

How to Cultivate Students' Humanistic Literacy in Modern Chinese Teaching?

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Abstract: Modern Chinese, as a basic and core course for language and literature majors, aims to improve students' literary literacy. It contains the basic knowledge and theory of Chinese learning and rich resources of humanistic education. Firstly, this paper analyses the current situation of modern Chinese teaching, secondly, it analyses the current situation of humanistic literacy cultivation in modern Chinese teaching, and finally explores the measures to cultivate students' humanistic literacy in modern Chinese teaching, so as to achieve the goal of improving the humanistic literacy of contemporary college students.

Modern Chinese is a basic and core course for language and literature majors. The purpose of the course is to enable students to master the basic knowledge, basic theory and basic skills of modern Chinese and to improve their cultural literacy by using modern Chinese. As the most important part of students' overall quality evaluation, humanistic literacy itself is a spirit of self-concern, which is not only a kind of social spiritual phenomenon, but also a kind of ideal personality shaping and affirmation for overall development. As the base of talent cultivation, colleges and universities should not only cultivate professionals with solid basic knowledge, but also cultivate professionals with humanistic literacy.

1. The Present Situation of Modern Chinese Teaching

With the improvement of the quality requirements of college students and the deepening of teaching reform, many colleges and universities have greatly adjusted the curriculum of each other, and the teaching hours of each other have been greatly reduced. Among them, modern Chinese is one of the courses. At present, the present situation of modern Chinese teaching is manifested in various problems, such as lagging teaching content, formalization of teaching means, rigid teaching process and so on. Among them, the lag of teaching content is manifested in the fragmentation, dullness and abstraction of curriculum knowledge, while the current textbooks rarely absorb the research results of recent years, lacking of timeliness, pertinence and applicability. Formalization of teaching means is manifested in the following aspects: single teaching form, lack of communication between teachers and students, although multimedia, audio-visual equipment and so on are flooding into the classroom with their visibility, intuition and visibility. However, the traditional teaching mode of "one pen, one book" has been seriously excluded, ignoring the primary issues to be considered when choosing teaching methods, "traditional teaching methods are not all-purpose" and "multimedia teaching is not omnipotent". The rigid teaching process is reflected in the dull atmosphere in the classroom, from beginning to end in the "full-room irrigation", the "one-man play" type of teaching by a teacher, and the theory that the content of the teaching is out of touch with the actual life, etc.

2. Current Situation of Humanistic Literacy Cultivation in Modern Chinese Teaching

2.1 The Teaching and Training Objectives of Modern Chinese are Single.

College curriculum teaching pays more attention to the cultivation of students' professional ability and comprehensive quality. In the learning of different courses, students are no longer rote

memorization of book knowledge, but to improve their cultural accomplishment in self-learning. "Modern Chinese" is a basic course for Chinese language and literature majors. Guided by the theory of Marxist-Leninist linguistics and the principles and policies of national language and writing work, it systematically teaches the basic theory and knowledge of modern Chinese and conducts training in basic skills, so as to cultivate and improve students' ability to understand, analyze and use Chinese. In the teaching of modern Chinese, because of the great differences in students' interest in learning and basic abilities, under the completely unified teaching, students' learning effects are different. However, the curriculum of modern Chinese in Colleges and universities has not been subdivided, resulting in a single training goal for all students. In fact, they are called "three bases" and "three energies".

2.2 The Objective of Humanistic Literacy is not Clear.

Language is a symbolic system that combines phonetics and semantics. It is the most important tool of human communication and thinking. The teaching of modern Chinese course should shoulder the cultivation of students' love for language and their understanding of the origin and development of language and the cultural influence of history. Modern Chinese course is a quality education resource with profound cultural connotations and an effective carrier of cultivating students' humanistic quality. However, the current modern Chinese course has not fully realized that the course should bear the goal of humanistic quality education. The course teaching focuses on the explanation of theoretical knowledge, and there are some deficiencies in the cultivation of humanistic quality education.

2.3 Improper Evaluation Mechanism.

Many schools use test papers and close examination papers to test students' academic level. In this way, the evaluation of students and the judgment of students' ability and literacy are not comprehensive, and the level of students' humanistic literacy cannot be evaluated scientifically. At the same time, teachers pay too much attention to the results while ignoring the process of evaluation. Such a way of evaluation is not objective enough. How to combine humanistic literacy with quality education evaluation results and truly reflect each student's academic level is a practical problem worth exploring for every teacher.

2.4 Students Lack Correct Values.

Many students lack clear life goals, initiative and pursuit when choosing their majors and careers. They only get their diplomas, but do not devote their energies to the teaching activities of professional courses. Although they have received systematic professional education, their professional abilities cannot meet the requirements of their jobs. At the same time, the temptation of modern social and economic development is too great. A small number of students love the erosion of hedonism and money worship, mix their studies in schools, indulge in material and cultural life, and make their studies abandoned.

3. Measures to Cultivate Students' Humanistic Literacy in Modern Chinese Teaching

3.1 Constructing a Harmonious Humanistic Environment.

Learning environment is an important factor affecting students' learning situation and achievement. The development of modern science and technology has changed the traditional inherent learning mode. Modern Chinese teaching is not only the content of classroom teaching, but also can be carried out at anytime and anywhere in extracurricular areas such as distance learning and network courses. Colleges and universities can provide more support for the development of Chinese teaching, such as poetry societies, literary societies, etc. At the same time, teachers can also combine teaching content, carry out various forms of literary creation competitions, poetry recitation competitions and other activities to enhance students' understanding of modern Chinese knowledge.

3.2 Strengthening the Professional Skills of Teachers.

As the main body of teaching organization, design and development, teachers' teaching level is directly related to the quality of teaching. For this reason, in the recruitment of modern Chinese teachers, colleges and universities should choose talents with profound educational background and knowledge level, and have good professional skills, so that they can give full play to their professional and technical advantages in the process of teaching and cultivate qualified students. At the same time, colleges and universities should optimize the teaching staff and adopt various forms of incentives so that our teachers can continuously improve their professional skills. Teachers should pay attention to improving their own knowledge system and literary knowledge accumulation, actively participate in teaching and training activities, and gradually improve their teaching level. In addition, colleges and universities can employ experts and scholars in the field of modern Chinese to hold lectures. While enriching the accumulation of teachers' knowledge, they can expand students' learning ways and enhance students' learning enthusiasm.

3.3 Combination of Curriculum Content and Humanistic Literacy.

Language is the warmest and most lyric subject. It is necessary to be emotional, emotional and ambitious in teaching. It influences students' feelings, interests and sentiments imperceptibly through words full of inspiration, passion and thought. Teachers should use full enthusiasm and sincere emotions to lead students into the palace of literature, stimulate their interest in learning, and create a harmonious and beautiful classroom atmosphere, leading them into the classroom, to discover and recognize beauty.

Humanistic quality education and language ability training are the important goals of modern Chinese teaching. The core work of curriculum reform has two points: one is to emphasize the cultivation of students' ability to use language, including the improvement of students' spoken language, especially Putonghua and written writing; the other is to highlight the cultural and educational functions of language, emphasizing that mother tongue teaching should penetrate the infiltration, influence and education of mother tongue culture, open students' minds and improve their cultural literacy.

3.4 Scientific Design of Teaching and Training Activities.

Adopting scientific and reasonable teaching methods and teaching and training activities plays an important role in improving teaching quality and learning efficiency. Firstly, teachers can carry out interesting teaching. Students are encouraged to collect, screen and organize materials according to the theme, and to write manuscripts according to their own ideas and understandings. Students are encouraged to participate in activities and enjoy teaching. Teachers can also carry out multimedia teaching, make full use of multimedia technology in the classroom of modern Chinese teaching, combining audio, animation and other effects, enhancing the humanistic situation of the course, so that students have intuitive feelings and experience. Teachers should recommend excellent extracurricular books and classical books to students, teaching them reading skills and methods, and let students develop reading habits. At the same time, we can also carry out some special activities, such as reading corner, reading voice, modern Chinese congress, etc. to enhance the cultivation of language, culture, historical development process and humanistic literacy, so as to improve students' reading, understanding and appreciation ability.

In the process of the popularization of higher education in China, more and more students' unions in Colleges and universities have been formed, and the humanistic quality of students has increasingly become the focus of social concern. Under the current situation of higher education development, guiding students to establish a positive outlook on life and values, and shaping a sound personality have become the focus of current higher education research. Modern Chinese teaching not only enriches students' literary knowledge, but also enhances rich cultural connotations, and at the same time enhances students' humanistic literacy. Therefore, in the current higher education, we must face up to the value of modern Chinese, improve the professional skills of teachers, and make contributions to the training of talents in our country.

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