

## Exploration and Reflection on Exploratory Teaching of Contemporary Literature Course

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**Abstract:** When modern literature curriculum is the foundation and core of Chinese language and culture, there are many problems in the course of curriculum development, which seriously affects the quality of teaching. Therefore, teachers have explored the mode of "inquiry teaching" in teaching practice, which has effectively improved the current situation of the teaching of modern and contemporary literature. Based on this, this paper starts with the dilemma of modern and contemporary literature course teaching. First, it analyses the practical problems of inquiry-based teaching, and then explores the effective measures of inquiry-based teaching in contemporary and contemporary literature course, hoping to provide some reference for the teaching improvement of contemporary and contemporary literature course.

### 1. Introduction

With the continuous development of society, higher requirements are put forward for the talents majoring in Chinese Language and Literature, and they need to have strong application ability. Therefore, the corresponding colleges and universities need to make reforms as soon as possible and adjust the teaching methods of Chinese Language and Literature specialty, so as to effectively meet the needs of society. Contemporary and contemporary literature is the core of Chinese language and literature specialty. It plays an important role in cultivating students' literary literacy. Therefore, it is necessary to improve the teaching mode effectively. Inquiry teaching is an effective reform put forward by Chinese language and literature teachers in many years of practice. It can improve the quality of personnel training and enhance the comprehensive quality of students. But there are still some problems in the time. Therefore, the follow-up improvement of this teaching method needs further study.

### 2. The Dilemma of Teaching Modern and Contemporary Literature

The problems encountered in the course of modern and contemporary literature are mainly reflected in the following points:

(1) The halo of literary specialty has gradually disappeared. Modern and contemporary literature pays attention to the unity of aesthetic value and social significance

It belongs to the mainstream literary concept. In the course, it focuses on cultivating students' appreciation ability and practical writing ability. At the same time, it devotes itself to improving students' humanistic feelings. However, with the development of society, people's lifestyle has changed significantly, and the corresponding reading orientation tends to be flat, and even the aesthetic sentiment becomes more vulgar. As a result, the charm of literary specialty is declining, which leads to the weakness of the attraction of literary works in society. In this environment, college students pursue more fashion and entertainment, classical literature is difficult to attract students' interest, these factors lead to the gradual disappearance of the professional aura of modern and contemporary literature.

(2) The teaching reform lacks the backward social needs

In modern and contemporary literature teaching, there exists a phenomenon of attaching importance to theory rather than practice. Teachers may focus on the frontier academic achievements, but students' basic abilities are less concerned, which leads to teaching superficial and ineffective. In addition, the teaching of literary appreciation is also lack of summary and promotion. In order to cater to students' interests, taking pictures and videos as the main teaching content, it can not help students form independent cognition, leading to the teaching content is relatively empty. In addition, there is still a lack of students' research in contemporary literature. Teachers' self-expression is emphasized in teaching and students' participation is less.

### **3. Practical problems of Inquiry Teaching**

Inquiry teaching is a kind of effective and creative teaching method. It refers to students' life and learning, lets teachers organize and inspire, and lets students explore and solve problems through group or collective cooperation. This way can effectively improve the teacher-centered, student-assisted teaching model, but also effectively improve the ability of students to solve problems in practice. But in the course of modern and contemporary literature teaching, there are also some problems in inquiry teaching, which are mainly reflected as follows.

#### **3.1 The application purpose of inquiry teaching is not clear**

Inquiry-based teaching is mainly used to develop students' self-thinking, so it is necessary to cultivate students' ability of active learning, so that students can establish lifelong learning ideas in the process of cooperation. However, in practical applications, students' interests have not been fully developed or guided by teaching to the subject of the course, which leads to the lack of cooperation and communication in inquiry-based teaching and the lack of co-writing among groups, resulting in students simply gathering together, which not only wastes valuable classroom time, but also makes the corresponding learning problems not effectively solved. The fundamental reason for this problem is that the teaching purpose of inquiry learning is not clear. Therefore, in the arrangement of teaching activities, there is no prominent position of students as the main body. Inquiry learning is mere formality, and students are still passive acceptance.

#### **3.2 The setting of inquiry questions is unreasonable**

Inquiry learning is guided by teachers and stimulates students' interest through questions. Therefore, to be open, participatory and practical, it is necessary to meet students' emotional needs and practical abilities. Only by reasonably constructing problems can students acquire their knowledge through thinking. However, in the current practical teaching, the problems set by teachers are either too simple or too challenging, which makes it difficult to form effective cooperation within the group. Some questions have been answered by the students just after the teachers have arranged them. However, some questions still can not be concluded after heated discussion. This mode is not the proper situation of inquiry learning, which leads to the serious lack of cooperation process.

#### **3.3 Ignoring the process of inquiry learning**

Inquiry learning aims at improving students' enthusiasm through cooperative problem solving, so he advocates students' autonomous learning. In general, teachers assign tasks, and then let students communicate within the group, through thinking and research to get the results of the problem, and within the group is also the individual first to think independently, and then to discuss. But at present, many teachers neglect the process of students' independent thinking and let them discuss the questions directly after they put forward. So the time for students to think is very limited. Many topics are reported directly by students' representatives, which leads to one-sided views and unequal opportunities for students to speak. In addition, some courses clearly stipulate the link of autonomous learning, but do not give the corresponding learning content, so autonomous learning has formed a situation of laissez-faire students, seriously affecting the effect of classroom learning.

### **3.4 Teachers' guidance is not in place**

Inquiry-based learning is student-oriented, but still emphasizes the guiding role of teachers, because teachers are participants and cooperators in student learning, and need to guide students to grasp knowledge and understand knowledge points reasonably. Therefore, in the development of inquiry learning, teachers should reasonably grasp the proportions and find out the students' problems in learning at any time. However, in the current practice of inquiry-based learning, some teachers have not effectively supervised and checked after assigning tasks, and have not fully affirmed the students' speeches. More importantly, they have not created an atmosphere of free discussion, so they can not inspire students. Inquiry-based teaching has become a form of simple coping for students in the classroom.

## **4. Effective Measures of Inquiry-based Teaching in Contemporary and Contemporary Literature Courses**

In order to get rid of the current misunderstanding, inquiry learning must carry out in-depth reform, starting from the actual situation, to improve the quality of teaching as the core. Combining with the above problems, we can improve it from the following points.

### **4.1 Reasonable Construction of Learning Groups**

Inquiry-based learning is group-centered, and the cooperation of members in each group is very important, so it is necessary to collocate reasonably. Especially the course of modern and contemporary literature needs students to understand problems from multiple levels. Therefore, it is necessary to combine the advantages and disadvantages of different students in groups according to the characteristics of the subject. It can be divided into information processing ability, written expression ability, oral expression ability, data integration ability, induction and summary ability, coordination and organizational ability and other aspects for comprehensive consideration, and then use this as a benchmark for group collocation. Only in this way can the team members fully cooperate and communicate with each other, and at the same time can the group form a healthy competition. Teachers can focus on training the backbone members of the group, and then coordinate the division of labor by the backbone members, and coordinate the work within the group, so as to give full play to students' strengths, exercise students' abilities, and effectively play the effect of inquiry learning.

### **4.2 Start with the problem of living**

Problem comes from life, and thinking is to return learning to life practice. In order to fully mobilize the enthusiasm and initiative of students to explore independently, we must attract students' interest, so as to make the classroom atmosphere more active, so as to enhance the degree of cooperation of students. In inquiry learning, teachers need to set up problems reasonably, starting from the perspective of life activation, in order to attract students' enthusiasm for inquiry. From the perspective of modern and contemporary literature curriculum, its core is emotional experience and aesthetic experience, so we must pay attention to students' appreciation ability, let students find classical and eternal culture in their works, and then actively read excellent works. Literary phenomena, works and writers are three eternal themes in modern and contemporary literature. However, in the process of learning, they are very dull and lack of classroom tension, which makes it difficult for students to enjoy art. Therefore, in the classroom of inquiry learning, teachers should set up situational problems according to the content and characteristics of Sina's literature curriculum, starting with students' life or cultural phenomena of interest, so that students can understand and read more actively and actively, which has a great impact on improving the quality of teaching.

### **4.3 Creating an Open Teaching Atmosphere**

There is no specific conclusion in the understanding of literary works. He pays more attention to the process of students' thinking. Every student's answer should be fully affirmed and respected. Therefore, in the classroom of inquiry learning, teachers should create an open teaching atmosphere,

constantly guide students to explore, and every student's query should be answered promptly. For the selection of literary works, we must be broad, let students choose independently, and explore all kinds of literary phenomena in the process of reading. Through this process, students can play their own initiative, and each point of view represents the students' thinking. The process of speaking is the embodiment of students' research methods and flexible thinking. In an open teaching atmosphere, students can truly feel the artistic value of literature, so that thinking in the process of collision produces new sparks. For example, in the teaching of literary criticism module, teachers can interview literary critics in groups and discuss the rules by summarizing the results, so that students can understand literary thinking and appreciate the value of artistic works in the process of autonomous action.

#### **4.4 Exploiting Students' Potential**

There are no boundaries in the study of modern and contemporary literature. We should broaden the scope of knowledge as much as possible. In the course of curriculum development, we should set up a number of relevant contents and tasks so that students can fully understand the background and other materials in the process of accessing the materials, and then integrate them effectively. This can effectively improve students' comprehensive thinking ability, and also can effectively play the role of inquiry learning. The effect of learning. To adopt inquiry learning, we need to fully tap the potential of students, let students think actively after they find problems, demonstrate from many aspects, and discuss with the group members after the results are obtained, so as to continuously improve the results. In this process, students' personal abilities have been effectively developed, and the knowledge of learning has been effectively broadened. For example, "Teahouse" requires students to understand many aspects, such as advertising, architectural design, management, economics, public relations and so on. This kind of interdisciplinary integration can make knowledge more profound and avoid students' narrow understanding.

The perfection of inquiry learning requires teachers to give full play to their subjective initiative, innovate constantly in practice, and then improve and perfect constantly according to the actual effect. In the following development, we can choose and improve according to the actual situation, and use the most appropriate way to improve the quality of modern and contemporary literature learning.

#### **5. Conclusion**

Contemporary and contemporary literature curriculum is relatively boring, so the enthusiasm of classroom students to participate is not high, to a certain extent, affecting the quality of teaching. Moreover, the gradual disappearance of the halo of literature specialty and the backwardness of teaching reform have further deepened the problems of the development of modern and contemporary literature. In the current inquiry teaching practice, the purpose of teachers' application is clear, and the problem setting is unreasonable, coupled with the lack of inquiry learning process, resulting in the application of this method can not achieve the desired results. Based on this, this paper puts forward four measures: reasonable construction of learning groups, focusing on life-oriented issues, creating an open teaching atmosphere, and tapping students' potential, hoping to provide some reference for the improvement of inquiry-based teaching of contemporary and contemporary literature courses in China.

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