

Application of Inquiry Teaching Method in College Chinese Teaching

YangRongRong, Wansuhua*

Tarim University, Aral, Xinjiang, China

252840847@qq.com

*corresponding author

Keywords: Inquiry teaching method, College chinese teaching, Application

Abstract: Due to the continuous reform of teaching methods, the traditional teaching method with teachers as the main body has been changed. People begin to focus on students' subjectivity in the teaching process. Therefore, inquiry teaching method arises at the historic moment, and has been widely promoted and popularized in colleges, with remarkable effect. The effective penetration of inquiry teaching method into college Chinese teaching can not only give full play to the main role of students, but also help to train and improve students' innovation and exploration ability. This paper analyzes the effective application of inquiry teaching method in college Chinese teaching, aiming to promote the further progress of college Chinese teaching.

1. Introduction

Inquiry teaching method is to change the previous teaching method with teachers as the main body, realize students' subjectivity, take teachers as the auxiliary, guide students to stimulate their thirst for knowledge and curiosity, train students' innovative spirit and autonomous learning ability. It is a kind of teaching method to guide students to discuss and analyze the cases and problems in classroom teaching, so that students can find and master the principles and theories in the problems and cases. Especially in recent years, the extensive application of inquiry teaching method in college Chinese teaching has broken the traditional single and boring teaching mode, added interest to Chinese teaching, made the teaching content vivid and interesting, created a good learning atmosphere for students, and stimulated students' interest in learning. It provides effective support for training students' autonomous learning ability and innovative spirit. This paper analyzes the necessity of inquiry teaching, discusses and analyzes the application of inquiry teaching method in college Chinese teaching from three aspects: preparation work before class, classroom teaching and knowledge review after class.

2. Necessity of Inquiry Teaching Method

Training students' innovation ability and autonomous learning ability is a significant goal of current teaching reform in China. The integration of inquiry teaching mode into college Chinese teaching meets the current needs of college students to train their overall quality, and is conducive to training their self-learning ability and innovative spirit. For the high school graduates who have just entered the university life, they are just out of the control of the fixed teaching concept, and they do not adapt to the study habits and living habits of the university. The teaching content of Chinese in the past focused on the mastery and accuracy of theoretical knowledge, that is, they paid more attention to the academic performance, and emphasized the consolidation and memory of the knowledge they have learned. At the same time, heavily influenced by the traditional teaching mode, they rely too much on teachers, have no awareness of autonomous learning, take teachers as the main body, and students carry out passive learning. This kind of teaching method is not conducive to the formation of students' innovative spirit and autonomous learning ability, and it reduces the quality of teaching. If things go on like this, students' self-learning consciousness, initiative, thirst for knowledge and creativity will gradually disappear, and students will become "puppets" in the

teaching process, which is not conducive to the sustainable progress of college Chinese teaching ^[1].

3. Effective Application of Inquiry Teaching Method in College Chinese Teaching

At present, how to effectively implement inquiry teaching method in college Chinese teaching is mainly discussed from three aspects.

3.1 Make Preparations Before Class and Give Full Play to Students' Subjectivity

The core content of inquiry teaching method is to emphasize the main position of students in the teaching process, and on this basis, stimulate students' learning enthusiasm and self-learning consciousness, cultivate students' creative ability and innovative spirit. Therefore, pre-class preparation is essential.

3.1.1 Use Practical Teaching Cases and Classic Literature to Expand Students' Horizons

The common application form of inquiry teaching method in college Chinese teaching is that teachers first throw out questions related to the teaching content, let students think, study, discuss and analyze, and then listen to the class with questions in the later Chinese teaching. It is not only conducive to students' further understanding and mastery of teaching knowledge, but also ensures the teaching quality and effect. During inquiry teaching, teachers can rely on their own years of teaching experience and the summary of the key and difficult points, ask the students questions about the relevant knowledge points at different levels, guide the students to dig deeply into the teaching content, find the answers and knowledge points of the relevant questions from the literature, and analyze and master them ^[2].

The application of classic literature and teaching cases to college Chinese teaching can stimulate students' thirst for knowledge and curiosity, improve students' subjective initiative, and shorten the time to understand and master the content of literature. When students have enough accumulation of professional theoretical knowledge, they can express their own unique views and opinions on the questions raised by teachers, which is conducive to promoting their own exploration ability and thirst for knowledge. Therefore, the appropriate literature selection is very significant to the teaching effect of students, and teachers should combine the characteristics of students and teaching requirements to reasonably select.

3.1.2 Create Situation Mode and Improve Students' Inquiry Ability

The ultimate purpose of inquiry teaching method is to stimulate students' desire and curiosity to explore. Therefore, reasonably creating situational mode and stimulating students' interest in learning and curiosity are the basic guarantee for the smooth progress of inquiry teaching method. In the actual process of Chinese teaching, teachers can choose the questions suitable for different students according to their understanding ability and analysis ability, and urge students to further study and excavate their knowledge content through gradually increasing difficulty, or carry out group questions, and exchange the two ways to meet the different ability needs of different students, so as to stimulate their curiosity and thirst for knowledge to the greatest extent, urge them to actively search or read the relevant information, and find the relevant content and knowledge points, enrich their understanding ability and knowledge mastery degree, innovate their opinions and discuss, further train students' logical thinking and memory, promote the teaching quality.

3.2 Innovate the Teaching Classroom, Deeply Excavate Students' Exploration Potential

3.2.1 Explore the Potential of Students' Autonomy in College Chinese Teaching

The most fundamental purpose of inquiry teaching method is to maximize the main role of students, and in this process, and teachers play the role of guidance in the process. For example, while teaching word division in Chinese, teachers should first publish the relevant questions throughout the whole teaching content on the blackboard, then let the students learn the classroom teaching content with the questions, get the answers in discussion and thinking, and further master and consolidate them. Finally, based on the training of students' autonomous ability, teachers should

let students actively express their different opinions, or form groups to talk about the questions in class, so that students can learn in a relaxed and pleasant atmosphere. It not only trains the communication ability between students, but also trains their team spirit and cooperation spirit, which is conducive to the overall progress of students' physical and mental health ^[3].

3.2.2 Help Students Get the Right Direction of Inquiry

In college Chinese teaching, the main function of inquiry teaching method has two aspects: one is to help students develop good autonomous learning ability and innovation ability, and the other is to help teachers change the traditional teaching concept, train teachers' innovative consciousness and spirit, so as to effectively reduce the teaching burden of teachers. In the whole inquiry teaching process for students, teachers are indispensable, and their responsibility is to guide students in the correct direction. If teachers do not participate in the application of inquiry teaching method, students will lack guides, and the teaching quality will be general, failing to meet the teaching requirements and affecting the teaching quality. Therefore, the application of correct and reasonable inquiry teaching method must have the participation of students and teachers, so that teachers' guiding role can be fully reflected. For example, teachers should make good preparations before teaching, and accurately select teaching content and related issues, give some guidance for the application of inquiry teaching method while teaching, summarize and extend the key and difficult knowledge in view of the problems in the teaching process, so as to guide students to explore the correct direction.

3.2.3 Strengthen the Summary of Key and Difficult Knowledge

In the process of inquiry teaching of Chinese, questioning is the main teaching form of teachers. Questioning and answering can stimulate students' curiosity and thirst for knowledge, encourage students to dig out knowledge points related to questions, understand and master them. While fully understanding and grasping the crucial and difficult knowledge content, students can speak out their own opinions. Generally speaking, students' classroom subjectivity is brought into full play, but in the process of teaching, if teachers intervene, classroom teaching can be more complete. Teachers' participation not only promotes the teaching atmosphere and students' interest in teaching, but also emphasizes the key and difficult points in classroom teaching by discussing and summarizing the problems, convenient for students to further master and flexibly use the teaching knowledge.

3.3 Review after Class, Train Students' Innovative Spirit

The new inquiry teaching method breaks the previous teaching method of taking teachers as the main body, realizes the main role of students, and closely combines three teaching links: before class, in class and after class. Through the analysis of the two stages before class and in class, it can be concluded that the key to the reform of the whole teaching process is to review after class. For example, after learning some knowledge about word division in Chinese class, students can't fully understand and grasp it. In this case, teachers can give students some relevant homework to help them deepen understanding of word division, and on this basis, put forward some questions that can enhance their innovation awareness and ability. After fully understanding and grasping the knowledge content, students can expand the teaching knowledge points, and express their different views, so as to continuously promote their innovation ability while constantly strengthening the teaching knowledge points.

4. Conclusion

To sum up, the effective application of inquiry teaching method in college Chinese teaching is the progress trend of later education, and will be widely used in related fields. Inquiry teaching method changes the previous single teaching mode, gives full play to the main role of students and the guiding role of teachers, cultivates students' innovation ability and thirst for knowledge, and enhances students' practical ability and autonomous learning. At the same time, teachers fully use information technology to achieve the creation of situational mode of teaching content. Based on

stimulating students' interest, the method improves students' classroom participation rate, promotes students' innovative spirit and autonomous learning ability, and provides significant teaching conditions for the completion of teachers' teaching objectives.

References

- [1] Cha Qinglan. On the Application of Participatory Teaching Method in Ancient Chinese [J]. Journal of Jiangxi Normal University of Science and Technology, no.05, pp.111-115, 2019.
- [2] Yang Xiaowen. Application of "Question-Feedback" Teaching Method in Teaching Ancient Chinese as A Foreign Language [J]. Journal of Yunnan Normal University (TCFL and Research Edition), vol.14, no.01, pp.38-42, 2016.
- [3] Lv Li, Ma Liyan, Chen Yan. Application of Cooperative Inquiry Teaching Method in Ancient Chinese Teaching [J]. Journal of Social Sciences of Jiamusi University, vol.31, no.03, pp.156-157, 2013.