

The Effective Strategies of Implementing Chinese Elective Courses in Senior High Schools

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Abstract—Elective courses have become the focus of attention in the new curriculum reform of high schools. The effective implementation of elective courses has also become the top priority of this curriculum reform. The implementation of elective courses and the effect of their implementation have a direct impact on the overall goal of this new curriculum reform. This article is mainly aimed at the low efficiency of elective courses implemented in high school Chinese language to explore ways to implement the Chinese elective courses in senior high school so as to improve the effectiveness of high school Chinese elective courses.

Keywords—*high school language; elective courses; effective ways*

I. OVERVIEW OF THE EFFECTIVENESS OF IMPLEMENTATION OF CHINESE ELECTIVE COURSES IN SENIOR HIGH SCHOOLS

A. *What is an Elective Course?*

The term elective is no stranger to us. Charles Eliot was the first person in history to establish an elective system. The elective system was first established at the university and later it was promoted to secondary schools. The earliest advocate of electives was the German Humboldt, founder of the University of Berlin at the end of the 18th century, but it only achieved its true development in the United States. The elective system in 1869 was officially established by Eliot, the famous American educator and president of Harvard University, and was vigorously promoted to various countries. In 1893, American middle schools officially set up elective courses.

Since the implementation of the new curriculum reform, some domestic scholars and experts have also explained and summarized the meaning of the elective courses. Teacher Zhang Hua defined the elective course in this way. He thought that “the setting of elective courses should follow the concept of teaching according to one’s aptitude”, and on the basis of fully respecting the individual differences among students, set up elective courses that can meet the individual characteristics and can be selected independently. “[1] That is the purpose of elective courses requires the full development of a person’s personality and the development of a person’s overall development.”

B. *What is the High School Language Elective Course*

What does high school language elective courses really mean? According to the high school language curriculum

standards, we can know that “compulsory courses and elective courses together constitute a Chinese language course.” There are five topics in the elective courses: poetry and prose, fiction and drama, and news. With biographies, language applications, cultural studies. Mr. Ni Wenjin stated in his book: “Elective courses are no longer the appendages and foils of compulsory courses, but they are an important part of the Chinese language course and they constitute a new language curriculum.” [2] It is not difficult to see the electives for high school Chinese. The importance of the curriculum emphasizes that it is not possible to separate elective courses and required courses in the learning process, but to pay equal attention to them. To improve the students’ comprehensive literacy as the goal-oriented language curriculum reform and continue to deepen the beneficial effects of the reform of the Chinese elective courses on the development of students, therefore, it is an inevitable choice to set up elective courses in high school language.

C. *Basic Features of Effective Implementation of High School Chinese Elective Courses*

1) *Clear, clear and specific teaching objectives:* The teaching goal is the assumption of teaching results. To achieve effective teaching of high school Chinese elective courses, teachers need to infiltrate their viewpoints and understanding on the basis of thorough study of teaching materials, and formulate clear, specific, and effective teaching programs according to the characteristics of the classes they are teaching, according to the teaching situation. Adjust and improve the teaching methods and teaching direction in real time to ensure the smooth development of high school Chinese elective courses.

2) *Full and appropriate teaching content:* With clear, specific and effective teaching goals as a guide, teachers must also know which teaching content should be selected for the students. Teachers should be aware of the teaching objectives and teaching content of elective courses, and teaching should rely on it. The existing curriculum contains five modules (poetry and prose, novels and dramas, biographies, language applications, and cultural studies). Therefore, in the specific teaching process, the teacher should boldly design modules, select course content, and conduct elective courses flexibly according to the actual curriculum objectives of each module.

3) *Practical and effective teaching methods:* In order to effectively implement high school Chinese elective courses, in

In addition to paying close attention to the links with compulsory courses, we must also pay attention to how to conduct effective teaching. There are various types of teaching methods, such as discussion methods, lecture methods, and narration methods. Only by clarifying the characteristics of various teaching methods can teachers play the role of teaching as a whole in practical elective course teaching, effectively and efficiently complete the teaching tasks, and improve the effectiveness and implementation of middle school Chinese elective courses.

D. The Value of Effectively Implementing Chinese Elective Courses in High Schools

At present, domestic high schools have low efficiency and even teaching inefficiency in the course of Chinese elective courses. Many domestic experts and scholars have made targeted research on the effectiveness of Chinese elective courses in high school. According to the Chinese language curriculum standards for senior high school students, we know that "the most important thing in elective courses is to allow students to choose their own language to fully reflect their personality." [3] Therefore, the effectiveness of the implementation of Chinese elective courses in senior high school is to develop students' language ability. It has a positive effect on language literacy.

1) *It is conducive to improving students' sense of innovation:* Compared with compulsory courses, the Chinese elective courses for senior high school students are an extension of the types of school curricula, which make up for the insufficiency of school curricula, introduce "living water" for school curricula, and provide spiritual support for students' all-round development. Innovation is the primary driving force for development. It is necessary to improve cultural quality and enhance the driving force for innovation. The main body of innovation lies in people. Therefore, the potential of Chinese elective courses in senior high schools is imperative. This study of the effectiveness of Chinese elective courses in high school will help improve students' awareness of innovation.

2) *It is conducive to building and developing Chinese language courses:* In the new curriculum reform, the reform of elective courses is the focus of the content. In China's current curriculum system, compulsory courses and elective courses are equally divided, occupying the same important position. Therefore, the establishment of elective courses is the primary task of the new curriculum reform, and it is also an inevitable requirement for the improvement of the curriculum in the new era. There is no doubt that the study of the effectiveness of this high school language elective course is conducive to the construction and development of Chinese language courses.

3) *It is conducive to the implementation of elective courses are guaranteed:* High school Chinese elective courses ensure the implementation of elective courses, enhance the status of elective courses in the school curriculum, allow people to re-examine elective courses, so as to effectively improve the

students' language ability and comprehensive quality, fully embodies the Chinese language discipline education spirit.

II. THE PROBLEMS IN THE IMPLEMENTATION PROCESS OF HIGH SCHOOL LANGUAGE ELECTIVE COURSES

Looking at the current high school Chinese elective courses, teachers generally teach according to compulsory courses and teach them very hard. Students often complain that they are tired of learning and do not achieve the desired teaching effective. What are the reasons?

A. Unclear Positioning of Elective Courses

At present, most schools in China erroneously believe that elective courses are an appendage to compulsory courses. They do not make a clear and fair selection of elective courses. They make elective courses marginal. Everyone feels that elective courses occupy the time of other exam subjects. No exams are required, students and teachers ignore elective courses. Many high schools use electives for compulsory courses. Formal elective courses are serious and they have their names but no substantive content.

It is precise because there is no fair view of the differences between elective courses and required courses that will lead to such problems. The compulsory course emphasizes the traditional method of teacher education and the elective course highlights students' choice of learning based on their personality and interests. "Elective courses are more prominent in the spirit of quality education, focusing on cultivating students' personalities and self-development. It can make up for the inadequacies of compulsory courses." [4] It can be seen from this that compulsory courses focus on comprehensive development and foundation. Education, while elective courses emphasize of personality development and specialty education.

B. Can Not Accurately Grasp the Content of Elective Courses

The content of high school Chinese elective courses is complex and diverse. It involves five aspects such as poetry and prose. Many contents are beyond the understanding of the students and are obscure. Coupled with the limited teaching level of teachers, students simply cannot grasp the content of elective courses well. As a result, students are not interested in elective courses and think that elective courses are boring. For example, in the textbook of the People's Education Press, "A Fang Gong Fu" is a classical Chinese text. The content of the article is numerous and difficult. There are a large number of fake characters and word categories in the text. These are far beyond the scope of high school students' understanding and the average teacher. If there is no teaching lecture, it is difficult to understand and accurate. There is such a sentence in the text as "The Six Kings Complete, the Four Seas One." It means that the sovereigns of the six nations have perished, and the country is unified by the Qin State. Many students cannot accurately grasp the meaning of classical Chinese.

C. Inappropriate Teaching Methods for Elective Courses

The unclear positioning of Chinese elective courses in senior high schools has directly led teachers to improper teaching methods for elective courses. Many schools directly

and simply changed the five modules of elective courses into compulsory courses. They did not distinguish between different methods of learning, the pain of teachers, the students' complaints of learning, and many elective textbooks. The content is obscure and incomprehensible, so the irrational teaching methods lead to inefficient implementation of elective courses, and students simply do not learn elective courses. For example, in the compulsory course of the teaching materials of the People's Education Press, Qu Yuan's "Li Sao" was selected, and "Mrs Xiang Xiang" was also selected in the textbook "Appreciation of Ancient Chinese Poetry Essays". In teaching, we certainly cannot completely abandon compulsory courses. The set of teaching methods, but the high school language curriculum standards pointed out: "High school Chinese elective courses emphasizes appreciation of the analysis and thinking and exploration." [5] Qu Yuan's article focuses on appreciation and analysis in compulsory learning methods, and elective courses in Qu Yuan. The teaching of the article focuses on students' autonomous inquiry learning.

D. The Lack of Professional Teachers in Elective Courses

Since elective courses offered in high school have only just started, many aspects are in the process of exploration. There are no teachers specializing in elective courses in the school. Teachers have a limited level of professionalism. Many teachers are consuming old books and do not pay attention to their own learning and advanced learning improve. Therefore, schools need to introduce professional teachers who can teach well elective courses so as to effectively ensure the effective implementation of elective courses for senior middle school students.

E. Unreasonable Elective Course Setting

The irrational setting of elective courses in high schools is mainly reflected in two aspects: A new curriculum standard stipulates that the proportions of required courses and elective courses are 1.25 and 1.75 respectively. This ratio is obviously unreasonable because the high school stage is still the basic education stage. The tasks are mainly to improve the students' language ability and lay the foundation for the students' future work, study and life; Many of the elective courses offered by the schools are national courses directly stipulated by the higher authorities, and they have not been effectively investigated in conjunction with the actual conditions of their own schools.

Research to develop a school-based curriculum that is unique to the area of the school to ensure that students can truly benefit from the study of elective courses.

At present, elective courses in most schools in China are long and difficult to understand. Students cannot really master the study. Therefore, the establishment of elective courses does not have any practical significance and effect. There is a problem in some elective textbooks: the content is obscure. For example, in the elective course of the teaching materials of the People's Education Press, Guo Moruo's masterpiece "The Forest Ranger" was selected, which mainly reflects the spirit of the times during the May 4th . In the text, "I am a dog... I'm Me!" Obscure of high school students simply can't understand what "dog" means. If the poem is not combined with the

background of the times and the author's personal experience, it is difficult to accurately grasp the thoughts and feelings expressed by the author. As a senior high school student cannot understand this poem at all. The deep meaning of the inside, so the selection of such elective courses did not take into account the actual situation of students' understanding of comprehension, and the contents were not set properly.

F. The Implementation of Elective Courses is Not Guaranteed

Because the content of high school language elective courses is not within the scope of the college entrance examination, there is no clear way to evaluate the curriculum , leading teachers and students to ignore it, think that without exams do not have to learn, coupled with the examination pressure of the college entrance examination. Many teachers put the time of elective courses to attend compulsory courses, making elective courses cannot be normal teaching and gradually marginalized. In order to cater for the college entrance examination, many teachers do not carry out course teaching in the "Language Application" module of the elective course, and directly perform the college entrance examination training of the word sentences in the Chinese compulsory course.

In short, there are various problems in the implementation of Chinese elective courses in senior high schools, and we need to work together for an early solution.

III. THE EFFECTIVE WAY TO IMPROVE CHINESE ELECTIVE COURSES IN HIGH SCHOOL

A. Accurate Positioning of the Nature of High School Language Elective Courses

1) *Defining the nature of elective courses:* To clarify the nature of the elective courses, the high school language curriculum standard states: "Elective courses should enable students to develop independently and develop their personality, so that students have the right choose to independently study." The high school Chinese elective courses are divided into five parts, as mentioned above. Each topic can be designed with a number of content, selectively designing featured topics and ensuring elective courses that are appropriate for student development to ensure the effectiveness of high school language electives. Therefore, it can be understood that "the elective courses are not only national courses, but also local courses that are independently set up, self-managed, and independently implemented by schools." [6]

2) *Accurately grasp the relationship between compulsory courses and elective courses:* The compulsory course emphasizes the traditional method of teacher education and the elective course highlights students' choice of learning based on their personality and interests. The difference between compulsory and elective courses requires that we accurately grasp the relationship between the two. Therefore, "Elective courses have the same value as required courses. No

one is more important. Elective courses are not an accessory for compulsory courses. It is an independent course form." [7]

3) *Grasp the establishment and development of elective courses* First of all, to grasp the establishment and development of elective courses, we should consider the objectives of the courses as considerations and consider students' actual conditions and requirements. Second, it must be clear that elective courses are an important part of the high school curriculum, but it also has its own relative independence. It does not belong to compulsory courses. It is follows the basic concept of language teaching and require teachers to truly teach students in accordance with their aptitude and promote students to take elective courses to ensure the effective of high school Chinese elective courses.

B. Arrange for the Teaching Content of Elective Courses

1) *According to the actual arrangement of teaching content:* In classroom teaching, teachers should fully consider the students' understanding ability, grasp the difficulty of the content of elective courses, and reasonably arrange the five modules of elective courses. From Vygotsky's "Recent Development Zone" theory, it can be concluded that high school Chinese elective courses are the inheritance and development of compulsory courses, and the difficulty of elective courses should be improved on the basis of compulsory courses. "Teaching is too little, students can't learn anything, they can't accomplish teaching goals; too much teaching can't be accepted by students, which leads to aggravated students' learning burden, and ultimately they can't accomplish learning goals." [6] Therefore, teachers should be based on students. The psychological status and subject characteristics of the study are selected to select the content of elective courses suitable for student development.

2) *Develop students' interest in learning elective courses:* There is a saying "interest is the best teacher", so we must pay special attention to the students' interest in learning elective courses, so as to ensure the students' cooperation with the teachers' teaching tasks. Therefore, teachers must increase their interest and enthusiasm in learning elective courses, create a positive and active classroom atmosphere, make the classroom full of vitality and vitality, so that students can truly participate in the elective classroom.

When a teacher taught Yu Qiuyu's "Dujiangyan" text, he first used four slides to display the scenery of Dujiangyan spring, summer, autumn and winter seasons. At the same time, he played a recording of the soundtrack. The Chinese language teacher created a concrete and vivid teaching situation for the students at the beginning of the teaching. The book's vivid description of Dujiangyan's hard-education text was transformed into a beautiful picture, which caused the students' interest in Dujiangyan. In this way, they will learn lessons more seriously. Secondly, teachers themselves must also promote the development of professional qualities and strengthen the understanding and grasp of the content of elective courses so as to ensure the completion of elective teaching and effectively improve the effectiveness of elective courses in high school.

3) *Help students select the content of elective courses:* Teachers should help students select course content carefully and use the least time to ensure effective learning of elective courses for students. Because senior high school students have high pressure on college entrance examinations, their time is heavy and the teachers should not put all the elective courses into class to teach. The actual situation of student's study, from the perspective of developing students' language ability, choose the content suitable for the student's development, we must guarantee the elective course study, but also must ensure the student language ability development.

C. Choosing the Right Teaching Method

1) *Advocate independent learning and learning:* "In the view of constructivism, learning is a process of actively constructing and generating knowledge. In classroom teaching, Chinese teachers must change the traditional and passive teaching methods and actively promote independent, cooperative, and inquiry learning methods. This will have It is helpful to correct students' learning attitudes and implement the basic concepts of quality education development." [8] Therefore, teachers should give full play to the initiative of students and make them change from "force learning" to "active learning"; second, teachers should promote students. Conduct group cooperation and discuss learning so that every student can feel the joy of learning Chinese. As Professor Wen Rumin stated, "Elective courses should give full play to the autonomy of students. Teachers should not speak too much in class but leave more time and space for students. The forms of teaching should be diversified." [9]

A teacher put forward a question worth investigating in Shi Tiesheng's "Acacia Tree". "Why the text says that sadness is also a kind of enjoyment". There is no standard answer to this question. The teacher first asks the students to discuss in groups and then according to their own understanding and The open discussion of the results of the group discussion fully reflects the independent cooperation and inquiry-based learning of elective courses, so as to ensure the effectiveness of elective courses and effectively improve students' language ability.

2) *Teaching methods should be diversified:* Teaching methods should be diversified. Educator Babansky said: "Each discipline has different teaching contents. Teachers should have conscious and purposeful choices of match teaching models in order to better achieve teaching goals." [9] Due to elective There are many textbooks, long texts, and difficult contents. Therefore, teachers cannot use only one teaching method. In elective teaching, teachers use a variety of teaching methods to interweave teaching, pay attention to the overall arrangement of teaching methods, and obtain ideal teaching effects. It is necessary to integrate teaching methods, discussion methods and student self-study methods in class teaching of elective courses to ensure that students can really learn what they have gained in elective courses.

3) *Exploring teaching methods suitable for elective courses:* Excellent teachers need not only professional

qualities, but also should advance with the times and actively explore reasonable and effective teaching methods. As teachers should be based on students' psychological status and academic characteristics to find suitable teaching methods, we must not only consider the actual situation of student learning, but also make elective courses easy to understand and ensure the realization of the three-dimensional goals of the teach process.

D. Enhancing the Professionalism of Teachers

1) Strengthen the cultivation of elective teachers and effectively enhance teachers' subjective initiative: Why the high school Chinese elective course has not been effectively implemented? Of course, there is no professional elective teacher is also one of the important reasons, there is no special teacher to teach elective courses, the students naturally will not good elective courses. Therefore, the state should pay attention to the cultivation of talents for elective teachers, improve relevant laws and regulations, and issue certificates for elective teachers, so as to enhance the enthusiasm and enthusiasm of elective teachers.

2) Strengthen training courses for new and old teachers: The professional qualities of teachers are directly related to the teaching effects of elective courses. In order to ensure the effectiveness of elective courses, training courses for new and old teachers should be strengthened to further enhance teachers' literacy. According to their own characteristics, schools can design corresponding programs to provide teachers with professional training so that teachers' professional skills can be further improved.

3) Teachers should pay attention to the development of professional quality and professional ability: First of all, teachers themselves must also pay attention to the development of professional quality and professional competence. In order to ensure the effectiveness of high school language electives, high school language teachers should strive to improve their professionalism and expand their knowledge through various channels and methods. Second, the new curriculum reform advocates teachers to be expert and research-oriented teachers. Therefore, teachers must carry out teaching research. Language teachers should also have a critical spirit, dare to challenge authority and book, and have the courage to break through.

E. Setting up Reasonable Elective Courses

1) Adjust the division of learning section: In view of the unreasonable segmentation of the new curriculum mentioned above (compulsory course is 1.25 sessions and elective courses are 1.75 session), the study state should promptly transfer the two learning segments to meet the compulsory 1.75 segment, elective course baes of 1.25 sessions or the half of the required courses and electives, optimizing the structure of the study segment not only conforms to the actual teaching of the course, but also enables teachers to better teach and the students can more easily understand and master. "Now the senior high school education is still the nature of basic

education. The task of the Chinese language course in middle school is to lay a foundation for the students' future study and working life." [10]Therefore, adjusting the structure of the school segment ensures the electiveness of the high school language. The effective implementation of the lesson is essential.

2) Make appropriate adjustments to the elective materials: The state must make appropriate adjustments to the elective textbooks, and elective courses should also pay attention to the study of language and words, basic reading and appreciation training, and oral expression training as much as compulsory courses. Therefore, the contents of the elective courses should be streamlined to avoid the content being too complex to understand and accept, because this will increase the burden on teachers, but also aggravated the pressure of student learning. Therefore, the content of the elective teaching materials must be properly streamlined in combination with the actual teaching, and it is necessary to do a good job.

3) Develop a distinctive school-based curriculum: First of all, schools should have awareness of the development of curriculum resources, actively discuss research, conduct more investigations, and design school-based curriculum suitable for student development based on the survey results, so as to promote the improvement of students' comprehensive qualities. Secondly, teachers should give full play to their subjective initiative and strive to develop elective textbooks that meet the characteristics of their teachers and the advantages of their students. The school can combine local cultural characteristics and cultural charm to develop elective courses that meet local cultural characteristics. For example, in terms of the local characteristics of Anhui Anqing, some local high schools can independently develop elective courses such as "Selected Subjects of Haizi Poetry" and "Selective Reading Module of Tongcheng School Essays". This will not only have local characteristics, but also enhance the implementation of local elective courses for high schools in the local area. The effectiveness of the integration of local characteristics of Anqing and students' elective courses is an integral part of meeting the individual development of students and promoting the improvement of students' language accomplishment ability.

F. Formulating Corresponding Measures to Ensure the Implementation of Elective Courses

1) Increase the propaganda of elective courses and increase the emphasis on elective courses: If elective courses are to be effectively implemented, then teachers and students must really attach importance to it. Therefore, the state must strengthen propaganda, such as setting up morning and evening readings in Chinese elective courses, and immersing students in an elective course. In the atmosphere, high school language learning is a combination of required courses and elective courses to imbue students with the learning concept, so that students realize that high school Chinese required courses and elective courses are equally important. The spirit of the new curriculum reform is to emphasize the

improvement of students' overall quality. The establishment of elective courses is the consistent implementation of the concept of the concept of allowing students to develop in an all-round way. It reverses the traditional concept of "using the college entrance examination score as the sole criterion for evaluation" and strengthens high school language electives. The propaganda of the class will effectively improve the overall quality of students.

2) *The national education department should incorporate part of the elective course into the content of the college entrance examination:* In order to effectively improve the status of elective courses and receive the attention of teachers and students, the country must incorporate some of the elective courses into the college entrance examination. The current time in senior high schools is very important. All the studies are based on the college entrance examination. What students learn is common, so as long as the elective course is also part of the college entrance examination content, natural teachers and students will pay attention to it because it is directly related to the level of the college entrance examination score, which can further improve the school, teachers and students of high school language elective The degree of emphasis on the curriculum will better ensure the smooth implementation of high school Chinese elective courses.

3) *The national education department should issue the appropriate elective assessment mechanism:* If the elective courses are to be effectively implemented, then the state must give sufficient attention to improving the enthusiasm of teachers to teach elective courses. Therefore, it is necessary to increase the salaries of elective teachers, set up a corresponding promotion system for teachers, and elective courses. We can calculate the performance pay, stipulate that the teacher will give corresponding rewards for the number of full-section elective courses, and let the elective courses be directly linked to the teachers' salaries. This will effectively enhance the effectiveness of the implementation of high school Chinese electives and ensure that teachers can truly teach. Choose a better course, students can really know what they have something.

IV. CONCLUSIONS

The effectiveness of Chinese elective courses in senior high school is low, and there are many reasons for this. It is worth our further reflection and study. Therefore, the research on the effectiveness of the implementation of Chinese elective courses in high school can not be proposed from only one aspect. It should be explored and thought from all aspects. This article is mainly discussed from the above six aspects, and it has a certain degree of rationality. However, because this article is mainly to find problems and make suggestions from the theoretical perspective, there are only general examples in the article, and lack of practical investigation and research. Therefore, the operability and effectiveness of the above proposed measures need to be further verified. If this article can be combined with a specific high school to make a practical survey and study, on the basis of the investigation and analysis to make recommendations to improve the effectiveness of the implementation of Chinese language elective courses in high school, it will have more practical significance and value.

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