

# Multiple Guidance of Individualized Reading in Chinese from the Perspective of Inclusive Education

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**Keywords:** Inclusive education concept; Personalized reading; Multiple guidance

**Abstract:** In recent years, with the continuous reform of the college entrance examination, people are paying more and more attention to language learning. However, the study found that there are many misunderstandings in the teaching of Chinese in the teaching of students. Through the concept of inclusive education, this paper guides Chinese teachers to pay attention to all students, and then provides multiple guidance for students' personalized reading.

## 1. Introduction

The curtain of the comprehensive reform of the college entrance examination has been opened, and there is a saying among teachers and students that "the language is the best in the world." "All subjects in the future are in the language of reading, and reading is the most important basis for all disciplines." We can see the importance of Chinese reading.

The new curriculum standard states that "reading is a student's individualized behavior, and teachers' analysis cannot be used to replace students' reading practice. In teaching, students should pay attention to the unique feelings, understanding and experience of students in the reading process." [1] Therefore, teachers should use the concept of inclusive education to guide students' individualized reading, respect the individuality of the students, adhere to the people-oriented, pay attention to each student, lead the students into the author, enter the text, and read the self. Not only should students be allowed to read and feel independently, to exchange unique insights, but also to encourage students to discover problems and dare to question speculation. However, in teaching, we find that teachers are usually more concerned with students who are motivated, and who ignore slow thinking or even thinking. Because teachers have not controlled the principle of moderation, Chinese reading teaching has entered many misunderstandings.

## 2. The Misunderstanding of Personalized Reading Teaching

### 2.1 Personalized Reading towards Liberalization.

Since the new curriculum reform, teachers have paid more attention to the subjective status of students and publicized their individuality. In the teaching, some teachers did not understand the relationship between "independence, cooperation, and inquiry". They only stayed on the surface. No matter which type of class is divided into groups, no matter what the problem is, let the students freely discuss. The teacher barely talked about it and gave up the dominant position in the classroom. Students exchanged discussions, teachers became onlookers; several questions were given to students in group discussions, and finally the group representatives spoke... The surface of these forms is to make the class lively. In one lesson, the students are excited, the teacher is relaxed, the flashy, only the pursuit of the surface, the actual language effect is very poor. Teachers do not really become the organizers and guides of student learning, and do not pay attention to all students. The classroom is only a small number of students' "one-word hall", and the students' language literacy is difficult to be substantially improved.

## **2.2 One-Sided Pursuit of Emotional Experience.**

This misunderstanding cannot be said to be a complete mistake, but should be said to be a typical example of overkill. Appreciation of literary works not only strives to improve the language taste of each student, but also emphasizes the teacher's guiding students' understanding of nature, life and life. This dual attribute is indispensable. Nowadays, personalized reading teaching pays too much attention to the emotional experience and communication of students in the classroom, but it is out of the students' taste for the language of the text. The linguist D e Saussure said: "Language symbols are not related to a thing or a name, but to a concept and an auditory image." The language of the lesson is something that students need to read aloud.

## **2.3 Diversification and Expansion.**

In the personalized reading teaching, the teacher makes unlimited reading for the generation of the text. The extended reading of the text has gradually moved from the supporting role to the stage in the current reading teaching, becoming the main theme of reading teaching. In order to pursue the so-called text expansion reading, some teachers have worked hard, some teachers put the language classes on the edge of the river, some teachers put the language classes in the woods, and even let some small animals into the classroom. The teacher ignores the students' deep reading of the text. The students may not be fully understood and mastered, and they are busy with the so-called expansion.

## **3. Reasons for Personalized Reading Bias**

The reason why the new Chinese curriculum standard emphasizes personalized reading is that through personalized reading, students can independently explore and experience in reading, and grasp, analyze and appreciate the text through positive thinking, and improve the subject position in the classroom. However, in actual teaching, many teachers deviate from the original teaching essence when developing their individuality, which makes personality become liberalized and cannot achieve the desired teaching effect.

### **3.1 Absolute Personalized Reading Makes Students' Subjectivity.**

Personalized reading, although it is aimed at replacing the students' reading practice with the analysis of teachers in traditional Chinese reading teaching, and evaluating the reading effect of students by a single standard. But its connotation is by no means limited to the emphasis on students as the subject of reading. Everything has students have the final say, turning autonomous learning into a subjective absolute. The emphasis is on the content of the study by the students themselves. The way of learning is chosen by the students themselves. The learning partners are selected by the students themselves. The result is that many students are at a loss and have no way to start. Autonomy has become the freedom of development of the student body. Although the class was lively, but after the enthusiasm, the students did not leave anything.

The new curriculum standard states that "reading teaching is a process of equal dialogue between students, teachers and texts." Personalized reading teaching is not to weaken and deny teachers and texts. However, in the current personalized reading teaching, many teachers only see the enhancement of students' own reading, practice and the feelings, experiences, and understandings obtained from them. They only pay attention to the subject of students and neglect the importance of teachers and texts.

### **3.2 The Lack of Teacher Dominance, Guidance and Help in Personalized Reading.**

In reading, the teacher ignores his or her guiding position and makes the students' reading practice laissez-faire. Therefore, in the specific reading activities, there is a distance between the students and the text, and in the face of the text, sometimes they do not understand and do not know what to say. The language teacher applies his life experience, the cultural background to supplement the knowledge background of the text, and show the context of the article. Taking care of the student's current structural differences, a number of channels are created between the student's

mental schema and textual schema to help students enter the text.

### **3.3 The Excessive Attention to Students' Experience in Reading Teaching.**

In the classroom, whether it is right or wrong, the students' feelings, experiences and understandings are affirmed, and the purpose of guiding students to correctly understand the essence of the text is left behind. Scientific interpretation is conducive to cultivating the accuracy and profoundness of students' thinking. This is one of the important criteria for reading teaching. Due to the differences in students' ideas, opinions, life experiences and reading levels, their feelings, experiences and understandings of the works will inevitably be profound and shallow, comprehensive and one-sided, correct and wrong. If the teacher's understanding of the students is unresolved, it will make the students confused and lose the direction of distinguishing between right and wrong.

### **3.4 The Characteristics of the Language Course itself Neglected in Teaching.**

The basic feature of the Chinese curriculum is the unification of instrumentality and humanity. Language is a tool of human beings and a carrier of culture. The individualized interpretation of works is done in the process of taste of language, and conveys affection through the language itself. In the classroom teaching, the current Chinese teachers ignore the instrumentality and humanity of the language and blindly pursue the individuality of the language, causing the language to deviate from the original track.

## **4. Guide Students' Personalized Reading Strategies by Inclusive Education Concept**

Chinese scholar believes that "inclusive education is a new educational concept and educational process. It accommodates all students, opposes discrimination and exclusion, promotes active participation, and focuses on collective cooperation to meet different needs." [2] Personalized reading teaching should respect the individual differences of students, pay attention to each student's text reading, and inspire them to explore the text content independently, so that students can be personalized.

### **4.1 Establish Goals and Guide Personalized Reading.**

The goal is the starting point for people to do everything. The teaching goal is the starting point of all teaching activities, and whether the teaching objectives are scientific and reasonable is related to the efficiency of our classroom teaching. Scientific and reasonable reading of teaching objectives can stimulate students to actively read and improve the effectiveness of reading teaching. To implement personalized reading teaching, taking into account the personality characteristics of students in reading, we must first establish a personalized teaching goal.

### **4.2 Establish Multidimensional Level Teaching Objectives.**

The "Chinese Language Curriculum Standards" clearly requires: "The curriculum objectives are designed according to the three dimensions of knowledge ability, process and method, emotional attitude and values. The three aspects are mutually infiltrated and integrated into one, focusing on the overall improvement of language literacy." In order to make the personalized reading teaching effective, teachers should fully consider the student's life experience, emotional experience, hobbies, ways of thinking and many other personality differences, students can choose to achieve according to their own abilities and interests. Make the same students with different levels of learning and different learning preferences find their own learning goals, actively read and effectively realize personalized reading.

### **4.3 Encourage Students to Participate in the Development of Learning Goals.**

We know that the learning goals that are difficult or empty are not suitable for teaching practice, and are not conducive to the development of reading teaching. The teaching objectives must conform to the actual situation of students and play a leading role in cultivating students' language

literacy. Carry out personalized reading teaching, advocate the right to read to students, let students take the initiative to read, and personalize the text. In teaching, teachers can ask students to set their own learning goals when they prepare. When the students read the text independently, the teacher does not make any hints to influence the student's thinking. Then students determine some problems according to their own characteristics and the characteristics of the text, which are what should be understood and mastered, and which ones are confused and cannot be solved. The teacher organizes the students to discuss the selected issues and form a class consensus. Finally, the teacher then screens the goals, screens the valuable goals, and supplements the important goals that the students are not aware of. In this way, through the students to discuss the generation of self-seeking reading goals, respect the main needs of students, the goal of reading teaching is more in line with the students' reality, and it is more attractive to students and mobilize their enthusiasm for reading.

#### **4.4 Guide Interest and Stimulate Emotional Experience.**

The so-called experiential teaching is to let students be immersed in the environment, from the initial understanding of the environment, then from the mood, from sublimation. In the end, they will form their own sentiments, realize the spiritual transfer from the emotional end, and let the students experience, which can improve students' interest in learning. Enhance the teaching effect.

#### **4.5 Wake up the Experience and Read the Text.**

The text is the author's thought spark in a certain scene, full of the author's language, emotion and perception of things, with written knowledge and skills, but more is the portrayal of true feelings and the true feelings of life. The author's passion and understanding of life combines beautiful words, blending love and scenery into the text. It can be seen that in order to truly experience the author's emotions, it is still necessary to read.

In combination with sub-role reading, intensive reading, silent reading, reading, reading, and reading, students can fully participate in the form of reading. Seamlessly communicate with the article, and dialogue with the reader's mind, to comprehend the true feelings of the article and resonate. In the prose of "Wisteria Drosophila", the author's emotions are revealed in the beginning of happiness, the sadness after the memories, and the last hope in the words to show the true feelings. When studying this article, we must combine different reading methods to achieve the emotions that follow the text. "There is still a passionate place in the heated place, and the euphemism is still his euphemism." [3] From the understanding, no matter There are all kinds of misfortunes in people and things, but in any case, the truth that life does not change with time. We can only feel the depth of the article when we read it. Use your heart and the author's heart to meet and collide with the scenes in the article, and experience it in an immersive way.

#### **4.6 Restore Experience and Blend into Context.**

The imaginary scenario is to form a new image thinking through an auxiliary way between the original texts. In thinking, increase or decrease the things that exist in real life. For example, in the lesson of teaching "My Mother," teachers instruct students to remember how their mothers take care of themselves in order to experience the feelings of their mothers. Students understand the author's emotions in the text through their emotional experiences. In order to restore the student's life experience, students can also stimulate reading interest. Feel the experience of the characters in the text, and have real joys, sorrows and sorrows. Human emotional experience can sublimate cognition, and cognition in turn can promote emotional experience. Better understanding of reading after the combination of cognitive and emotional experiences.

#### **4.7 Focus on Results and Focus on Value Pursuit.**

To implement effective personalized reading teaching, teachers are required to personally interpret the text. That is to say, the teacher should transform the text provided by the teaching material into the teaching content, and how to transform it depends on the teacher interpreting and interpreting the text. In the past reading teaching practice, many teachers used the "teacher teaching book" as the basis for their own interpretation of the text, lacking their own reading experience. It is

conceivable that if teachers use the "Teacher's Teaching Book" as the sole criterion in reading teaching without the spirit of reflection and criticism, how can they develop students' ability to explore reading and creative reading? Personalized reading by students is even more impossible. On the contrary, if the teacher has a unique and personalized interpretation of the text, it can often determine the effectiveness of the teaching, because the teacher's personalized interpretation of the text not only affects the quality of the students' reading information, but also affects the students' thinking.

A large number of reading teaching practice notes: successful reading teaching is often based on the teacher's in-depth and personalized interpretation of the text. A special teacher, focused on a "cheat" in the classroom teaching of "The Emperor's New Clothes" (using a verb to summarize the storyline and find the most appropriate one from the verbs that the students summarized, Discuss the reasons why the characters are deceived in the story, discuss the reasons why the children are not deceived. In the whole teaching process, not only pay attention to study texts, but also pay attention to training thinking, students take the initiative, teachers guide, which is called the classic of reading teaching. The premise of all this is that the teacher himself has a personalized reading discovery. Effective personalized reading teaching, teachers should get rid of teaching reference books, carefully study the text, read the spirit and charm of the work, read their own sentiments and thoughts, have their own unique reading experience.[4] On this basis, the text is processed to form its own teaching content, with the individualized characteristics of the teacher. In this way, students can be guided in multiple ways in the reading activities, so that the reading text and the students can better communicate, and help the students and the text authors achieve a true spiritual dialogue.

#### **4.8 Appropriate Dialing to Encourage Students to Question.**

Personalized reading does not mean that students are correct in interpreting text. Because students' self-experience has certain limitations, there are some incorrect understandings and even absurd places in personalized reading. For these experiences of students, teachers should play a leading role and guide them to form correct life values. Al scholar once said: "The prescriptive nature of the text also strictly restricts the acceptance of activities so that they do not deviate from the intention of the text and the structure of the text, but arbitrarily understand and explain the meaning of the text." [5] Therefore, the teacher should have a measure of the individualized reading of the students. In the teaching of personalized reading, in order to ensure the efficiency and quality of teaching, teachers must make appropriate points.

The teacher should promptly and appropriately allocate the teaching points of the students. They can use the method of finishing the finishing touch and troubleshooting, inspiring the students to start the brain, thinking and researching themselves, and finding ways and means to solve the problems, so as to achieve the purpose of mastering knowledge and developing ability. This kind of dialing can reflect the leading role of teachers in teaching, and can also reflect the autonomy, individuality and individuality of students' subjectivity and learning style. These three are the criteria for evaluating the individualization of Chinese classroom reading teaching. "It is better to teach fish than to teach it." Only by dialing the students to master the learning method, a good thinking habit can be formed to benefit them for life.

Let students find problems in the reading process and lead to self-thinking, which is the highest level of reading activities. Teachers must go to the students and communicate with the students on an equal basis; the students are encouraged to express their opinions and let them see the wise and see the wisdom. In fact, the more problems students find, the more they can help them understand the article.[6] Of course, in reading teaching, it is impossible to ask each student to ask higher-level or more valuable questions. Therefore, teachers should respect them in teaching and treat them differently, allowing different levels of students to ask different questions and give answers. In the process of doubt, teachers can guide students to ask questions independently, answer their own questions, and persist in training. Students can gradually learn to ask questions and learn to explore independently. The reading ability will naturally improve. Our students dare to present their own unique insights and dare to deny things that are not in line with their own perceptions. This is

obviously the height we are pursuing in our personalized reading.

#### **4.9 Differential Teaching to Promote Diversified Development.**

Differentiated teaching means that teachers should proceed from the actual situation of students and individual differences, and carry out differentiated teaching in a targeted manner so that each student can develop strengths and avoid weaknesses and achieve optimal development. Confucius advocated educating people to "deep deep and shallow, and benefit from respecting their respects";Scholar advocated that education should be "still natural personality"; American educator Bloom believes that students are people with independent personality, great potential and personality differences. Modern education theory emphasizes the promotion of human subjectivity, and attaches importance to students' sensitive personality, independent personality and ability cultivation. In actual teaching, due to the objective differences between students' intellectual factors, cognitive styles, learning ability and knowledge base, if they are taught according to uniform standards and unified requirements, it is not conducive to students' development at different levels. Therefore, teaching should "face up to differences, use differences, eliminate differences", so that every student is suitable for development.

In terms of teaching methods, teachers should guide students to dialogue with texts in their own way, and guide students to interpret texts exploratory and creatively. Every teacher has his own advantages, and each teacher is different when facing students. How to stimulate students' interest in learning and organize classroom teaching more effectively, each teacher should be individually arranged according to their own strengths and level of understanding.

Of course, reading is a relatively complex individual mental activity. Teachers should be properly guided in reading teaching. They are good at guiding students to start from their own self, and to feel, experience and think independently, in order to make personalized reading return to the right path and make students' individuality. Free to develop. Fully explore the students' various potentials and cultivate students' ability to read texts in a personalized way so as to effectively improve their language literacy.

#### **Acknowledgment**

This work is supported by the key project of education science planning in Jilin province in 2018 under ZD18018, the project name is "Research on Intelligent Learning Teaching Model in Universities from the Perspective of Big Data".

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