

# The coordinated development of high school students' Chinese language writing ability and aesthetic literacy

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**Abstract:** Chinese language and literature are the crystallization of traditional Chinese culture and an important component of traditional Chinese literature. This discipline belongs to the traditional humanities category, and its content teaching covers various aspects such as humanities, art, poetry, etc. Its knowledge involves various sections such as history, news, philosophy, etc. Humanistic literacy specifically refers to the level of development and comprehensive qualities that people have achieved in the humanities. This paper designs and offers high school Chinese language that align with the contemporary societal demands for excellence and relevance in secondary education, emphasizing both linguistic proficiency and literary appreciation. Faced with a fiercely competitive market environment, the spirit of social entrepreneurship not only requires a solid theoretical foundation of high school students' skills, but also demands overall qualities of high school students. At present, most social environments tend to have biases towards high school students, believing that their communication skills and adaptability are poor. However, through Chinese language and literature education, students can be inspired to participate in their activities. The problems with high school students' Chinese language writing ability are biased training methods and a lack of initiative among high school students. This article proposes measures for the coordinated development of high school students' Chinese language writing ability and aesthetic literacy, in order to cultivate talents with high humanistic literacy needed in the 21st century.

**Keywords:** Senior high school student; Chinese language writing ability; Aesthetic literacy

## 1. Introduction

### 1.1. Overview of Chinese Language and Literature

Chinese language and literature are the crystallization of traditional Chinese culture and an important component of traditional Chinese literature. This discipline belongs to the traditional humanities category, and its content teaching covers various aspects such as humanities, art, poetry, etc. Its knowledge involves various sections such as history, news, philosophy, etc. In actual high school teaching, carrying out Chinese language and literature can not only solidify students' knowledge foundation of Chinese language and literature, deepen their understanding of knowledge, enhance their ability to analyze and interpret language and text, but also help improve their writing and language expression abilities, and better cultivate their literary literacy. Zhao and Yang (2023) explore the effectiveness of a mind mapping-based spherical video-based virtual reality learning system in enhancing Chinese language learning achievements and perceptions among international high school students. <sup>[1]</sup>In high school teaching, carrying out the subject of Chinese language and literature can not only help students master rich knowledge of Chinese language and literature, but also better cultivate their literary theory literacy, enabling them to achieve a harmonious unity of inner and outer beauty. Its establishment is of great significance for spreading and promoting China's national culture, while also laying a solid foundation for inheriting and disseminating traditional national culture.

### 1.2. Overview of Humanistic Literacy

Humanistic literacy specifically refers to the level of development and comprehensive qualities that people have achieved in the humanities. The connotation of humanistic literacy specifically involves the following aspects: firstly, possessing humanistic knowledge, that is, basic knowledge about the humanities field, such as historical and literary knowledge, political knowledge, legal knowledge,

language knowledge, and philosophical knowledge; The second is to understand humanistic thought, which is a cultural and ideological concept that can provide support for the basic theory and internal logic of humanistic knowledge. The third is to master humanistic methods, which are practical and cognitive methods embedded in humanistic thinking. Tam's (1997) participatory study delves into the reflections of immigrant Chinese high school students on their primary language classes, offering insights into their experiences and challenges.<sup>[2]</sup>What it elucidates is how humanistic thought is generated and formed, and the ability to use humanistic methods appropriately to think and solve problems is also an important aspect of whether one has humanistic literacy.

## **2. Analysis of the Value and Significance of Chinese Language Teaching**

### ***2.1. The value of enhancing the overall quality of modern high school students***

Provide Chinese language and literature courses in high school to meet the modern society's requirements for high school quality. Faced with a fiercely competitive market environment, the spirit of social entrepreneurship not only requires a solid theoretical foundation of high school students' skills, but also demands overall qualities of high school students. Hao (2018) investigates the motivation, learning engagement, and language achievement of Chinese high school students in English classrooms, highlighting the factors that contribute to their language proficiency.<sup>[3]</sup>At present, most social environments tend to have biases towards high school students, believing that their communication skills and adaptability are poor. However, through Chinese language and literature education, students can be inspired to participate in their activities. By teaching knowledge to enrich the knowledge reserve of high school students, improving their communication skills, and enhancing their market competitiveness. The organizational strength of learning Chinese language and literature also plays a role in learning, which can enhance students' overall quality in the writing process.

### ***2.2. The cultivation value of cultivating humanistic feelings among modern high school students***

ChiaCian and Ko (2022) examine the impact of war on Chinese-language memories, particularly focusing on the martyrdom of Chung Ling High School's teachers and students.<sup>[4]</sup>The knowledge of Chinese language and literature contains excellent traditional Chinese culture. In educational activities, students can not only deepen their understanding of China's excellent traditional culture, but also develop their moral concepts through excellent traditional culture. As the saying goes, "Read ten thousand books and travel ten thousand miles." There are many literary works, and they understand Chinese language and literature. Therefore, when studying, it is necessary to improve the reading level, which will affect the lifelong life and work of students. The Chinese language and literature course plays a positive role in improving the aesthetic ability of high school students, as good culture and good performance reflect the element of "beauty". High school students now have an important moment to establish their own outlook on life and values. By learning about a good culture, high school students can deepen their understanding of right and wrong.

### ***2.3. The value of establishing national emotions and social responsibility among modern high school students***

The knowledge of Chinese language and literature is closely related to patriotism and social culture. Contemporary Chinese literature and literary knowledge have permeated patriotism and social culture. Integrating Chinese language and literature teaching into high school education is not only a strict requirement for quality education, but also a unique requirement for improving the quality of education in high schools. Teaching Chinese language and literature knowledge is not a top-down knowledge transfer, but aims to teach students to intelligently promote the internal absorption of knowledge content in the minds of high school students. Zhao and Yang (2023) conduct a latent profile analysis to understand the control and value appraisals of Chinese high school students, and how these factors relate to their enjoyment, boredom, and language achievement.<sup>[5]</sup>Sun and Zhu (2023) discuss the implementation of project-based language teaching to develop key competencies among EFL high school students, emphasizing the importance of practical learning experiences.<sup>[6]</sup>Excellent literary works provide ample space for the development of high school students' thinking. Through hard work and excellent traditional cultural education, high school students can broaden their horizons, which is also an inevitable process that high school students must go through. Finding the right answers to establish appropriate knowledge of Chinese language and literature for exploring and living life and values can guide students, and high

school students can enhance their sense of social responsibility by correctly understanding their surroundings.

### **3. The Problems of High School Students' Chinese Language Writing Ability**

#### ***3.1. The cultivation method is biased***

Our Chinese language classroom does not strictly follow the requirements of the "New Curriculum Standards for High School Chinese Language", so it is difficult for us to meet the requirements proposed by the standards. The main reasons for this result are as follows: firstly, due to the exam oriented education, under the pressure of the college entrance examination, our focus on Chinese language learning is mainly on the key points of the examination, and we do not attach importance to the expression and practicality of knowledge. Many students are proficient in writing narrative essays, but find it difficult to write practical essays. The reason for this result is that the college entrance examination is not taken, so from school to teachers, they do not pay attention to it, and we rarely use it. Over time, we will not be able to write. Secondly, due to the lack of opportunities for the application and practice of Chinese language and writing, teachers need to lead and organize a certain number of activities. The third reason is that we spend very little time on Chinese language, especially for science students. Many times, Chinese language only serves as a means of regulating and resting the brain among numerous science courses.

#### ***3.2. High school students lack initiative***

According to the "Survey on the Teaching Status of Chinese Language Ability in Middle Schools", many students do not attach importance to the training of Chinese language and writing, making it difficult for them to express their opinions or even actively speak in public. Luo, Jiang, Tian, et al. (2021) predict shyness and construct a language style model for elementary school students, providing a foundation for understanding early language development. [7]Liu, Li, and Fang (2022) examine the complex relationship between boredom and engagement in English learning among Chinese high school students, offering evidence on how these factors interplay. [8]In the survey, about one-fifth of high school students stated that although they want to improve their oral communication skills, they do not know how to train them. However, about one tenth of high school students do not value oral expression at all. The evaluation system for Chinese language and writing abilities is incomplete. At present, the evaluation of our high school students' application of Chinese language and writing is the Chinese language in the college entrance examination. There is no authoritative system for evaluating the Chinese language and writing ability of high school students in China. Therefore, if we rely solely on the Chinese language scores in the college entrance examination to judge our Chinese language and writing ability level, it may easily lead to us losing direction in our daily training.

### **4. Measures for the coordinated development of high school students' Chinese language writing ability and aesthetic literacy**

#### ***4.1. Deeply studying Chinese language and literature knowledge, influencing high school students' outlook on life unconsciously***

Dong, Liu, and Yang (2022) explore the relationship between foreign language classroom anxiety, enjoyment, and expectancy-value motivation, and their predictive effects on Chinese high school students' self-rated foreign language proficiency. [9]Yeh, Okubo, Ma, et al. (2009) investigate the cultural interactions, acculturation, family obligations, language use, and social support among Chinese immigrant high school students. [10]The Chinese language and literature contain enormous treasures, including opera, novels, poetry, and other aspects such as etiquette, governance, family harmony, customs, and self-cultivation. By studying these classical literature in the classroom, students can learn some historical knowledge and also learn some excellent qualities from ancient people. These silent influences can enhance students' humanistic literacy through the process of silent transfer, help them understand and perceive the world, and establish correct outlooks on life and values. For example, when studying the classical Chinese text "Biographies of Lian Po and Lin Xiangru", the teacher first guides students to sort out the overall structure of the article, then explains the text to help students better understand the connotation of the article, and supplements corresponding background and character introductions based on the content of the article. Then the teacher helps students engage in inspiring thinking through

questioning, such as "Returning to Zhao with a perfect jade, the meeting at Mianchi, and apologizing for their mistakes", "What qualities do you think you appreciate about the protagonist? Why? By gaining a deep understanding of the context, theme, and underlying meanings conveyed in the article, and providing students with inspiring thinking, students can have a deeper understanding of the article and a clear appreciation for the qualities of the protagonist. Through this in-depth study and exploration of Chinese language and literature, students can have a more thorough understanding of the article and subconsciously strive towards the excellent qualities of these individuals, not only learning knowledge but also establishing correct life and values unconsciously.

#### ***4.2. Teachers should innovate teaching methods for Chinese language and literature***

At present, the teaching method of Chinese language is still in the traditional mode of "the teacher speaks on stage and the students listen off stage". However, this teaching mode leads to students sleeping and not paying attention in class, and the phenomenon of relying on rote memorization to improve Chinese language grades after class is not uncommon. To improve this situation, schools can adopt more innovative teaching methods. For example, innovative teaching models such as drama, skits, and poetry recitation competitions can be adopted. Interesting teaching methods can make it easier for students to get into the state and keep up with the teacher's thinking and pace. He (2017) analyzes the reasons why public high school students in the United States choose Chinese as a foreign language, using the case of Nevada to understand their motivations. [1]Wang, Zhi, Lu, et al. (2019) study the effect of Dong Chorus on the executive function of Dong high school students, shedding light on the impact of cultural activities on cognitive development. For example, when studying the unit of "Thunderstorm", the teacher used the method of having students prepare a 15 minute play performance of "Thunderstorm" in groups to learn this article. Firstly, the teacher requires everyone to revise and create their own play performance scripts. During this process, the teacher reminds students to pay attention to analyzing the emotional changes of the characters in the play; Secondly, students can choose the roles they want to play after grouping and highlight the biggest characteristics of the characters in the play. During the preparation process, the students showed great enthusiasm and interest, actively studying the article "Thunderstorm" itself to outline and summarize the conflict points and personalities of the characters in the play. In order to make the characters more complete, some students even took the initiative to read the entire book of "Thunderstorm", and the course was a complete success in the end. Compared to traditional learning classrooms, this innovative learning approach allows students to demonstrate greater initiative and participation, and self-directed learning enables students to analyze characters and events more thoroughly. Innovative teaching methods not only transform students' passive learning mode into active learning mode, making high school students more enthusiastic about learning Chinese language and literature, but also enable students to unconsciously improve their literary literacy and learn literary knowledge.

#### ***4.3. To unify Chinese language training and humanistic education***

In the process of learning Chinese language, if we understand the cultural content through words, we cannot express emotions well in language. In excellent literary works in China, most of them contain the great personality and ideological charm of the writers. Therefore, in the process of learning, we cannot separate their knowledge and literary qualities, and should integrate more humanistic education into the training process. Training students in humanistic knowledge can start with the work itself, and gradually penetrate the writer's character, interpersonal skills, and other aspects. During the composition training class, teachers can focus more on paying attention to and understanding the humanistic spirit in the process of selecting topics, and explore the connotation of humanistic spirit more. Yao, Guo, Wang, et al. (2021) measure the language mindsets of Chinese junior high school students, revealing what young EFL learners believe about their language abilities. For example, after finishing the text "Sister Xianglin", the teacher specifically assigned a composition topic of "Write an article about what Sister Xianglin would look like if she lived in modern times". Through this essay theme, students can focus on the humanistic spirit and social environment of the character Xianglin Sao, actively explore the meaning behind human nature, analyze the reasons for Xianglin Sao's tragedy, and then compare the social environment at that time with the current environment to create a Xianglin Sao style character with their own pen in the current social environment. This not only allows students to have a detailed understanding of the character Xianglin Sao, the environment and social background in which Xianglin Sao lived, but also through the comparison between the past and the present, enables students to have a further understanding of today's society, and to have a deeper reflection on human nature and the environment. This humanistic themed essay training achieves multiple benefits at once. It not only provides in-depth research on

established knowledge of Chinese language and literature, but also provides corresponding training in writing. It can also reveal students' thoughts on human nature between the lines. Similarly, it is also a vivid humanistic quality education class.

## **5. Implementation strategies and methods**

### ***5.1. Constructing an interdisciplinary integrated teaching model***

In today's education field, interdisciplinary integration has become an important teaching trend. This model emphasizes the interconnection and integration between different disciplines, aiming to break down traditional disciplinary boundaries and promote the improvement of students' comprehensive quality. For the coordinated development of high school students' Chinese language writing ability and aesthetic literacy, it is particularly important to construct an interdisciplinary integrated teaching model. Firstly, teachers can enrich the teaching content of Chinese language and literature by integrating Chinese language courses with other subjects such as history, art, music, etc. For example, when teaching ancient literary works, historical background can be combined to enable students to have a deeper understanding of the historical significance of the works; When analyzing poetry, music elements can be introduced to enhance students' perception of the beauty of poetry rhythm through poetry recitation and music accompaniment. Secondly, teachers should encourage students to apply interdisciplinary knowledge in their writing practice. For example, students can be guided to integrate scientific principles into their writing and create science fiction novels; Or when describing natural landscapes, apply geographical knowledge to make the description more accurate and vivid. This interdisciplinary writing training can not only improve students' writing skills, but also cultivate their innovative thinking and ability to apply knowledge comprehensively. In addition, the interdisciplinary integration teaching model should also focus on cultivating students' critical thinking. In the teaching process, teachers can guide students to analyze problems from different disciplinary perspectives, encourage them to put forward their own opinions and questions. For example, when discussing the social impact of literary works, students can be encouraged to analyze them from multiple perspectives such as sociology and psychology, in order to cultivate their critical thinking and independent thinking abilities. Finally, in order to effectively implement the interdisciplinary integration teaching model, teachers need to constantly update their knowledge structure and improve their interdisciplinary teaching abilities. Schools should also provide corresponding training and resource support, such as organizing interdisciplinary teaching seminars, providing interdisciplinary teaching resource libraries, etc., to promote teachers' professional growth and improve teaching quality. In summary, building an interdisciplinary integrated teaching model can not only enrich the teaching content of Chinese language and literature, improve students' writing and aesthetic abilities, but also cultivate their innovative and critical thinking, laying a solid foundation for their comprehensive development.

### ***5.2. Strengthen practical teaching and enhance writing and aesthetic abilities***

Practical teaching is an effective way to enhance high school students' Chinese language writing ability and aesthetic literacy. Through practical operation and personal experience, students can transform theoretical knowledge into practical skills, thereby gaining a deeper understanding and mastery of the essence of Chinese language and literature. Firstly, teachers should design diverse writing practice activities, such as writing competitions, literary creation, script writing, etc., to encourage students to apply their learned knowledge to practical creation. These activities not only stimulate students' enthusiasm for writing, but also exercise their language expression and innovative thinking abilities. For example, students can be organized to participate in campus news reporting, allowing them to learn how to accurately and vividly express information through practice; Alternatively, organizing themed essay writing activities to guide students to engage in in-depth thinking and creation around specific themes. Secondly, the cultivation of aesthetic ability also needs to be strengthened through practice. Teachers can organize students to visit art exhibitions, watch theatrical performances, participate in music appreciation and other activities, allowing students to experience and understand beauty through practical artistic experiences. Through these activities, students can not only enhance their aesthetic appreciation skills, but also learn how to integrate aesthetic experiences into their writing, making their works more artistically infectious.

In addition, practical teaching should also focus on cultivating students' critical aesthetic abilities. Teachers can guide students to analyze and evaluate the artistic styles and aesthetic values of different literary works, and encourage them to express their own opinions. For example, when analyzing classical poetry, students can explore how poets express emotions and artistic conception through the use of

language, as well as the inspirations of these expressions for modern writing. To ensure the effectiveness of practical teaching, teachers need to carefully design activity content to ensure that every student can actively participate and benefit from it. At the same time, teachers should provide timely feedback and guidance to help students continuously improve in practice. Schools should also provide necessary resources and support, such as venues and materials for writing and artistic practice, to promote the smooth implementation of practical teaching. In short, strengthening practical teaching is the key to enhancing high school students' Chinese language writing ability and aesthetic literacy. Through diverse practical activities, students can not only transform theoretical knowledge into practical skills, but also cultivate innovative thinking and critical aesthetic abilities in practice, laying a solid foundation for their comprehensive development.

## 6. Conclusions

In summary, Chinese language and literature, as the crystallization of the 5000 year culture of the Chinese nation, contains the values, outlook on life, and worldview of the Chinese nation. The various excellent national cultures such as humanistic care it contains are worth learning and inheriting. As modern high school students in the 21st century, learning Chinese language and literature knowledge and utilizing the profound connotations of Chinese language and literature can inspire more students to love Chinese language and literature. Through the process of learning Chinese language and literature, students can continuously cultivate and improve their humanistic qualities, laying a good foundation for future development and striving to become the talents with high humanistic literacy needed in the 21st century.

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