

The Value and Strategies of Integrating Life Education Theory into Chinese Language Teaching in the "Double New" Era in China

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Abstract

This paper, based on the "Double New" education era, focuses on how to implement and integrate the concept of life education into Chinese language teaching at the junior high school level, and how to create a learning and growth platform that is closely connected to students' lives. The article proposes feasible educational strategies such as "experiential teaching, emotional experience-based reading, and creative writing," aiming to enhance the practicality and authenticity of subject education. By applying knowledge from a life-oriented perspective, the goal is to meet the requirements of cultivating high-quality talents in the "Double New" era.

Keywords: *Double New Policy; Junior High School Chinese; Life Education; Educational Value*

1. Introduction

With the advent of the "Double New" era and the continuous implementation of educational policies, numerous feasible development ideas have emerged to promote the deep integration of life elements and Chinese language education. This has also provided junior high school Chinese teachers with more opportunities for cultural inheritance and innovation, enabling them to create a higher-quality platform for students' growth and learning progress [1].

This is because the subject of "Chinese," as a carrier of cultural knowledge, serves as an important medium for culture and thought, closely intertwined with daily life and mutually reinforcing. Therefore, integrating Mr. Tao Xingzhi's life education philosophy with Chinese language education at the junior high school level can enrich teaching content by incorporating real-life events and connecting them with characters in reading materials. This approach not only broadens the curriculum but also provides students with ample opportunities to understand the essence of life. Such an integrated educational process helps cultivate students' keen observation and analytical skills from an early age, encouraging independent thinking through the "new curriculum and new textbooks" of the "Double New" policy. Furthermore, within the free exploration and creative writing platforms provided by teachers, students can achieve progress and growth, truly embodying the principle of "applying knowledge to practice."

2. Overview of Fundamental Theories

(1) Overview of "Double New Education"

The essence of "Double New Education" lies in the breakthrough and innovation of curriculum content and the transformation of teaching models. The entire educational development process emphasizes the principles of "flexibility and high efficiency," representing a significant reform in the new era. This implies that traditional teaching methods and practices have become outdated, while the introduction and implementation of the "Double New" policy have injected new vitality and hope into the development of secondary education [2].

The core of "Double New Education" is "newness," which encompasses not only innovations in educational forms and methods but also transformations in educational concepts and teaching philosophies. It represents a breakthrough and creation beyond the traditional "exam-oriented" education. This policy emphasizes the "people-oriented" value, helping students transition from a "passive" learning state to one of free learning and independent thinking. It encourages students to find their own learning paths within the high-quality cultural classroom environment created by teachers [3]. During this process, elements such as "practicality and emotional experience" serve as fundamental teaching principles and necessary development points, guiding the direction of subject education.

(2) The Value of "Life Education"

With the continuous proposal and implementation of the "Double New" education policy, the emphasis on the authenticity and practicality of education aligns with the developmental needs of Chinese language education at the junior high school level. It requires students to effectively apply classroom knowledge in daily life. This educational philosophy complements the "life education" concept proposed by Mr. Tao Xingzhi. The deep integration of life education and subject education embodies significant value and impact, primarily reflected in the following two aspects [4]:

First, cultural and emotional resonance. In the "Double New" era, life elements carry profound social and educational significance. Integrating these elements into Chinese language education allows students to experience emotional resonance during activities such as reading, writing, and free discussion. This makes the learning and thinking process more engaging and vivid. Teachers can use interesting stories and real-life cases to construct situational classrooms, enabling students to appreciate the creative emotions of authors and the characters in literary works. This approach achieves dual development in emotional and cognitive aspects [5].

Second, the expansion of thinking and horizons. The integration of life elements can broaden students' cognitive thinking and cultural perspectives. By incorporating real-life cases and touching stories into the key points of textbook content, students' growth and learning needs can be better met in the "Double New" era. For example, during text reading, vivid character portrayals in textbooks, such as "Borrowing Arrows with Straw Boats" and "Three Visits to the Thatched Cottage," can be combined with real-life stories of wise individuals and scholars. This presents social realities to students through visual and auditory stimuli, allowing them to understand diverse social cultures and grassroots life from different perspectives. Under the guidance of the "Double New" policy, this fosters interdisciplinary and cross-domain

awareness, encouraging students to embrace diverse educational elements with an inclusive mindset and acquire knowledge with a positive attitude.

3. Implementation Strategies for Integrating Life Education Theory into Chinese Language Teaching in the "Double New" Era

(1) Experiential Teaching

In the context of the "Double New" education era, the "life-oriented" educational philosophy proposed by Mr. Tao Xingzhi provides more opportunities for innovation and breakthroughs in Chinese language education at the junior high school level. Under the influence of the new era, it has ushered in new developmental opportunities [6].

The content of Chinese language education originates from life but transcends it, condensing the essence of life into a knowledge system with millennia of cultural heritage. The future development of this subject relies on the integration of life elements. To better meet the growth and learning needs of junior high school students in the new era and to create a high-quality cultural classroom focused on practical training, teachers can emphasize experiential learning in Chinese language teaching. This approach not only familiarizes students with foundational knowledge but also highlights the charm of the "new curriculum and new textbooks," enriching students' cognitive thinking from a life perspective and solidifying their central role in the classroom.

For example, in teaching the classic text "Three Visits to the Thatched Cottage," teachers can foster a cultural atmosphere in the classroom through activities such as story dramatization and role-playing. Students can take on the roles of historical figures, experiencing the artistic charm of long-standing cultural traditions and deepening their understanding of the textbook content. During implementation, students can be divided into groups and assigned roles such as "Zhang Fei," "Zhuge Liang," and "Liu Bei," with freedom to interpret the characters' emotions and plotlines. This creates a lively and engaging practical learning environment [7].

Teachers should also emphasize the necessity of life elements. For instance, "Three Visits to the Thatched Cottage" not only illustrates Liu Bei's eagerness to recruit talents like Zhuge Liang but also reflects ancient life and etiquette. To align with the "new curriculum" concept of the "Double New" policy, teachers can guide students to explore the inner worlds of different characters through group discussions, reading, sharing, and expressive performances. This immersive experience helps students appreciate the importance of etiquette in ancient times, highlighting social interactions and communication methods. Such an educational environment not only enhances students' understanding of artistic techniques in character portrayal but also broadens their cultural awareness, ensuring stable progress in reading and comprehension. This process aligns with the "Double New" policy, offering innovation opportunities and rich practical experiences that lay a solid foundation for deeper learning.

(2) Emotion-Based Reading

In the current "Double New" education era, the core goal of Chinese language education is no longer limited to explaining and analyzing course content. Instead, it focuses on cultivating students' problem-solving skills and emotional values, with an emphasis on comprehensive cultural literacy. Therefore, under the framework of the "life education" concept, creating an

"emotion-based reading" activity zone in Chinese classrooms has become a key method to guide students in free reading and independent exploration. This approach not only deepens students' understanding and analysis of reading materials through storylines but also fosters emotional resonance, allowing students to gain insights from the reading process [8].

For example, in teaching the classic text "The Ballad of Mulan," teachers can create a reading-themed classroom centered on the cultural elements of "heroism and valor." Through emotion-based reading, students can reflect on the heroic spirit of protecting the homeland, as exemplified by Mulan. This helps students understand that women can also achieve greatness, fostering respect for women from an early age. Teachers can guide students to visualize Mulan's transformation into a warrior through lines such as, "She marched ten thousand miles, crossing mountains and rivers. The northern wind carried the sound of metal, and the cold light reflected off her armor. Generals fought a hundred battles, and soldiers returned after ten years." This imaginative exercise allows students to appreciate Mulan's determination and bravery, evoking emotional resonance and inspiring respect for female heroism.

To meet the new educational requirements of the "Double New" era and highlight the artistic charm of life education, teachers can combine various teaching models and interactive methods to create a high-quality reading classroom. For instance, role-playing activities can transform the reading classroom into a vibrant and engaging environment, divided into clear reading zones. This approach turns reading into an artistic creation stage rather than a repetitive language exercise. Parents can also be invited to participate, creating a simulated reading environment where students embody characters like Mulan and her family. This immersive experience allows students to appreciate Mulan's resilience and courage as if they were part of her story.

Additionally, the "Double New" era emphasizes cutting-edge educational models, requiring schools to balance resource allocation and invest in advanced teaching tools such as interactive whiteboards and audio-visual equipment. These tools, combined with life education elements, stimulate students' senses and encourage deeper thinking during reading. Ultimately, students can share their insights and discuss female role models in life, fostering respect for women and shaping positive values. This approach enriches the cultural dimension of the subject, promoting growth through independent reading and exploration.

(3) Creative Writing Instruction

In the "Double New" era, creating a free creative writing platform is a crucial step in achieving high-quality teaching goals and ensuring the sustainable development of Chinese language education at the junior high school level. Compared to elementary school students, junior high school students have stronger thinking and independent learning abilities, enabling them to complete writing tasks with greater autonomy. Under the guidance of teachers, students can consolidate their writing skills [9], aligning with the "Double New" and high-quality education requirements. By incorporating Mr. Tao Xingzhi's "life-oriented" teaching philosophy, students can use diary writing to record daily life, gradually developing a sense of creative expression. This ensures that students can apply their knowledge effectively, laying a solid foundation for future learning.

Life diaries are not just records but also sources of creative inspiration. Through skillful guidance, teachers can help students draw writing inspiration from life, enhancing their creative expression and language skills. For example, in a writing-themed lesson, teachers can guide students to write a diary entry about "My Hometown," posing questions such as "What is the scenery like in your hometown?" and "What traditional cultures exist there?" This encourages students to observe and reflect, recording their impressions and thoughts in diary form. Students can use various formats, such as poetry, prose, or fiction, to express themselves. Teachers can also adopt an interdisciplinary approach, integrating subjects like geography, history, and music through life elements. This comprehensive method strengthens students' language expression skills and promotes holistic development, laying a high-quality foundation for creative writing instruction.

4. Conclusion

In summary, in the current "Double New" education era, integrating life elements into teaching by learning from Mr. Tao Xingzhi's educational philosophy holds significant importance for promoting stable educational quality. Taking junior high school Chinese language education as an example, the integration of life elements through "experiential teaching, emotion-based reading, and creative writing" helps cultivate students' practical learning abilities, innovative thinking, and artistic expression skills. Such teaching strategies not only enhance students' understanding of Chinese language knowledge but also inject new vitality and value into Chinese language education, driving long-term progress and development.

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