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From Macro to Micro: In-depth Exploration of the Theoretical Construction and Practical Innovation of Chinese Language Discipline: A view of Cheng Xiang's *The Science Theory of Middle School Chinese Language Discipline*

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Abstract: Theories of Chinese language learning serve as the foundation for Chinese language education and research. When confronted with fundamental questions such as "What is Chinese language learning?", "What should be taught in Chinese language learning?", and "How should Chinese language be taught?", it is necessary to give play to the role of academic principles in defining the boundaries of the Chinese language discipline and determining its nature. Cheng Xiang, who has delved deeply into the exploration of the academic principles of Chinese language education, advocates leading teaching practices based on solid academic principles. His book *Theories of the Chinese Language Discipline in Middle Schools* expounds on the concept of Chinese language academic principles from a macro to a micro level, conducts in-depth analysis and research on the nature of the Chinese language discipline, its knowledge structure system, and the logic of subject teaching. Moreover, by combining teaching design activities with front-line teaching practice cases, he proposes a scientific academic principal

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system including “basic understanding”, the compilation of a three-dimensional writing teaching course, and the “preset – generation” classroom model. Therefore, reading *Theories of the Chinese Language Discipline in Middle Schools* can bring many benefits. It can provide Chinese language educators with an effective growth path and also offer theoretical references and practical inspirations for the scientific and professional development of Chinese language education.

Keywords: The study of Chinese language and its principles; Teaching practice; Views on reading and writing

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标题: 自宏观至微观: 语文学科学理构建与实践创新的深耕——评程翔著《中学语文学科学理论》

摘要: 语文学理论是语文教育与研究的根基, 当面对“语文是什么”“语文教什么”“语文怎么教”等根本问题时, 便需要发挥学理为语文学科划定边界、确定学科性质的作用。深耕于语文教育学理探索的程翔, 倡导以扎实的学理为基础引领教学实践。其所著的《中学语文学科学理论》通过从宏观层面到微观层面对语文学理观进行阐释, 对语文学科性质、知识结构体系、学科教学逻辑进行深入地剖析研究, 并且结合教学设计活动与一线教学实践案例, 提出“基本理解”、三维写作教程编写、“预设——生成”课堂模式等科学的学理体系。因而, 阅读《中学语文学科学理论》, 能够从中汲取诸多益处, 其能够为语文教育者提供一条富有实效的成长途径, 也为语文教育走向科学化与专业化的发展提供理论参考和实践启示。

关键词: 语文学理; 教学实践; 阅读与写作观

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1.Introduction

For a long time, middle school Chinese education has been confronted with many professional problems that are difficult to solve accurately. How to achieve consistency in teaching, learning and examination, how to balance the contradiction between the "natural text value" and the "teaching text value" of Chinese language textbook texts, and the confusion of teachers about "what to write", "why to write" and "how to write" when facing writing teaching. This essentially stems from the ambiguity of disciplinary theories and the lack of academic consensus on the nature of the Chinese language discipline, the content structure of the Chinese language discipline, and the educational outlook on Chinese language, etc.

In Cheng Xiang's view, "Behavior without theoretical guidance is often blind." With theoretical guidance, one understands what Chinese language is all about, what Chinese language teaching is all about, and knows where one comes from and where one is going. Therefore, he created *The Scientific Theory of Middle School*

Chinese Literature". (Shaanxi Normal University Press, 2025) A review of this book reveals that it is neither compiled from scattered teaching experiences nor composed of theories piled up with obscure and difficult professional terms. Rather, the author, using plain and concise language, starts from the macro levels of education such as the cultural mission of mother tongue education, the view of Chinese language education, and the view of textbook usage, and then moves on to the micro levels of Chinese language professional education such as the teaching goals and principles of reading and the conception of the compilation of three-dimensional writing courses. This reflects his grasp of the essence of Chinese language education, the sorting out of knowledge structure, and the conception of the classroom teaching system. This will promote the transformation of "experiential Chinese" into "theoretical Chinese". Therefore, evaluating and analyzing Cheng Xiang's *"Scientific Theory of Middle School Chinese Literature"* from a macro to a micro perspective is quite beneficial for the professional growth of Chinese language educators.

2.Theoretical Construction: The Theoretical System of Chinese Language Education from a Macro Perspective

Cheng Xiang, who has been deeply engaged in the field of Chinese language education for over four decades, has unique thoughts and research on Chinese language teaching and education. He advocates guiding Chinese language education with theoretical knowledge and applying theoretical research to teaching practice. His work *"Scientific Theory of Chinese Language in Middle Schools"* addresses the issues in Chinese language education and teaching. By integrating actual cases and teaching designs from front-line classrooms, it attempts to construct a logically consistent and practice-rooted Chinese language theory for Chinese language education.

This book was first published in April 2025 and distributed by the Publishing House of Shaanxi Normal University. It consists of three volumes. The first volume focuses on the macro interpretation of Chinese language education, the second volume pays particular attention to reading teaching, and the third volume emphasizes the teaching of writing. It focuses on the theoretical research of Chinese language education and teaching, with "subject-based" as the core, and systematically constructs a theoretical system of middle school Chinese language education that organically combines academic and practical aspects. In the disciplinary theoretical system from a macro perspective, it features a clear hierarchy of theoretical content, dialectical philosophical thinking that delves into the subtle and far-reaching, and extensive references that integrate knowledge.

2.1 The theoretical connotation is diverse and rich

"Academic theory" refers to the principles or laws in science. The theoretical principles emphasized in this book possess both universal and individualized characteristics: First, the theories and experiences summarized by predecessors, after being learned and comprehended by teachers, become the content and methods of teaching, thus having universal applicability; Second, it is refined by teachers from practice and has individual characteristics. Other teachers can draw on it but it is not entirely applicable. (Cheng Xiang, 2025, p.1) However, universality lies within particularity. Chinese language teachers can selectively draw on theories

based on reference samples and their own actual situations to promote the flexibility and creativity of teaching practice.

“*Scientific Theory of Middle School Chinese Literature*” begins with a macro perspective on education. The first volume of this book starts with “The Cultural Mission of Mother Tongue Education”. Cheng Xiang, from a national perspective, emphasizes the basic tasks of Chinese education-the cultivation of language and character application ability and the shaping of a healthy personality (Cheng Xiang, 2025, p.3). This paper delves deeply into the significant role that mother tongue education plays in the inheritance of national culture, the shaping of individual personality, and the cultivation of educators' cultural literacy, providing a solid theoretical foundation for the cultural functions of Chinese language education.

At the theoretical level of teaching theory, author Cheng Xiang has noticed the practical problems existing in current Chinese language teaching, such as “emphasizing perception over training” and “emphasizing form over effectiveness”. By analyzing the essence of the teaching process and the cognitive laws of students, he further proposes that the correct way to improve the efficiency of Chinese language teaching is training.

At the level of teacher studies, Cheng Xiang emphasizes that the modernization of teachers is the core of the modernization of Chinese language teaching. He believes that Chinese language should be at the forefront of ideological liberation, promoting the modernization of their own teaching ideas, and at the same time enhancing the rationality of their own self-awareness and ability structure. Only in this way can it be expected to truly promote the effective connection between Chinese language teaching and the demands of The Times.

Overall, the theoretical content of the Chinese language subject is all-encompassing. The content system of “*Scientific Theory of Middle School Chinese Literature*” covers multiple dimensions, and the author has constructed a macroscopic framework for the theoretical content during the interpretation process, with clear logic and distinct layers. Each theoretical content section has detailed explanations, which not only cover educational theories at the educational level, such as the educational cultural studies, educational goals, educational values and laws of the Chinese language subject, etc. It also encompasses the theoretical aspects of teaching theory, focusing on the fundamental work of subject teaching, teaching research methods, and other contents. It also relates to the theoretical aspects of the subject content, pointing to the internal logic of the Chinese language knowledge system, the standardized methods of text interpretation, and the scientific path of language application ability. In addition, the theory of teacher studies also focuses on issues such as the professional quality and teaching ability development of Chinese language teachers.

2.2 Dialectical philosophy: Exploring the subtle and reaching far

In the article “*Scientific Theory of Middle School Chinese Literature*”, there is a discussion on the construction of a scientific teaching system for Chinese textbooks. Between the lines, there are the author's philosophical thoughts on the use of Chinese textbooks.

For a long time, the compilation of middle school Chinese textbooks has been dominated by the “text selection type” model. By arranging classic texts of different themes and genres in unit form, the seemingly diverse and extensive coverage of Chinese literacy actually reveals the problem of logical deficiency in textbooks and teaching. In this regard, Cheng Xiang views the old pattern of textbook compilation from a

dialectical perspective, pointing out the “value contradiction” existing in Chinese language courses-the contradiction between the “value of natural text” and the “value of teaching text” (Cheng Xiang, 2025, p.23).

The “natural text value” refers to the original meaning and value that a text naturally possesses, involving aspects such as the author's emotional thoughts, artistic creation, and ideological depth, and is non-educational. The “value of teaching texts” refers to the “tool use” endowed by the textbook compilers after functional reconstruction of the texts based on the curriculum standards and educational goals, focusing on the teaching orientation of core literacy. The contradiction between the two is not a simple opposition but a dialectical unity. The value of natural texts is the foundation of teaching value; without the original text, the vitality of education is lost. The value of teaching texts is an extension of their natural value. If the anchor loses its function, the text will degenerate into “aimless appreciation”.

Through this philosophical perspective of analysis, Cheng Xiang, starting from the specific contradictions of “selected text” textbooks, deeply reveals the dialectical relationship between the “text itself” and the “teaching function” in Chinese language education, providing a philosophical thinking Angle for reconstructing the logic of textbooks and bridging the gap between teaching and learning-the pursuit of a balance between respecting the natural value of the text and serving teaching goals. It reflects his own educational pursuit of delving into the subtle yet far-reaching aspects of Chinese language.

2.3 Draw on a wide range of references and integrate knowledge

As an important monograph for constructing the theoretical system of Chinese language education, “*The Scientific Theory of Middle School Chinese Literature*” embodies Mr. Cheng Xiang’s decades of practical experience and wisdom in front-line teaching. The entire book draws on the essence of traditional classics and integrates it with modern theories, demonstrating the feature of extensive references and thorough understanding. In the dialogue between academic research and modern practice, multiple interpretations of the essence of Chinese language education have been accomplished.

The entire book adheres to an open and inclusive academic research perspective, drawing on the ideological essence of Chinese language education and teaching from outstanding traditional Chinese classics such as *the Book of Documents*, *The Analects of Confucius*, and *Xueji*. It also organically integrates the cutting-edge theoretical achievements in linguistics, education and history involved in contemporary domestic and foreign fields such as Hill's “*Principles of Rhetoric*”, Gu Huangchu’s “*A Century of Modern Chinese Language Education*”, Ye Shengtao’s “*Collected Works of Ye Shengtao*”, etc. Specifically, when Cheng Xiang discussed that writing teaching cannot do without genre, he extracted a large number of ancient ideological assertions from classic texts such as Xu Shi's “*Preface to the Distinction of Genre*”, Cao PI's “*Wen Fu*” and Liu Xie's “*Wen Xin Diao Long*” that the ancients attached great importance to genre and emphasized the awareness of genre. To support the key point of writing teaching- genre-with a rich overview of ancient literary genres.

Cheng Xiang extensively cites various authoritative materials as the basis for his interpretation. His research materials cover national policy documents such as the “*General Senior High School Chinese Curriculum Standard*”, the latest teaching and research achievements published in core journals, classic

monographs by educators like Yu Yi, as well as his own representative teaching works. His academic vision is vertically focused on in-depth research in the theory of Chinese language. It has expanded horizontally to related disciplines such as educational philosophy, cultural history, and linguistics, fully demonstrating the interdisciplinary character of Chinese language education research.

A comprehensive review of the entire book reveals the distinctive feature of this academic approach, which is characterized by extensive references and thorough integration. It is evident that the author, Cheng Xiang, has a profound understanding of the classics and a solid academic foundation. It is not only an effective activation of traditional Chinese classic texts, but also an integration of modern theories. It not only provides a solid historical basis for the study of Chinese language theory, but also demonstrates an innovative approach to the integration of traditional and modern Chinese language education theory knowledge.

3. Practical Innovation: The Path of Micro-Teaching Exploration from the Perspective of Academic Theory

The valuable practical experience of front-line teachers is the source of vitality for the construction of Chinese language theory. Based on years of rich front-line teaching experience, Cheng Xiang, starting from practice and combining real teaching cases and teaching design plans, has conceived a specific and micro theoretical system for reading and writing teaching in Chinese language classroom teaching in his book.

3.1 Discussion on Classroom Models

Under the system of macroscopic theory, there are bound to be many subtle microscopic theoretical contents. From the perspective of Chinese language teaching and in combination with the Chinese cultural context, author Cheng Xiang has conducted an in-depth study on the theory of the Chinese-style “presupposition-generation” teaching classroom model.

Cheng Xiang clearly pointed out that the concept of generative teaching was not directly borrowed from Western educational theories. Its origins can be traced back to the heuristic teaching method advocated by Confucius during the Spring and Autumn and Warring States periods, encapsulated in the saying, “Only one who is eager to learn can be enlightened, and only one who is struggling to express can be inspired.” Educators such as Han Yu and Zhu Xi during the Tang and Song dynasties further refined the concept of generative teaching, which reached maturity during the Ming and Qing dynasties. It can be seen from this that generative teaching ideas have profound cultural genes derived from traditional educational thoughts. In modern and contemporary Chinese language education, teaching concepts such as Ye Shengtao's “Teaching is for not teaching” and Qian Menglong's “introduction method” have further elevated generative teaching to the practical level.

By sorting out the historical context of the generative concept in Chinese language, Cheng Xiang further reveals the deviation in contemporary generative theory research-some researchers mistakenly believe that generative teaching originated from abroad and ignore its close connection with traditional Chinese educational thought; Secondly, some researchers have opposed the relationship between “presupposition” and “generation”, overly emphasizing the normativity of presupposition while suppressing the dynamic generation

of the classroom, or overly pursuing the openness of generation, leading to the ambiguity of teaching objectives. This either-or cognition clearly deviates from the essence of teaching.

Classroom teaching is a purposeful and conscious educational activity. Presupposition is the basic characteristic of classroom teaching and the fundamental requirement for ensuring teaching quality. (Yu Wensen, 2007, p.17) In regular teaching, Cheng Xiang emphasizes “presetting for generation”. (Cheng Xiang, 2025, p.181)

In order to clarify his own ideas intuitively, Cheng Xiang used the classic classical Chinese text “*A Discourse on the Lotus*” to explore why Zhou Dunyi did not speak straightforwardly but instead adopted the expression method of metaphor and allusion? Take the teaching snippet as an example. Cheng Xiang mentioned that teachers can guide students to compare chrysanthemums, peonies and lotuses by setting up generative questions, thereby enabling students to establish the concept of “quasi-text” -the initial stage of generation. Then, students use the imagery of the works to achieve an understanding from the “surface meaning” to the “deep connotation”. Finally, let the students talk about their own insights into the differences in the effects of the two expression techniques, “expressing the essence directly” and “metaphor and allusion”.

Chinese language teachers can learn from and draw on this generative teaching model, which not only adheres to the teaching objectives and the core values of the text but also conforms to the cognitive and thinking development laws of students. It reflects the integration of generative presuppositions and makes the classroom a true field for the collision of ideas.

3.2 Idance on Reading Teaching

In “*Scientific Theory of Middle School Chinese Literature*”, Cheng Xiang proposed that reading teaching should follow the academic principle of “basic understanding”, and decomposed the students’ classroom reading process into “original reading-original understanding-subsequent understanding-basic understanding”. The achievement of the goal of reading teaching is not only limited to the understanding of words, phrases and sentences in the text work, but also requires students to understand the writing techniques of the text and the main idea of the text. The process for students to progress from “primitive reading” to “basic understanding” is gradual rather than achieved overnight, and it requires guidance from teachers. Cheng Xiang took Lu Xun’s “In Memory of Liu Hezhen” and “Medicine” as examples, emphasizing that understanding is based on the original text and must respect it, and the importance of basic understanding should be experienced in specific contexts.

In addition to the “Basic Understanding” theory, the second volume of “*Scientific Theory of Middle School Chinese Literature*” covers a wide range of theoretical research fields in reading teaching, specifically such as reading teaching principles, the integration of reading teaching and multimedia, “annotated reading”, and so on. Meanwhile, Cheng Xiang closely follows the hot topic in subject education-whole book reading. The “*Compulsory Education Chinese Curriculum Standards (2022 Edition)*” sets requirements for the reading of the entire book: Guide students to select appropriate books based on their reading purposes and interests in Chinese practical activities, formulate reading plans, and comprehensively apply various reading methods to read the entire book; Pay attention to examining the entire process of reading the book and guide students to

conduct self-reflection and self-improvement from aspects such as reading methods and reading habits. (Beijing Normal University Press, 2022, p.28) It can be seen from the curriculum standards that whole-book reading holds an important position in Chinese language teaching.

Cheng Xiang believes that the positioning of reading the entire book should be based on the nature of the Chinese language discipline and be subject to the goals and tasks of Chinese language teaching. (Cheng Xiang, 2025, p.263) He took *“The Little Prince”* as the entry point and presented it clearly and intuitively through specific and detailed teaching ideas and designs, transforming the abstract reading of the entire book into practical analysis for teachers' reference and strong operability. The entire teaching design is divided into three class hours. The teaching objectives start from understanding the author and the historical background of the novel's creation, then sort out the plot of the entire book, then understand the main character of the work, *the Little Prince*, and finally understand the symbolic (metaphorical) writing techniques used in the work. Among them, after sorting out the story of the text content, the question is: “Can the adults communicate smoothly with the little prince?” “Why did the little prince call the rose ‘she’ instead of ‘it’?” The question links drive students to think, and at the same time, the classroom is extended and expanded to explore the characteristics of adults or the little prince that students themselves possess, guiding them to deeply interpret the text and understand the image of the protagonist.

The teaching objectives of reading the entire book *“The Little Prince”* progress step by step, from knowledge accumulation to ability cultivation, from text understanding to value comprehension, forming a clear logical chain of “from simple to complex”, which not only conforms to students' cognitive level and development laws, but also provides a useful model for solving the practical problems of "what to teach and how to teach" in the teaching of reading the entire book.

In addition, Cheng Xiang also discussed the problems existing in the reading situation teaching method. He took a friend's teaching design *“Wolf”* as an example for analysis, emphasizing that both “creating a situation” and “scene environment” should revolve around the core of language and text. Teachers should grasp the degree well to prevent the situation where the “reader's intention” replaces the “author's intention”.

3.3 Conception of the writing system

In Chinese language teaching, cultivating students' writing ability is of vital importance. However, in our country, the common behavior of ordinary teachers when it comes to writing teaching is: they dare not teach, they do not know how to teach, and thus do not teach. (Rong Weidong, 2018, p.21)

In response to the challenges in writing teaching, Cheng Xiang repeatedly emphasized in “Scientific Theory of Middle School Chinese Literature” that writing teaching should be set up as an independent course; otherwise, the overall structure of the Chinese subject would not be complete. He proposed the concept of a three-line integrated writing system of “theme, style and skill”, which is the basic structure of the writing course, the fundamental idea for compiling teaching materials and implementing teaching, and the basis for setting up independent courses. (Cheng Xiang, 2025, p.350)

Among them, the content of the “theme” is closely related to students' lives and presents their spiritual growth. Based on his years of observation and summary of students' writing problems in teaching, Cheng

Xiang emphasized that writing needs to stimulate students' enthusiasm for writing, and teachers should start from things that students are interested in or closely related to them to provide writing guidance. He provided a writing teaching approach where teachers can guide students to "write about life, write about human nature", to write about their own lives, their own human nature, and the lives and human nature of others. This is conducive to opening up students' inner world and thinking space, and thereby achieving the important function of writing -promoting the growth of students' individual spiritual lives.

"Style" is the carrier for expressing the theme and also the outer garment of language. (Cheng Xiang, 2025, p.354) It emphasizes the norms and characteristics of different expression methods at different stages. Primary school focuses on writing essays, junior high school on narrative essays, and senior high school pays attention to the writing of argumentative essays, thereby helping students master diverse writing skills. During the junior high school stage, students have a relatively strong ability of visual thinking. Teachers can conduct narrative and descriptive training based on this cognitive and psychological characteristic of students. For students in senior high school, their abstract thinking is constantly developing. Teachers can mainly focus on reasoning and lyrical writing training. In addition, students can be guided to try training in various genres such as novel writing, news reports, and philosophical essays. In this way, the distribution of literary genres in junior high school and senior high school has clear and distinct boundaries, and at the same time presents a gradient hierarchy, which helps students have a further rational understanding of literary genres.

"Skills" refer to specific writing techniques that focus on language application, topic analysis and theme setting, overall planning and layout, as well as logical expression. Cheng Xiang sorted out the writing skills system of "Writing and Speaking" edited by Zhou Zhengkui in tabular form. In his view, the training points for writing skills can draw on the three major sections of "Thinking and Expression", "Thinking and Composition", and "Thinking and Conception" in the Chinese experimental textbooks. The skill lines in the section are scattered and rich in content, covering aspects such as narration and description, features and styles, conception and layout, etc. However, when it comes to the issue of skill line training, it is not advisable to aim for too many or too comprehensive skills. One can first master some skills proficiently, and at the same time, combine it with the expression of the "theme".

The three lines of "theme", "genre" and "skills" are interwoven, mutually reinforcing and mutually restrictive. Together, they form the basic framework of the writing course, which is a manifestation of promoting the scientific and professional development of writing teaching. (Cheng Xiang, 2025, p.357) For teachers who find writing teaching challenging, they can refer to and draw on the three-line integration teaching system, grasp the relationships and connections among the three lines, and precisely and ingeniously integrate them to promote the improvement of students' writing skills.

4.Guarding the Future: Chinese Language Education Supported Fundamentally by Academic Theory

4.1 Enrich an individual's spiritual world

The shaping of an individual's spiritual world through Chinese language education is not merely a simple and scattered accumulation of knowledge, but rather unfolds with the theories of Chinese language as the support

point. Under the backdrop of Chinese language theory, the process of spiritual nourishment for individuals in Chinese language education is more professional and profound. For instance, the theoretical perspective of Chinese language emphasizes that "the core of a discipline lies in the application of language and characters". Chinese language education aims to impart language knowledge, enabling learners to acquire language and characters, understand the deep core behind the expression of characters, and thereby enrich their spiritual world and help them shape their own cultural personality.

Students can think about the relationship between society and human nature from the language description in Lu Xun's "*Kong Yiji*". The progressive approach of "language-emotion-spirit" is a typical thinking in Chinese language teaching under the guidance of academic theory. In this progressive process, individual readers can have a dialogue with the text. Deepen the understanding of propositions such as "How social systems shape human nature" and "How group indifference devours individuals".

The spiritual world of an individual has two major development functions. One is the development function of human practice that constantly meets the rich and diverse needs of humanity and social development. The second is the function of developing the spiritual world and creative potential of each learner. Both have endowed the spiritual and cultural world with significant and indispensable developmental value for humanity and individuals. (Ye LAN, 2002, p.24) And academic theory is the key to ensuring the functional effect. On the one hand, Chinese language education under the guidance of academic theory can systematically cultivate an individual's logical thinking and precise language expression ability. Whether it is the writing of research reports, the textual recording of conferences and forums, or the interpretation of classic works, all rely on solid language ability. This ability is precisely the outcome of Chinese language education transforming "language knowledge" into "practical motivation" within the framework of academic theory. Provide spiritual and cultural support for the deepening of human practical activities.

On the other hand, regarding the "function of developing learners' spiritual world and creative potential", academic theory emphasizes respecting individual differences and individual expressions, which is specifically reflected in the balance between the "author's intention" and the "reader's intention". In literary appreciation, there have always been diverse interpretations of "*Jin se*" and "*Jian jia*". Different people reading the same work may have the same or different purposes, and the content interpreted may be consistent with the "author's intention" or not. Guided by the academic principle of "no standard answer", the spiritual needs of each learner are respected and their creative potential is released.

Supported by academic theories, the spiritual and cultural world becomes the "fertile soil" for an individual's spiritual growth, while Chinese language education always serves as the bond connecting the individual with the spiritual and cultural world. With academic theories as the rudder, it leads the individual towards the future nourished by the spirit.

4.2 Promote the scientific nature of subject teaching

Chinese language teaching often encounters the problem of "high consumption and low efficiency", where a lot of time is invested but the learning effect is negligible. By applying the theories of Chinese language, a scientific theoretical framework and methodological tools can be provided for Chinese language teaching. As

Zhou Zhengkui stated in the interview, “Chinese language teaching is not a chaotic behemoth, but a system that can be decomposed.” (Li Jie, 2000, p.5) The laws and principles extracted from the essential laws of Chinese language-Xue Li, is a powerful tool for decompressing the system. It not only includes in-depth explanations of core competencies such as language construction and application, thinking development and improvement, but also covers the principles and strategies of reading teaching, the path design for the implementation of writing classes, and the multiple standards for teaching evaluation. It provides an operational guiding framework for teaching practice.

The scientific development of Chinese language education relies on the support and guidance of academic theory. When the theories of Chinese language and literature are organically integrated with interdisciplinary theories such as the cognitive development theory of education, the text analysis methods of linguistics, the cultural context interpretation of history, and the study of learning motivation in psychology, teaching is no longer a “feeling one's way across the river” that relies on teachers' personal experience, but rather theoretical research based on practice and empirical evidence-adhering to the universal laws of language learning. It also caters to students' cognitive differences, truly achieving a transformation from “teaching based on experience” to “scientific principles and criteria”, ensuring that each class points to clear ability growth points and that every training session can effectively enhance students' Chinese language proficiency.

Any exploration of teaching models in the field of Chinese language also needs to be rooted in the academic soil to avoid the “formalization” tendency of innovation in pursuit of teaching model innovation. As the main body of teaching, teachers, while accumulating teaching experience, should also study the theories of the Chinese language subject to enhance their understanding and recognition of the essence of Chinese language education.

In conclusion, the development of Chinese language education and teaching requires clear disciplinary boundaries, a systematic knowledge system, and scientific cognitive laws. Relying on the support of academic theories for Chinese language teaching is conducive to promoting the scientific and professional development of teaching.

4.3 Promote cultural inheritance and development

Chinese language is mother tongue education. It should have a sense of The Times, but more importantly, it must not lose its national character. (Wang Ning, 2016, p.5) The mother tongue education of the Chinese nation-Chinese language, carries profound cultural accumulation. It not only keeps pace with The Times to reflect social development and changes, but also embodies the spirit of the present era; Moreover, it is deeply rooted in the fertile soil of national culture, featuring the unique way of thinking and esthetic charm of the Chinese language, and inheriting the essence of the Chinese nation and excellent traditional culture. It can be said that ignoring the national characteristics of Chinese language education makes it difficult to achieve scientific development, let alone modernization. (Zhou Zhengkui, 2013, p.9)

Chinese language education is the main battlefield for the inheritance and development of China's fine culture. It is not only the process in which educators impart knowledge to learners, but also the process in which educators cultivate the spirit and pass on the culture of learners. The theory of philology emphasizes

providing scientific and effective methodological tools for cultural inheritance by analyzing the cultural genes hidden behind the core of language and writing, and responding to the cultural development needs of the current society with traditional Chinese wisdom.

Some of the academic principles mentioned by Cheng Xiang, such as “presupposition-generation”, can be traced back to the cultural and educational thoughts of ancient Chinese sages. Therefore, it is not difficult for us to understand that the theoretical construction of “*Scientific Theory of Middle School Chinese Literature*” not only respects the essence of traditional Chinese education but also combines the educational demands of the contemporary era to build a theoretical system with vitality, making Chinese education a cultural bond connecting the past, present and future.

5. Conclusion

From Cheng Xiang's *Scientific Theory of Middle School Chinese Literature*, it can be felt that the theory of Chinese language grows from the practical soil of Chinese language education, and through the collation and summary of practice and theoretical research, it ultimately distills a collection of theoretical essence achievements.

Under the educational background guided by core literacy, this book constantly reminds us that the future of Chinese language education not only needs to adhere to the original intention of “cultivating students' ability to correctly understand and apply the language and characters of their motherland”, but also needs to respond to the development needs of Chinese language with a more scientific Chinese language theoretical system and innovative teaching practices.

Scientific Theory of Chinese Language in Middle Schools is an original and valuable work on Chinese language education and teaching. The author, Cheng Xiang, with his profound teaching experience and professional academic insight, has conducted in-depth theoretical discussions and research on the essence of the Chinese language discipline, textbook compilation and use, reading teaching systems and writing teaching systems. Just as Cheng Xiang's educational motto goes, “Be an educator with soul, teach Chinese language with theoretical knowledge, and be a teacher with backbone.” For Chinese language educators, this book can offer valuable theoretical research and practical references in various aspects of Chinese language teaching, which is of great significance for promoting the healthy development of Chinese language education and is worthy of in-depth study and learning by a wide range of Chinese language researchers and educators.

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