



On the Teaching Reform of Ancient Literature for Chinese Language and Literature Major

Zhangzhen Wang

Hetian Normal College, Hetian, Xinjiang, China.

How to cite this paper: Zhangzhen Wang, (2023). On the Teaching Reform of Ancient Literature for Chinese Language and Literature Major. *The Educational Review, USA*, 7(4), 487-490.
DOI: 10.26855/er.2023.04.017

Received: March 31, 2023

Accepted: April 30, 2023

Published: May 30, 2023

Corresponding author: Zhangzhen Wang, Hetian Normal College, Hetian, Xinjiang, China.

Abstract

With the rapid development of economy and society, the excellent traditional Chinese culture has been more and more popular, and set off a new wave. Under the background of this era, Chinese language and literature majors in colleges and universities have made many efforts to cultivate graduates' Chinese language and culture literacy and promote Chinese culture with their unique advantages. However, in the process of ancient literature teaching, many Chinese language and literature majors still have some problems, such as the single teaching method, which limits the development of students. During the teaching activities, teachers of ancient literature usually ask students how to participate in learning according to the existing syllabus and class hours. In this process, students have always been in a passive teaching position and gradually lost their enthusiasm for learning. It is difficult to achieve the teaching goal of ancient literature, which shows that teaching reform is very necessary. Based on this, this paper first analyzes the problems existing in the current teaching, and then gives specific measures for the reform of ancient literature teaching.

Keywords

Chinese language and literature, ancient literature, teaching, reform

Introduction

As the main course of Chinese language and literature major, ancient literature has always been the key and difficult course for students majoring in Chinese language and literature because of its complex content, less class hours, long term teaching and other characteristics. With years of accumulation, the ancient literature teaching in colleges and universities has maintained the original teaching mode, which has a certain impact on professional development and students' learning. At the same time, in the curriculum system of Chinese language and literature major, students' mastery of knowledge points will directly determine whether their professional foundation meets the standard requirements. This shows that specific measures must be taken to improve the teaching methods and means of ancient literature so as to radiate new vitality.

1. Problems in Ancient Literature Teaching

1.1 Teachers

At present, the ancient literature courses offered in colleges and universities are mainly divided into two parts: ancient literature history and literary works of previous dynasties. The teaching goal of ancient literature is to enable students to learn the works of famous writers in each dynasty, and to get familiar with and master the literary laws, connotations and expressions contained in them through in-depth analysis and research. To put it simply, the teaching of ancient literature takes the study of literary works as the main way, and the teaching of relevant history should be assisted.

However, in most of the ancient literature courses, teachers still focus on the teaching of literary history, and history teaching occupies a large proportion of teaching hours. On the contrary, due to the teachers' less understanding of the content of literary works in class, students have a deeper grasp of the content of history, a less in-depth understanding of the basic content of literary works, and a weaker ability to appreciate works (Cen Ling, 2012).

At the same time, because teachers usually deeply interpret the content of the textbooks during the teaching of ancient literature, students will directly regard it as a conclusion without too much thinking, which limits the individual's innovation ability, and students' appreciation of works will also decrease (Dai Jianye, 2013). In addition, ancient history involves many dynasties and has lasted for thousands of years. The literary works, writers, and literary content contained in ancient history are relatively complex. With the change of dynasties, some ancient literary works will be difficult to understand. In addition, there are too many courses and limited class hours. In most ancient literature classes, teachers follow the traditional teaching mode of direct explanation. In this classroom atmosphere, it affects the mastery of ancient literature knowledge and reduces the interest in learning ancient literature.

1.2 Students

Today, with the rapid development of information technology, activities for people to participate in are rich and diverse in content and form, which have a certain impact on the development of students. In particular, contemporary college students are basically dominated by the post zero generation. They are usually curious about new things, and are vulnerable to various factors, so they tend to like entertainment projects. As for the knowledge of ancient literature, it will be boring and difficult to mobilize students' enthusiasm for active learning. In class, students are at the edge of the classroom, just the audience of the classroom. At the same time, under the influence of modern life thinking and concept, compared with science and engineering graduates, there will be many restrictions on the employment of students majoring in Chinese language and literature. In order to obtain better employment opportunities, they usually do not choose professional related industries after graduation, but obtain employment through civil servants, public institutions and other forms, naturally ignoring the study of ancient literature courses (Cao Cui & Zheng Lei, 2018).

2. On the Teaching Reform of Ancient Literature for Chinese Language and Literature Major

2.1 Scientific Arrangement of Ancient Literature Teaching Courses

In the process of ancient literature teaching, colleges and universities should first start from the problems encountered at this stage, improve the original teaching mode in time, and arrange the ancient literature teaching courses scientifically to ensure the normal operation of ancient literature teaching. Among them, in terms of curriculum arrangement, we should put the appreciation of literary works in an important position, gradually reduce the class hours of ancient literary history, and ensure that students can deeply grasp the author's true feelings, understand the specific writing methods of works, and improve their personal literary literacy through appreciation of literary works. When learning some well-known excellent literary works, teachers can let students show them in class by reading or reciting them emotionally to strengthen their impression of literary works. The scientific and rational curriculum reform means that the proportion of the original ancient literature history is reduced. Considering the limited duration of the curriculum, students can effectively use their spare time to expand the knowledge points of the ancient literature curriculum by setting elective courses, online courses and other forms of teaching resources to assist the content of the relevant curriculum of the history of literary works.

2.2 Use diversified teaching methods

When most colleges and universities carry out the ancient literature teaching course, they usually adopt a relatively traditional and single teaching mode, that is, teachers tell the relevant knowledge points of the course on the platform, while students can only learn passively from their seats. If there are some key contents in the exam, the teacher will remind students to mark them with key points and notes. The purpose of students' learning is only to cope with the final examination (Liu Guisheng, 2018). During the development of this teaching activity, teachers are just the leaders and guides of the curriculum, and students do not fully participate in the whole teaching activity, which will greatly affect the teaching effect. For the above problems, ancient literature teachers should change the original teaching methods, improve the previous teaching style, and use diversified teaching methods to carry out teaching activities.

For example, with the continuous development of informatization and networking, more and more ancient literature teachers began to use modern teaching methods, among which multimedia courseware is the most commonly used auxiliary teaching method. On the basis of the original teaching PPT, teachers can add some expanded knowledge related to

the content of the text, and present it in various forms, such as graphics, animation, video, etc., to constantly strengthen students' memory of knowledge points related to ancient literature. In addition, in order to mobilize the enthusiasm of students to participate in learning to a greater extent, teachers can also add some interesting classroom activities when talking about certain course contents. According to the characteristics of students' interests, students can strengthen their understanding of ancient literature works and improve their personal literary literacy while participating in activities.

2.3 Improve the teacher evaluation model

At present, the teaching mode of ancient literature is relatively single, which is related to the evaluation mode of college teachers. Although colleges and universities show that they pay attention to teaching and scientific research when evaluating teachers, in fact, the basis for evaluating teachers is still to refer to scientific research. In terms of teaching evaluation, it is to complete teaching tasks according to teaching requirements. It can be said that no matter how excellent the teachers are in classroom teaching, no matter how high the students' evaluation is, as long as there is no specific scientific research achievements, it is still impossible to carry out honor assessment and professional title assessment. For this reason, college teachers focus on scientific research, while teaching research and reform are often ignored.

Long-term use of this evaluation model will lead teachers to focus their time and energy on scientific research, and the teaching reform has not been truly implemented. Therefore, in order to better carry out the reform of ancient literature teaching, colleges and universities need to improve the evaluation model of teachers, raise the teaching evaluation and scientific research evaluation to the same position, and start to incorporate teachers' curriculum evaluation, teaching achievements, etc. into the new requirements of teaching evaluation. Only in this way can teachers' initiative in teaching and scientific research be fundamentally enhanced, and the quality of teaching can also achieve a qualitative leap.

2.4 Improve students' curriculum investigation methods

During the teaching of ancient literature in the past, most colleges and universities basically took the final examination as the evaluation standard in terms of investigating the accumulation of students' professional knowledge. Under the influence of this way of investigation, some problems are easy to arise: some students can get better results in the final exam although they do not study hard in class; It is not fair for students who study hard in class but fail to achieve the expected results in the exam. In particular, due to the improvement of the comprehensive level of the Chinese language and literature major, more attention is paid to personal daily accumulation. It is not just a test paper that can determine the real learning situation and specific level of students. Therefore, colleges and universities should improve students' existing curriculum inspection methods, take students' daily learning into the inspection scope based on the existing final examination results, and re plan the proportion of students' curriculum inspection. Properly reduce some rote conceptual knowledge in the exam, add some knowledge points that can increase students' imagination and innovation, and add some innovative investigation questions (Liu Jiaqi, 2017).

2.5 Expanding the space for students' learning and teachers' teaching reform

During the development of ancient literature teaching activities, because the teaching hours of this subject are longer and the content is more complex, in order to ensure the effectiveness of teaching activities, after the end of each semester's course, a comprehensive summary can be made according to the students' learning situation and teachers' teaching situation in this semester, and students can put forward specific opinions and suggestions on teachers' teaching situation. During the period of completing the comprehensive summary, students should not only analyze and summarize their learning situation in this semester, fully understand their personal learning progress, but also give certain evaluation and suggestions to the teachers' teaching model. After the above evaluation is completed, other teachers of ancient literature major in the school will discuss and summarize the students' opinions and suggestions, so as to improve the teaching quality and effect of ancient literature.

Under the development background of this new era, the emergence of various new teaching models means that corresponding teaching reform is needed. At the same time, because ancient Chinese literature has a long history and profound characteristics, although it has a history of thousands of years, it still has reference basis and value. For teachers of ancient literature, it is necessary to continuously update and improve the existing teaching mode during the teaching activities, so that students can participate in the practical activities of the curriculum with a more active attitude, and acquire more valuable knowledge of ancient literature in a culturally rich teaching environment and atmosphere. When students have a deeper understanding of ancient literature knowledge, teachers of ancient literature will be more motivated. In the future teaching, they will take the dissemination of excellent Chinese cultural knowledge as the teaching goal.

3. Conclusion

In a word, with the development of history, ancient literature has accumulated thousands of years of Chinese culture, condensed the spiritual connotation of Chinese people, and has become an important part of people's growth. At the same time, as the main course of Chinese language and literature major, ancient literature has profound cultural connotation, which also plays a certain role in cultivating students' personal comprehensive quality. Although we are in the context of the development of the new era, the fast-paced life has accelerated our pace of life, we should also learn to slow down, accept the baptism of traditional knowledge and culture, and add new color to our life. In the teaching of ancient literature, we should constantly update and improve the original teaching methods, so that students can contribute to the inheritance of Chinese culture through specific learning.

References

- Cao Cui, Zheng Lei. (2018). Research on the Practice Teaching Reform of Ancient Chinese Literature [J]. *Literature Education* (I), 2018(10): 102-104. DOI: 10.16692/j.cnki.wxjys.2018.10.043.
- Cen Ling. (2012). Close to the Text, Strengthen Understanding, Focus on Practice, and Improve Ability—Exploration on Participatory Practical Teaching of Ancient Literature for Chinese Language and Literature Major in Normal Universities [J]. *China Adult Education*, 2012(09): 136-137.
- Dai Jianye. (2013). Current Situation and Reflection on Ancient Literature Teaching in the Chinese Department of the University [J]. *Journal of Central China Normal University (Humanities and Social Sciences Edition)*, 2013, 52(04): 84-91.
- Liu Guisheng. (2018). On the Cultivation of Reading and Writing Ability in the Teaching of Ancient Literature [J]. *Journal of Hengshui University*, 2018, 20(01): 105-108.
- Liu Jiaqi. (2017). On Applied Teaching of Chinese Language and Literature [J]. *Journal of Jiamusi Vocational College*, 2017, (12): 100.