

Research on Teaching Strategies of Chinese Discontinuous Text Reading in Junior Middle School

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Abstract: Under the promotion of the new curriculum reform, Chinese teaching in junior middle school has made great progress. As an indispensable part of Chinese teaching in junior middle school, the importance of reading can not be ignored. Discontinuous text reading is a very important quality and skill. It helps students deepen their understanding of the text in the form of pictures and texts, and helps to enhance the effect of students' reading learning. This paper discusses the teaching strategies of Chinese discontinuous text in junior middle school, hoping to have a positive help to the teaching of discontinuous text reading.

Keywords: Teaching Strategies; Discontinuous text reading; Junior middle school

Discontinuous text refers to a file that transmits information in various forms such as tables, graphics or pictures^[1]. Compared with simple text information files, discontinuous text has the advantages of high efficiency, simplicity, practicality and authenticity. Reading discontinuous text can save more time than reading pure text information files, and it is not easy to make people feel tired. The transmission of information is more intuitive. More content can be expressed in a relatively simple form, and a lot of potential information can be excavated. Reading discontinuous text mainly focuses on five aspects, namely "information search and extraction, overall understanding of the text, interpretation of text information, content evaluation and reflection, and mining of potential content"^[2]. Discontinuous text reading is a very important quality and skill, so teacher should carry out targeted training on discontinuous text reading in junior middle school Chinese teaching. This paper puts forward the following three measures to improve the effect of discontinuous text reading teaching.

First, improve the utilization of textbook content and enhance the effect of discontinuous text reading. In junior middle school Chinese teaching, we should carry out targeted training on the reading of discontinuous text. At this stage, in the process of carrying out Chinese Reading Teaching in junior middle school, students mainly take teaching materials as the main learning content. Junior middle school Chinese textbooks contain a lot of discontinuous text reading resources^[3]. Whether it is the cover, catalogue or illustrations in the text content, they all belong to discontinuous text reading resources. Teachers need to make full use of relevant resources in reading class to guide students to learn and acquire more knowledge. At the same time, students are required to imitate the sentences in the textbook, which is very beneficial to enhance students' reading ability of discontinuous text. For example, in the process of explaining the relevant course contents of Kong Yiji, a junior middle school language published by the people's Education Edition, teachers can ask students to carefully read the caption descriptions in the articles, so that they can use their spare time to collect data and information related to Lu Xun, so as to Master Lu Xun's experience, understand his novels and increase students' interest and enthusiasm for discontinuous reading.

Secondly, constantly improve the reading teaching methods to stimulate students' interest in discontinuous text reading^[4]. For junior middle school students, suitable reading learning forms are very important. Teachers should constantly improve reading teaching methods in order to stimulate students' interest in discontinuous text reading. It is very necessary for teachers to improve students' reading enthusiasm by improving the teaching methods of discontinuous text reading and ensuring the quality of reading teaching^[5]. For example, in the process of explaining the contents of the junior middle school Chinese course "motherland, my dear motherland" of the people's Education Edition, the teacher adopted a new reading teaching method and played many songs related to the love of the country for the students, such as "singing the motherland", "my motherland", "dear motherland" and other songs, all with the theme of expressing love for the motherland. By making rational use of these songs, teachers can form discontinuous text reading resources with relevant articles. Therefore, students can enjoy beautiful songs while completing the task of reading and learning, cultivate students' patriotism, improve their sense of honor of the motherland, and make them more interested in reading.

Finally, pay attention to the use of extracurricular reading resources to expand students' extracurricular reading knowledge. When Chinese Reading Teaching in junior middle school is carried out, teachers need to pay attention to the use of relevant extracurricular reading resources, so as to expand students' extracurricular reading knowledge^[6]. After the new curriculum reform, there are many discontinuous text reading contents in textbooks. Therefore, when teachers teach Chinese reading in junior middle school, they need to pay attention to and deeply explore the discontinuous text reading materials, make effective use of them, and actively introduce

more extracurricular teaching resources to ensure the quality of discontinuous text reading teaching. For example, in the process of explaining the relevant course contents of Cao GUI's debate of junior middle school Chinese published by the people's Education Edition, the teacher also asked the students to read carefully the "teacher's example" and "Zou Ji satirizes king Qi and accepts advice". Since the writing objects of the above three texts are emperors, in this process, teachers should guide students to discuss and analyze from different aspects such as the language expression characteristics, theme and feelings of the text content, so as to make students deeply impressed by the reading content. With the help of this reading teaching model, on the one hand, it can realize the effective integration of closely related text resources and enhance students' ability to deal with text information; On the other hand, it expands students' reading knowledge, increases their reading volume, and truly completes the task of Chinese discontinuous reading teaching in junior middle school.

To sum up, with the implementation of the new curriculum standards and the deepening of the new curriculum reform, improving students' discontinuous text ability occupies a more and more important position in the teaching objectives, and is completely different from the traditional text reading teaching methods, but the relationship between discontinuous text and text information is complementary and cannot be separated^[7]. At this stage, Chinese teachers should constantly enhance the actual effect of Chinese discontinuous text reading teaching in junior middle school, so as to promote the sustainable development and progress of Chinese education in junior middle school.

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