Comparative Study of the National Test Based on Core Competencies (Sichuan Version) and the New National College Entrance Examination (National Version)

Ye Xia
Zhugao Middle School, Jintang County, Chengdu, Sichuan, China
***Corresponding author,E-mail: 1334899802@qq.com**

Abstract:
This study aims to comparatively analyze the differences in the Chinese language component between the National Curriculum (Sichuan) based on core competencies and the New National Curriculum for the College Entrance Examination. With the upcoming reform of the "New National Curriculum for Chinese Language in the College Entrance Examination" in Sichuan region in 2025, understanding the similarities and differences between the two is crucial for educational practitioners and students in the region. The research finds that the New National Curriculum places a stronger emphasis on the assessment of core competencies, including language comprehension and application, thinking development and quality, cultural inheritance and innovation. In contrast, the National Curriculum (Sichuan) focuses more on the assessment of basic knowledge and skills. This study aims to provide references for educational practices in Sichuan, assisting teachers and students in better adapting to the requirements of the new college entrance examination.

Keywords:
Core Competencies in College Entrance Examination Chinese; New National Curriculum for Chinese Language in the College Entrance Examination; National Curriculum Chinese (Sichuan); Comparative Study

1. Introduction

On June 27, 2022, the "Implementation Plan for Deepening the Comprehensive Reform of the Ordinary College Entrance Examination and School Enrollment" in Sichuan Province was announced. From 2025, the college entrance examination will no longer be divided into liberal arts and science subjects, and instead, a "3+1+2" model will be adopted. This will have a certain impact on the college entrance examination in Sichuan. The Chinese language test for the college entrance examination in Sichuan will change from the National Curriculum (Sichuan) to the New National Curriculum for the College Entrance Examination. Although there is an extensive amount of research on the Chinese language test for the college entrance examination, including various journals, master's theses from various universities, newspapers, conferences, etc.; these papers analyze tests from specific years, multiple years, certain types of tests, or the entire test suite. Among them, single-item test analysis is the primary focus, mainly involving the analysis of propositional patterns

© 2024 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

and teaching strategies. However, there is a lack of comparative research between the National Curriculum (Sichuan) and the New National Curriculum for the College Entrance Examination. This article conducts a comparative analysis of the Chinese language test questions for the National Curriculum (Sichuan) and the New National Curriculum for the College Entrance Examination from the perspective of core competencies. Additionally, a survey questionnaire and interview are conducted among high school Chinese teachers in Sichuan to identify problems and dilemmas in the reform of the "New National Curriculum for Chinese Language in the College Entrance Examination". Based on these findings, certain solutions are proposed.

2.Comparative Analysis of Chinese Language Tests between the National Curriculum (Sichuan) and the New National Curriculum for the College Entrance Examination

2.1 Differences in Language Construction and Application

2.1.1 Differences in Language Accumulation and Construction

The differences in language accumulation and construction are particularly evident in the two sections of "idioms" and "famous quotes" accumulation.

(1) Differences in Idiom Accumulation and Construction

Before 2022, the testing of idioms was presented in the form of multiple-choice questions, focusing on the discrimination of differences between idioms. However, in 2022, the testing of idioms changed to fill-in-the-blank questions, emphasizing the ability to use idioms in specific contexts, which is closer to how idioms are used in real-life scenarios. In 2023, the New National Curriculum for the College Entrance Examination continued with the form of idiom fill-in-the-blank questions, while the National Curriculum (Sichuan) also used subjective questions, testing through the interpretation of idioms. Since 2022, the presentation of idioms has primarily been in the form of subjective questions, which are more open-ended, encouraging students to enrich their accumulation of idioms and consciously engage in "language accumulation and construction."

In summary, the testing of idioms has become more subjective since 2022, with answers not being unique. The focus is on the accumulation and application of idioms. The use of subjective questions enhances the openness of the test and guides students to enrich their idiom accumulation and develop the ability to correctly use idioms in specific language contexts.

(2) Differences in Famous Quote Accumulation and Construction

Since 2021, the New National Curriculum for the College Entrance Examination has included two open-ended citation recitation questions each year, while the National Curriculum (Sichuan) introduced this format in 2023. Changing the question type from fixed answers to open answers provides more room for candidates to express themselves. This examination method transforms the original memory and understanding of fixed passages into the accumulation of cultural literacy. The transition from fixed answers to open answers in recitation questions allows candidates more freedom to express themselves. Even passages that are not re-

© 2024 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

quired to be memorized or not even included in the textbook can be considered correct answers if they meet the requirements of the question stem. This shift in assessment transforms the memorization and understanding of fixed passages into the cultivation of cultural literacy.

2.1.2 Differences in Language Expression and Communication

The "ill-formed sentence" question assesses students' ability to use "language" for "expression and communication." The New National Curriculum for the College Entrance Examination places a stronger emphasis on guiding candidates to appreciate the structural characteristics of Chinese sentences and the role of function words, thereby fostering a deeper understanding of Chinese grammatical rules. This, in turn, is more conducive to improving students' ability to express themselves using correct language.

For instance, in 2022, the National Curriculum (Sichuan) Question 18 examined the ability to correct malformed sentences, which also assessed candidates' proficiency in effectively utilizing the mother tongue for communication and interaction. The underlined sentence in the material contained two grammatical errors. The first was due to improper word order, resulting in a mismatch between the subject and the object. It was incorrect to say "hold an art exhibition" as "art" cannot be the subject of the verb "hold." Therefore, the word order should be adjusted to "hold an exhibition of art." The second issue was a matter of primary and secondary expressions. "Fusion" refers to the combination of two or more different elements into one, so it should be changed to "is a fusion of..."

In contrast, the 2022 New National Curriculum for the College Entrance Examination II Question 19 also tested the ability to correct ill-formed sentences. The main grammatical error in the underlined portion was due to changes in the subject. The sentence "Abundant scientific experiments were demonstrated on site" was grammatically correct, with the subject being "scientific experiments." However, the subsequent sentence "and also answered questions from students on the ground through Space-Ground Connectivity " indicated that the subject of "answered" was the same as the previous sentence, also "scientific experiments," but it was omitted for brevity. This created an error. The subsequent sentence with the adverb "and" implied that the subject of "Broadcasting this 'Tiangong Classroom' live to the world through various media platforms" was still "scientific experiments," which was also incorrect. To correct these grammatical errors, one needs to focus on the subject.

Correcting ill-formed sentences requires an analysis of sentence structure and an understanding of semantic meaning. Through this process, candidates can appreciate the structural characteristics of Chinese sentences and the role of function words, thereby fostering a deeper understanding of Chinese grammatical rules. This, in turn, enhances students' ability to express themselves using correct language.

By comparing these two questions, it becomes evident that while both test for ill-formed sentences, the New National Curriculum for the College Entrance Examination provides numerous clues from the context to help find the answers, whereas the National Curriculum (Sichuan) relies solely on the analysis of the given sentence.

2.1.3 Differences in Language Combing and Integration

© 2024 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

The college entrance examination aims to guide candidates to consciously comb and integrate language. The New National Curriculum for the College Entrance Examination is more conducive than the National Curriculum (Sichuan) in fostering students' literacy in language combing and integration.

For example, the 2022 National Curriculum (Sichuan) Question 19 tested the different usages of punctuation marks. The quotations in options A, C, and D all refer to the figurative use of words. In general, ancient objects cannot exist in the present, audience members at exhibitions cannot return to archaeological sites, and history cannot be held in one's hand. The use of quotation marks indicates that these are temporary and figurative usages with special meanings. By contrast, the "can't go" in option B refers to a literal usage, indicating that certain ancient locations are indeed inaccessible.

In contrast, the 2022 New National Curriculum for the College Entrance Examination I Question 21 tested candidates' ability to distinguish subtle differences in word meanings based on language sense and existing linguistic knowledge, combined with specific contexts. The personal pronoun "you" has various usages, requiring candidates to interpret its meaning based on context. In the underlined statement "You will find in life," the pronoun "you" does not refer to a specific individual but is a general reference, applicable to anyone reading the text. In options A and D, however, "you" has a specific referent, namely the interlocutor. In option B, "you" and "I" alternate as subjects and objects, indicating interactions among three individuals. In option C, "you" can refer to anyone, as in the phrase "you have to admit," which implies that anyone would admit it, similar to the usage of "you" in the text. This question fosters students' habits of accumulating and combing linguistic phenomena, thereby enhancing their sensitivity in using language.

Both the 2022 National Curriculum (Sichuan) and the New National Curriculum for the College Entrance Examination tested candidates' literacy in "accumulation and combing" through punctuation marks and personal pronouns, respectively. However, the contextuality of the New National Curriculum is stronger. By accurately understanding the meaning of the underlined sentence, candidates can select an option that aligns with that meaning. By contrast, the National Curriculum requires more careful comparison and distinction. This comparison reveals that the New National Curriculum exhibits stronger flexibility and contextuality, effectively reducing rote learning and mechanical practice.

2.2 Differences in Thinking Development and Enhancement

2.2.1 Differences in Imaginative Thinking Ability

In the assessment of imaginative thinking ability, both the New National Curriculum and the National Curriculum focus on examining students' direct experience of linguistic and literary images, as well as their ability to utilize association and imagination to perceive the imagery and emotions in poetry. However, in addition to this, the New National Curriculum also guides students to enrich their experiences and linguistic expressions through their intuitive experiences.

For example, the 2022 National Curriculum (Sichuan) Question 15 tested candidates' ability to imagine the image of a painted bird and perceive the author's inner feelings through direct linguistic descriptions and the use of association and imagination.

© 2024 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

By contrast, the 2022 New National Curriculum for the College Entrance Examination II Question 16 presented a poetic context by Li Bai, a poem centered on the theme of farewell. The profound and long-lasting sentiment of farewell in the poem is designed to guide students to appreciate the profound friendship between friends and analyze the author's expressive techniques, thereby enhancing their own experiences and linguistic expressions.

Through a comparison of these two examples, it becomes evident that while both the New National Curriculum and the National Curriculum assess students' ability to acquire intuitive experiences of linguistic and literary images and utilize association and imagination to perceive the imagery and emotions in poetry, the New National Curriculum additionally guides students to enrich their own experiences and linguistic expressions through intuitive experiences.

2.2.2 Differences in Logical Thinking Skills

When examining the competency of "logical thinking" in informational texts, the New National College Entrance Examination (NCEE) has a longer logical thinking chain compared to the National College Entrance Examination in Sichuan. Beyond comprehending, analyzing, and summarizing the text, the NCEE also requires candidates to express their own viewpoints and elaborate on their analysis. In contrast, the Sichuan version only assesses the candidate's ability to read, understand, and summarize the original text.

For example, in the 2021 Sichuan NCEE Question 6, candidates are required to summarize the information presented in the text. The underlined sentence in the text leads to an analysis of "why rivers overflow." Based on the information provided, such as "it is now time to observe this effect in the field," "the height of water transmission is affected by a series of factors, including water purity - clean water rises higher than polluted water - but the main factor is the size of pores between particles. Air pressure also affects the amount of water transmitted upward and retained in the soil," the information can be integrated into three factors: water purity, pore size between soil particles, and air pressure.

In contrast, the 2021 New NCEE National I Question 5 examines students' ability to analyze and summarize key viewpoints from the text and apply those viewpoints to evaluate the material presented in the question. Compared to the 2021 Sichuan NCEE Question 6, this question not only assesses students' understanding and analysis of the reading text but also their ability to evaluate other materials using the viewpoints from the text.

Upon comparing these examples, it becomes evident that the assessment of "logical thinking" competency in informational texts in the 2021 New NCEE National I is more comprehensive than that in the 2021 Sichuan NCEE. Besides comprehending, analyzing, and summarizing the text, it also requires candidates to express their own viewpoints and elaborate on their analysis.

2.2.3 Differences in the Quality of Thinking

The New National College Entrance Examination (NCEE) exhibits a higher level of thinking quality compared to the National College Entrance Examination in Sichuan. The Sichuan version typically focuses on conventional question types, where candidates can even directly apply answers from previously practiced

© 2024 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

questions. In contrast, the New NCEE goes beyond analyzing and understanding, requiring abstract thinking such as deducing unknown information from known facts. This assessment targets higher-order core thinking skills in Chinese language.

For instance, the 2023 Sichuan NCEE Question 15 asks candidates to analyze the subtleties of the line "柳垂江上影，梅谢雪中枝" . This does not require candidates to deduce unknown information or conduct macro-level thematic analysis. Instead, they only need to focus on the final two lines of the poem. Even then, candidates can apply techniques learned from previous practice questions, such as expressing emotions through scenery, precise parallelism, imaginative use of imagery, etc.

In contrast, the 2023 New NCEE National I Question 16 asks candidates to discuss their understanding of "不欲于卖花担上看桃李，须树头枝底方见活精神也" (One should not admire peonies and plums from a flower seller's pole; only by observing them at the tips of branches can one appreciate their vibrant spirit.) in relation to the theme of the poem. From the poem's title, we know that it's themed around "discussing learning". However, the famous quote by Wei Liaoweng refers to "watching flowers". Linking "watching flowers" with "discussing learning" requires candidates to deduce unknown information about "discussing learning" based on their knowledge of "watching flowers". This assesses candidates' abstract thinking skills in reasoning.

First, candidates need to understand and analyze the meaning of Wei Liaoweng's quote: Peonies and plums on a flower seller's pole may be bright and colorful, but their vitality is gone; only by admiring them at the tips of branches can one truly appreciate their vibrant spirit. Then, candidates must apply abstract thinking skills like analysis and reasoning. They can associate the beautiful flowers of "peonies and plums" with "academic achievements". "Watching flowers from a pole" corresponds to "receiving information secondhand" or "hearsay". "Observing flowers at the tips of branches" corresponds to "self-exploration" and "personal refinement", which means "personally verifying and delving into knowledge". Finally, "seeing their vibrant spirit" corresponds to "achieving academic success".

Upon analyzing these examples, it becomes evident that the thinking quality assessed in the 2023 Sichuan NCEE and the New NCEE is not on the same level. The depth of thinking quality examined in the New NCEE significantly surpasses that of the Sichuan NCEE.

2.3 Differences in aesthetic appreciation and creation

2.3.1.Differences in aesthetic experience of the motherland's language and literature

The New National College Entrance Examination places a particular emphasis on examining students' literacy in terms of their aesthetic experience of the motherland's language and literature. This aspect is examined more frequently and meticulously compared to the National College Entrance Examination in Sichuan. Over the past four years, the New National College Entrance Examination has consistently tested students' literacy in experiencing the aesthetic beauty of the motherland's language and literature.

For example, in the 2022 New National College Entrance Examination (II), Question 20 required candidates to utilize their existing linguistic knowledge and language sense to comprehend the differences in

© 2024 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

expressive effects between kinship titles and personal pronouns in specific contexts. This question aided students in exploring the relationship between linguistic expression forms and expressive effects, appreciating the profound emotions contained in the words of specific situations, and further experiencing the unique charm of the motherland's language and literature. Similarly, the 2023 New National College Entrance Examination (I) Questions 20, 21, and 22 required students to carefully appreciate the beauty of characters, punctuation, and vocabulary in the motherland's language.

In contrast, from 2016 to 2023, the National College Entrance Examination in Sichuan only included one question related to rhetorical devices in the language and literature application section in 2021.

Based on the above analysis, it can be observed that the New National College Entrance Examination places a greater emphasis on examining students' literacy in terms of their aesthetic experience of the motherland's language and literature compared to the National College Entrance Examination in Sichuan.

2.3.2 Differences in Literary Appreciation

The New National College Entrance Examination places a stronger emphasis on assessing students' macro-level literacy in "appreciating literary works" compared to the National College Entrance Examination in Sichuan. For instance, in the 2022 National College Entrance Examination (Question 7), the examination options encompass the summarization of the text, artistic analysis, detailed descriptions of specific sections, and an overall grasp of the content. Option A tests the comprehension of relevant descriptive elements in the novel. Options B and C focus on the understanding of artistic techniques used in character depictions. Option D assesses the comprehension of the theme.

Furthermore, in the 2022 New National College Entrance Examination (I, Question 6), the options do not solely focus on the comprehension of specific details but rather evaluate the students' overall understanding of the text. The poem "On the River" revolves around the journey and inner monologue of Wu Zixu. All four options are directed towards understanding Wu Zixu's inner psychological state, gradually unfolding his psychological trajectory before and after crossing the river. Option A originates from the beginning of the poem, describing Wu Zixu passing Shaoguan and nearing his destination of Wu. Option B captures his psychology as he is about to reach the opposite shore. Option C is extracted from the description of Wu Zixu bidding farewell to the fisherman after reaching the shore. Finally, Option D involves the words spoken by Wu Zixu to the fisherman.

As demonstrated in the examples above, a comparison reveals that the National College Entrance Examination in Sichuan assesses "literary appreciation" literacy in a more fragmented manner, while the New National College Entrance Examination takes a more macro and holistic approach, requiring students to have an overall grasp of the text to answer the questions.

2.3.3Differences in the Expression and Creation of Beauty

The New National College Entrance Examination exhibits a more comprehensive examination of "the expression and creation of beauty" compared to the National College Entrance Examination in Sichuan.

For instance, in the 2022 National College Entrance Examination (Sichuan, Question 9), the question

© 2024 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

compares and briefly analyzes two texts with similar content but different genres: a novel, "Squad Political Commissar," and a memoir, "The Long March: An Unprecedented Story." This question assesses students' appreciation of beauty in different literary genres.

In contrast, the 2022 New National College Entrance Examination (I, Question 9) presents a widely known historical story of a fisherman refusing a sword. The fisherman, a righteous individual, knowingly risks his life to help Wu Zixu cross the river despite knowing his identity. After refusing the sword, he commits suicide to 消 除 Wu Zixu's suspicions. This question modifies the character of the fisherman from a virtuous individual to an ordinary fisherman and asks students to analyze the literary effects of this change. Similar to the previous question, it examines students' ability to express their aesthetic experiences through the language of their motherland. However, it also guides students to consider "the creation of beauty" from the perspective of "novel" as a literary creation practice. Encouraging students to observe texts from a literary creation perspective, the answer to this question is open-ended, requiring independent thinking and creative responses from students.

From the comparison between the National College Entrance Examination and the New National College Entrance Examination, it is evident that the assessment of "the expression and creation of beauty" literacy is less comprehensive in the National College Entrance Examination.

2.4 Differences in Cultural Inheritance and Understanding

2.4.1 Differences in the Inheritance of Chinese Culture

The new national college entrance examination (NCEE) pays more attention to the examination and guidance of the quality of "inheriting Chinese culture" compared to the NCEE in Sichuan. It also places a stronger emphasis on integrating the examination of qualities such as "paying attention to contemporary culture."

For example, the fourth question of the "informational text" section in the 2022 new NCEE directly involved sentences from the essence of Chinese traditional culture, "The Analects of Confucius," in the setting of the question, apart from the infiltration of "the inheritance of Chinese traditional culture" and the development of "contemporary culture" in the reading material.

The expository text and practical text in the 2022 NCEE in Sichuan are also classified as "informational text" like the example mentioned above from the new NCEE. Although the reading materials in the informational text section of the 2022 NCEE in Sichuan paid attention to "Chinese traditional culture" in the expository text "More Difficult for Workers to Handle (Introduction to Chinese Gold and Silver Ware)" and "contemporary culture" in the practical text about Yuan Longping and hybrid rice, the design of the questions did not directly highlight the "inheritance of culture."

From this analysis, it can be seen that the new NCEE places a higher emphasis on the quality of "inheriting Chinese culture" compared to the NCEE in Sichuan, with more diverse and obvious examination methods. Furthermore, the new NCEE does not neglect "paying attention to contemporary culture" when examining the "inheritance of Chinese culture."

2.4.2 Understanding Differences in Diverse Cultures

© 2024 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

Both the new national college entrance examination (NCEE) and the NCEE in Sichuan focus on "understanding the excellent cultures of different countries," but the new NCEE also emphasizes "absorbing the essence of human culture." In other words, the new NCEE examines more comprehensively in terms of the literacy of "understanding diverse cultures." For example, in the 2023 new NCEE, questions 4 and 5 involve excellent foreign cultures, falling under the literacy category of "understanding diverse cultures" within "culture, inheritance, and understanding."

In the informational text reading section of the 2023 new NCEE, there are two questions, questions 4 and 5. Question 4 guides students to understand the article, while question 5 directs them to absorb the essence of foreign culture.

By contrast, the 2023 NCEE in Sichuan, question 6, selects material from abroad and focuses on guiding students to understand the content of the article.

Through comparison, it is evident that both the new NCEE and the NCEE in Sichuan examine the literacy of "understanding the excellent cultures of different countries," but the new NCEE also guides students to "absorb the essence of human culture."

2.4.3 Differences in Engagement with Contemporary Culture

The new national college entrance examination (NCEE) comprehensively and appropriately examines students' literacy in "paying attention to and participating in contemporary culture" compared to the NCEE in Sichuan. For instance, in the 2023 new NCEE, question 23 mentions that "good stories can better express and communicate, touch the soul, and inspire wisdom; good stories can change a person's destiny and showcase a nation's image..." This allows students to discuss contemporary culture from ancient times to the present, linking domestic to international perspectives and sharing stories of patriotism and social responsibility.

In contrast, the 2023 NCEE in Sichuan, question 22, discusses "technology," naturally leading students to consider the development of contemporary technological culture. Although the question also touches on contemporary culture, it approaches it from a more rational perspective, which may not easily evoke students' sense of social responsibility and mission for the rejuvenation of the Chinese nation when using the language of their motherland.

From the above analysis, it can be concluded that in terms of examining the literacy of "paying attention to and participating in contemporary culture," the new NCEE is more comprehensive and appropriate compared to the NCEE in Sichuan.

Based on the above analysis, the following conclusion can be drawn:

© 2024 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

Problems in the Examination of the Four Core Competencies in the National College Entrance Examination (Sichuan Version)	Issues with Language Construction and Utilization	The basic knowledge testing focuses on rote learning and mechanical training, lacking strong contextual cues and situational relevance.
	Issues Related to the Development and Enhancement of Cognitive Abilities	Insufficient assessment of expressive abilities in visual thinking, limited logical thinking chains, and lower cognitive quality.
	Issues Related to Aesthetic Appreciation and Creativity	Insufficient emphasis on the aesthetic value of vocabulary, lack of holistic approach in assessing literary texts, and inadequate assessment of creative writing abilities.
	Issues Related to Cultural Heritage and Understanding	Failure to directly assess the inheritance of Chinese cultural literacy, limited guidance in understanding and absorbing diverse cultural literacy, and insufficient emphasis on the sense of mission and responsibility in engaging with contemporary culture.

3. Investigation of Issues in the Teaching Reform of High School Chinese in Sichuan Province

3.1 Survey Plan

(1)Survey Participants

The survey participants of this study are high school Chinese teachers in Sichuan Province. The author selected a QQ group composed of high school Chinese teachers in Sichuan and distributed an online questionnaire through "Wenjuanxing." Interviews were conducted via QQ.

(2)Survey Methods

Questionnaire Survey Method: The author distributed an online questionnaire through "Wenjuanxing" and collected 78 responses. After reviewing and organizing, 77 valid questionnaires were obtained. Interview Method: Direct dialogue questions were conducted via QQ with participants who responded to the question-

© 2024 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

naire.

3.2 Survey Results

In the assessment of core competencies, the "National College Entrance Examination (Sichuan Version)" exhibits numerous issues compared to the "New National College Entrance Examination," such as insufficient contextual cues, inflexibility, and incomplete assessment of competencies. Additionally, there are several problems in high school Chinese teaching in Sichuan Province, including insufficient teacher competency and inadequate educational resources.

4. Strategies for Improving High School Chinese Teaching in Sichuan Province

4.1 Strategies for Language Construction and Utilization

(1) Laying a Solid Foundation and Avoiding Simple Memory of Knowledge

The foundation is not about mechanically memorizing knowledge, but rather about remembering it in a specific linguistic context, allowing students to truly master basic knowledge through application. For example, when it comes to famous quotes or passages that require students to recite, teachers can guide students to search for related information in groups before class, and provide sufficient time for students to discover, explore, and solve problems during class. This not only enhances students' ability to search for information but also improves their thinking skills and their ability to master, accumulate, and apply basic knowledge. Knowledge obtained through one's own efforts in a specific reading language environment and classroom exploration environment is more solid and profound.

(2) Innovating Forms and Avoiding Mechanical Practice

Practicing a thousand times is not as effective as students understanding the material once, and solving a thousand problems is not as effective as students creating their own problems. To truly help students master knowledge and enhance their core literacy in Chinese, teachers can provide example questions and ask students to set scenarios, modify question conditions, design problems, and propose solutions based on these questions. This approach allows students to study the format of college entrance examination questions, connect with real-life situations, and create new questions, thereby promoting the improvement of their thinking skills. Innovating forms and avoiding mechanical practice enables students to learn efficiently and recognize that mechanical practice only brings pressure and burden. Consequently, students will consciously use their brains, realizing that solving problems is not about rote practice but a process of discovering, raising, and addressing issues, gradually improving their literacy in this subconscious manner.

(3)Applying Knowledge in Authentic Contexts

To cultivate students' ability in language construction and utilization, it is necessary to engage them in authentic language use scenarios that foster a sense of participation. Teachers can facilitate various language application activities, such as storytelling, performing sketches, delivering comic routines, or making speeches,

© 2024 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

while encouraging students to avoid reading directly from a script. Through such immersive language experiences, students gradually develop their language proficiency, which in turn stimulates their enthusiasm for self-improvement.

4.2 Strategies for the Development and Enhancement of Thinking Skills

(1) Cultivating Students' Imaginative Thinking

Imaginative thinking, a primary mode of thinking in literary arts, enriches students' spiritual lives, improves their comprehensive literacy, and facilitates their overall development. When studying literary works, teachers should create an environment where students can have intuitive experiences of literary language and images through the use of multimedia technology, literary imagery and rhetoric, or field studies. This allows students to resonate with beauty, stimulate their imagination, and enrich their understanding of real life and literary images. Students are encouraged to express their feelings and thoughts about these literary images.

(2) Enhancing the Depth of Logical Thinking

Logical thinking assists students in better identifying, analyzing, comparing, inducting, and summarizing basic linguistic and literary phenomena. Training in logical thinking can be approached through reading instruction and composition training. Reading instruction involves a dialogue among students, teachers, textbook editors, and the text itself. In this process, teachers guide students to propose their own views and arguments, supported by evidence from the text. Students need to engage in multi-faceted and in-depth dialogue to obtain materials that support their views and present them reasonably and convincingly. Composition training, particularly through argumentative writing, helps develop students' abilities to form opinions, reason logically, argue rigorously, and express themselves accurately. Test questions should provide room for students to think, allowing them to analyze and synthesize information based on personal experience and observations of social life, form their own opinions, and engage in reasoning within the context of the test question.

(3) Elevating the Quality of Students' Thinking

Thematic teaching involves carrying out language practical activities around a specific theme, utilizing problem-solving approaches. This approach enhances students' understanding of textual readings through lived experiences, promoting autonomous and deep reading, and elevating the quality of their reading comprehension and critical thinking. Compared to rote learning and formulaic approaches to answering questions, this method is more effective in cultivating higher-order thinking skills. By removing rigid frameworks that encourage rote learning, students are encouraged to consciously analyze and reflect on their experiences in language practical activities, thereby improving their language proficiency, developing higher-order thinking, and elevating the quality of their thinking.

4.3 Strategies for Aesthetic Appreciation and Creativity

(1) Adopting a Holistic Perspective to Expand Aesthetic Horizons

The literary works selected for inclusion in textbooks are classics that have stood the test of time, incorporating a diverse range of foreign and domestic works. These differentiated works serve as windows for deep-

© 2024 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

ening the appreciation of literary texts. By comparing and contrasting these works, students gain a broader aesthetic perspective, enabling them to appreciate the splendid cultural heritage of humanity from a more global perspective. Literary works, whether from China, the West, ancient, or contemporary, can be objects of aesthetic appreciation, as beauty transcends national boundaries, requiring a sense of human interconnectedness.

(2) Deepening Foundations: Emphasizing the Aesthetic Value of Words and Expressions

In teaching, teachers should create research platforms for students, encouraging them to independently explore resources, visit libraries, and search for information online. This comparative analysis not only enhances students' understanding of individual words and expressions but also exposes them to a systematic cultural knowledge base. When students are further guided to write articles summarizing their research findings, the effectiveness of this approach becomes even more pronounced. Emphasizing the aesthetic appreciation of words and expressions enhances students' aesthetic experience of the Chinese language, as superficial reading fails to capture the beauty and wonder of the Chinese script.

(3) Enhancing Advanced Skills: Elevating Literary Creation Competencies

Literary creation is a unique and complex mental activity that demands creativity. Cultivating students' literary creation abilities in high school Chinese language teaching requires both intracurricular literary creation courses to stimulate students' interest in writing and extracurricular extensions that encourage independent reading to improve their creative abilities. The ability to express one's aesthetic experiences, emotions, attitudes, and beliefs through the use of the mother tongue, as well as to represent and create beautiful images in one's mind, equips students with greater confidence in facing academic and life challenges, ultimately enhancing their comprehensive literacy within the school environment.

4.4 Strategies for Cultural Heritage and Understanding

(1) Focusing on Student Interests for the Inheritance of Chinese Culture

Chinese culture, with its profound and extensive history, has played an irreplaceable role in maintaining national unity and promoting national development over thousands of years. However, amidst this vast cultural landscape, students may not immediately develop a liking for various traditional cultural elements. In guiding students to pay attention to traditional culture, teachers should respect the laws of student growth and focus on their individual development characteristics, selecting "Chinese culture" that students are interested in. This should aim to choose aspects of "Chinese culture" that are familiar and closely related to their growth. Through gradual infiltration, students can be encouraged to develop a deeper appreciation for Chinese culture. Additionally, teachers should delve deeply into textbooks, focus on problem design, and pay attention to practicality and participation, utilizing approaches that are most appealing to students to foster their love for Chinese culture.

(2) Understanding Diverse Cultures and Guiding Absorption and Reference

Regarding the issue of the nationality and universality of literature, it is neither advisable to be overly conservative nor to undervalue oneself. By studying selected foreign literary works, students can gain a window

© 2024 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)

to understand diverse literatures and cultures. Learning literary works from diverse cultures can foster greater respect, tolerance, understanding, and appreciation among students. Teachers can carefully select reading materials that represent the essence of human culture, enabling students to appreciate the unique charm of human cultural classics. By understanding and appreciating different cultures, students can consciously draw upon the excellent elements of various nations, regions, and countries, absorbing the essence of human culture and thereby enhancing their core literacy.

(3) Enhancing Engagement with Contemporary Culture to Foster a Sense of Mission and Responsibility

Engagement with contemporary culture is highly practical, participatory, and exploratory, making it feasible for teachers to guide students in forming a learning community for Chinese language studies. Members of this learning community collaborate, supervise each other, conduct activities, and grow together. From small-scale team collaboration to larger national responsibilities, teachers gradually guide students to integrate their individual efforts with contemporary national realities, encouraging them to actively participate in contemporary culture and become young people with a sense of mission and responsibility.

References:

[1] Examination Center of the Ministry of Education. Analysis of the Chinese Language Section of the National College Entrance Examination 2020 Edition. [M]. Beijing: Higher Education Press, 2020.1:23-80.
[2] Examination Center of the Ministry of Education. Instructions for the National Unified College Entrance Examination Syllabus 2019 for Liberal Arts. [M]. Beijing: Higher Education Press, 2018.11:3-29.
[3] Educational Testing and Evaluation Agency of the Ministry of Education. Analysis of College Entrance Examination Questions and Selected Solutions: 2023 Edition. Chinese Language Section. [M]. Beijing: Chinese Language Press, 2022.10:25-104.
[4] Zhang Kai. Deepening the Reform of Chinese Language Examination Content and Strengthening the Design of Subject Education Function - A Review of the Chinese Language Questions in the 2019 College Entrance Examination. [J]. Chinese Language Teaching in Middle Schools, 2019(07):70-76.
[5] Enhancing Thinking Skills Assessment, Emphasizing Chinese Language Practice, and Implementing the Fundamental Task of Cultivating Morality - A Review of the Chinese Language Questions in the 2023 National College Entrance Examination. [J]. China Examinations, 2023(07):8-14. DOI: 10.19360/j.cnki.11-3303/g4.2023.07.002.
[6] Firming Cultural Confidence, Promoting Youth Vitality, and Serving the "Double Reduction" Reform - A Review of the Chinese Language Questions in the 2022 National College Entrance Examination. [J]. China Examinations, 2022(07):7-13. DOI: 10.19360/j.cnki.11-3303/g4.2022.07.002.
[7] Natural Integration of Moral Education and Continued Deepening of Content Reform - A Review of the Chinese Language Questions in the 2021 National College Entrance Examination. [J]. China Examinations, 2021(07):63-69. DOI: 10.19360/j.cnki.11-3303/g4.2021.07.009.
[8] Ministry of Education of the People's Republic of China. National Unified College Entrance Examination Syllabus 2019 for General Higher Education. [S]. Beijing: Higher Education Press, 2019.
[9] Ministry of Education of the People's Republic of China. General High School Chinese Language Curriculum Standards (2017 Edition, Revised in 2020). [S]. Beijing: People's Education Press, 2020.

© 2024 by the author(s); licensee Mason Publish Group, this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (http://creativecommons.org/licenses/by/4.0/)