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

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ARTICLEINFO	A B S T R A C T		
Keywords: subject Teaching (Chinese) master's thesis academic orientation	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 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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enrollment scale, and the addition of subject teaching (Chinese) direction, the number of master's degree graduation papers surged in 2016, reached its peak in 2018, and decreased slightly in 2019.

From the theme of the master's graduation thesis in subject teaching (Chinese) from 2010 to 2019, High school Chinese (491), reading teaching (298), teaching strategy (269), junior high school Chinese (253), people's education edition (195), writing teaching (167), classical Chinese teaching (148), teaching application (136), junior high school Chinese textbooks (131) have become highfrequency hot words. It can be seen that the subject teaching situation of the master's and doctoral thesis mainly focuses on the research of teachers' teaching strategies and teaching methods, Among them, reading teaching is more prominent, And the study of high school Chinese and junior high school Chinese (Figure 1). From the master graduation thesis high frequency keywords, learning process (1308), reading teaching (944), high school Chinese (660), teaching research (497), questionnaire (476), (465), classroom teaching, teaching strategy (4439), (427), high school Chinese has been more attention, and teaching research from teaching teachers to teaching implementation of students, and each version of teaching material research, has formed a more systematic Chinese teacher teaching chain research context (figure 2).



Fig.1: Subject teaching (Chinese) professional graduation thesis key words cloud map (the first and second stages)



Fig.2: Subject teaching (Chinese) professional graduation thesis key words cloud map (stage 3)

Further through high frequency keywords co-occurrence matrix analysis, for the learning process of reading teaching research (249) in the field of learning process, followed by high school Chinese (199) and questionnaire (1622) and the learning process of interactive research, learning process of classroom teaching (159) and teaching (143) has also become a research hotspot. Learning process interaction with other high frequency keywords is the most frequent research, followed by reading teaching, high school Chinese and teaching research, in the questionnaire method using the research topics, in addition to the learning process, teaching strategy (119), teaching (113), classroom teaching (100) relative interaction frequency is higher. To sum up, the overall academic picture of professional master's graduation thesis of subject teaching (Chinese) takes learning process and teacher teaching as

the two core research areas, the former focus on problem solving, the latter for classroom teaching, relatively speaking, the research of students' learning is not systematic enough, and the interactive research of teaching and learning is more lacking. Students act as the main body of teaching activities, teachers act as the leading role of teaching activities, both are the two subjects of teaching. Therefore, the teacher-student interaction is the core of classroom teaching, and the learning environment is the main driving force for the generation of teaching interaction. However, the research in this field in the panorama of the master's graduation thesis is still in a relatively weak state. The master's graduation thesis of this subject is in the research field with a low degree of integration between the two subjects, and the interaction form has not been fully emerged. It is urgent for the researchers of this subject to expand the static orientation of the research, that is, from a one-way teacher or student to a dynamic situation of two-way interaction between the two.

In order to further explore the subject teaching (Chinese) professional master thesis academic orientation stage evolution process, from 2010 to 2019 is divided into three stages of development, 2010-2015 for the first stage, this stage is the beginning of subject teaching (Chinese), the total paper is less, only 36, mainly to emphasize the teaching strategy for the research characteristics. The year 2016-2017 is the second stage, in which the subject teaching (Chinese) has entered the right track, mainly in exploring the teaching and research stage. The third stage 2018-2019 is the third, which is based on Chinese reading teaching and core literacy. Due to the large data, the content is multifarious, in order to better find the stage characteristics and the surface text law, for the subject master graduation thesis text analysis will use the method of data mining, using keywords for visual processing, keywords to extract keywords word cloud graph, to show the development of different stages, and into JSON data exchange format as a visual analysis source. The key word co-occurrence knowledge map is drawn based on the online complex network analysis platform. Each node represents a key word. The greater the frequency, the greater the node is. If two keywords appear in an article at the same time, a connection will appear between the keywords, representing its correlation. The number on the connection will represent the number of co-occurrences, that is, the number of simultaneous occurrences in the same study, and the keywords with strong correlation form the same research topic. In order to further reveal the research theme of each stage, using online complex network analysis platform between keyword correlation analysis, keywords and correlation frequency visualization and use of online platform built-in Louvain algorithm for clustering, get three main stages of large-scale network community diagram to show the development of each stage.

## **3.** Emphasis on teaching strategy stage: based on the improvement of teaching strategy and the research on teaching in vocational colleges

In the six years between 2010 and 2015, the research topics of subject teaching (Chinese) professional master graduation thesis focused on teaching strategy research, Chinese teaching research in vocational colleges, research on classical Chinese teaching difficulties in rural high schools, version comparison of Chinese textbooks, writing modification ability, etc.

**Research focus I**: Teaching strategy research: Hua Fu takes the female image in the Chinese teaching materials of human teaching edition, and takes the type of female image, teaching significance and corresponding teaching strategy as the main content. The accurate grasp of the character and destiny of all kinds of women in the teaching materials is conducive to the educators to realize the research purpose of cultivating students' correct outlook on women, outlook on life and values through the teaching materials (Hua Fu,

2015). The teaching of classical Chinese occupies an indispensable position in Chinese courses. Starting from ancient famous words, students can not only appreciate different historical characteristics, regional customs, characters and other cultural knowledge, but also improve the reading and understanding ability of classical Chinese from the perspective of knowledge, and then enhance their writing skills. There are also some good-savvy students can organically combine the relevant knowledge of literature, history and philosophy, to achieve mastery, the solid high school courses learned thoroughly. Therefore, the study of ancient poetry can also improve students 'literary literacy and cultivate students' noble sentiment (Ying Xu, 2014).

Research focus II: Research on Chinese teaching in vocational colleges. As China's strong support and development of vocational education, secondary vocational education training goal is getting more and more attention, YuHongli proposed subject theory in teaching and Chinese teaching theory, Chinese teaching and tourism professional talent training, in order to improve secondary vocational Chinese teaching as the method, in order to cultivate high-quality skilled talents for the purpose, into the cultivation of professional students' professional quality. tourism The particularity of Chinese teaching in secondary vocational schools plays an immeasurable role in the improvement of students' professional quality (Yuhong Li, 2014). In today's Chinese teaching in vocational colleges, we should correctly use the reference elements of Confucius' educational concept to guide the reform of Chinese teaching. Draw lessons from the Confucius teaching concept of equality and democracy, teaching, teaching in accordance with their aptitude, emotional education, combined with the modern technology conditions of Chinese teaching today, innovative teaching mode and combined with the characteristics of vocational colleges to complete the Chinese teaching reform, let students really use Chinese in life, so as to cultivate students' good personality quality (Qiong Yang, 2013).

**Research focus III**: Research on the dilemma of classical Chinese teaching in rural high schools. Xuexiu Wang studied the teaching difficulties in rural high schools: first, the weak basic knowledge of classical Chinese in rural middle school students is weak, low reading level and low interest in learning; second, the teaching content of rural middle school teachers is single and narrow, and the teaching methods are old and simple (Xuexiu Wang, 2015).

**Research focus IV**: Chinese teaching material version comparison. Textbook is one of the most important curriculum resources, which plays a decisive role in the formation and development of Chinese subjects. For example, Chen Xiaoyun took the representative southern Taiwan version of primary school Chinese language textbooks and the mainland version of primary school Chinese textbooks as an example to analyze the general situation of their teaching materials and writing examples to explore the internal relationship between the two in thought, emotion, Chinese ability and Chinese knowledge (Xiaoyun Chen, 2015).



### Fig.3: Research hotspots in the first stage (2010-2015)

### 4. Exploring teaching research stage: based on reading teaching, status investigation and textbook version comparison

From 2016 to 2017, the theme of master's graduation thesis in subject teaching (Chinese) focused on high school Chinese teaching strategy research, reading teaching, status survey, comparative research, composition teaching, middle school Chinese teaching, and high school classical Chinese teaching.

Research focus I: Study on Chinese Teaching Strategy in Senior High School: Xu Wang sorted out the foreign literary works in the textbook through the questionnaire survey, and then made a diversified analysis from the aspects of language, literature and culture. On the basis of identifying with his own culture, he learned from each other to absorb and learn from the foreign culture (Xu Wang, 2017). In Chinese teaching, reading is the basis and premise of writing, writing is the sublimation and internalization of reading, the two are complementary and promote each other. For example, Guo Liyuan mainly from cultivating students' interest in reading and writing, improve the consciousness, explore the combination of reading and writing and rich training methods of the four aspects, looking for the specific method of teaching strategy, to solve the current situation of high school Chinese reading and writing, through the implementation of the teaching strategy, to achieve the purpose of improving the overall efficiency of Chinese teaching (Liyuan Guo, 2017).

**Research focus II**: Research on Chinese Reading Teaching: Xia Wang studied the "personalized reading teaching" in Chinese class into teacher volumes and student volumes in the form of questionnaire survey (Xia Wang, 2017). Dan-dan Fan famous take questionnaire survey and field interview method found that Chinese reading teaching textbook article is difficult to meet the needs of the students, students' extracurricular reading time, low utilization rate of school library, teachers' Chinese reading classroom teaching strategy to improve four aspects, to continuously improve the teachers' reading teaching skills, strengthen the attention of students' extracurricular reading (Dandan Fan, 2016).

Research focus III: Investigation on the Current situation of Chinese Teaching: Answer refers to the teacher's feedback and treatment of the answers given by the students, especially the main content of the class link. For example, Xu Ma investigated and analyzed the current situation of classroom answers from two aspects of teachers and students, so as to promote the effective teaching theory of primary school Chinese into practice, and finally promote the children to progress in various aspects and improve the professional quality of the teachers (Xu Ma, 2017). Nan Li based on the basis of stratified teaching theory research, through the questionnaire to understand the school stratified teaching implementation, the use of teachers stratified teaching, the influence of students, parents to investigate and analysis of stratified teaching attitude, and points out that the implementation of stratified teaching can improve the efficiency of the classroom, achieve each student can improve and progress on their own level (Nan Li, 2016).

**Research focus IV**: Study on the comparison of Chinese textbook versions: Weixia Chen uses literature analysis, comparative research and case analysis, in the two sets of junior middle school Chinese textbooks found that the proportion of traditional Chinese poems is significantly higher than the Chinese version, but ignores the supplement in the balance of traditional Chinese learning in class (Weixia Chen, 2017). Hongyun Cai applied comparative analysis and questionnaire survey to analyze the guiding ideology, system and usage of teachers' teaching book on knowledge and ability objectives, and the teaching edition focused on novel ideas and teaching advice, leaving more free space for teachers (Hongyun Cai, 2017).

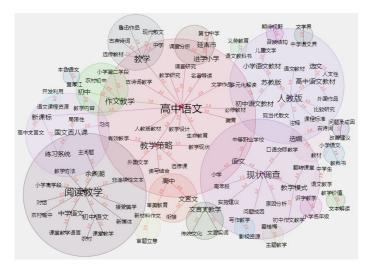


Fig.4: The second phase of 2016 research highlights been shared

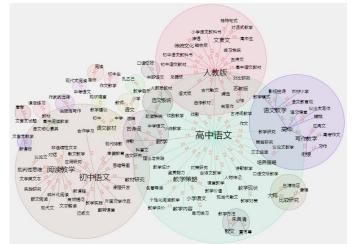


Fig.5: The second phase of the 2017 research highlights been shared

### 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.

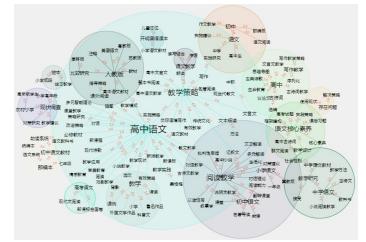
Research focus I: Research on Chinese Reading Teaching in Senior High School. Reading teaching is an important part of Chinese teaching. Reading teaching plays a very important role in students' language learning, cultural improvement, ideological enlightenment, intellectual development and the purification 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

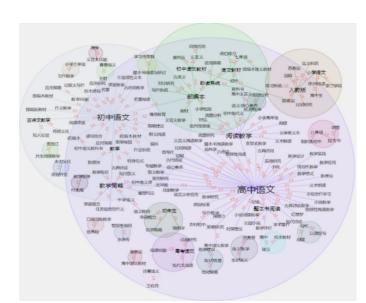


Fig.7: The third phase of the 2019 research highlights coemerged

### 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 threelayer 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.

	<b>v</b>		5	8 ( ,
Торіс 1	Topic 2	Торіс З	Торіс 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

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

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.

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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.

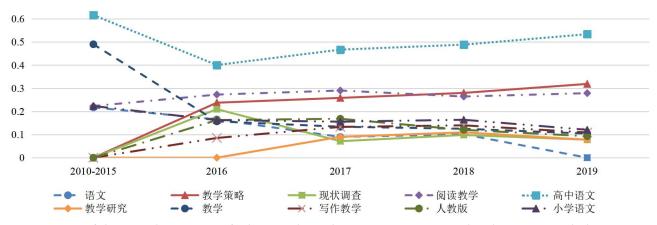


Fig.8: Map of the research orientation of subject teaching (Chinese) in recent ten years based on TF-IDF method mining

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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