



The Academic Orientation of Master's Teaching Research in Subject Teaching (Chinese) in China: Prospect, Stage and Reflection

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ABSTRACT

Subject teaching (Chinese) has a large-scale graduate student training system, study the academic orientation of the graduation thesis, help to dig Chinese subject teaching (Chinese) research of cultural roots and social situation, to cultivate all-round development goal, build the subject teaching of socialism with Chinese characteristics (Chinese) subject system of modern academic stance and subject logic. This paper in 2010-2019 nearly ten years of subject teaching (Chinese) professional master thesis as the research object, from the academic picture, development stage, academic theme reflection three aspects, and using bibliometric analysis subject teaching (Chinese) professional master thesis academic picture, using keywords for visual processing, keywords extract keywords word cloud graph, to show the development of different stages. students also did the same experiments, but they had to design some steps, without scaffolding in the first year. From the second year they were directly taught the relevant principles of the experimental design before they started to plan those steps. Then, the academic orientation of subject teaching (Chinese) is deeply analyzed from the initial two stages of 2010 to 2015 and the stable two stages of 2016 to 2017 and 2018 to 2019. Finally, through the LDA theme analysis, the mainstream academic orientation of the master's graduation thesis of subject teaching (Chinese) is mined, and the TF-IDF is used for the longitudinal research trend of data mining in the past decade, so as to grasp its development law more comprehensively.

1. Introduction

There are 4020 master's papers with the name of subject teaching and including Chinese, ranking the second among professional master subject teaching subjects. The first is subject teaching English (5120), and the third is subject teaching mathematics (2109). In 2011, the full-time compulsory education language curriculum standard (2011 edition) released, usually referred to as the 2011 version of Chinese curriculum, released in 2001 the full-time compulsory education language curriculum standard (draft), a lot of revision, textbooks and selection puts

2. Academic prospect of the master's graduation thesis of subject teaching (Chinese)

On August 20,2020, in the master's thesis library of CNKI, the subject name was limited to "subject teaching (Chinese)", and the time span was from 2010 to 2019, and a total of 4,020 professional master's graduation papers of subject teaching (Chinese) were obtained. The earliest master's thesis in this subject in 2010, only 1,1 in 2013,10,10 in 2014, increased year by year, the largest in 2016,777 annual graduation papers,

forward new requirements, 2012 Chinese textbook revision with the update of curriculum standards (Yufeng Wang, 2017). The Chinese Curriculum Standards for Ordinary High Schools (2017 edition) formally proposed the "whole book reading and discussion learning task group", and the research on "reading the whole book" rose accordingly (Biru Huang, 2019). Throughout the 2010-2019 nearly ten years of subject teaching (Chinese) professional master graduate thesis academic orientation, helps to study the development trend in China, mining Chinese subject teaching (Chinese) study of cultural roots and social situation, to khalid ents fundamental, build the subject teaching of socialism with Chinese characteristics (Chinese) subject system of modern academic stance and subject logic.

continued to climb to 985 in 2017, the peak in 2018 (1238,238), after a slight decline, 984 in 2019. On March 19,2009, the Ministry of Education issued the Ministry of Education on full-time master Therefore, the first master's degree students in this subject graduated in 2011. Later, with the addition of academic degrees, the expansion of graduate

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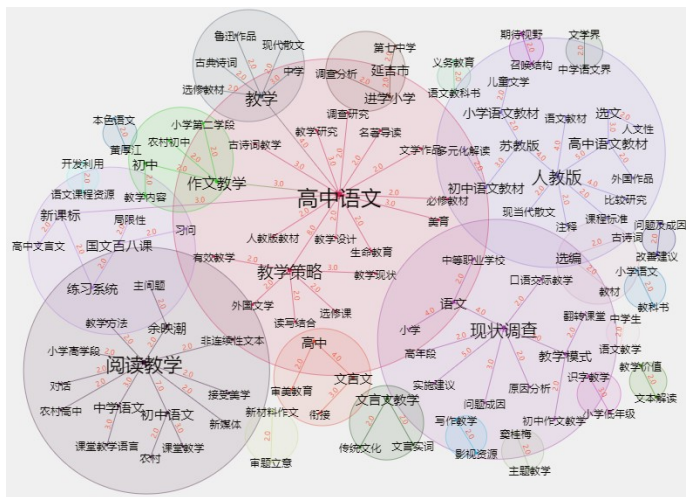


Fig.4: The second phase of 2016 research highlights been shared

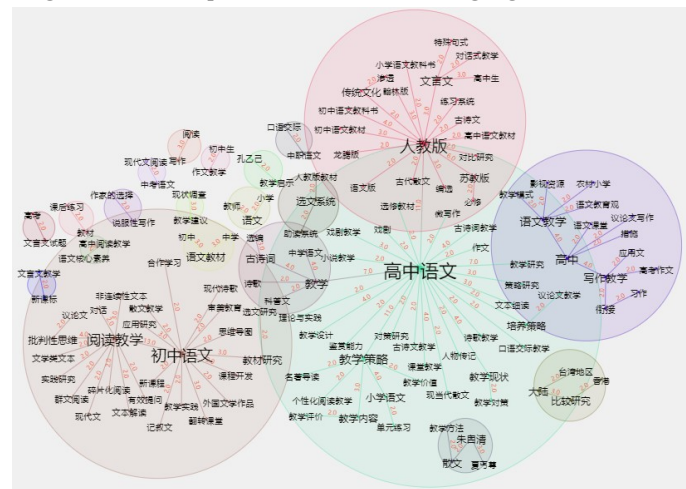


Fig.5: The second phase of the 2017 research highlights been shared

5. Mainly focus on the stage of Chinese teaching research: based on the research of Chinese reading teaching and core literacy

From 2018 to 2019, the theme of master's graduation thesis in subject teaching (Chinese) was focused on high school Chinese reading teaching, high school Chinese teaching strategy research, middle school Chinese teaching research, middle school Chinese teaching research, comparative research of textbook version research, the role of mind mapping in high school teaching, and high school Chinese teaching research, etc.

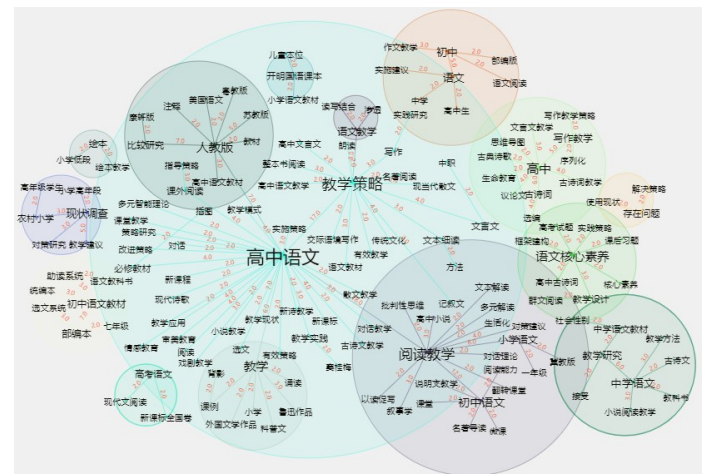
Research focus I: Research on Chinese Reading Teaching in Senior High School. Reading teaching is an important part of Chinese teaching. Reading teaching plays a very important role in students' language learning, cultural improvement, ideological enlightenment, intellectual development and the purification of the soul. Jingjing Qi proposed that in reading teaching, teachers should pay attention to the design of teaching problems, especially in the key position in the teaching problem, the core position of the "main problem" design, it is more and more important. Only in this way can students' interest in reading be stimulated and their reading ability be cultivated in reading teaching (Jingjing Qi, 2019). Rong Zhang's research on discontinuous text reading teaching in high school Chinese found that it can improve our ability to extract, integrate, summarize and use information to improve the learning tasks set to better adapt to and serve the society (Rong Zhang, 2019).

Research focus II: A Study on Chinese Teaching Strategies in

Senior High School. The excellent traditional culture of the Chinese nation plays an important role in Chinese teaching. For example, Lin Wang proposed that strengthening the excellent traditional culture of the Chinese nation in the Chinese class can not only promote students to form a knowledge and theory system, but also help students to shape the spiritual quality of the excellent traditional culture of the Chinese nation, and can also meet students' knowledge application in the Chinese subject and improve students' cultural sentiment (Lin Wang, 2019). Biru Huang to "high school academic works whole book reading teaching strategy" put forward five strategies, namely the interest, guide the students into the academic hall, multiple, maintain the students' reading motivation, research, to explore the effective reading type, teaching method, cultivate efficient reading ability, multiple assessment, looking for an effective way of evaluation (Biru Huang, 2019).

Research focus III: Study on Chinese Teaching in junior high school. Xian Zeng proposed the strategy of combining reading and writing in classical Chinese teaching. First, read middle school to write, accumulate writing materials, comprehend the lofty ideas, clever writing ideas, various language style, unique expression, etc, to promote reading, and train students' writing ability (Xian Zeng, 2019). Yingying Liu pointed out that reading ancient poems can more directly grasp the changes of the rhythm and rhythm of ancient poems, which is conducive to cultivating students' oral communication ability, understanding and writing ability, stimulate students' interest, improve their cultural accomplishment, enhance their aesthetic level and appreciation ability, sublimate their spiritual realm, and cultivate their language sense (Yingying Liu, 2018).

Research focus IV: The ministry has compiled the study of junior high school Chinese. The Ministry of Education compiled compulsory Education Chinese textbook" referred to as the Ministry. Shuying Zou found that there are four points in the upper content of the junior middle school Chinese textbook writing, that is, the writing goal is phased and holistic, showing a spiral trend, pay attention to the construction of writing knowledge system, with procedural knowledge, diversified writing guidance methods, writing practice presents a gradient (Shuying Zou, 2019). Xin Zhang, through the analysis of the articles and arrangement of the selected part of ancient poems and essays in the junior Chinese textbooks compiled by the Ministry, found that it has the



characteristics of rising proportion, diverse themes and uniform distribution, and the characteristics of scattered location, scattered content from easy to difficult, and clear structure of reading assistance (Xin Zhang, 2019).

Fig.6: The third phase of the research highlights in 2018

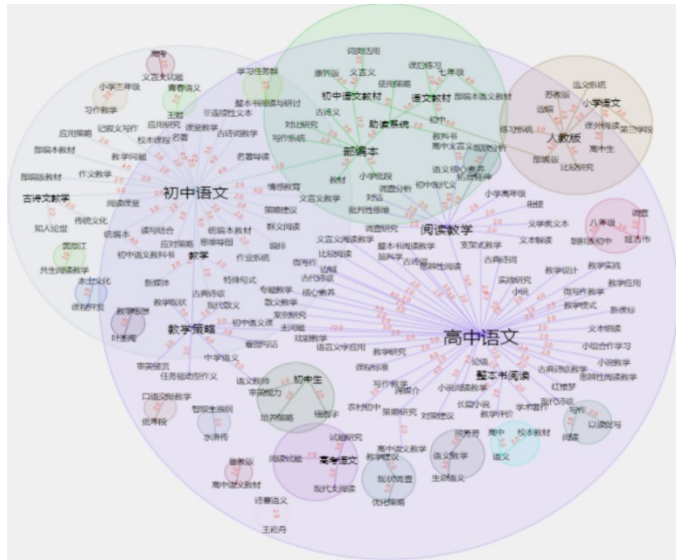


Fig.7: The third phase of the 2019 research highlights coemerged

6. The orientation and reflection of the academic orientation of the graduation thesis of subject teaching (Chinese)

This part through the LDA theme analysis mining subject teaching (Chinese) professional master graduation thesis mainstream academic orientation, LDA (Latent Dirichlet Allocation)

is a document theme generation model, belongs to the analysis tool of text theme modeling, also known as three-layer Bayesian probability model, involving words, subject and document three-layer structure, is mainly used in shallow semantic analysis of text data. At the same time, in order to further reveal the trend of longitudinal research in the past decade, TF-IDF is used for data mining to discover and reflect on its deep development law. TF-IDF is a relatively simple and classic word weight algorithm, which has the advantages of concise thinking and high accuracy, It is used to measure the importance of a word to a text. This part combines the two key technologies of data mining to deeply analyze and reflect on the academic orientation of the master's graduation thesis of the subject teaching (Chinese) major.

6.1 Subject teaching (Chinese) professional master's graduation thesis mainstream academic theme

According to the sample characteristics of master's graduation thesis in subject teaching (Chinese), the classic LDA text analysis method was adjusted to overcome the problems such as insufficient sample size and difficulty in dividing the theme of documents in the same field. This research adopts the processing method of theme analysis and different parameter combinations to carry out many experiments. The final result with the smallest difference in the number of subject words was selected as the final topic analysis result (Table 1). These five topics respectively focus on human education edition, high school Chinese, teaching strategy, high school Chinese and reading teaching. It can be seen that the academic position of the master's graduation thesis of Chinese subject teaching (Chinese) is mainly focused on the teaching and research of high school Chinese, while taking into account the teaching strategy and reading teaching research, which is also reflected in the comparative study of the textbook version, so as to conduct a more comprehensive study of Chinese.

Table 1 LDA theme analysis of professional master's graduation thesis in subject teaching (Chinese) test

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Human Education Edition 32.10	High school Chinese 34.85	Teaching Strategy 40.61	High school Chinese 32.44	Reading Teaching 23.18
Departmental edition 27.38	Reading Teaching 25.77	high school Chinese 31.11	Teaching and Research 15.95	Junior high school Chinese 21.56
Junior high school Chinese textbook 24.80	Junior high school Chinese 20.03	Senior High School 27.50	Junior high school Chinese 15.15	Teaching Strategy 17.83
High school Chinese 21.46	Teaching 17.79	Reading Teaching 24.61	Chinese core Literacy 14.09	Middle School Chinese 17.80
Ancient poetry 20.76	Chinese teaching 14.75	Junior high school Chinese 23.85	Teaching 12.89	Primary school Chinese 15.80
Junior high school Chinese 20.00	Senior High School 14.24	Writing Teaching 21.90	Teaching Strategy 12.35	Chinese teaching 15.55
Chinese teaching 18.94	Teaching Strategy 14.20	Read the entire book 20.21	Junior High School 11.76	Flipped Classroom 14.88
Reading Assistance Department 17.26	Extra-curricular reading on the top 12.57	Classical Chinese Teaching 19.84	Primary school Chinese 11.66	Strategy Study 14.72
Comparative study 16.37	Teaching advice 12.47	Senior High School Students 17.90	Mind Map 11.40	High school Chinese 14.48
Novel Teaching 15.40	Read 11.95	Instructional Design 17.68	classical Chinese 11.08	Writing Teaching 11.62

In order to explore the changing trend of text themes with year, the documents are merged into one document by year to form a set of documents by year, and then do the theme analysis, thus obtaining the theme evolution in the 2010-2019 years. In order to find its evolution trend, five key years are selected for in-depth analysis. Table 2 shows that subject teaching (Chinese) research began to

attract much attention in higher education in 2015, and the teaching reform and applied research of Chinese in high school has become the mainstream direction, followed by the research of reading teaching. From 2016 to 2019, it focuses on the teaching strategies and research of senior high school Chinese, followed by the reading teaching and the research.

Table 2 LDA theme analysis of master's graduation thesis in subject teaching (Chinese)

2015	2016	2017	2018	2019
High school 0.39	High school Chinese 0.43	High school Chinese 0.49	High school Chinese 0.52	High school Chinese 0.57
Reading Teaching 0.29	Reading Teaching 0.29	Junior high school Chinese 0.39	Junior high school Chinese 0.35	Junior high school Chinese 0.36
Primary school Chinese 0.29	Teaching Strategy 0.28	Teaching Strategy 0.31	Teaching Strategy 0.33	Reading Teaching 0.30
Course Resource 0.19	Teaching 0.21	Reading Teaching 0.31	Reading Teaching 0.28	Departmental edition 0.16
Chinese 0.15	Middle school Chinese 0.20	Chinese teaching 0.18	Primary school Chinese 0.17	Teaching 0.14
Teaching 0.12	Chinese 0.20	Human Education Edition 0.18	Teaching 0.17	Chinese core Literacy 0.13
Teaching lesson example 0.10	Status Survey 0.20	High school 0.18	High school 0.14	Primary school Chinese 0.13
Comprehensive Chinese teaching 0.10	Junior high school Chinese 0.19	Teaching 0.18	Middle School Chinese 0.14	Read the entire book 0.11
Rural High School 0.10	Chinese teaching 0.19	Primary school Chinese 0.16	Junior high school 0.13	Chinese teaching 0.10
Teaching effectiveness 0.10	Composition teaching 0.17	Middle School Chinese 0.14	Human Education Edition 0.13	Human Education Edition 0.10

6.2 Reflection on the Development of Subject Teaching (Chinese)

High school Chinese is always in the mainstream research orientation, reading teaching has been in the main research topic and in the hot stage in 2016-2019 (Figure 8); primary school Chinese and education have been relatively important and stable; instead, teaching and Chinese themes have been declining from 2015 to 2019, especially in 2010-2016 to zero in 2019. It can be seen that the academic orientation is no longer only based on the concept of a certain subject, but based on the specific reading

teaching or writing teaching strategies. The topic of teaching and research received no attention from 2010 to 2016, and then gradually entered the field of attention, and has been showing a relatively stable trend since then. Looking at the academic orientation and position of Chinese subject teaching (Chinese) major in the past ten years, high school Chinese has always been in a relatively mainstream position in China. Therefore, in the past ten years, the research orientation of subject teaching (Chinese) has moved towards the diversified development trend of high school Chinese, reading teaching and teaching strategy research.

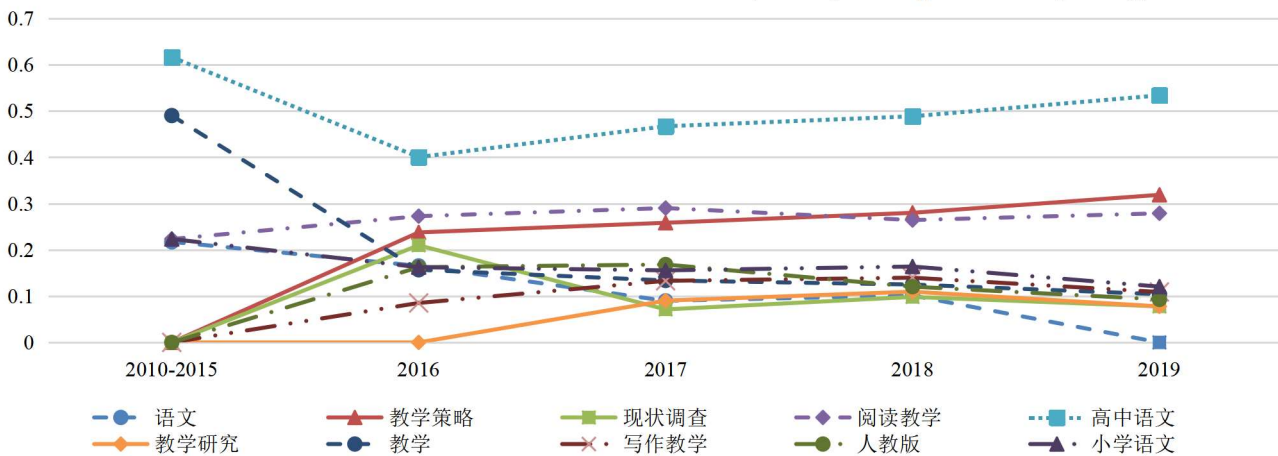


Fig.8: Map of the research orientation of subject teaching (Chinese) in recent ten years based on TF-IDF method mining

To sum up, in the development course of subject teaching (Chinese) research, the master's graduation thesis will focus on the teaching and research of high school Chinese teachers is relatively stable and attracted much attention. Looking at the academic orientation of the master's graduation thesis in subject teaching (Chinese) in China in the past decade, the research objects are mainly concentrated in high school and middle school, and the high school stage has been in the mainstream position of research. The research content has always been based on Chinese reading teaching. Therefore, in the past decade, the research orientation of Chinese teaching mainly focuses on the research of Chinese teaching and its strategies. At the same time, the core Chinese literacy emphasizes the comprehensiveness and practicality of

Chinese learning, and pays attention to the improvement of Students' pragmatic ability. Under the guidance of the core Chinese literacy concept, primary school Chinese teaching also further updates the education and teaching concept, and the implementation of comprehensive primary school Chinese learning has appeared a new direction (Qian Chen, 2019). We should not only pay attention to the internal problems of knowledge inheritance in subject teaching (Chinese), but also consider the extension problems of how to combine science and technology with Chinese teaching in the era of artificial intelligence big data, so as to construct the research paradigm and research methods of subject teaching (Chinese) with Chinese characteristics.

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