introspection my body” “unjust and rich and expensive, in my like floating clouds.” “The three armies can seize the handsome also, every man cannot seize the ambition also.”

The evolution of idioms and the wisdom of life. Many sentences in the Analects of Confucius have gradually evolved into idioms, such as “review the old and learn the new”, “never ask questions”, “be tireless in teaching others” and “never let others down”. The joy of learning, the joy of friends, the joy of the gentleman. “At 15, learn; at 30, stand; at 40, have no doubts; at 50, know the destiny of heaven; at 60, be obedient; at 70, follow one's will;

do not exceed the rules”. “The dead are like this, day and night”. The Analects of Confucius can be said to be simple in words and rich in meaning, which is a classic worthy of lifelong study. Therefore, in junior high school, students should be inspired to love the classic, guide them to understand its connotation gradually and deeply, and combine with their own actual life and study, so as to pass on the excellent traditional Chinese culture.

Language Use

“Language use means that students have a good sense of language initially through active accumulation, sorting and integration in rich language practice” and “can effectively communicate in specific language situations; I feel the rich connotation of the spoken and written language and have a deep affection for the standard Chinese language” (Ministry of Education of the People’s Republic of China, 2022, p. 5).

Xiao Pei dong teacher through “which word is the most easy to misread” “which word is the most easy to write wrong” “which word is the most easy to explain the error” three problems, let the students read three times, respectively, and find out easy to read, write wrong, understand the wrong words, in the teacher’s situation, students have mastered the text both in knowledge of classical Chinese, and improve the ability of language expression, Feel the rich connotation of Chinese characters.

Mr. Xu Jie used the way of “speaking with the text” to explain the traditional Chinese knowledge of the text, such as the common false characters, polysemy of one word, the flexible use of parts of speech, and the differences between ancient and modern meanings. Instead of taking out the classical Chinese words and words alone to explain, but in the process of students reading, encounter questions, they will solve together, so as to stimulate the interest of students, and make students more effective in learning.

Thinking Ability

“Thinking ability refers to the cognitive performance of students in the process of Chinese learning such as associative imagination, analysis and comparison, induction and judgment...” (Ministry of Education of the People’s Republic of China, 2022, p. 5). Xiao Peidong teacher let the students read their most useful word this link will be a good exercise students to summarize and discrimination ability, in this process, the teacher did not explain too much, but let the students in the process of reading experience, thinking, analysis, discrimination, generalization, and then expressed. Professor Xu Jie asks students about the word ‘Xi’ in class, and gives the original meaning of the word ‘Xi’ and Li Zehou’s interpretation, so as to open the students’ horizons and guide students to understand from multiple angles. In the “context” about idioms in a link, guides the student to say contains the idiom of a paragraph, this kind of practice is examines the students understanding the text content and the meaning of the idiom, and exercise the students’ oral English ability, which has to the student association imagination and logical thinking ability to exercise and improve, is fully staffed. Through a series of assumptions and questions, Zhu Xingxiang guided the students to connect the text content, organically combined the seemingly disordered text content, and imperceptibly inspired the students to connect the intersections of the lesson.

Aesthetic Creation

“Aesthetic creation means that students gain rich aesthetic experience through feeling, understanding, appreciating and evaluating language and writing works, and have the preliminary ability to feel beauty, discover beauty and use language and writing to express beauty and create beauty...” (Ministry of Education of the

People's Republic of China, 2022, p. 5). Xiao Peidong asked the students to find out a most useful word and a motto from the text. These two links make the students feel the charm of the Analects of Confucius from different angles with their own learning and life experience, and gradually internalize it into their own spiritual background. This novel form not only arouses the enthusiasm of students to participate in the classroom, but also improves their understanding of classical culture. It truly makes the learning practical, and serves the past for the present. The study of classical Chinese, articles and literature ultimately falls on the inheritance of culture. Teacher Zhu Xingxiang raised the understanding of the text to the optimistic life attitude of Confucius, guided the students to think about the inspiration of life and wisdom of life brought by the Analects of Confucius, appreciate the philosophical charm of the Analects of Confucius, and learn the optimistic life attitude of Confucius.

Conclusion

From the comparative analysis of the three teachers' teaching examples, we can get some inspiration for teaching classical Chinese. First of all, the teacher should pay attention to the text interpretation of the textbook text, from the classical Chinese, articles, literature, culture four levels of in-depth interpretation of the text, only teachers do a good job of interpretation and preparation, in teaching can have a target. Secondly, teachers should change their ideas, pay attention to the cultivation of students' core Chinese literacy, and improve students' literacy from four aspects: cultural confidence, language use, thinking ability and aesthetic creation. Finally, in church teaching, we should pay attention to the main role of students and the leading role of teachers. Teachers can really guide rather than just indoctrinate, and students can learn independently rather than just obey instructions.

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