

Research on the Teaching Strategy of High School Chinese Large Unit Based on Core Accomplishment

Kuan Xing*

Hengyi Senior High School, Fuzhou 350011, Fujian, China

**Author to whom correspondence should be addressed.*

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Abstract: The new curriculum standard emphasizes the guiding role of core accomplishment, requires the senior high school Chinese curriculum to “adjust, reorganize and supplement” the teaching content, break through the traditional narrow view of textbooks and teaching concept, gradually enhance the practicality and comprehensiveness, and change the students’ learning style. In this context, the front-line teachers to the application of large unit teaching strategy for beneficial exploration, looking for a new fulcrum to move the teaching transformation, the formation of more innovative, efficient teaching model, for students to learn high school Chinese courses, multidimensional enhancement of core literacy to provide a new field. This paper first analyzes the characteristics of high school Chinese teaching based on core literacy, and then puts forward feasible, practical strategies for the specific problems existing in the current teaching implementation, aiming to provide references for the implementation of the new curriculum standards.

Keywords: Core literacy; Senior high school; Chinese; Large unit teaching; Strategy

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1. Introduction

In the current Chinese teaching in senior high school, large unit teaching is an effective strategy to cultivate students’ core quality, which provides important support for students’ comprehensive development. In the process of teachers carrying out large unit teaching, the unit is the foundation, the theme is the clue, the activity is the carrier, and the teaching implementation method is the key guarantee of students’ learning quality and the training effect of core literacy. Starting from the core quality, exploring how to promote the teaching of large units in senior high school Chinese through effective strategies and giving full play to the advantages of large unit teaching is an important issue that needs to be studied in the educational reform in the new era.

2. The characteristics of high school Chinese large unit teaching based on core accomplishment

2.1. Focus on core literacy

Senior high school Chinese teaching needs to focus on core literacy, taking into account students' test-taking skills, basic Chinese knowledge learning, as well as the development of culture, aesthetics and thinking, through appropriate means to promote students' systematic and structured learning, and provide a new field for students to cultivate core literacy of Chinese subjects in multiple dimensions ^[1].

2.2. Have a core of control

Different from the traditional teaching mode, the large unit teaching emphasizes the dominant role of the theme and the controlling role of the big concept. It is necessary to choose a clear theme or core concept as the core, and then set teaching activities, teaching tasks, and teaching content around it to promote orderly and effective teaching work ^[2].

2.3. Pay attention to the structure of teaching content

In contrast, the large-unit teaching mode emphasizes more systematism and structure in the construction of teaching content, requiring teachers to avoid simple piling of fragmented knowledge, and integrate teaching content around clear themes or core concepts in teaching design, so that it breaks the original boundaries of textbook units and forms a new unit ^[3].

2.4. New changes have taken place in learning forms

The large unit model further emphasizes students' subjectivity and requires teachers to take big concepts as guidance and "big tasks" as the basis to organize students to carry out learning. Therefore, students' learning forms have changed significantly compared with the past. They need to cooperate in task-driven exploration and think independently to achieve predetermined learning goals ^[4].

3. The present situation of high school Chinese teaching based on core accomplishment

3.1. The theme of the unit is broad

In the large unit teaching of Chinese in high school, teachers need to play the leading role of the theme, organize the teaching content and activities with a specific theme as the clue, and each teaching link is carried out under a certain theme framework, to ensure the integrity and effectiveness of teaching ^[5]. In fact, some teachers in the process of carrying out high school Chinese large unit teaching based on the core quality, there is a phenomenon of broad unit theme, they designed the unit theme is often not clear enough, the meaning is relatively broad, cannot clearly reflect the teaching objectives, resulting in the lack of students' independent inquiry systematic and directional, difficult to achieve the expected learning results ^[6]. Therefore, teachers need to reasonably formulate the unit theme, refine and clarify the unit teaching objectives, so as to provide a clear direction for students' independent exploration and lead them to complete the learning task according to the plan ^[7].

3.2. Lack of reasonableness in the setting of unit content

High school Chinese teaching in large units pays attention to the structure of teaching content, requires teachers to reconstruct teaching content around a certain theme or a big concept, build a suitable content unit, and reorganize

teaching content and teaching resources. In fact, some teachers fail to accurately grasp and deeply understand the connotation and concept of large unit teaching, neglect this aspect in teaching practice, and the selection of teaching content is not reasonable enough, resulting in a lack of close integration of part of the content and unit theme in the unit, and the failure of some teaching resources to fully reflect the integrity of Chinese knowledge. This results in a large gap between the actual teaching effect and the expected one. This not only affects the play of the advantages of large unit teaching, but also limits students' independent exploration, which is not conducive to the all-round development of students' core literacy^[8].

3.3. The implementation method and process lack of interest

Some teachers failed to break through the shackles of traditional teaching thinking and methods, adopted teaching means and methods that lack innovation, and teaching implementation methods that are relatively simple cannot effectively attract students' interest and attention, resulting in low participation of students and, lack of interest in learning. In this case, students inevitably feel that the implementation method and process of large-unit teaching lacks interest. In this regard, teachers need to understand students' learning interests and preferences, constantly innovate the implementation methods and methods of large-unit teaching, enhance the attractiveness of the whole teaching process to students, and encourage students to actively participate in it^[9].

4. Based on the core quality of senior high school Chinese teaching practice of a large unit

4.1. Condensing the unit theme and clarifying the direction of inquiry

It is an important way for teachers to implement the reform goal of Chinese teaching in senior high school to carry out large unit teaching with the direction of core accomplishment. Under the new educational background, students' learning needs have changed significantly, and the traditional teaching mode is gradually unable to meet the needs of students. Teachers need to carry out more beneficial exploration in the innovation of teaching methods. Teachers should make clear the direction of teaching innovation, carry out large-unit teaching based on the current situation of students' core quality cultivation, and improve the adaptability between "teaching" and "learning"^[10]. In view of the problem of broad themes in the current Chinese teaching of large units in senior high schools, teachers can clarify the direction of students' exploration by condensing the unit themes and guiding them to complete their learning tasks smoothly. Take a unit of high school Chinese textbook as an example, this unit has been compiled into several excellent articles such as "Qinyuchun · Changsha," "Standing on the edge of the Earth to release numbers," "Red candles," "The side of the Eriduo Snow Peak," and their themes are directly related to youth, respectively reflecting the heroic, power, determination and will of youth. Through in-depth analysis of the content of the textbook, teachers can condense the theme of the unit and design the teaching, learning and evaluation objectives around the theme to guide the teaching activities and learning behaviors. According to the content characteristics of these texts, teachers can design the unit theme as "the background color of youth," and guide students to analyze the poems and taste the articles along this clue, and explore the attitudes and emotions expressed by the authors^[11].

4.2. Refine the big concepts around the teaching content

The big concept is the entry point of the whole high school Chinese teaching activities, which has a very important impact on the development of teaching activities and the promotion of learning activities. In the

context of core literacy, the “big concept” in senior high school Chinese teaching emphasizes the subject knowledge of “understanding-based,” requiring teachers to grasp the teaching direction with the guidance of big concepts, build a scaffold for students to learn related content, and guide them to complete various learning tasks. Therefore, before refining the big concept, teachers need to deeply analyze the new curriculum standards and textbook content, and design the big concept according to the internal connection between the core quality and the teaching content, so as to lay the foundation for the orderly development of subsequent teaching activities. Based on the careful study and analysis of the unit prompts provided by the textbook, important information should be extracted by combining the requirements of unit learning tasks, learning prompts and unit leads. It is necessary to analyze the learning situation, fully understand the students’ knowledge base, accurately grasp their cultivation and accumulation in literary literacy, knowledge and experience, and design a big concept based on it. For example, when teaching a unit, teachers can carry out large unit teaching design along the above ideas, highlighting the controlling effect of big concepts on teaching activities, teaching tasks and teaching content ^[12]. First of all, combined with the new curriculum standards’ interpretation of the core literacy of Chinese, teachers can design the core literacy objectives of this unit as follows: strengthen students’ understanding and perception of literary images ^[12]. Guide students to experience and perceive the images created by literary works, as well as the linguistic characteristics of literary works. Guide students to understand the content of the text in connection with real life, so that students can get ideological inspiration ^[13].

These contents focus on the three aspects of “emotion,” “language,” and “image,” so they can be used as the direction of the big concept in the teaching of this unit. Next, the teacher comprehensively analyzes the unit learning tasks, learning prompts and unit leads in the textbook, and extracts the core vocabulary emotion, image and language according to the analysis results. Finally, according to the students’ learning situation and the teaching content involved in this unit, the teacher can further clarify the big concept, carry out teaching design and practice around it, and promote the improvement of students’ core literacy in all aspects.

4.3. Create the real task situation and optimize the activity links

Different from the traditional teaching mode, large unit teaching requires the construction of real task situations, advocates guiding students’ learning through real situations, arousing their desire for knowledge inquiry, and driving students’ learning inquiry through tasks, so that they can realize the improvement and development of core literacy relying on task inquiry activities. Based on this, teachers need to change their teaching concepts, break the limitations of traditional teaching models and concepts, accurately grasp the connotation and characteristics of teaching in large units, carefully design teaching situations and inquiry tasks, and then encourage students to actively and fully participate in classroom activities through appropriate guidance and guidance, so as to complete the cultivation goal of core literacy. For example, for the first unit of the high school Chinese textbook compiled by the ministry, teachers can focus on the teaching goal of the large unit, combine the humanistic theme of the unit and the actual learning situation of students in the class, build a life-oriented and authentic exploration situation, guide students’ learning behavior, and stimulate students’ thinking and emotions. Specifically, the situation is: “The school decided to hold ‘My youth spent this way’ theme activity. What do you need to do as the general director of this theme?” This situation is highly consistent with the teaching objectives and core concepts of the big unit, and closely connects with students’ real life, which can shorten the distance between students and the unit theme to a greater extent, and encourage them to take the initiative to participate in class activities under the inspiration and guidance of the situation. In addition, in order to further optimize the classroom activities and encourage students to participate more fully in the teaching of large units, teachers

should take this task situation as the basis to design more detailed and specific learning tasks and guide students to conduct independent exploration ^[14].

4.4. Highlight the student center and optimize the setting of learning tasks

With the gradual increase of students' Chinese knowledge and learning methods, they usually form a new understanding of the course of high school Chinese, and show a stronger sense of autonomy in the learning process. When carrying out large unit teaching of Chinese in high school, teachers should adhere to the principle of "student-centered", design learning tasks that meet students' learning needs and ability level, and lead students to carry out independent exploration around the unit theme. For example, when learning the text of a unit, students have accumulated a certain learning method and knowledge foundation, and hope that they can play a greater main role in the process of completing the learning task. Teachers should optimize the learning task design based on the unit theme and content, and provide corresponding help and resources for students in the process of completing the task. First of all, teachers should develop information-based teaching resources based on the teaching content of the unit, visually present the unit theme and text content, build a birth activated and intuitive Chinese situation, arouse students' memories of life experience, and encourage them to explore around the unit theme by combining their existing life experience and Chinese knowledge. In the development and application of information-based teaching resources, teachers should attach importance to the reconstruction of the "unit" and avoid the simple "copy" of the textbook content ^[15]. Secondly, they should design learning tasks for students and encourage them to carry out task-driven learning to help them deepen their understanding of the knowledge points of this unit.

5. Conclusion

To sum up, focusing on the core quality needs of students, this paper explores how to promote the teaching of high school Chinese in large units through effective strategies, so that it can break through the constraints of traditional narrow teaching materials and teaching concepts, help to implement the new curriculum standards, and meet the requirements of "adjusting, reorganizing and supplementing" teaching content proposed by it more quickly. In daily teaching practice, teachers should take such strategies as condensing unit theme, refining big concepts around teaching content, creating real task situation and optimizing learning task setting to enhance teaching practicability and comprehensiveness to solve the problems of lack of interest in implementation method and process, lack of rationality in unit content setting and broad unit theme in current senior high school Chinese teaching. To create conditions for students to enhance their core literacy in multiple dimensions.

Disclosure statement

The author declares no conflict of interest.

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