

The Development of Intertextuality in Ancient Poetry and Literature to the Contemporary Traditional Culture and Art

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Abstract: Ancient poetry, containing skillful language, excellent structure, rich image, beautiful artistic conception, poet's emotion, accumulates a country's traditional culture. Reading poetry helps to improve the overall level of ideological knowledge, the accumulation of life knowledge, expression ability and cultural achievements. As an important part of Chinese language education, in order to further deepen the reform of Chinese language education, in order to cope with the current development trend, from knowledge to ability, as well as the new conditions of literacy curriculum objectives, in order to understand the ancient poetry teaching, it will face severe education topics and new changes. Therefore, the teaching of ancient poetry is particularly important to the reading guidance of China. This article begins with the guidance of reading ancient poems in middle school, the guidance of text information of ancient poems in ancient Middle School, the interpretation of ancient poems in order to apply, to overcome the scientific nature of blind ancient poetry teaching, and to explore the improvement of the current low efficiency of ancient poetry teaching, "the sea of questions" and the ancient poetry teaching of face for life, which are really young people's The spirit of the inner world becomes an important food to support the family.

1. Introduction

In recent years, with the reform of Chinese curriculum in middle school, the traditional Chinese teaching mode has been improved. Among the classical songs in middle school, the configuration, theme and content of textbooks have changed, and the reading of classical poems has been increased[1]. The new curriculum standard requires not only reciting and reading classical poetry, but also paying attention to accumulation, experience and understanding, so as to improve students' gratitude. The task force on curriculum standards suggested that in order to read and write, we should further study and inherit ancient poetry, promote the national spirit, improve literary achievements, improve aesthetic taste and depict national wisdom[2]. Classical poetry is a dazzling pearl in our long literary history. In learning classical poetry, we can not only recognize the profundity and profundity of excellent traditional culture, but also cultivate emotions, establish aesthetic consciousness, accumulate literary literacy, cultivate imagination, thinking power and beautiful soul. Middle school students are an important period of physical and mental growth. They need to learn classical poetry and establish a correct outlook on life and values. This is the foundation of our Chinese cultural heritage.

2. The Charm of Traditional Classical Poetry

Because of the great charm and infinite charm of classical poetry, poetry education is an indispensable part of Chinese in middle school. Middle school is an important stage for students to learn. Classical poetry plays a decisive role in cultivating students' feelings and accumulating literary literacy. The necessity of Chinese poetry education in middle school is to improve the ability of appreciation and gain the experience of beauty. However, today's middle school students learn too many subjects, and have the pressure to enter middle school and university entrance

examination[3]. Thank you, there is no spare time to appreciate classical poetry. Therefore, in the study of classical poetry, it is difficult for students to realize its unique charm. In today's Chinese classroom, poetry is taught as a translation course similar to classical Chinese, or as a kind of morality and lesson. To some extent, the feelings, emotions and rhymes of poetry are ignored. The current situation of classical poetry teaching is often unsatisfactory, which needs to be changed and innovated. When teaching classical poetry in middle school, the author thinks about the way to solve the problem. The important concept of western literary theory is "intertextuality", which is a new idea of ancient poetry teaching. It also provides the inefficient education change of classical poetry in middle school to help "intertextuality of literature" be promoted successively in 4 or 50 years. Therefore, after the development of non mathematicians, it is a complex theory of literary criticism On the system, there is a strong signifier correlation between documents[4]. The meaning of any text is related to other texts. For Chinese classical literature, there are many consistent textual relationships in terms of concept, destiny, syntax and numerous patterns of classical poetry. This is a way that we can guide students to use intertextual ancient poetry in middle school education. Explain the necessary conditions. The interpretation of intertextuality in classical poetry, through the discussion of text relations, introduces the relevant intertextuality. And that will expand students' knowledge to some extent[5]. In order to cultivate students' Chinese literacy, it has played a positive role in improving students' enthusiasm for learning, imagination training, comprehensive ability and thinking ability. According to the western literature theory of "inter context", we hope to find an effective way for the guidance of Chinese poetry in middle school.

Table 1 Traditional cultural areas

Historical Site	Scene	Reminiscence	Emotion
Stone City	Qinhuai river moon still		
Taicheng	The willow is still in the long bank	Six Dynasties prosperous no longer	Sigh of rise and fall
Park Qinhuai	Qinhuai River lantern red wine is still green		

3. Intertextuality Theory and Intertextuality Interpretation

Although the theories between articles come from the west, they are also applicable to the study of Chinese literary theory and language education. In the Chinese reading guidance of secondary schools, according to the application of the inter text theory as a text interpretation method, the concept of inter text interpretation is produced.

3.1. Theoretical Basis of Intertextuality Interpretation

Bakhtin, a former Soviet literary theorist, believed that language was full of dialogue. Please emphasize that dialogue is a multimodal language formed by more than two voices[6]. Through dialogue, we can find other people's cognitive blind areas and provide additional explanations. They can agree or disagree with other people's subjective knowledge. He explains the theory of "dialogue" from the perspective of theme, which is called "mutual subjectivity". What kind of teaching material she is will not exist in an isolated form, but it is more focused on the specific interrelationship between the online texts of the text, emphasizing. The book "theory of symbolic meaning, analysis and research" published in 1969, the same thing as the quotation of color map "the arbitrary description of text", also absorbed what kind of teaching materials, the deformation of other teaching materials, and defined the definition of news text of "text", which showed that Qin Haiyang: "all kinds of social and historical texts do not belong to natural languages and cannot be emphasized." Symbol system and cultural phenomenon (social convention) can also be called "material". "However, due to vague language and complex thinking, the concept of" intertextuality "can only have a" small "specific impact.

3.2. The Definition of Intertextuality Interpretation

With the implementation of the new curriculum reform in the 21st century, the inter textbook theory, as a teaching material interpretation method, has attracted the attention of some Chinese educators and front-line teachers. As for interpretation, modern Chinese neologism dictionary reads interpretation, interpretation and understanding. In the article "interpretation of the text", Li Hongxian's interpretation includes a series of actions such as understanding, interpretation, experience, construction and evaluation feedback[7]. The theme of interpretation is to get meaning from text symbols, practical activities and psychological processes by focusing on teachers, especially Chinese reading and students, and to have an active dialogue with the author. From this point of view, first of all, the interpretation of textbooks is based on the dialogue process of teachers, students and textbooks. Second, the important purpose of text interpretation is to build and generate the meaning of the text in a specific range[8]. The subjective behavior of text interpretation is the text research of teachers. Students are accompanied by a series of psychological behaviors such as perception, experience, analysis, understanding, construction and evaluation.

4. Intertextuality Interpretation Helps to Implement Aesthetic Education of Ancient Poetry

4.1. The Aesthetic Education of Ancient Poetry is a Kind of Aesthetic Knowledge Activity Connecting Emotion and Reason

Without the taste and ability of beauty, there can be no real gratitude. Ancient poems with various combinations of images and complete rhythmic structure carry the beauty of art concept, poet's emotion, wisdom and virtue. The application of interpretation between texts under the guidance of teachers is to appreciate the beautiful poems deeply in poetry and music. The feeling experience before poems is poetic. The feeling of rhetoric, the feeling of poets and the essence of seeking artistic objects can improve the aesthetic experience and aesthetic appreciation ability, the influence of beauty bubble, the feeling and soul, the penetration of subtle ancient poetry reading and learning process, Their cultivation of individuality is to strengthen the beauty of art and deepen the understanding of the meaning of ancient poetry. Therefore, the aesthetic education of ancient poetry should be realized.

4.2. The Specific Ability to Appreciate the Aesthetic Education of Ancient Poetry

The so-called appreciation ability of ancient poetry refers to the subjective situation and psychological ability of students who discover, feel, appreciate and create beauty. It consists of four psychological elements[9]: perception, imagination, emotion and evaluation. Middle school students are energetic, eager for knowledge, full of fantasy, have psychological basis of developing beauty evaluation, and have literary literacy of perceiving beautiful artistic image of poetry. The guidance of ancient poetry in middle school is very important for the cultivation of students' aesthetic sensibility and imagination. Specifically speaking, in the process of appreciating ancient poetry, we should accept the artistic image of ancient poetry, reproduce the artistic image of ancient poetry with imagination, and understand the meaning of poetry through emotion, which depends on their perceptual ability. The application of interpretation between texts in the appreciation process of ancient poetry is the language understanding of the literary images of poetry and poetry. After that, the association and imagination, through poetic images and poetic trends, are for the support of students for the generation of aesthetic significance. Experience, from the inside and inside of the poem, the sense of feeling, the meaning of beauty. For example, ancient poets often wrote poems in wine countries without flowering. Through the interpretation between texts, they can present the "national beauty" expressed by students' poets through images. As for another example, ancient poetry cannot be separated from the themes of husbands and businessmen. Through the text dialogue of the same topic, students can help students to deepen their understanding of witch poetry. In this way, we can promote the development of students' aesthetic appreciation and creativity through feeling, taste, understanding and experience, and finally reasonably consider the voice content and speech form of ancient poetry.

5. Conclusion

In recent years, China has developed from "knowledge orientation" to "International Education", and has been promoting quality orientation since then. Based on the current situation of quality education reform, we put forward the general goal of education, trying to build core literacy. System, from top-level design, in order to deepen the general goal of ethics in China's curriculum reform, comprehensively realize the quality and virtue related changes, higher than the current key education rate and weak social responsibility, students' innovative spirit and the pursuit of practical ability. As an important part of Chinese education in middle school, ancient poetry education plays an important role in the cultivation and development of students' core literacy. However, at this stage, the guidance of Chinese poetry and verse in middle school is inefficient. The days of mechanized training can deepen students' literary literacy, cultivate students' aesthetic taste, develop students' thinking ability, and produce the guiding effect of ancient poetry and vocabulary. With the introduction of the translation of the text theory of modern western literary theory, the text interpretation method based on the inter text theory has brought new enthusiasm to the Chinese educational community. According to the new requirements of the development of the times, the proper application of interpretation between texts in the guidance of ancient poetry in middle school can help students accumulate language literacy, emphasize students' personality, and promote the development of middle school students' core literacy. And to a certain extent, it helps to break through the traditional mode of ancient poetry education. The guidance of ancient poetry in middle school should be correct and practical. Intertextuality interpretation must be applied to help students return to the real reading state. It can stimulate students' interest in reading and help them improve their reading ability.

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