

Cultivation of Chinese Study Habits of Rural Middle School Students

Bity Alias¹ & Xu Chaofan¹

¹ Faculty of Education, The National University of Malaysia, Malaysia

Correspondence: Xu Chaofan, Faculty of Education, The National University of Malaysia, Malaysia.

doi:10.56397/JARE.2024.09.07

Abstract

The cultivation of Chinese learning habits among rural secondary school students is crucial to improving their academic performance and language proficiency. By establishing a favorable learning atmosphere, stimulating students' interest in learning, and providing effective teaching methods and resources, rural secondary school students can be helped to better master Chinese language knowledge. In order to comprehensively promote rural secondary school students' Chinese language learning, educators should focus on cultivating students' independent learning abilities, encouraging diversified forms of teaching and learning, as well as strengthening teacher-student interaction and cooperation. These initiatives will help improve students' language proficiency and overall academic performance.

Keywords: rural secondary school students, Chinese language learning, self-directed learning ability, teaching forms, teacher-student interaction

1. Introduction

1.1 Background of the Study

(1) Research status and trend analysis at home and abroad

In recent years, the teaching practice of middle school Chinese teaching reform has indeed been rich and colorful, such as "six-step teaching", "rumination teaching" and "effective teaching". Their successful experience has provided us with a strong theoretical basis. However, many of the reforms are either "thunder loud and raindrops small", or the conditions are too high and difficult to implement, coupled with the influence of the trend of thinking about the enrollment rate, it is difficult to popularize the

practice of Chinese teaching on a large scale. Therefore, after in-depth thinking and exploration, decided to advocate a feasible teaching experiment. To this end, we are willing to devote all our efforts to let the students of Merris Middle School bathe in the sunshine of Chinese life, fully experience the richness and variety of Chinese life, so that students' Chinese literacy can be comprehensively improved in their study and life.

(2) The research of this subject is the need to reform the current inefficiency or ineffectiveness of classroom teaching. In our analysis of our school's "Students' Chinese Learning Status Questionnaire", we found that there are many

worrying places in the current Chinese teaching. Many of our teachers did not really understand the spirit of the new curriculum standard in teaching.

1) Some teachers teach very hard, students learn very painfully, the classroom is dull, the atmosphere is depressing and dull, lacking emotion, monotonous and boring. There is only serious single dialogue in the classroom, only monotonous text analysis, the students are lethargic, the intricacies of personality resist external representation, while cognitive processes elude complete transparency.

2) Some teachers let things go their own way, without sufficient guidance and without clear goals. As a result, many students are at a loss for what to do.

3) Some teachers only arrange for students to communicate, report, perform, operate and check in the classroom, and it is difficult for students to actually operate.

(3) The research of this subject is the need to further improve the teachers' teaching professional ability. The new curriculum puts forward many requirements for the development of teachers. How to continuously improve themselves in teaching, adapt themselves to the needs of the new curriculum reform, and make themselves a professional teacher is a question that should arouse teachers' thinking.

Through school-based teaching and research, the teachers of our school have been improved to a certain extent, but they are not ideal in terms of active exploration and active reflection. Therefore, we should make great strides to improve teachers' awareness of education and scientific research through project research, so that each teacher can all become learning teachers, reflective teachers, and cooperative teachers, so as to improve the overall teaching quality of the school.

1.2 Problem Statement

The "Outline of Basic Education Curriculum Reform" clearly states that the task of basic education should not only be imparting knowledge, but more importantly, letting students actively participate in learning, master learning methods, learn to learn, and have the desire and ability to learn for life. In order for students to learn to learn, they must pay attention to the guidance of learning methods

and cultivate students' good study habits.

Habits have important research value. Educator Ye Shengtao once pointed out: "What is education? It is to develop good habits." British educator Locke also said that all education can be attributed to the development of good habits in children. Similarly, in ancient China, there has long been a saying that "youth are like nature, and habits become natural". Chinese is the mother of encyclopedias. Developing good study habits is not only conducive to improving students' Chinese literacy, cultivating students' moral sentiments, but also laying a solid foundation for students to learn other subjects well. Therefore, from the very beginning, focus on cultivating students' good Language study habits, can get twice the result with half the effort.

However, few students stick to the good Chinese study habits nowadays, especially the students in rural middle schools who are reluctant to make more efforts in developing Chinese study habits. Poor Chinese learning habits will not have any impact on students' ability in the short term, but in the past, students' Chinese quality will drop significantly. Chinese is the foundation of all disciplines, and the decline of Chinese ability directly affects the cultivation of other disciplines. It can be seen that the effectiveness of improving the Chinese learning habits of rural junior high school students is imminent and has become the top priority of the teaching work of rural middle school Chinese teachers.

1.3 Research Objectives

According to the relevant information, there have been many years of research on the development of students' good study habits, and there are many studies on habit formation. The research on habit cultivation at home and abroad has constructed an all-round content structure system and approach method system, but the research object is relatively wide, most of which are aimed at the students of the whole middle school stage, and the research scope is relatively wide. However, little attention is paid to junior high schools during the critical period of habit formation, and there is not much research on the formation of learning habits in a single subject. The purpose of our research is to make a more detailed and specific study on the formation of good study habits of Chinese students in junior high school and strive to make breakthroughs on the basis of predecessors.

1.4 Scope of the Study

Definition of Chinese learning habits: The so-called Chinese learning habits refer to the tendency of automatic language learning that is formed and developed into students' personal needs after repeated training in the process of language learning. The Chinese learning habits of rural middle school students are based on rural middle school students as the training object, with language learning activities as the content, and are gradually formed through repeated or practice purposefully, and then consolidated and required by the students. According to statistics, habits play a pivotal role in most language activities. For example, the proportions of various factors that lead to good grades are: study habits account for 33%, interest accounts for 26%, intelligence accounts for 15%, family influence accounts for 5%, it accounts for 25%, so we cannot ignore the cultivation of study habits.

Chinese study habits are one of the most important factors affecting Chinese study. Therefore, from the beginning of the Chinese subject, students should plan and continuously cultivate good study habits according to the teaching conditions, learning situation, textbooks, the teaching method system used by teachers, and the teaching theories on which they are based.

1.5 Significance of Study

(1) Theoretical value

It is a new concept of curriculum reform to let students acquire knowledge through their own inquiry and cultivate students' ability to learn independently. The research results on the formation of learning habits at home and abroad and modern psychological research show that: the learning habits of individuals is a dynamic system of self-adaptive automatic behaviors within individuals. Once a habit is formed, people's dominant psychological response is to maintain a habit rather than change it. This is the psychological rule that should be followed in the formation of learning habits. In addition, good study habits are a highly conscious, active and autonomous way of lasting learning, which often becomes part of a person's learning behavior. Good study habits play a multi-faceted role in a person's growth. It is an important way for students to acquire knowledge, a bridge for students' intellectual development, and an important means to

cultivate students' creative spirit. Furthermore, developing good Chinese study habits will help students develop other subjects' study habits and improve their quality ability.

(2) Practical significance

1) "Developing good study habits" is an important part of quality education.

To develop good study habits is not only the need for further study and development, but also an important part of the all-round development of innovative education, because good habits play an important role in students' language learning ability, even the formation of noble morality, and the cultivation of noble emotions. Complementary migration-promoting effects. Only by developing good study habits can it be possible to promote students' future intellectual development and improve their academic performance; it is possible to finally cultivate students who meet the needs of social development, have the moral standard of modern society, and have a certain degree of adaptability and survival. Only by mastering the basic skills of transforming society and nature, and effectively serving the society, will it be possible to cultivate a large number of successors to the socialist cause who can be human, can live, learn, and work, and have a sound personality and physique.

Therefore, the cultivation of good study habits is an important part of cultivating students' all-round development of quality, and it plays an important role in quality education.

2) "Developing good study habits" has been highly valued by educators both at home and abroad.

Ancient and modern Chinese and foreign educators have also attached great importance to "cultivating good study habits", and they have accurately expounded the importance and role of learning habits.

The issue of habit formation has been raised for a long time not only in China, but also in foreign countries. The seventeenth-century British educator Locke believed: "In fact, all education boils down to the formation of good habits in children, and often one's own happiness is attributed to one's own habits."

3) "Developing good study habits" is an inevitable trend in today's educational development.

Modern educators believe that in order to make

the next generation become “people” in a healthy society, the most important thing is to let them gradually master all kinds of good behaviors through study and practice and turn it into their habits. To lay the foundation for their future study and life.

Therefore, the idea of “cultivating good study habits” is essentially a lifelong education idea. Ye Shengtao once pointed out: “The original purpose of education is to develop abilities, develop habits, and make students follow them for life.” “We are educated in schools for the purpose of forming habits and enhancing abilities. To be educated in various aspects, and to educate yourself, the purpose is to develop habits and enhance abilities.” It can be seen that at that time, he emphasized the origin and important connotation of the idea of “cultivating good habits”, which is the idea of lifelong education. The idea of lifelong education is still an advanced future-oriented idea today and has gradually become a worldwide educational trend of thought, which is also an inevitable trend in the development of education today. A foundational project for education, the development and advancement of a larger culture.

It can be seen that it is very important to cultivate students’ good study habits, which can enable students to learn more actively and are more conducive to exerting their imagination and creativity. Combining with the actual situation of each school, we will explore effective strategies for cultivating students’ good study habits based on subject research. Starting from cultivating students’ study habits, we will infiltrate study habits into all aspects of school education and teaching and try to pass the various methods. It can activate the connotation of moral education and guide students to cultivate correct emotions, attitudes and values in learning.

1.6 Outline of the Thesis

This thesis contains four chapters and is structured as follows.

- 1) Take the national education reform decision as the general outline.
- 2) Guided by the new curriculum concept of the new “Chinese Curriculum Standard”.
- 3) Supported by “constructivism” learning theory and “reception aesthetics”.
- 4) Extensive absorption of advanced educational

theoretical literacy and reform achievements in the entire teaching field.

1.7 Definition of Terms

Section structure refers to the composition of higher education in different disciplines, which is a horizontal structure. It is mainly manifested as a combination of schools, departments, subjects and majors. Generally, the classification of degrees, diplomas and certificates granted by higher education institutions shall prevail.

Formal structure mainly refers to the different educational forms in the higher education system and their proportional relationship, that is, the ratio between general higher education and other types of higher education.

Energy level structure: The so-called energy level refers to the actual or potential energy level that colleges and universities have in personnel training, academic research, and scientific research and development. Energy level structure, also known as institution structure, mainly refers to the proportional relationship among various types of higher education institutions with different school-running conditions, different school-running requirements and training objectives.

Local structure refers to the regional distribution of institutions of higher learning, that is, the distribution ratio of the number, organization, type, level, etc. of institutions of higher learning in different regions, so it is also called regional structure.

2. Literature Review

Curriculum and teaching are two separate and interrelated concepts, each with their own areas of play. Although curriculum and teaching are widely used in the field of education, and although many experts and scholars have done a lot of research on them, unfortunately, there is no accepted definition so far. But with the development of the times, Chinese scholars’ understanding of curriculum and teaching has gradually deepened. In this paper, the author summarizes the definitions of curriculum and teaching by famous experts and scholars at home and abroad, so as to put forward my own definition and understanding of curriculum and teaching.

2.1 Definition of the Course

The term Curriculum first appeared in the article “What Knowledge Is Most Valuable” by the British educator Spencer in 1895. American

scholar Goodrard believes that there are five different levels of curriculum: the ideal curriculum (ideological curriculum), which refers to the courses that should be offered by some research institutions, academic societies and curriculum experts; formal courses curriculum refers to the curriculum plan, curriculum standards and teaching materials stipulated by the education administrative department, that is, the Curriculum in the school curriculum; perceived curriculum refers to the curriculum understood by classroom teachers; operational curriculum refers to the curriculum that is actually implemented in the classroom; experiential curriculum, which refers to what students actually experience. In China, the term "course" first appeared in the Tang and Song Dynasties. But its meaning is far removed from what is now commonly referred to as a curriculum. In the Song Dynasty, the Song Dynasty scholar Zhu Xi repeatedly mentioned in "Zhuzi Quanshu: On Learning" the idea of "Establish a small curriculum and exert great effort." (Trump, D. J., 1990)

The Concise Encyclopedia of International Education outlines nine classic "course definitions":

1) The school organizes potential experiences into a curriculum. Comment: Equate the curriculum with teaching materials and textbooks, and exclude hidden courses and activity courses. 2) The full course of the student's experience under the guidance of the school. Comment: The course is equal to learning (learning activities), and teaching and teaching materials are excluded. 3) A set of teaching content and implementation plan provided by the school for students. Comment: Equating the curriculum with subjects, subjects and teaching plans, and treating the curriculum as a subordinate concept of teaching. 4) The course is designed to explore various ways and methods that can reflect the content of teachers, students, subjects, and the environment. Comment: Equating the curriculum with lesson preparation (instructional design) and teaching method. 5) The curriculum is the life of the school. Comment: Equating the curriculum with the active curriculum and the hidden curriculum, school life may not all have educational significance, that is, it may not all belong to the scope of the curriculum. 6) A course is a study plan. Comment: The study plan is just one more essential element of the

curriculum. 7) Curriculum is the result of learning. Comments: Equating courses with learning outcomes. The result of the curriculum movement is multi-win, student progress, teacher improvement, and school development; learning outcomes are only one end element of the curriculum. 8) The curriculum is basically composed of five subjects, namely mother tongue, mathematics, natural science, history and foreign language. Comment: Equating the curriculum with the curriculum as a whole, and the definition with the division. 9) The curriculum is recognized as a workable mode of thinking about the human experience. Comment: Equating the course with epistemology, with the science of thinking, especially formal logic. (State University of New York at Buffalo, Department of Educational Organization, Administration, and Policy, 1994)

Curriculum is a collection of learning activities and teaching contents designed systematically to achieve specific educational goals. These learning activities usually include knowledge imparting, skill cultivation and value shaping. Through the orderly teaching process, learners can get all-round development in cognition, emotion and skills. The curriculum covers not only the specific subject content, but also multi-dimensional factors such as teaching methods, assessment methods and learning environments to ensure the effective participation and development of learners at all levels of learning. Through the implementation of the curriculum, educational institutions are able to provide students with a structured learning experience and guide them to deepen their understanding and application in a specific field.

3. Methodology

1) Adopt "questionnaire survey method": Use the methods of conversation, questionnaire survey, and field test to investigate and understand the problems encountered by students in English writing learning and the current situation of teachers' reading teaching, so as to provide basis and dynamic for the implementation of the program Adjustment.

2) Adopt the "document research method": Through various channels such as works, newspapers, magazines, and the Internet to comprehend the prevailing circumstances in their entirety.

The research status of practice, absorb and learn

from advanced concepts, give strong guidance to subject experiments and research, shorten the research cycle, and grasp the correct research direction.

3) Adopt “case study method”: Collect typical case records, conduct research analysis and carry out case reflection.

4) Adopt “experience summarization method”: Organize the whole team to carry out experience exchange and summarization on a regular or irregular basis to write valuable papers. Each stage has plans, schemes, summaries, and regular analysis. Finally, summarize the results of the stage and the experimental process to

form your own overall use results.

4. Data Analysis

Data Analysis for this study involves two major steps, the test of measurement model and structural model. The evaluation of the measurement model involves estimations of the internal consistency (reliability), convergent validity, and discriminant validity of the measurement items.

5. Thesis Completion Plan

The thesis completion plan and estimated time to complete each section is as follows:

Table 1.

Sections	Topic(s)	Months
1	Introduction	2
2	Literature Review	8
3	Conceptual Research Framework	2
4	Methodology	6
5	Results and Data Analysis	6
6	Discussion	6
7	Conclusions, limitations and future research, Implications	6
	Total	36

6. Expected Conclusion

At present, the main performance of Chinese reading teaching is that students’ passive acceptance is the main feature, and the teaching is mainly based on teachers’ teaching, and students are rarely allowed to acquire knowledge through their own activities and practices. The independent innovation reading teaching mode is a relatively stable teaching method in which students conduct independent reading under the scientific guidance of teachers for the purpose of cultivating students’ innovative spirit and ability. In the specific reading teaching, construct a “classroom teaching mode with the goal as the core, the study of the method as the clue, and the activity as the means”. “Taking the goal as the core” is to establish the specific goal of this lesson according to the “Chinese Curriculum Standard” and the goal system of the textbook, as well as the content characteristics of the text. The teaching activities of teachers and students are carried out closely around the goal, so that

the classroom teaching has a clear direction, thereby improving the efficiency of classroom teaching. “Learning the method as a clue” is the method of teaching students to read in reading teaching, that is, “teaching them how to fish”. In the whole classroom teaching, the study method should always be infiltrated and run through the study method, so that students can learn the reading methods of various articles in a subtle way. It lays the foundation for the transition from reading in class to reading outside of class, and finally achieves the fundamental purpose of “teaching is for not teaching”, and “taking activities as a means” is to carry out various activities in reading classes, such as “role performance reading activities”, segment analysis activities, beauty point tracking activities, exploration and discovery activities. And so on, in order to realize teacher-student interaction, student-student interaction, complete the student-author (text) dialogue, teacher-student dialogue, and student-student dialogue. Create a good situation for students’

personalized reading, let students put forward their own opinions and questions, and make their own evaluations through their own thinking in the activities, so as to improve their own appreciation taste and aesthetic taste, and cultivate them in reading activities. Students' innovative spirit and innovative ability.

References

- Bretschneider, J. G., & McCoy, N. L. (1968). Sexual interest and behavior in health 80102-year-olds. *Archives of Sexual Behavior*, 14, 343-350.
- Cairns, R. B. (2012). Infrared spectroscopic studies on solid oxygen. M.A. Thesis. Berkeley: University of California
- Corts, D. & Meyers, K. (2002). Conceptual clusters in figurative language production. *Journal of Psycholinguistic Research*, 32(4), 391-408.
- Grice, H. P. (2002). *Studies in the way of words*. Beijing: Foreign Languages Teaching and Research Press.
- Joyce, A. S. (n.d.). *Research letter*: Canadian Group Psychotherapy Association. Retrieved October 26, 2015, from <http://www.cgpa.cn/Research-Letter>
- Rivers, S. (2010). Bringing it all together: Applying metaphor analysis to online discussions in a doctorate study. In Cameron, L. & Maslen, R. (eds.). *Metaphor analysis: Research practice in applied linguistics, social sciences and the humanities*. London: Equinox, 230247.
- State University of New York at Buffalo, Department of Educational Organization, Administration, and Policy. (1994). *Innovations in Educational Leadership: Strategies for Effective Administration*.
- Trump, D. J. (1990). Big pig. *Animal World*, 29(4), 23-25.