

An Analysis of Improving the Effectiveness of Chinese Classroom Teaching in Junior Middle School

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Abstract: With the evolution of society, education reform continues to progress, and increasing attention is being paid to the learning outcomes and overall academic quality of junior high school students. As a core subject at this stage, the effectiveness of Chinese language teaching directly influences students' overall academic performance. Therefore, enhancing the effectiveness of junior high school Chinese classroom teaching has become a key focus for educators. Against this backdrop, this paper explores the significance of building an effective classroom environment in junior high school Chinese teaching and provides an in-depth analysis of strategies to improve teaching effectiveness. The goal is to assist teachers in creating efficient classrooms, fostering students' interest in learning, enhancing their overall competence in Chinese, and ultimately improving teaching quality to contribute to the overall advancement of Chinese language education.

Keywords: Junior high school; Chinese classroom; Teaching effectiveness; Strategy analysis

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1. Introduction

Chinese is a fundamental subject at all educational stages, particularly in junior high school, where it plays a crucial role in developing students' language expression skills, logical thinking, and cultural literacy. With the implementation of the new curriculum standards, Chinese language teaching increasingly emphasizes the enhancement of students' overall competencies, making classroom effectiveness a key metric for evaluating teaching outcomes. As junior high school Chinese teachers, it is essential to optimize teaching methods, actively refine classroom strategies, and explore diverse instructional approaches to maximize the value of classroom teaching and its educational impact.

2. Importance of building effective Chinese classroom teaching in junior middle schools

2.1. Promoting the all-round development of students' Chinese literacy

In Chinese teaching, the cultivation of students' disciplinary literacy encompasses language expression, logical thinking, cultural understanding, and aesthetic appreciation. Effective classroom instruction should integrate these core elements and employ diverse teaching activities, allowing students to experience the richness of Chinese learning from multiple perspectives. Through this process, students can accumulate relevant knowledge by engaging with contemporary literary works, practicing close reading, and developing a deeper appreciation for literature, thereby enhancing their language expression and aesthetic awareness ^[1]. The study of ancient poetry, for instance, enables students to grasp the rhythm of poems through repeated recitation, fostering an emotional connection that transcends time. This practice enhances their sensitivity to language and strengthens their ability to convey emotions effectively. Furthermore, interactive discussions and group collaborations in class help develop students' critical thinking and communication skills, encouraging them to analyze issues from multiple perspectives and refine their problem-solving abilities ^[2]. When appreciating outstanding literary works, students not only encounter unique writing styles and expressive techniques but also cultivate an elevated sense of aesthetics. This immersion in the beauty of language ultimately contributes to the comprehensive enhancement of their Chinese literacy.

2.2. Promoting the improvement of teaching quality and efficiency

The foundation of an efficient Chinese classroom lies in teachers' ability to accurately identify and implement instructional objectives. By carefully designing lesson structures and employing effective teaching methods, educators can ensure that every stage of the learning process is purposeful and well-executed, thereby improving overall teaching efficiency. This approach moves away from the traditional one-way transmission of knowledge and redefines the teacher's role from mere knowledge provider to facilitator and guide. The primary goal shifts toward stimulating students' interest and motivation in learning, encouraging active participation in class, and subtly enhancing teaching effectiveness.

2.3. Cultivating students' independent learning ability

Junior middle school serves as a crucial transition between foundational knowledge acquired in primary school and more complex concepts encountered in high school. Therefore, fostering students' independent learning skills during this stage is particularly important. An effective Chinese classroom provides students with opportunities for self-directed exploration, guiding them to engage in independent inquiry and cooperative learning, thereby strengthening their learning capabilities ^[3]. Through this process, students learn to think independently, manage their study schedules, and take initiative in problem-solving. Additionally, the establishment of an efficient learning environment helps students develop good study habits and self-discipline, laying a solid foundation for their future academic journey in high school and beyond.

3. Strategies for improving the effectiveness of Chinese classroom teaching in junior high schools

3.1. Optimizing and adjusting teaching content based on actual classroom needs

Throughout a student's academic journey, teaching content serves as the primary vehicle for learning and the main source of new knowledge. Therefore, teachers should flexibly adjust the curriculum based on students' actual learning conditions, making it more relevant to their life experiences and cognitive development. As times change,

students' learning needs continue to evolve. While standardized teaching content may fulfill their basic knowledge requirements, addressing more personalized learning needs requires teachers to incorporate students' interests and strengths, making targeted adjustments ^[4].

By personalizing the teaching content, educators can not only enhance students' engagement but also improve their comprehension and application of knowledge, ultimately leading to better learning outcomes. First, teachers should thoroughly study the curriculum to gain a precise understanding of the textbook's structure, enabling them to seamlessly integrate specific teaching points while maintaining coherence and logical progression. Additionally, it is crucial to consider individual differences in students' learning abilities, integrating key concepts in a way that aligns with their actual progress and comprehension levels, ensuring that each student advances at their own pace ^[5].

For instance, when students struggle with complex concepts, teachers can lower the difficulty level by breaking down intricate ideas into smaller, more digestible parts and using practical examples to facilitate understanding. Encouraging students to ask questions and engage in discussions can further create an interactive and dynamic learning environment, reinforcing their grasp of the material.

For example, while teaching back the lesson, teachers can design activities that connect the text's emotions to students' personal experiences, guiding them to recall meaningful moments shared with their fathers—whether through unwavering support or silent concern. These personal reflections serve as bridges, allowing students to develop a deeper emotional connection with the text. Additionally, teachers can prompt students to compare their own experiences with those described in the story, fostering a more profound understanding of the different ways family affection is expressed. This approach not only enhances comprehension but also nurtures students' sense of familial and societal responsibility ^[6].

By employing these strategies, students are encouraged to engage more deeply with their studies while also developing essential moral values that will benefit them in navigating the complexities of society. This, in turn, lays a strong foundation for their future academic and personal growth.

3.2. Leveraging information technology to improve teaching efficiency

In junior middle school Chinese teaching, information technology enables teachers to create a more immersive and realistic learning environment. By utilizing virtual reality (VR), augmented reality (AR), and other technological tools, students can vividly experience the scenes and emotions depicted in texts. This allows them to connect more directly with the author's creative intent, enhancing their comprehension and engagement. Consequently, students can maintain better focus in class, leading to a continuous improvement in learning efficiency.

However, while integrating technology into teaching, it is crucial for educators to ensure that its application aligns closely with the course content ^[7]. For example, when teaching “A Drop of Water Passes through Lijiang,” teachers can employ VR technology to recreate the picturesque scenery of Lijiang's old town. This allows students to virtually stand by the crystal-clear river and observe the journey of a water droplet from the mountains to the town. Such an approach enables students to intuitively grasp the natural landscape and cultural significance described in the text, deepening their appreciation for the beauty and heritage embedded within Chinese literature. Ultimately, this immersive experience can foster a greater enthusiasm for learning Chinese.

While utilizing information technology to support teaching, teachers should also focus on developing students' independent learning skills. It is essential to provide structured guidance alongside technological tools, integrating detailed explanations to maximize the combined benefits of technology and classroom instruction. Additionally, multimedia tools can be used to present relevant historical context, allowing students to explore the background of an author's era and uncover deeper meanings within the text ^[8]. For instance, after studying “A Drop of Water Passes

through Lijiang,” teachers can use online platforms to showcase the historical evolution of the Lijiang region. By comparing images and videos from different time periods, students can witness the passage of time and the continuity of cultural traditions, thereby fostering a deeper respect for cultural diversity^[9].

Moreover, junior middle school Chinese teachers can enhance classroom efficiency by incorporating the flipped classroom model. In this approach, students engage with new content through videos, online readings, and other materials before class, effectively extending their study time. This allows teachers to dedicate more in-class time to discussions and personalized guidance, enabling students to share their insights and deepen their understanding. Such an interactive learning environment encourages active participation, making classroom discussions more dynamic and productive^[10].

For example, when teaching the last lesson, teachers can provide micro-lesson videos in advance, helping students preview key content and identify potential difficulties. During the lesson, teachers can use instructional videos to reinforce pre-learned concepts while posing thought-provoking questions such as: What is the main idea of the article? How is the text structured, and why? How can it be divided into sections, and what does each section convey? These questions prompt students to analyze the text’s structure and meaning, guiding them toward critical thinking and deeper comprehension. Ultimately, this approach cultivates their ability to analyze and solve problems effectively^[11].

3.3. Implementing inter-group cooperative exploration to enhance teaching quality

In education, cooperative exploration among students is a crucial method for fostering teamwork and communication skills. Through group discussions and collaborative task completion, students not only experience the sense of achievement that comes from working together to solve problems but also learn to assume roles and responsibilities within a team, thereby enhancing their core competencies^[12].

In Chinese language studies, beyond mastering fundamental linguistic knowledge, it is essential to cultivate students’ ability to deeply analyze textbook content and apply their learning in the teaching process. This approach fosters advanced learning skills, enabling students to continuously discover new knowledge through exploration and enhance their innovative capabilities. Moreover, peer-based cooperative learning provides diverse learning experiences, while healthy competition generates positive pressure and motivation, encouraging students to strive for excellence and maintain continuous progress^[13].

Junior middle school Chinese teachers can strategically incorporate cooperative exploration activities into their lessons to enhance classroom interaction and student engagement^[14]. For instance, when teaching about Suzhou Gardens, teachers should first guide students in developing a basic understanding of the aesthetic and architectural characteristics of these gardens. This includes exploring the architectural techniques of traditional Chinese gardens and understanding ancient Chinese perspectives on aesthetics. Subsequently, teachers can design group-based cooperative exploration activities that encourage students to delve deeper into the architectural design principles and cultural significance of classical gardens.

In these group activities, students can collaborate to discuss topics such as layout design, spatial organization, and landscape construction in Suzhou Gardens, allowing them to explore their interpretations of the “finest gardens.” Each student is expected to contribute their insights and compile a report based on textual content and relevant research. Through teamwork, students not only gain a deeper appreciation of Suzhou garden artistry but also enhance their ability to articulate and communicate their ideas effectively^[15].

Finally, during the summary phase, teachers can encourage students to present their findings and reflections on stage, thereby strengthening their presentation skills and critical thinking abilities. This process enables students

to deepen their practical understanding of Suzhou Gardens' cultural significance while simultaneously developing teamwork and communication skills. Such experiences lay a solid foundation for tackling complex problems and participating in social activities in the future.

4. Conclusion

In short, the Chinese language plays a vital role in junior middle school education, serving as an indispensable tool for enhancing students' overall and humanistic qualities. Therefore, Chinese language teachers must continuously innovate their teaching methodologies, with a primary focus on improving instructional effectiveness. This involves adopting innovative teaching strategies, optimizing content, and integrating information technology to create more engaging and student-centered learning experiences. By addressing students' diverse and personalized learning needs, teachers can effectively support their long-term academic growth and development.

Disclosure statement

The author declares no conflict of interest.

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