

The Application of Life-based Teaching Concept in High School Chinese Teaching

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Abstract: This article mainly discusses the application of the concept of life-based teaching in Chinese teaching in senior high schools, so as to improve students' interest in learning and Chinese literacy. Using the method of combining theoretical analysis and case study, this paper conducts in-depth research on the application of life-based teaching concept in Chinese teaching in high school. This paper analyzes the current situation of the development of life-based teaching concept and its specific application in Chinese teaching in senior high schools, and conducts case studies analysis. The concept of life-based teaching has important application value in Chinese teaching in senior high schools. It can help teachers to better link the teaching content with students' real life, and improve students' learning interest and Chinese literacy.

Keywords: Senior high school Chinese; Life-based teaching; Teaching content; Student evaluation

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1. Introduction

With the development of society and the reform of education, traditional high school Chinese teaching methods are now unable to fully meet the needs of the students. In order to better improve students' Chinese literacy and their ability to adapt to the development of society, the concept of life-based teaching has been widely used in Chinese teaching in senior high schools. The concept of life-based teaching emphasizes the close connection between the teaching content and the students' real life. In this way, students can experience life while studying, and simultaneously apply the knowledge they have learned to their lives to improve the overall quality. The concept of life-based teaching involves a method that connects teaching activities with real life, allowing students to understand and apply what they have learned through experience in life, thereby improving their learning interest and enthusiasm^[1]. The core idea of the life-based teaching concept is to let students discover problems and learning content from their daily lives. This teaching concept also enhances the students' understanding and application of knowledge through practical operation, experience, and perception. The use of life-based teaching concepts in Chinese teaching in senior high schools can effectively boost students' learning interest and enthusiasm. By integrating the students' daily lives into the teaching content, students can have a

deeper understanding of the texts and improve their comprehension skills and ability to express themselves. At the same time, life-based teaching concept can also help students to better experience the emotions expressed in the article, and cultivate students' aesthetic taste and humanistic quality ^[2]. In addition, the concept of life-based teaching can also promote the all-round development of students. By combining learning with real life, students can better understand society and life, and improve their overall quality and adaptability. Therefore, the application of life-based teaching concept in Chinese teaching in senior high schools is significant, making important contributions to the development of students and the improvement of Chinese teaching in senior high schools.

2. Current situation of the development of life-based teaching concept

In the current situation, there are a few developments of life-based teaching concept. The first is theoretical exploration. The concept of life-based teaching has gradually become a trend in the education field, and more and more educational scholars have begun to study this teaching concept ^[3]. At present, the definition, connotation, and characteristics of the concept of life-based teaching have been deeply discussed and theoretically explored.

The second development is practical exploration. The concept of life-based teaching has also been widely used in practice. In primary and secondary schools, teachers are actively exploring and practicing the concept of life-based teaching. By designing life-based teaching content, activities, and evaluation, students can better understand and apply what they have learned, thereby enhancing their learning interest and enthusiasm.

Another development is technical support. The concept of life-based teaching has received more technical support through the development of information technology. Teachers can relate their lessons to real-life issues via multimedia, network, and other information technology means ^[4], ensuring that students can better understand and apply the knowledge.

However, there are still some development challenges of life-based teaching concept in practical application. For example, teachers need to have more comprehensive qualities and abilities, they need to explore more deeply and research life-based teaching concepts, and simultaneously master more means of information technology.

3. Specific application of life-based teaching concept in Chinese teaching in senior high schools

The application of life-based teaching concepts in Chinese teaching in senior high schools can help students to better understand and apply what they have learned, and improve their learning interest and enthusiasm ^[5]. There are several aspects of applying the concept of life-based teaching in Chinese teaching in senior high schools. Its specific application is described below.

3.1. Introduction into the classroom

Introduction of life-based teaching can be done with several methods. The first method is introduction with examples. Teachers can guide students to connect with their own life experience by giving examples or actual cases as teaching content ^[6]. For example, when explaining the novel *Dream of the Red Chamber*, students can be asked to recall relevant scenes in television dramas or movies they have watched. By guiding students to connect with life experience, they can better understand the emotions and thoughts expressed in the novel.

Another introduction is done through experiences. Teachers can design some experiential learning activities

related to teaching content, for students can connect to the content from their own experience. For instance, when explaining the article “The Old Man and the Sea,” students can share their experience of interacting with nature. Photos of natural landscapes related to the article can also be shown to the students for them to easily relate to the teaching content.

Introduction with stories is also a form of life-based teaching. Teachers can tell a short story related to the teaching content to stimulate the interest and curiosity of the students. For example, when explaining the poem “Li Sao,” the life story of the poet Yuan Qu can be told, in order for students to better understand the thoughts and emotions expressed in the poem.

Life-based teaching can also be introduced with media. Teachers can play videos, music or show pictures that are related to teaching content, and allow students to relate to the content based on their own perception. When explaining the poem “Song of Everlasting Sorrow,” related videos or music can be played to allow students to experience the artistic conception expressed by the poem visually and audibly.

The introduction of life-based teaching concept in high school Chinese teaching enable students to connect to their own life experience, better understand and apply the knowledge they have learned, and improve their learning interest and enthusiasm. At the same time, this application method can also enhance the teaching level and quality of teachers, thereby promoting the development of Chinese teaching.

3.2. Real-life teaching content

The content of high school Chinese teaching is life-like. Life-based teaching concept can be applied in introducing life situations. By linking the course content with real-life situations, students can experience and understand Chinese knowledge in their daily lives. Using the poem “Climbing the High” as an example, students can be guided to relate their own life experiences and think about whether they will have similar feelings when they are alone in a strange city or environment.

Life experiences is another form of real-life teaching content. Relating the course content to students’ life experiences helps them to increase their understanding and apply what they have learned. For the poem “Climbing Yueyang Tower,” students can be guided to relate to their own travel experiences and share their feelings of overlooking from a higher angle, in order to better understand the emotion and artistic conception expressed in the poem.

Real-life topics can be introduced in life-based teaching concept. Applying real-life hot topics in the course content enables students to better understand and apply what they have learned. For instance, when explaining the article “I am Not a Good Son,” students can be guided to relate to their own family life experiences. For example, teachers can as the students to discuss about their relationship with the parents to better understand the emotions and thoughts expressed in the articles.

Additionally, real-life teaching content can include life practice. The course content can be connected to real-life practices which allow students to understand and apply what they have learned through practice. For example, when explaining the article “Characteristics of Chinese Architecture,” students can be guided to observe the garden architecture, draw, and design it according to their own ideas, helping them to better understand the knowledge and principles expressed in the article.

3.3. Interactive teaching activities

Life-based teaching activities in senior high schools enable students to learn and apply Chinese knowledge from actual situations and practical activities. There are various interactive teaching activities such as role-playing. Students can simulate the characters in the text for dialogue and performance, to help them understand Chinese

knowledge from the actual situation. For example, when explaining the play “Thunderstorm,” students can be grouped to play different roles, and simulating the dialogue and scenes in the teahouse. Through the simulation, students can understand and experience the emotions and thoughts in the play.

The second activity that can be carried out is group discussion, where students share their views and feelings about a topic. They can learn and apply Chinese knowledge from their discussions. For example, students can be asked to discuss about the themes and character relationships in the novel *The Necklace*, so that they can understand and apply the knowledge of literary criticism through their discussions.

Other than that, practical activities related to the teaching content can also be carried out, such as writing, speaking, debate, etc., so that students can learn and apply Chinese knowledge through practice. For example, when explaining the topic of poetry appreciation, students can try to write poetry or lyrics for them to learn and apply the skills and knowledge of poetry writing in practice.

Another teaching activity is social practice. Students can participate in some social practice activities, namely publicity activities, community service, cultural exchanges, etc. For instance, cultural exchange activities can be carried out to teach students about hometown culture. In this way, they can directly experience the charm of traditional culture, consequently understand and inherit traditional culture.

3.4. Students’ learning evaluation

Life-based teaching concept can also be applied in evaluating the students’ learning progress. Practical application assessment is one the methods of evaluation. Students’ practical application skills can be assessed by having them complete practical tasks or apply what they have learned to solve practical problems. For example, the Chinese skills of students can be evaluated by making them conduct social surveys, cultural explorations, or practical operations, etc.

The students can also be evaluated through their works. By assessing students’ works, such as composition, speech, performance, etc., their language expression and innovation skills can be evaluated. For example, students can be assigned to write a composition or give a speech, and their level in terms of written expression, language use and thought expression can be evaluated.

Students’ learning can be assessed through group discussions. Students’ thinking and communication abilities in Chinese are assessed. For a certain literary work or social phenomenon, students can discuss and communicate in groups, and their performance and contribution in the discussion can be evaluated.

Evaluation of the daily performance of students can be done by observing their daily performance, attitudes, and habits in language learning and application. Students’ performance in class participation, reading habits, writing exercises, etc., can be observed, and their enthusiasm and level in daily learning can be evaluated.

Life-based Chinese learning assessment in high school can better reflect students’ actual Chinese application ability and learning attitude. Hence, the assessment provides strong support for teaching improvement and personalized learning.

4. Case analysis

For the specific case analysis, a high school Chinese class is taken as an example to explain the application of life-based teaching concepts.

(1) Course name

“Moonlight in the Lotus Pond”

(2) Teaching objectives

The objectives of the course are to understand the thoughts, feelings, and artistic features expressed in “Moonlight in the Lotus Pond.” Another objective is to use the concept of life-based teaching, allow students to understand and apply what they have learned through their own life experience. Plus, the objective is to cultivate students’ reading comprehension and expression skills.

(3) Teaching content

The teaching content includes introducing the author Zhu Ziqing and his life story. The ideological, emotional, and artistic features of “Moonlight in the Lotus Pond” will be analyzed, including language, rhetoric, and artistic conception. The students will be guided to relate to their own life experiences and feelings, and understand the emotion and artistic conception expressed in the article. Group discussions will be carried out where students can express their thoughts and apply the knowledge they have gained in real life.

(4) Teaching methods

Life-based teaching can be introduced into the classroom by letting students share their recent travel experience. Their experience can be related to the topic of the lotus pond, and then the text “Moonlight in the Lotus Pond” can be introduced.

Real-life teaching content can be applied. By analyzing the language, rhetoric, artistic conception, and other characteristics of the article, students are encouraged to connect with their own life experience and feelings, in order to better understand the emotion and artistic conception expressed in the article.

Interactive teaching activities like group discussions can also be carried out. They are encouraged to use their own language and expression methods, apply the knowledge they have learned to real life, for the cultivation of their expressive and innovation skills.

(5) Learning evaluation

Homework are assigned to students, such as writing a composition about a certain scene in their own life, which requires them to use the knowledge and expression they have learned, and apply the knowledge to real life. Group discussions and sharing sessions can be another component of evaluation. Students can conduct group discussions to evaluate and guide each other, thereby improving the learning effect.

5. Conclusion

The application of life-based teaching concept in Chinese teaching in senior high schools not only meets the requirements of the new curriculum reform, but also meets the needs of students’ development. Through the application of life-based teaching concepts, high school Chinese teaching is no longer just a process of imparting knowledge, but also a process of students actively participating, experiencing life, and improving their overall quality. The concept of life-based teaching emphasizes the close connection between the teaching content and the students’ real life. Through this, students can experience life while studying, and at the same time apply the knowledge they have gained in life to improve their overall quality.

In the future, the application of life-based teaching concepts in Chinese teaching in senior high schools will be more extensive and in-depth. Teachers need to constantly explore and innovate, and integrate life-based teaching concepts into daily teaching. The teaching content and methods require constant enriching, in order to provide students with more vivid, interesting, and practical Chinese teaching, and promote students’ all-round development.

In short, the application of life-based teaching concepts in Chinese teaching in senior high schools has important significance and value. This teaching concept can make important contributions to students’ development and the improvement of Chinese teaching in senior high schools.

Disclosure statement

The author declares no conflicts of interest.

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