

# Research on the Implementation Path of Exercise Teaching in Middle and High Schools Based on Thinking Dialogue

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**Abstract:** In recent years, the state has paid more and more attention to the cultivation of students' thinking dialogue in primary school. This paper discusses the implementation path of thinking dialogue in middle and high school exercises teaching. By means of interview, classroom observation, questionnaire survey and mixed research, this paper makes a deep research and analysis on the exercise teaching of thinking dialogue in primary school. The analysis results show that the teaching of middle and high-level exercises in primary schools based on thinking dialogue can obviously improve students' writing ability and interest, and can also effectively improve students' core literacy and creative expression. However, it also needs to pay attention to the integration of teaching resources, the role orientation of teachers and the individual differences of students in the process of implementation.

**Keywords:** exercise; thinking dialogue; core literacy; creative expression

## Introduction

As an important part of Chinese teaching, high-end exercise teaching can cultivate students' creativity and language expression ability. In recent years, with the deepening of educational reform, the problem that follows is how to improve the writing level of primary school students, which has become the focus of educators' great concern. Nowadays, thinking dialogue has become a new teaching concept, which emphasizes the interaction between students, the interaction and communication between students and teachers, thus providing new ideas for exercise teaching.

## 1 Research Methods

The method used in this study is mixed research method, and combined with qualitative and quantitative research methods, it makes an in-depth study on the teaching of middle and high-level exercises in primary schools based on thinking dialogue. The mixed research method is more comprehensive and can ensure the

accuracy of the research results. Through questionnaire survey, we have learned about the current situation and existing problems of exercise teaching in middle and high grades in primary schools. Only by accurately analyzing and studying the existing problems can we ensure efficient research. Then, through interviews, we can understand the suggestions and views of students and teachers on the teaching of middle and high-level exercises in primary schools based on thinking dialogue, consider the problem from the perspective of students, mobilize students' participation, let them fully express their opinions and ideas, and also give teachers a platform to have the opportunity to apply their teaching plans to the classroom. Finally, through teachers' observation of the classroom, we collect teaching phenomena and specific cases, and analyze the effect of the teaching of middle and high-level exercises in primary schools based on thinking dialogue through these specific cases.

## 2 Research Results

### 2.1 On the Basis of Thinking Dialogue in Primary

## **Schools, the Current Situation of High-Level Exercise Teaching Analysis**

Through classroom observation and questionnaire survey, we found that there are some problems in the teaching of middle and high-level exercises in primary schools. First, teachers' teaching methods are outdated and lack of innovation, which can't fully mobilize students' enthusiasm to fully participate in the classroom, leading to students' early weariness of learning and even dropping out of school. Second, the teaching content of the school is single, lacking diversity, unable to cultivate students' innovative thinking in time and neglecting the cultivation of students' core literacy, which leads to the uncoordinated development of students and seriously affects their growth. In the long run, these problems will restrict the individualized development of students and the improvement of their thinking and writing ability.

### **2.2 Analysis on the Application of Thinking Dialogue Theory**

The theory of thinking dialogue refers to the ability of students and teachers to express and think about problems and ideas in a dialogue way when communicating. Thinking dialogue theory is a reflection of life style and a need for communication, which is a very natural way of thinking. Thinking dialogue theory emphasizes mutual understanding and consensus between students and between students and teachers, and constantly adjusts the way of expression and thinking in the communication between the two sides. However, mutual understanding can be achieved. Thinking dialogue communication also emphasizes the interaction and two-way communication, which can make people more inclusive, open, flexible, intelligent and creative in the process of communication. The theory of thinking dialogue is applied in various fields, such as education, politics, business, culture and personal life. In the field of education, the theory of thinking dialogue can improve students' innovative ability, expressive ability and communication ability. In the political field, the theory of thinking dialogue can promote compromise and dialogue

between different factions. In the field of business, the theory of thinking dialogue can strengthen mutual trust and effect in business negotiations. In the field of culture, the theory of thinking dialogue can only be used for communication and understanding between different cultures. In a person's life, the content of thinking dialogue can help people solve interpersonal relationships, meet their own needs and achieve their desired goals, and it plays a very important role. Therefore, the theory of thinking dialogue is very important to individuals and society, which can help people break the mindset, understand others and surpass themselves, thus enhancing their social ability, adaptability and creativity. At the same time, the theory of thinking dialogue can promote social harmony, cohesion and development, and it reduces the possibility of political opposition, interpersonal contradictions and cultural conflicts. Therefore, the theory of thinking dialogue is a skill that students must master, and it is irreplaceable in all aspects.

So how to apply the theory of thinking dialogue to exercise teaching is a difficult problem, which also includes teaching strategies and activity design. If you want to teach the theory of thinking to exercise teaching, you need to strengthen students' dialogue awareness by establishing an exercise teaching mechanism with dialogue as the core, and at the same time, you can guide students to carry out dialogue teaching. The purpose of this kind of teaching is to ensure the correct expression of students' emotions through independent, exploratory and cooperative learning, so the following strategies can be adopted in teaching exercises. First, by adopting the strategy of reasoning and induction, teachers should guide students step by step, strive to guide students to the current dialogue and communication, and try to interpret the text of the dialogue in various ways as much as possible, which can help students understand the content of the dialogue more deeply, thus stimulating their interest and discussion on the content of the dialogue, and try to participate in the exploration of the dialogue construction through various methods. Second, using the strategy of dialogue prediction, teachers need to make

some preparations for the presentation of the dialogue content before the teaching dialogue, so that the content of the dialogue will not be particularly abrupt, so that students can better accept it step by step, and they can also expand their knowledge while talking, and help students better understand what they will learn in the dialogue by telling them the background knowledge and background content. It is necessary to activate the dialogue background and optimize the dialogue situation through various channels. In addition, it is necessary to predict the development trend of the dialogue through multiple dimensions, which can stimulate students' thinking imagination.

In the design of thinking activities, teachers can design two types of propositions to guide students to engage in dialogue exercises. The first kind, immersive experience type, this kind of proposition emphasizes students' own experience and feelings, which can only be felt and understood through students' actual participation in the dialogue. You can enrich the content of the exercise through actual participation and feelings, and students' writing ability has more vivid colors and their own feelings. The second type, exploration and discovery type, is aimed at some very new exercises. Through these propositions, students are encouraged to discover some contents that have not been discovered before, and through these new contents, they can gain fresh feelings and have a strong interest in writing. For example, we can use "searching for ancient things" as the writing proposition to guide students to discover and study in detail, thus promoting the improvement of students' communication and communication skills.

### **2.3 Actual Path Exploration and Classroom Practice Process**

In view of the above research results, there are three practical paths to explore, including teaching plan, classroom interaction and student cooperation. In view of these three points, all relevant departments should perform their duties and do their own jobs well. Therefore, firstly, the school needs to work out a reasonable teaching

plan to ensure that the courses and contents selected by the school can stimulate students' interest in learning on the basis of meeting the curriculum requirements. Interest is the best teacher for students. Only when students are passionate about the teaching content can students make good use of their time and energy to master the knowledge contained in this course. The specific classroom exercises are as follows: Schools should call on teachers to fully mobilize students' enthusiasm in the classroom, and then help teachers to set up classes according to their hobbies. For example, teachers can ask questions many times in the classroom, so as to give every student a chance to express themselves. In addition, teachers should maintain a good teacher-student relationship with students, and teachers can also talk with students after class to strengthen students' thinking and dialogue ability. Second, teachers should use various teaching strategies and activities to strengthen the connection between students in the process of thinking dialogue. The specific exercise process is as follows: including group cooperation, role-playing, listening and expressing, etc. Through these ways, students can strengthen communication and exchange, let them know each other better and increase their opportunities to learn from each other. Teachers divide students into groups in class, and let them choose materials according to their hobbies for role-playing or organizing discussions to communicate with each other. As the so-called threesome, there must be a teacher, and students have their own characteristics, and they can promote mutual progress. I think we can effectively apply thinking dialogue to thinking teaching through these teaching strategies and teaching activity design, and improve students' writing ability and creative expression. Third, teachers need to give timely guidance and feedback to students in the process of writing, carefully correct their writing content, and correct the problems and mistakes in time to avoid students making the same mistakes again. At the same time, teachers need to evaluate and reflect on the teaching effect regularly. The specific exercise process is as follows: Teachers can get information in various ways,

and find out what they think of us through questionnaires or consulting students and their parents, so that we can adjust our teaching plan as soon as possible and ensure that no student is left behind. In addition, students can also reflect on themselves through their classroom performance, reflect on their poor performance in those areas, and strive to correct the existing deficiencies. Ask teachers with teaching experience with an open mind, and strive to be a qualified and excellent people's teacher.

However, in the process of implementation, there are often some problems, such as the lack of support of school resources, teachers' neglect and students' lack of cooperation, which will also hinder the implementation of the teaching plan and the promotion of the next plan. Therefore, for the development of students, schools, teachers and students should do their best to achieve and understand each other, thus creating a positive and happy learning school atmosphere and cultivating many pillars for the country.

### 3 Conclusion and Discussion

To sum up, the conclusion of this study is that the teaching of middle and high-level exercises in primary schools based on thinking dialogue can improve students' writing ability and cultivate their interest, and at the same time, it can effectively enhance students' core literacy and creative expression. In the process of implementing and promoting this plan, we should pay special attention to the integration of school teaching resources, the differences of teachers' roles and the individual differences among students. Each student has his own characteristics. We should make a teaching plan according to the characteristics of students, dig out their true thoughts and feelings as much as possible in the process of thinking dialogue, guide them to express themselves, and let them get familiar with each other and promote the friendship between students through group cooperation and discussion. Exercise teaching plays a vital role in cultivating students' ability to collect and process information, and writing is also an important way to express my communication through words. I think

students can better understand themselves and the world through exercise, and then better creatively express themselves. Exercise should be close to students' own life reality, so that they can have something to say and be willing to express, which is their true emotional expression of life. Composition is to let students express their knowledge, experience and thoughts in their brains through writing, which is an expression means to extend the internal language to the external language and can promote students' creative expression. Through writing, students can cultivate their logical thinking ability, improve their language expression ability and improve their ability to use language and characters, and at the same time expand their knowledge, thus enhancing their enthusiasm for learning. I think this study can further explore how to optimize the teaching methods and strategies of middle and high-level exercises in primary schools based on thinking dialogue in the future, so as to better adapt to the requirements of students of different ages and levels. In addition, we can also combine the teaching method of thinking dialogue with other teaching modes in order to make a more perfect teaching system.

### 4 Suggestions and Prospects

Based on the importance of thinking dialogue teaching in middle and high school, I think the trend of thinking dialogue teaching for primary school students is unstoppable. Therefore, education departments, schools, teachers and parents should also assume their own responsibilities and make contributions to the cultivation and development of students. The education department should reasonably allocate teaching resources to ensure that all schools have the ability to carry out and promote the teaching plan, so that every school can enjoy equal resources and opportunities, thus enhancing the cultivation of students' core literacy ability and the promotion of creative expression. At the same time, the Ministry of Education should give more help to schools in poverty-stricken areas and allocate as many resources as possible to their education and teaching, because we have to take care of areas with poor conditions and then

develop together. Schools should be serious and responsible, and do not neglect the cultivation of any student. Schools should hold various activities to let students participate in this big family. Schools should also set up various interest clubs, drama performances, etc. to cultivate students' hobbies, strive to make them progress in their studies, grow in progress, and ensure students' all-round development. Teachers should put students' development first, always take students' development as the goal, constantly improve their teaching plans and goals, reflect on their shortcomings in time, and make timely adjustments to protect students' growth. Parents should also be involved. Parents should always pay attention to and support their children. The family environment is the first environment for children to grow up, and the family atmosphere affects children's mental

health and educational development. Therefore, parents should provide protection for their children's life and growth and ensure their healthy growth. Finally, students themselves should be responsible for their own study, learn to allocate time reasonably, learn to deal with the relationship between classmates and teachers, be responsible for themselves and win glory for the school. Looking around, the times are constantly changing. With the development of technology and the deepening of education reform, I believe that the teaching of exercises in middle and high grades of primary schools based on thinking dialogue will be widely used and further developed, because it does have high application value and practical significance.

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