Investigation of Teaching Strategies for Group Literature Reading in Chinese Class in Senior High School under the Core Competency Philosophy

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Abstract: *Under the backdrop of the new curriculum reform, group literature reading instruction is an important initiative in the reform of senior high school Chinese reading teaching. According to field research, it has been found that current high school Chinese group literature reading teaching still faces issues such as mechanical integration of group literature, predominantly traditional teaching methods, and an overly extensive curriculum. After understanding the latest research trends and analyzing the existing problems in group literature reading instruction, this study delves into effective teaching strategies for group literature reading under the Core Competency Philosophy. It proposes specific solutions such as setting topics, integrating group literature reading materials, designing tasks, guiding students in independent learning, threading themes together, and addressing the challenge of limited class time. By leveraging the advantages of the group literature reading teaching model, this study aims to promote the development of students' core competencies, enhancing the quality and efficiency of senior high school Chinese group literature reading instruction.*

Keywords: *Core Competency; Group Literature Reading; Senior High School Chinese; Teaching Strategies; Student Development*

1. Introduction of the Problem

1.1. Research Background

To implement the fundamental task of fostering morality and cultivating people, and to strengthen the educational value of subjects, it is essential to construct a core literacy structure in language teaching that includes main contents like "Language Understanding and Application", "Thinking Development and Enhancement", "Aesthetic Discovery and Appreciation", and "Cultural Inheritance and Development". Reading is a key aspect of senior high school Chinese curriculum and occupies a significant weight in the college entrance examination. Under the guidance of the core competencies in the senior high school Chinese subject, traditional reading teaching methods have become inadequate to meet the needs of talent cultivation. In contrast, group literature reading can effectively stimulate students' interest in reading, bringing reading back to its essence. While helping students enhance their reading abilities, it encourages students to focus on comparative analysis between texts, enhancing their critical thinking skills. This way, they can organically integrate with the cultivation of core competencies in senior high school Chinese from the linguistic, cognitive, cultural, and aesthetic perspectives, effectively achieving the educational goals in the four dimensions: language construction and application, cognitive development and enhancement, aesthetic appreciation and creation, and cultural heritage and understanding.

1.2. Research Status and Review

"Reading ability is a key skill related to an individual's lifelong learning and comprehensive development. Research shows that there is a high correlation between reading test results and students' future development."[1] A search on CNKI (China National Knowledge Infrastructure) using "group literature reading" as the keyword reveals that there have been more than 9,959 related papers published from 2011 to 2023. The number of research papers on group literature reading from 2011 to 2023 is specifically shown in Figure 1.
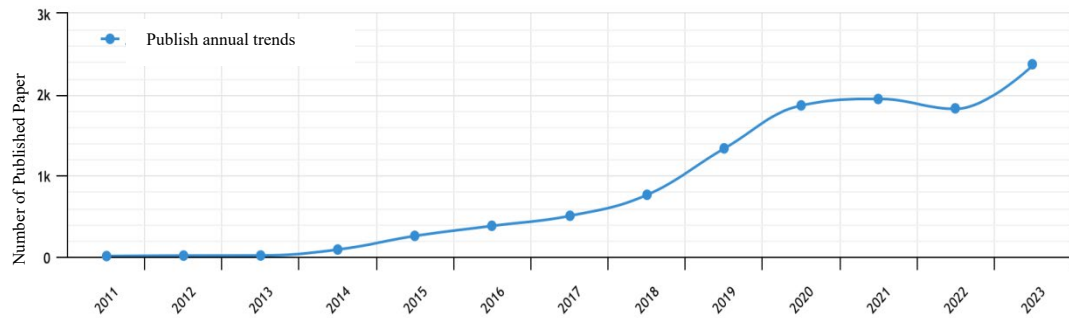
Figure 1: Research Volume on Group Literature Reading from 2011 to 2023

The Ministry of Education officially issued the *Compulsory Education Chinese Language Curriculum Standards (2011 Edition)* (hereinafter referred to as *Compulsory Curriculum Standards*) on December 28, 2011, and began implementation in the fall of 2012. "Group Literature Reading" was proposed in *2011 Compulsory Curriculum Standards*. When *Compulsory Curriculum Standards* were issued in 2011, it did not attract widespread attention in academia, and few researchers focused on it. Thus, as shown in Figure 1, there were very few studies on group literature reading from 2011 to 2013. From 2014 to 2019, the research on group literature reading showed a rapid upward trend. This might be due to the issuance of *High School Chinese Language Curriculum Standards (2017 Edition, revised in 2020)* (hereinafter referred to as *Curriculum Standards*) and the official use of standardized textbooks for three high school subjects in 2019, ushering in a research boom. After 2019, the research on group literature reading teaching showed a rapid upward trend, peaking in 2021. A possible reason for this phenomenon is the step-by-step implementation of the new standardized high school curriculum and the use of new textbooks in various provinces (regions, cities) starting from the fall semesters of 2019, 2020, and 2022, as well as the concept of "Learning Task Groups" proposed in *2017 Curriculum Standard*. Studies on the new textbooks, interpretation, and trial teaching have become popular nationwide. The "Curriculum Standard" is the guideline set by the education department for teaching, while textbooks are compiled based on *Curriculum Standards*. The ideas proposed in the "Curriculum Standard" will be implemented in the textbooks. The widespread attention and research on "Group Literature Reading" are closely related to the introduction of "Learning Task Groups". "Learning Task Groups" is the core concept of *2017 Curriculum Standard*, and "Group Literature Reading" is its practical foundation. The introduction of the new curriculum standards, new textbooks, and new concepts has sparked a new wave of academic research. Therefore, the research volume on "Group Literature Reading" reached its peak in 2021. Meanwhile, the research content related to group literature reading from 2011 to 2023 is shown in Figures 2 and 3.
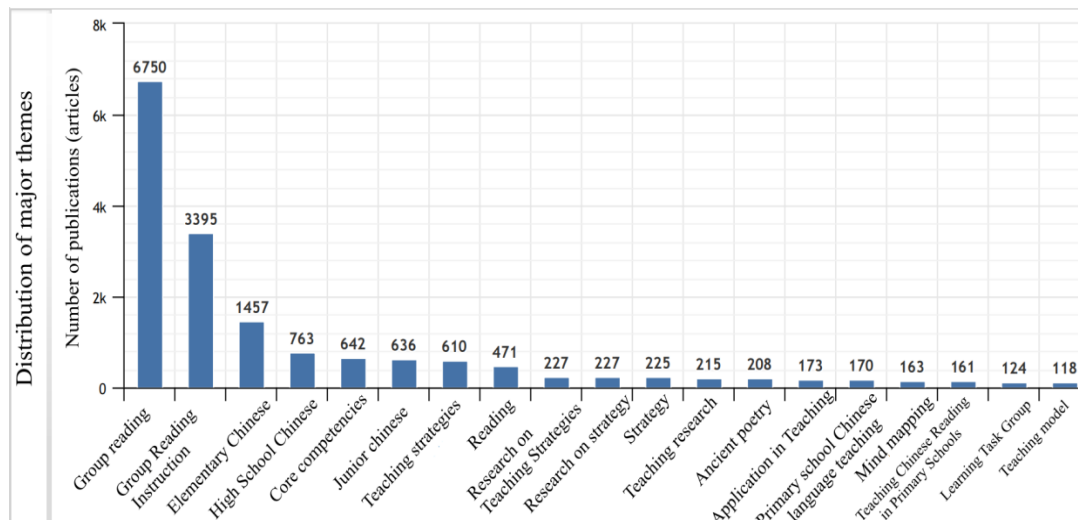

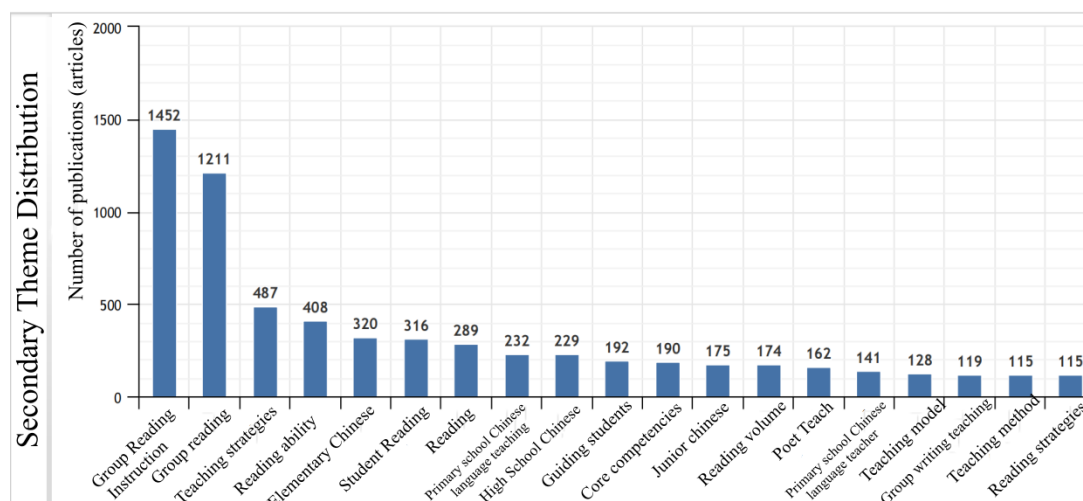*Figure 2: Research on "Group Literature Reading" from 2011 to 2023*

Figure 3: Research on "Group Literature Reading" from 2011 to 2023

From Figures 2 and 3, it's evident that over approximately a decade of research on group literature reading, the study spans primary, junior high, and senior high school stages. The research content mainly focuses on group literature reading and its instruction. Specifically, research related to senior high school group literature reading is primarily conducted from theoretical perspectives and strategic construction aspects.

1) Research from a theoretical perspective on group literature reading: Yin Lang (2023) pointed out that the teaching of group literature reading aligns well with modern effective reading instruction, drawing theoretical support from various concepts like curriculum integration, schema theory, intertextuality, reading process theory, learning community theory, and effective teaching theory. [2] Yu Zeyuan (2022) believes that group literature reading aims to generate "structural meaning", establish "learning contexts", and promote "independent exploration", thus shaping the logical path of deep learning. [3] Furthermore, there's a high degree of commonality between narrative theory and the process of group literature reading in terms of logic and thinking.[4]

2) Research on the construction of group literature reading teaching strategies: Researchers, including Yu Ze Yuan, Wang Yan Ling, and Huang Li Mei(2022), suggest moving away from the traditional fragmented, segmented, and dissected reading content. They advocate for a thematic approach, creating real-life scenarios, and encouraging diverse interactive self-explorations in teaching group literature reading.[3] Ni Wenjin (2020) proposed strategies like information recognition, extraction, comparison, categorization, reasoning, integration, interpretation, and reflection to enhance students' thinking abilities in group literature reading.[5] Cao Maochang (2020) promotes the development of higher-order thinking in students through thematic teaching in group literature reading.[6]

With the revision and implementation of the 2017 version of *Curriculum Standards* and the use of new teaching materials, group literature reading instruction has gained wider attention, with many researchers diving into the field. Recent research on group literature reading teaching touches on theoretical perspectives and strategic construction. Based on the current research, the main focus of theoretical studies is on the integration concept of group literature reading, while strategic construction studies primarily use literature research methods for summarization and then propose scientific strategies. However, there's an observed lack of effective linkage between the proposed strategies by researchers and the actual problems faced in teaching. Additionally, there is no clear direction provided for improving the ultimate goal of group literature reading instruction. In March 2014, the Ministry of Education issued *Opinions on Deepening Curriculum Reform and Implementing the Fundamental Task of Moral Education*, which places "core literacy" at the heart of the deepening curriculum reform. [7] Core literacy is crucial for the moral education project. Training students in language core literacy meets the demands of the times and ensures effective learning in language classes. Based on this, this paper aims to offer feasible strategies, oriented towards fostering students' core literacy, addressing the current issues in senior high school group literature reading instruction.

1.3. Definition of Core Concepts

In the keynote speech of the 7th National Teaching Observation Conference, Zhao Jingzhong first

proposed the concept of "group literature reading". The 2011 edition of the *Compulsory Curriculum Standards* also introduced the concept of "group literature reading". Currently, there are two widely recognized definitions in the academic community in China: Firstly, Yu Zeyuan (2013) believes that "group literature reading is when teachers and students select a group of articles around one or multiple topics, and then teachers and students read around the topic and collectively construct, ultimately reaching a consensus" [8]. Secondly, Ni Wenjin (2017) believes that "group literature reading is when a teacher guides students to read multiple related texts within a unit of time, and through sorting and integrating, expanding connections, comparing similarities and differences, etc., it encourages students to pay attention to language characteristics, meaning construction, structural features, and writing methods during the multi-text reading process, thereby transitioning reading from understanding 'one article' to comprehending 'a category'" [9].

From the definitions above, the elements of group literature reading include teachers, students, and multiple texts. The process involves teachers organizing students to read around a topic within a group of related texts. The 2020 version of *Curriculum Standards* indicates that "based on the characteristics of our native language and the regularities of high school students studying the language, taking language core literacy as the outline and students' language practice as the main thread, the 'language learning task group' is designed" [10]. Based on the "language learning task group" in general high schools, which is task-oriented, text-based, student-centered, integrating learning situations and content, guiding students to enhance their language literacy in the process of using the language. This study will adopt Professor Ni Wenjin's definition of group literature reading for research.

2. The Value of Group Literature Reading Teaching in High School Chinese under the Core Competency Philosophy

The 2020 edition of *Curriculum Standards* points out that core competencies are the concentrated embodiment of the educational value of a discipline. They represent the correct values, essential character, and key abilities that students gradually form through disciplinary learning. This mainly includes four aspects: "Language Construction and Application", "Thought Development and Enhancement", "Aesthetic Appreciation and Creation", and "Cultural Inheritance and Understanding". [10] "The Chinese curriculum should guide students in real-language usage scenarios. Through independent language practice activities, students accumulate verbal experience and cultivate the ability to use the language and script of the motherland. At the same time, they should develop critical thinking skills and enhance the quality of thought." [10] As an important part of Chinese teaching, group literature reading in high school education can effectively stimulate students' reading interest. It helps students improve their reading skills while emphasizing comparative analysis between texts, fostering critical thinking abilities. This effectively integrates the teaching with the four aspects of high school Chinese core competency cultivation - language, thought, culture, and aesthetics. This integration genuinely achieves the educational goals of the four dimensions of student core competency. In addition, while teachers achieve the educational requirements and objectives of *Curriculum Standards*, their professional competence and skills also get enhanced.

2.1. Enhancing Students' Reading Ability

The 2020 version of *Curriculum Standards* states that "language construction and use refers to students, through rich language practice, actively accumulating, sorting, and integrating, gradually mastering the characteristics and rules of the use of the national language and script, forming individual verbal experience, and developing the ability to communicate effectively in specific language situations using the national language and script." [10] Group literature reading emphasizes combining articles with unified logic for in-depth teaching. By organizing and planning to group articles of the same or different types for instruction, students can progressively grasp the characteristics and rules of the national language and script in rich language practice. And the formed language ability is transferred to other types of texts through reading, gradually strengthening reading ability. Moreover, during group literature reading instruction, teachers guide students to compare the similarities and differences between different texts. Through "seeking commonalities," students can break through learning points at a deeper level. By "seeking differences," students can deeply analyze the creative styles of different authors, master the intricacies of different writing techniques, and accumulate a wealth of knowledge during reading activities. [10] In group literature reading instruction, students can express their opinions or emotions in an appropriate manner based on what they have learned, thereby enhancing their expressive ability. It can be seen that the group literature reading teaching model not only allows students to continuously

increase their knowledge and reading skills through abundant reading but also flexibly apply the learned knowledge and skills to other texts, continuously improving their reading ability.

2.2. Promoting Students' Thinking Development

Among the four aspects of core competency, thinking development is an essential component of core competency. Enhancing and promoting students' thinking development is a requirement of the curriculum standard and a crucial task for high school Chinese literature teachers. *Curriculum Standard* points out that "thinking development and enhancement refer to the process wherein students, through the use of language, achieve the development of intuitive, visual, logical, dialectical, and creative thinking, thus enhancing qualities of thinking such as depth, agility, flexibility, criticality, and originality." [10] From the perspective of the significance of the high school Chinese literature subject, the development and enhancement of students' thinking are reflected in the notion that "language is a tool for thinking, and the development of language and thinking are interdependent and complementary." [10] Training in language is, in essence, training in thinking. Through group literature reading, students use imagination and association to enrich their feelings and understanding of the works. They analyze, compare, generalize, and summarize basic linguistic phenomena, enhancing their language application abilities and depth, flexibility, criticality, and creativity in thinking. "Traditional teaching, which focuses mainly on individual texts, primarily cultivates students' convergent thinking. The advantage of this approach is that it helps students grasp the knowledge and experience of their predecessors; the disadvantage is that it can easily lead students to blindly believe in textbooks, teachers, and authority." [9] Focusing solely on convergent thinking can lead students to form fixed thinking patterns, hindering the emergence of new ideas. From an internal logical perspective, group literature reading belongs to comparative reading, which requires seeking similarities while exploring differences, combining both convergent and divergent thinking. Therefore, group literature reading has a unique advantage in promoting students' thinking development. Group literature reading is an effective means to enhance students' thinking development.

2.3. Enhancing Teachers' Professional Skills

Teachers are the direct implementers of education and instruction, playing a pivotal role in nurturing students' core competencies. To develop students' core competencies, teachers must first possess the ability to cultivate these competencies in students. If teachers themselves lack core competencies, it becomes challenging to nurture the same in students. "Enhancing the professional competency of teachers is a prerequisite and safeguard for nurturing students' core competencies and is key to achieving the objectives of fostering students' core competencies." [11] The 2020 edition of *Curriculum Standards* emphasizes the "high importance of the professional development of language teachers, highlighting the need to help language teachers update their professional knowledge, enhance their professional skills, guide teachers in researching students' patterns of language learning, understand the latest findings in language, literature, and cultural studies, and improve their professional competency through practice and research in the language curriculum." [10] Group literature reading instruction, by grasping the essence of the new curriculum reform, thoroughly studying and understanding the characteristics of task groups, actively utilizing and developing resources from various task groups, and innovatively conducting various activities, elevates their teaching proficiency. At the same time, it guides students to identify issues from real life, proposes thematic activities, reinforces the awareness of learning and using language in various scenarios, and comprehensively enhances students' language competency. By focusing on curriculum objectives, clarifying problems, organizing, and optimizing the curriculum resource library, making necessary streamlining, adjustments, and additions, it strengthens the integration of content and objectives in language learning activities, forms an open teaching structure that resonates with the textbooks, expands students' horizons, and promotes the construction and development of subject core competencies.

3. Problems in Senior High School Chinese Group Literature Reading Teaching under the Core Competency Philosophy

"Group literature reading" represents a brand new learning concept and is a novel teaching method explored in teaching practices after the introduction of the "core competency" philosophy. Faced with this innovation, most teachers find it refreshing but also experience some hesitation and anxiety. To understand the situation of group literature reading teaching in high schools, researchers conducted

interviews with senior high school Chinese teachers. They discovered that the current group literature reading teaching in high schools faces problems such as mechanically combining literature, lacking topic integration, primarily relying on traditional teaching methods, teachers dominating the classroom, an excessive curriculum, and insufficient teaching time. These issues urgently need to be addressed.

3.1. Combination of Group Literature May Be Mechanical Lacking Thematic Integration

The concept of group literature reading has shifted reading instruction from "single article" to "group literature," marking a significant transformation in the educational philosophy of teachers. This instructional philosophy of group literature reading is leading Chinese language education from individualized learning to collective construction, transitioning from knowledge imparting to seeking consensus. It plays a crucial role in enhancing students' language literacy, reading interest, and the teaching efficacy of educators. However, current high school group literature reading teaching encounters challenges like mechanically piecing together various pieces, lacking thematic integration, and being superficial in coherence. The teaching of group literature reading has merely become a mechanical combination of individual article reading, with chaotic themes and logic. With the rise of group literature reading, teachers have focused more on the change to "multi-texts" and the instructional shifts that this change brings. However, they have not paid adequate attention to the philosophical changes behind this format and have not deeply grasped the essence of group literature reading from this perspective. [8]

3.2. Traditional Teaching Methods Play a Dominant Role with Teachers at the Center

In the conventional approach to Chinese literature single-article reading instruction, one article may take up one class period, or even two to three periods, with the teacher explaining every word and paragraph in detail, maintaining control over the classroom. Such teaching methods have persisted for decades. Even though the new curriculum necessitates teachers to change traditional teaching methods, due to the influence of long-standing conventional techniques, most language teachers still lean towards the traditional lecturing model. Moreover, with numerous subjects in the curriculum, students don't have enough time outside of class to preview the content. Consequently, they are unfamiliar with the teaching content. Within the limited classroom time, teachers don't have the luxury to allow students to read and discuss the article further. As a result, the authoritative interpretation of the text by the teacher remains central in reading instruction. This overlooks collaborative learning and exploration. The students' central role in the classroom becomes unclear, which considerably hinders the improvement of their reading skills and the development of critical thinking. Due to the intense pressures of further education, scarcity of teaching resources, lack of in-depth theoretical knowledge, and the shackles of traditional teaching concepts, most high school Chinese language teachers have not been able to accurately and profoundly understand the philosophy behind group literature reading instruction. [12] In a class dominated by the teacher's continuous lecturing, students may appear to gain a lot, but in reality, their minds remain empty, feeling drowsy. Over time, this could cultivate a habit in students where they neither think nor participate actively. The core competency in language studies is built by students through active linguistic activities and is demonstrated in real-life language application scenarios. Therefore, in line with curriculum reforms, teachers need to act as guides, handing over the classroom to the students and letting them become the "masters" of the class.

3.3. Curriculum Is Overloaded While Teaching Time Is Insufficient

The unified high school Chinese language textbook consists of 5 volumes, totaling 28 units. There are three types of unit organization in the textbook: The first type is the traditional reading and writing unit, which constitutes the main body of the textbook; The second type is the full book reading unit, which requires the completion of studies on *Rural China* and *Dream of the Red Chamber* within a set number of classes; The third type is the activity unit, covering topics such as "language accumulation, sorting & exploration" and contemporary cultural participation & cross-media reading and communication, divided into three study task groups. Looking at the high school class schedule, there are four activity units, theoretically taking up 36 class hours, but *Curriculum Standards* only allocate 19 teaching hours. There are two full book reading units, requiring students and teachers to complete a long academic work within 18 class hours, and in addition, they are also required to read materials related to the book.[10] If these two types of units are designed separately, they would be time-consuming, have heavy tasks, and there simply isn't enough teaching time. In the traditional reading and writing section, since the 2019 rollout of the unified edition of the high school textbook, frontline teachers have been

actively changing their teaching philosophies and methods. However, the content of the curriculum is too voluminous, and the teaching time available to educators is far from sufficient, especially in sections such as novels and classical Chinese texts. For instance, in the mandatory first volume, the third lesson of the first unit is "Lily Flower", the fourth lesson of the second unit is "Happy to See Rice Waves – A Tribute to the First National Highest Science and Technology Award Winner Yuan Longping", and the optional middle volume third unit is "Biography of Qu Yuan". The first two modern texts have a very large content volume, and the last classical Chinese text is lengthy and relatively challenging. Coupled with the immense pressure of college entrance examinations, the "tricks" of exam-oriented education still have a "market", making the implementation of group literature reading teaching fraught with challenges. In summary, "heavy tasks, large content, tight schedules, and difficult implementation are all challenges faced by the unified edition of the high school Chinese language textbook in its practical use." [13]

4. Effective Teaching Strategies for High School Chinese Literature Group Reading under the Core Literacy Concept

Curriculum standards require teachers to focus on improving students' comprehensive learning abilities in practical teaching. They should utilize efficient teaching methods to assist students in their learning, enabling them to acquire more knowledge in a limited time, thereby enhancing their learning efficiency. Group literature reading instruction is a crucial measure in the current reform of Chinese reading instruction. In essence, group literature reading undoubtedly provides a significant breakthrough in addressing the issues of high consumption and low efficiency in Chinese reading teaching. This study will propose specific strategies such as setting topics, assigning tasks, and sequencing themes in response to the existing problems in high school group literature reading instruction.

4.1. Setting Topics – Integrating Group Literature Reading Materials

Integrating reading materials is the first step in implementing the group literature reading teaching model. During the practice, teachers need to determine the topics of group literature reading content, thus clarifying the group literature reading materials. "Critical Reading and Expression" is one of the 18 task groups in the high school Chinese curriculum standards. Teachers can choose articles with the same, similar, or complementary content based on their content as topics for group literature reading, cultivating students' critical thinking abilities, and so on. Typically, teachers can start with a single text from the textbook, determine topics around the theme of the text, the author, or the background of its creation, add related extracurricular reading materials, and guide students to perceive, experience, and think while deeply analyzing the writing or thought of the textbook's individual text. Alternatively, they can use the unit's theme as a topic and the texts within the unit as group reading materials. They should "integrate the teaching content of reading texts, allowing multiple reading texts to be related to the same topic's discourse domain; promoting the entire process of reading teaching, making the connections between each stage of reading teaching rich in a tight logical relationship."[14] They should also judiciously decide whether to supplement with extracurricular texts. For example, when teaching *Discussion on Qin*, they can choose to combine Du Mu's *Ode to the E'pang Palace* and Su Xun's *Discussion on the Six Kingdoms* to encourage students to question and think, thereby enhancing their critical thinking abilities.

4.2. Setting Tasks — Guiding Students towards Autonomous Learning

Traditional teaching models are teacher-centric, where teachers lead both the classroom and students' learning. In such models, the "master" of the classroom is the teacher, not the students. To break this mode of teaching, teachers need to construct "Effective Autonomous Group Literature Analysis Classes" and "Collaborative Group Literature Discussion Classes" based on core literacy. The emphasis should be on guiding students in reading methods and processes, fostering their independent reading and thinking capabilities. In the Effective Autonomous Group Literature Analysis Class, teachers can design group literature reading tasks. These tasks serve as guidance for students to find the direction for group literature reading. When designing reading tasks, teachers should combine the themes of group literature reading and reading materials to design multiple interconnected learning tasks. This approach enables students to smoothly enter a state of reading and analysis. With the aid of tasks, students can effectively engage in group literature reading activities, even without detailed guidance from teachers. In the Collaborative Group Literature Discussion Class, before determining the reading theme, objectives, foundation, and content, teachers can divide students into study groups based on their academic

performance. They can encourage students to initiate discussion and analysis activities within their groups. Based on student analyses, teachers can organize group discussions and reports. Teachers can and open reading teaching activities, teachers hand over the leadership of the classroom to the students. This allows students to become the "masters" of the classroom, breaking the traditional teacher-centric teaching model and highlighting the students' central role.

4.3. Sequencing Themes – Addressing the Challenge of Limited Class Time

Each task group represents a theme, and thematic learning is a shortened term for thematic research-based learning in an online learning environment. Thematic learning, organized around "themes" and employing "research or discussion" as its method, aims to "generate thoughts" to ensure the maximization of learning effects in high school Chinese literature.[15] Sequencing themes involves teachers, based on diverse learning resources and changing student dynamics, adhering to core literacy principles to determine shared learning objectives across language, thought, and culture. They design interconnected teaching activities, forming a structured continuity in the curriculum. Under thematic learning, sequencing lectures on specific themes can stimulate student thinking and broaden their cognitive depth and breadth, reducing class hours and overcoming the constraints of limited class time. For instance, integrating the themes "Reading and Discussing Whole Books" with "Participation in Contemporary Culture" efficiently saves time. Taking the academic work *Rural China* as an example, teachers can integrate it with the "Participation in Contemporary Culture" task group, designing it as a theme named "My Hometown, My Roots". After students have acquired basic reading, thinking, and writing skills and an overall grasp of the text, hands-on practices like interviews and field studies can be added, guiding students to actively participate in their hometown's cultural life, analyze cultural phenomena, and enhance their ability to understand society and express their insights. Similarly, compared to traditional reading instruction, the unit teaching of reading entire books emphasizes the student's primary role. However, challenges like students' lack of interest in reading, inability to persist in reading, or poor reading outcomes are common concerns for many teachers. Taking *Dream of the Red Chamber* as an example, it can be integrated with the "Cross-media Reading and Communication" task group to design a theme named "*Dream of the Red Chamber* and Media Literacy". This can be achieved through reading salons, promotional activities for theatrical performances of the novel, and other related learning tasks. The cross-media design of classic novels is practical, replicable, and its design always revolves around the enhancement of students' core Chinese literacy. Unified teaching materials consist of various units, each holding relatively independent learning resources, offering immense potential for restructuring learning. "Promoting textbook learning based on students' generic and individualized issues can use the organic connections between different units as a bond, upgrading students' relatively independent knowledge structures into interconnected network layouts."[13] Integrating different thematic unit content and exploring their complementary relationships can help students learn from diverse, multidimensional perspectives, even with the challenge of limited class time.

5. Conclusion

In traditional single-text reading instruction, the content of the text unfolds around a singular theme, with the teaching method mainly centered on the teacher's lectures. The instructional content leans towards imparting exam-oriented techniques to the students. As a result, teachers invest a significant amount of energy on exam preparation, causing classroom instruction to become rigid and gradually deviating from the essence of the Chinese literature course. The group literature reading teaching mode, grounded in the core literacy concept, shatters the traditional single-text reading instruction approach. By cohesively integrating multiple texts in the instruction, it not only enhances students' reading abilities but also fosters their comparative thinking skills. This method thus achieves an organic integration with the cultivation of core literacy in high school Chinese literature, effectively meeting the teaching objectives across four dimensions: linguistic construction and application, cognitive development and enhancement, aesthetic appreciation and creation, and cultural heritage and understanding. Therefore, the group literature reading instruction characterized by defining topics, setting tasks, and collaborative analysis stands as a new, efficient reading teaching model that centers on the text and prioritizes the student. It represents a sound approach to constructing an effective Chinese literature classroom.

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