

Research on the Teaching Reform of Ancient Chinese Literature in Normal Colleges and Universities of China

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Abstract—This paper mainly discusses the reform of the teaching problems of ancient Chinese literature in normal colleges of China. College graduates from normal colleges and universities in China are an important source of middle school teachers. The teachers' resources cultured by Chinese major in higher teachers' colleges must keep pace with the requirements of Chinese Course Reform in Middle School In the face of the fact that the new curriculum reform of basic education has been continuously deepened with the comprehensive promotion and rapid development of the whole country. We find that the overall teaching content of ancient Chinese literature courses in the undergraduate education stage of normal colleges and universities is not well-matched with the content of the new curriculum reform of middle school Chinese, and the deviation is relatively large. Because of this, it is necessary to reform the teaching contents and teaching methods of ancient literature courses in normal colleges and universities. In combination with the reality of the new curriculum reform of language in middle schools, teachers should adjust and revise the syllabus, increase the analysis of works, and pay more attention to the latest research results and the transmission of academic information. In order to better adapt to the actual needs of middle school teaching.

Keywords—normal colleges and universities; ancient Chinese literature; teaching reform; content of courses; teaching method

I. INTRODUCTION

As is known to all, the graduates of normal colleges and universities are the core force of middle school teachers. With the overall promotion, rapid development and deepening of the new curriculum reform of basic education across the country, the number of ancient poems and essays in the new middle school Chinese textbooks has been greatly increased. Many teachers from normal colleges and universities are unaware of this, there is no change in the teaching materials.

The course of ancient Chinese literature in normal colleges and universities is not connected with Chinese teaching in middle schools, moreover, the actual needs of Chinese teaching in middle schools are seldom considered in the specific teaching objectives of normal colleges and universities. Which does not meet the fact requirements of basic education for higher normal education. At the same time, with the students' knowledge base, employment needs, professional development,

we must reform the course of ancient Chinese literature in normal colleges and universities.

II. OBJECTS OF REFORM

A. Old teaching content

The main course of ancient Chinese literature in normal universities is ancient Chinese literary history. The textbook of Chinese literature history edited by Yuan xingpei[1] is quite popular. But with the change of social trend of thought and the deepening of academic research, the system and many academic views of the textbook have been outmoded.

B. Traditional educational mode

The rigid old approaches in ancient Chinese literature teaching and learning would bring about negative effects. For example, most teachers adopt the method of cramming, which focuses on personal explanation and does not pay more attention to the interaction with students. In class, the teacher always plays the leading role, not use multimedia teaching [2]. In this kind of teaching, environment, the students always feel bored, and it always brings negative teaching effects.

III. CONTENTS OF REFORM

To solve the incompatibility between the teaching content of ancient Chinese literature in normal universities and the content of the new Chinese curriculum reform in middle schools. We must reform the teaching content of ancient Chinese literature in normal colleges and universities.[3] Our specific reform measures as follows

A. Emending the teaching outline

Because there are many problems in the syllabus of ancient Chinese literature in normal colleges and universities. we must make some adjustments to revise or reformulate the syllabus. Meanwhile, we must pay close attention to the new situation of Chinese curriculum reform in middle school. we need to study middle school Chinese textbooks. carefully, on this basis, the teaching objectives and specific contents of ancient Chinese literature course in normal colleges and universities are determined. Furthermore, a feasible teaching syllabus is formed following the characteristics of the curriculum.[4].

which will guide and standardize teaching in the specific teaching environment.

The new syllabus should accord to the following ideas.[6]

Firstly, take the new contents of the middle school Chinese curriculum as the basic reference. make clear the training goal of ancient literature course in normal university. The guiding principle of formulating teaching syllabus in normal colleges and universities is to train students to be qualified Chinese teachers in middle schools. Only in this way, students can be able to further increase knowledge, broaden their horizons, improve learning effect.

The second aspect. is adjust the specific content of teaching. The newly selected contents of middle school Chinese teaching materials should be added as teaching contents of normal colleges and universities. At the same time, teachers in colleges and universities also should focus on the traditional articles in Chinese textbooks of middle schools to improve students' understanding and appreciation, teachers can put the content which Chinese teaching in middle school has focused on as reading content, let students learn by themselves.

In a word, the revision of the syllabus should focus on the appreciation and analysis of works and the study of writers. The content of ability training and quality education should be included in the syllabus.

B. Sintensify the appreciation, analysis and inspection of classical Chinese literature

- Firstly, most of the graduates from normal universities are engaged in Chinese teaching in middle schools, therefore, to improve the level of Chinese teaching in middle schools, middle school Chinese teachers must have the ability to analyze and study literary works. The course of ancient Chinese literature in normal universities is composed of two parts,:the history of ancient Chinese literature and selected works of ancient Chinese literature. Because of the particularity of ancient Chinese literature course, College teachers should focus their teaching on the explanation and research of literary works.
- Secondly, To ensure students learn the ancient literature works well, teachers in normal colleges and universities must check the students 'study strictly. The content of the investigation mainly includes recite and appreciate literary works. As everyone knows, reciting ancient poetry and prose can not only improve students' reading and comprehension ability but also cultivate students' research and writing ability. To improve students' enthusiasm in reciting ancient poems and articles, teachers in normal colleges and universities can count students' recitation each semester into the final examination results. By this means, teachers can improve students' mastery of basic knowledge.

C. Focus on imparting new research results and academic information

For nearly three decades, the study of ancient Chinese literature is unprecedently active, which has obtained rich

research results. For example , there are much progress and breakthrough in research in the field of "SHI JING" and "CHU CI".Teachers of normal colleges and universities should impart the new research results to their students.,and which not only can update students' knowledge system., but also stimulate students' interest in academic research, meanwhile, from my own teaching experience, paying attention to academic trends is also a kind of growth for teacher themselves

IV. REFORMING TEACHING METHODS

Ancient Chinese literature is the main course in normal colleges and universities , which has a long teaching history. As the environment changes, the teaching methods of ancient Chinese literature are also facing new challenges. The traditional teaching methods and forms of ancient Chinese literature are monotonous. There is not enough communication between teachers and students, the teaching effect is not very well. So the teaching method of ancient literature must be reformed. Teachers in normal colleges and universities should strengthen teaching design and enrich the application of teaching methods in teaching. The reform of teaching methods should include the following aspects

A. Varying Teaching Modes

For training objectives, to enhance the students' ability and conduct innovation, teachers of the normal university should reform of the teaching mode and methods. For a long time, the traditional teaching method, which has always occupied a dominant position in the teaching of ancient Chinese literature. We can not deny the advantages of the traditional teaching model. Therefore, we assume that the traditional teaching method will existence to some exten in the future. However, because of the limitation of traditional teaching mode, especially when this traditional teaching mode is the only choice in teaching, its limitations are becoming increasingly apparent. The teacher's single instruction almost occupies the whole teaching process. at the same time, the students are busy taking notes, they are just passively accepting pieces of knowledge. If this teaching method is not adjusted in time, students will lack the initiative and enthusiasm to learn in the near future .

1) We must reform the traditional teaching model, Teachers can try to add the new teaching methods as follows

a) Recitation teaching mode. The main approaches to teaching classical Chinese essays are that: instructing students to read loudly and repeatedly to lay the foundation for understanding. Teachers carry out the extensive reading in the ancient Chinese literature teaching, in this way, teachers can help the students chant ancient Chinese prose, read classics and enjoy the modern articles

b) Hierarchical teaching mode. Teaching at different levels, which was prosed by educators in 1868. In the specific teaching process, on the basis of the teachers' full understanding of the students' situation, The teacher divided the students into different groups, assign different study tasks, and teach students following their aptitude. Which can improve the learning enthusiasm of students.

c) Discussion teaching model. under the guidance of the teachers, the students were divided into several groups to discuss the central problems of the textbook. Through face-to-face discussion and communication, it can provide students with the opportunity to understand the works in depth. This model of teaching can improve students learning enthusiasm and enhance their language skills.

2) *Increasing modern teaching methods, the specific practice as follows*

a) Teachers can use multimedia in classroom teaching, which can enhance the vividness of the class

b) Make effective use of MOOC resources, let the students study after class

c) Diversified ways of instruction after class to enable students to conduct effective preparation and review

B. *Building a successful teacher-student relationship[6]*

One aspect of the essence of education is the realistic reflection of specific social complex organizations and interpersonal relationships. In these intricate relationships, teachers and students constitute the direct relationship between the educator and the educated in education. In ancient China, teachers were not only educators but also held certain official positions and had certain administrative functions. In general, teachers and students are the antagonistic relations of ruling and being ruled, demanding and being required, governing and being governed. But the modern educational idea emphasizes three centers: they are classroom centers, teacher centers and book centers. In a word, no matter in what era, students are regarded as passive containers, pure objects of education. In this kind of teacher-student relationship, teachers generally adopt the traditional way of compulsory education, this kind of education just requires students to memorize mechanically, and not encourage them to think. Therefore, the teaching effect is not good, and meanwhile, which formed the antagonistic relation between the teacher s and the students.

The famous American educator George kirkman believed that "education is growth".He said, "I mainly consider more skills, more interests and more good organization." Therefore, it is important to build a more successful teacher-student relationship. In the first place, for teachers, the relationship between students and teachers is one of the most important factors affecting students' academic performance. Teachers who have a good relationship with students and give students humane and learning care. For example, some teachers design learning activities, which focus on students' attention on self-improvement, self-motivation and responsibility. In this way of teaching, teachers need to convince students that their abilities can have a positive impact on their learning. This growing confidence will motivate students to devote themselves to learning and persevere when they encounter difficult knowledge.

The famous educator Jerry Brougher once said, "the key to getting your students to learn some meaningful experience is to focus your teaching plan on important teaching objectives. The teacher's teaching objectives are expressed in terms of the results achieved by the students, such as knowledge, skills,

attitudes, values, characters. These are what you want your students to have and form. Therefore, courses and instruction are based not only on teaching objectives but also on content exposition or the entire learning process.

The second is the teacher's teaching task includes two main aspects, firstly, the teacher's job is to "set goals". which is the process of clarifying the direction of learning. When the teacher tells the students the goal of learning, the students can more easily understand how their learning in class is related to the learning they should be doing. and it will help to allay their concerns about whether or not they will succeed. Besides, students have something to learn internally when they set their own learning goals. The second task of teachers is to provide effective feedback on the teaching process and results. Teachers who provide pieces of information to students to help students better understand what they are about to learn. The feedback also includes what changes must be made to improve learning efficiency and how the students to perform well. The feedback of teachers is an ongoing process. Effective information provided by teachers will help students align their learning goals clearly and can have a significant impact on their academic performance, it can guarantee the students use what they have learned to complete tasks and keep trying before they succeed.

The third aspect, in the new teacher-student relationship, For the students, we also put forward the new requests. We pay more attention to the independence of students in the study. Teachers support students to choose their own learning goals and observe their progress. For example, students from their study groups, before class, students can complete basic course content learning and make mind maps at home by collecting online teaching resources or watching videos made by teachers. In class, students will present their learning achievements, other students will evaluate them, and the teacher will summarize and expand them. Teachers and students will work together to complete the problems encountered in the study and discussion. during the teaching process. Students can ask questions and have discussions at any time when they are given the opportunity. They can even walk around in the classroom according to the needs of the discussion. The interaction between teachers and students is frequent and the atmosphere of the classroom is very active.

In a word, all the reforms we have made above are aimed at establishing a more effective teacher-student relationship, in this new teacher-student relationship, the advantages of teachers and students can be brought into full play, which is precisely the purpose of our reform and the result we hope to see.

V. CONCLUSION

For students of normal universities, the course of ancient Chinese literature is the professional curriculum. The graduates of normal colleges and universities are the main resources of middle school teachers. Therefore, in the face of the practical problems of environment and employment in the new era, we must reform the teaching contents of the ancient Chinese literature course, which mainly includes the definition of the teaching objective, revision of the teaching syllabus,

updating of the teaching content and so on. In terms of specific teaching methods, we should reform the traditional teaching-centered teaching method, and at the same time, adopt diversified teaching methods to establish a more successful and effective teacher-student relationship. As long as the teaching contents and teaching methods are combined, the course of ancient Chinese literature in normal colleges and universities can better serve Chinese teaching in middle school.

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