

Teaching Reform and Practice of Ancient Chinese Literature

—Taking the Reform of Teaching Content, Method and Evaluation System as Examples

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Abstract—In the teaching of ancient Chinese literature, knowledge teaching is valued over getting a deep feeling of works and practice ability training. Teaching Reformation of Content, Method and Evaluation System play an important role in solving these two problems: 1. In terms of teaching content, academic content is enhanced and curriculum ideology has been improved; 2. In terms of teaching methods, the real-scene teaching method, performing works, professional thematic debates and group learning method are adopted; 3. In terms of the evaluation system, increase the proportion of process assessment, make standard Score sheets and establish E-portfolio. The above teaching reforms effectively prompt guide students to carry out exploratory and personalized learning in the course of ancient Chinese literature, to gradually transform students from receptive learners into research-oriented learners.

Keywords—Ancient Chinese Literature; Teaching Reform; Teaching and Research Blended; Ideological and Political Theory Courses; Blended Learning; Flipped Classroom

I. INTRODUCTION

Ancient Chinese literature is the basic and core course of Chinese language and literature in colleges and universities in China. This course aims to guide students to learn ancient Chinese literature from the pre-qin to the "May 4th" movement and systematically master the various historical periods of the representative writers, genres, classical works, the literature trend, etc. By learning the course, Students could raise the level of literary accomplishment, language and aesthetic feelings. They could also understand the brilliant ancient Chinese culture and deepen the understanding of the essence of Chinese traditional culture, then improve the language comprehensive quality.

Taking Xi'an International Studies University, for example, there are 9 professional basic courses in the Chinese language and literature major with a total of 234 class hours. While ancient Chinese literature runs through the first and second academic years of the undergraduate course, with a total of 234 class hours in four semesters, accounting for 24% of the class hours of professional basic courses. This course links the past

and the future in the course system. Its parallel course is "Ancient Chinese", and its follow-up course is "Modern Chinese Literature" and "Contemporary Chinese Literature". Besides, the team around the ancient Chinese literature course opened 1 professional required course "Ancient Chinese Literary Theory" and 5 professional elective courses as "Tang and Song ci Appreciation Course", "Zen Poetry Appreciation Course", "Selected Readings in Classics of Chinese Ancient Prose", "Chinese Cultural Classics Reading", "Chinese Philosophy History", "Chinese Classical Philology". These courses build the curriculum system of Chinese literature.

Along with higher education reform deepening, Chinese ancient literature teaching reform in recent years has made outstanding achievements. These achievements mostly focus on teaching ideas and methods: one is to explore the characteristics and positioning of ancient Chinese literature, such as pointing out that we should not only focus on utilitarian value but also un-utilitarian of Chinese ancient literature [1]; In the teaching of ancient literature, teachers should infect students with feelings [2]. The second is to reflect on the problems existing in the teaching of ancient Chinese literature. For example, it points out that the teaching of ancient literature ignores the training of students' practical ability [3], the original texts, and the works of non-famous scholars and is also lack of subtle understanding of the works. The third is to explore the innovation of teaching methods, such as stressing on the great importance of original texts[6]and the application of innovative teaching methods such as Inspire type teaching, situational teaching, argue method, participation method research teaching methods [7]and "chanting" method [8]. Some papers emphasize on the necessity and importance of information technology, that can be incorporated into the traditional teaching mode of the ancient Chinese literature [9]. Although the existing achievements are abundant, the problems that Knowledge teaching is valued over getting a deep feeling of works and practice ability training have not been fully solved. In the practice of teaching reform, the ancient Chinese literature teaching team has explored the aspects of teaching content, teaching mode, teaching method and evaluation system, which will be helpful to solve these two problems.

II. INNOVATION AND PRACTICE OF TEACHING CONTENT

The ancient Chinese literature teachers team has carried out innovation and practice in teaching content from the two aspects: Academic content is enhanced and ideological & political theory courses have been improved. Teaching and scientific research could promote each other. Driving teaching with scientific research can lead students to think independently and explore their scientific research potential. The ancient Chinese literature course can improve students' humanistic quality and cultural confidence. It plays an indispensable role in the construction of ideological and political theory courses in universities.

A. Enhance the Academic Content of Teaching

Driving teaching by scientific research can improve teaching content to a higher level. While promoting learning through scientific research can increase students' learning challenges. Emphasizing the integration of literary works, theory and history in teaching can effectively improve the breadth and depth of teaching content. Only literary works without literary theory, teaching will be lack of height; Only literary works without the support of literary history, teaching will be lack of depth. And conversely, the literature history and literature theory will lose foundation without texts.

Teachers team Opened professional required course "academic lectures and seminars" around the course target and contents, has carried out series of lectures such as on the Zen Poetry Classic Parables and Graduation Thesis Writing, the Exchange of Verses in the Southern Song Dynasty Academies. These lectures increase the academic content in the teaching. At the same time, cultivate the students' cognition of academic paper writing specifications. On this basis, the students collect materials and debate around the academic hotspot or frontier problems such as "Literary beauty in form/content" "Reading literary works, should keep the attitude if the author was dead or not ".The process guides the student to learn more professional content, form and thinking on cultural issues nowadays. It enhances students' enthusiasm for independent learning, cultivates students' confidence in self-challenge, breaks the habitual cognitive mode and also helps students get the courage to analyze, query, and innovate.

B. Integrate Curriculum Ideology Elements into Classroom Teaching

The ancient Chinese literature course is the main field to foster virtue in colleges and universities, and its classroom teaching is the "main channel" for curriculum ideology construction. At present, some achievements have been made in the ideological and are still one problem that value education is apart from knowledge education. How to integrate curriculum ideology with specialized courses is an urgent problem to be solved. It is necessary to organically integrate the curriculum ideology into the teaching practice.

The curriculum team carried out research and practice on integrating curriculum ideology into classroom teaching through four aspects: taking courses as basis, taking curriculum ideology as objective, taking teachers as key points, taking student as center". The professional course has an

incomparable advantage in improving curriculum ideology than ideological & political courses and general education courses, which play an implicit role in fostering virtues. Teachers should maximize the function of the main classroom channels through teaching, enrich professional knowledge and explore id curriculum ideology elements at the same time, integrate teaching with patriotism education, traditional culture education, humanistic education and ideal education. Students can not only gain knowledge but faith, strength and feelings in the teaching of professional courses.

Taking patriotism education as an example, the ancient Chinese literature is full of patriotism spirit. When the country is prosperous and the people are safe, literati had the responsibility to "worry about the world first and enjoy the world afterward" (Notes of the Yueyang Tower by Fan Zhongyan, Song dynasty). When the country is in danger, literati and fierce men had the spirit to "only if solve the battlefield and die for the country, why should we give back our dead bodies" (On The Frontier by xu xilin, Qing Dynasty). Patriotism shines in the literary history from the past to the present, from "together we stand, my armor is thine"(The Book of Songs, Pre-Qin period) to " For the idea that I hold so dear to my heart, I'd not regret a thousand times to die" (Lisao by Qu Yuan, Pre-Qin period), from " Generals and soldiers had experienced a lot of fights, some of them came alive, some were dead. " (Song of Mulan, Northern Dynasties) to "To those who encroach upon our great motherland fiercely, we shall be bound to get revenge no matter how far it is!"(Chen Tang, Han Dynasty), from "The life who not died since old times remains takes the loyalty according to the bamboo writing slips "(Crossing Lingding Yang by Wen Tianxiang, Song Dynasty) to " If you want to benefit your country, do you avoid it because of good or bad " (Written by Lin zexu, Qing Dynasty) In the 13th collective study session of the political bureau of the CPC central committee, General Secretary Xi Jinping said, "we should earnestly absorb the ideological and moral essence of China's fine traditional culture and vigorously carry forward the national patriotism spirit as core spirit in the reform and innovation."(February 24, 2014) While the ancient Chinese literature course could moisten things silently and plant a patriotism fire in students' hearts.

III. INNOVATION AND PRACTICE OF TEACHING METHODS

In Chinese ancient literature teaching, real-scene teaching methods, performing works, professional thematic debates and group learning methods are adopted. These methods fully avoid cramming teaching and effectively make the teaching more interesting and enlightening. Students participate in the teaching process and gradually transform from receptive learners into research-oriented learners.

A. Real-Scene Teaching

Define abbreviations and acronyms the first time they are used in the text, even after they have been defined in the abstract. Abbreviations such as IEEE, SI, MKS, CGS, sc, dc, and rms do not have to be defined. Do not use abbreviations in the title or heads unless they are unavoidable.

Xi'an is an ancient capital of 13 dynasties and the birthplace of Chinese culture. As the starting point of the "Silk Road Economic Belt", Xi'an has increasingly become an important place for cultural exchanges around the world. Studying ancient Chinese literature in Xi'an is endowed with unique geographical advantages, which can not only trace back to the source, but also broaden our horizons. By taking advantage of the geographical advantages of Xi'an, teaching activity can be held in a unique humanistic environment. Real-Scene Teaching enables students to deeply feel the charm of Chinese history and culture to better master professional knowledge.

Some class hours of literature of Qin, Han and Tang Dynasty can be taught in real scene. For example, Shanglin Imperial Park located near the university town of Chang'an district, south of Xi'an city, is a garden architecture of Han Dynasty. There is a museum of Qin bricks and Han tiles in the garden can play a positive role in the teaching of Han-Fu and even the literature of Han Dynasty. As for the teaching of Tang poetry, students can walk into Xiangji Temple to enjoy the zen poem: "Where is the bell in the deep mountain while no one walks in the ancient woods" (Passing the Xiangji Temple by Wang wei). Stepping into Xingqing Palace where Tang Xuanzong and Yang Yuhuan once lived, read the verse "Her robe is a cloud, her face a flower; Her balcony, glimmering with the bright spring dew"(A Song Of Pure Happiness I, Li Bai) and "The beauty dies in front of a horse" (Song Of Everlasting Regret, Bai Juyi). Cultural landmarks such as Greater Wild Goose Pagoda, Qujiang Pool Site and Leyou Plateau all convey the youth of Tang poetry through time and space. These places are within one hour's drive from the university, so it is feasible to carry out the Real-Scene Teaching.

B. Performing Works

Narrative literary works, such as narrative poems, dramas in Yuan Dynasty, Ming and Qing novels have vivid plots and characters, which are suitable for students to perform. This method can not only deepen students' understanding and perception of text content but also strengthen their cognition of text form. The original text was adapted into a text suitable for the performance within a short period, which also exercised the students' writing ability. In the process of arrangement and interpretation, students need to read through the work, which will gradually expand from focusing on text content to text structure. In the process of repeatedly reading the text, the feelings of the text will become more and more profound. They actively think about how to allocate their time, how to present conflicts and how to present characters. For the students who watch the performance, they can understand the content of the text more directly, laying a good foundation for further participation in the class discussion. Take the classroom teaching of A Dream Of Red Mansions in the spring semester of 2019 as an example. Students are divided into groups before class and teachers assign learning tasks. During the 100-minute class time, students in the interpretation group performed the classic clip "Daiyu Enters Jia's Mansion" for 10-15 minutes. Other students in the group took it as a starting point to express their views on the theme, figure image and writing skills of the work. All students participated in this class. In the teaching

mode of the flipped classrooms, students' abilities of autonomous learning, professional practice and teamwork have been improved.

C. Professional Thematic Debate

Professional Thematic Debate, "Professional Thematic" means to set the thesis of debate according to the course content of ancient Chinese literature and the special characteristics of Chinese major. "Debate" aims to guide students to establish a logical reasoning and dialectical thinking process. Through this form of practice, the thesis and content of the debate can promote students to learn professional knowledge more deeply, and the process of the debate can cultivate students' ability of independent thinking and the spirit of questioning and criticizing. Students debate on topics such as "The charm of literature originates from the form/content." "Poetry is beautiful in its expression of affection/ambition" by groups. Collecting materials and debating guides the student to learn more professional knowledge and think about cultural issues in today's society. It enhances students' enthusiasm for independent learning, cultivates students' spirit of challenge and improves their ability of professional practice.

D. The Method Of Group Learning

Group learning is a basic method, which is adopted in both "Performing works" and "Professional debate". In addition to assigning study tasks according to the group, the group is responsible for collecting relevant literature, video and audio materials. Then upload all materials to the class QQ group for sharing. Team performance will become an important basis for process evaluation.

IV. INNOVATION AND PRACTICE OF EVALUATION SYSTEM

Basing on the innovation and practice of teaching content and method, the course team has established a corresponding evaluation system. In the traditional evaluation system, the final exam results account for a large proportion. As a result, some students cram before the exam and forget all after the exam. So the examination fails to promote learning throughout the semester. To solve this problem, the course team innovated the course assessment and evaluation system in the teaching reform of ancient Chinese literature. The team has increased the proportion of process assessment and diversified the subject, content and method of assessment, to ensure the effectiveness, objectivity and fairness of the assessment. The above process assessment method can not only effectively guarantee the objectivity and fairness of assessment, but also effectively improve the students' learning initiative, participation and persistence.

A. Increase the Proportion of Process Assessment

In order to improve students' ability of independent learning and professional practice, the team has paid more attention to usual performance and strengthened the process assessment, namely examining students from the aspects of learning attitude, classroom learning, team cooperation and completion of assignments. First of all, the grade assessment was changed from 4:6 (normal grade accounted for 40% and final grade accounted for 60%) to 5:5 (normal grade accounted

for 50% and final grade accounted for 50%). Usual grades are based on students' daily performance. Final exam results will be subject to the closed-book exam. Increasing the process evaluation could enrich the way of students' participation in classroom teaching, so as to make students become the subject of evaluation and fully mobilize students' ability and enthusiasm for independent learning.

Specifically, the first is to make a quantized mark sheet. In terms of the main body of assessment, "teacher assessment, student self-assessment and intra-group mutual assessment" is adopted, in which teacher assessment accounts for 40% of the total score, student self-assessment accounts for 30% and intra-group mutual assessment accounts for 30%. Students' process assessment is marked from the learning attitude, classroom learning, teamwork and homework completion. The second is to establish an "e-learning portfolio". Each student gets an "e-learning portfolio" in the class QQ group files. The electronic portfolio is divided into four sections: "established learning", "independent learning", "cooperative learning" and "reflective learning". Students upload their class notes, homework, independent learning, collected learning materials and group cooperation to each section to provide a basis for process assessment. This kind of process assessment makes the students participate in the evaluation process, enhance their learning autonomy and promote students to make a more reasonable learning plan.

B. Taking Advantage of Information Technology to Diversify Assessment

Process assessment is conducted from the aspects of learning attitude, classroom learning, teamwork and homework completion, which enhanced the learning challenge. Collecting learning materials and discussing online by groups has improved students' ability of literature analysis, autonomous learning, reading works, oral expression, independent thinking and teamwork ability. The strict examination and examination evaluation promote students' sense of achievements which gained from the hard study.

The evaluation system makes full use of the advantages of information technology to diversified the assessment, such as using the "Questionnaire Star" platform to examine the learning situation in class; Setting up class QQ group; Students collecting learning materials and uploading to the group file by groups; Establishing WeChat class group for daily announcement and communication; Establishing E-learning portfolio to provide the basis for process assessment.

V. CONCLUSION

In the process of Chinese ancient literature teaching reform, the course team upholds the student-centered concept,

promotes teaching by scientific research, which inspiring the students' learning interests, potential and innovative thinking, cultivating students' ability of independent thinking and critical spirit; Integrating Curriculum Ideology Elements into Classroom Teaching improves students' humanistic knowledge reserve, cultivates their humanistic spirit and enhances the national cultural confidence and also feels proud for traditional Chinese culture. The reform improves the comprehensiveness and challenge of the teaching activities. It increases students' learning input and improves their ability of professional practice.

The student-centered teaching design has improved the innovation of teaching methods, enriched classroom interaction and enhanced students' learning interests. Enriching the forms of homework has improved students' ability of literature analysis, autonomous learning, reading and teamwork; Making full use of the advantages of information technology including taking advantage of network resources and carrying out online and offline blended teaching has accommodated students' learning demands. The curriculum reform of ancient Chinese literature has achieved initial results, but with the further deepening of higher education reform, the exploration of the curriculum reform of ancient Chinese literature is still a long way to go.

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