

Research on the Relevance of Chinese Education and Chinese Language and Literature Education Based on Cultural Confidence

Yuhong Li

Shandong Agriculture and Engineering University, Jinan, Shandong, 250100, China

Keywords: Cultural confidence, Chinese education, Chinese language and literature education, Relevance

Abstract: Chinese education is an indispensable part of the whole education system in our country. It is the foundation of other lessons and an important way to inherit the Chinese culture. However, due to the influence of traditional education concepts, many schools neglect to carry out Chinese language and literature education for students in the process of carrying out Chinese language and literature education, which separates the connection between Chinese language and literature education and Chinese education and is not conducive to the realization of interactive communication between the two. Therefore, based on the perspective of cultural self-confidence, this paper conducts a series of researches and reflections on the relationship between the current Chinese language and literature education and Chinese education, so as to make the basic stage of Chinese education better transition to the professional study of Chinese language and literature in higher education, and further realize the all-round development of talents through this effective and cohesive Chinese education mode.

1. Introduction

Chinese education is a discipline centered on language teaching and is a kind of language and literature. A broad sense of Chinese education includes Chinese language and literature education [1]. For students of different stages, Chinese education also changes teaching objectives and adopts different educational methods. With the vigorous implementation of quality-oriented education, Chinese teachers are required to have a higher level of knowledge and literary attainments. Chinese teachers are required to understand the teaching objectives of different stages and carry out Chinese education more specifically [2]. If Chinese education is to be carried on with the background of the new era, it is necessary to deal with the relationship between Chinese education and Chinese language and literature education, to realize their docking, and to integrate Chinese language and literature education and Chinese education perfectly. In Chinese education, it is an open teaching mode through language, and it is also a kind of language literature. It includes writing, reading and other aspects. It applies Chinese teaching and Chinese language literature together in improving students' literary attainments so as to improve their application value [3]. This requires the realization of a reasonable connection between Chinese language and literature education and Chinese education in Chinese language teaching, and the further integration of excellent ideas and thoughts in Chinese language and literature into the current Chinese education, especially the effective connection and integration of teaching methods and advanced teaching techniques.

2. Cultural Confidence

Cultural self-confidence is an inevitable stage of cultural development after culture has experienced inferiority and self-consciousness, which itself covers the original, foreign and future dimensions [4]. Self-confidence represents a positive and positive psychological state of people. It represents people's recognition and affirmation of themselves and to a large extent reflects people's self-feeling. As an existence of social relations, human beings are made human by culture and come out of the course of natural evolution by culture [5]. Culture endows people with strength, wisdom and soul. Different people have different views on the connotation of culture. Cultural self-

confidence refers to a rational judgment of the cultural subject on the basis of his cultural practice and a positive and positive psychological state resulting from it. This positive and positive psychological state based on rational judgment is mainly manifested in the high recognition of the cultural ability of the nation and the incomparable love of the nation's culture. The mastery of the meaning of self-confidence can make us clear what is true self-confidence. Only the self-confidence that insists on the four-dimensional integration of knowledge, emotion, meaning and practice can be said to be true self-confidence, and is the most ideal state of cultural self-confidence we advocate [6]. After a complicated mental journey from one end of the pendulum to the other, a high degree of cultural awakening and ownership of the national culture is formed on the basis of a comprehensive understanding and reflection of one's own culture. Then, cultural self-confidence is the feeling of sincere appreciation and attention to one's own culture based on cultural consciousness.

3. The Necessity of Chinese Education

3.1 Can Train Students' Communicative Ability and Provide Effective Methods

In Chinese education, Chinese language and literature is a very important part. Under the background of continuous deepening of contemporary education reform, it is of great practical significance to improve Chinese language and literature education so as to promote the development of Chinese education [7]. First of all, language is an important tool for human communication. It is the main symbol that distinguishes human beings from animals. It serves as the mission of information transmission. Secondly, in the process of human communication and communication, language is a tool to transform the psychological expression and physiological activities of the heart into external communication language, which is a response to human thinking. It also represents people's ability to think. Therefore, in the process of Chinese teaching, students can use their language ability to improve their oral communication and expression ability, and improve their thinking and reaction ability through good expression. Some people think that people can use Chinese to communicate without Chinese education [8]. This statement is wrong, because Chinese education not only enables students to communicate in daily life, but also provides students with ways to use Chinese. Strictly speaking, Chinese language and literature education is an important branch of Chinese education. Due to its particularity, Chinese language and literature can also be separated into an independent discipline [9]. Carrying out Chinese teaching is the premise to ensure students to master the language and apply it rationally, and it is also an important manifestation to lay a foundation for national education, inherit our civilization and continue our mother tongue. Therefore, Chinese education is a lifelong education, which runs through the whole process of our daily life and study.

3.2 Chinese Education Can Expand Students' Thinking

As we all know, communicating with others is to express what you want in your heart in words. Therefore, when people communicate with each other, sometimes they will use language while thinking, sometimes they will organize what they will say before expressing it [10]. In the process of Chinese teaching, students can exercise their thinking and expression ability through language communication. A good language expression ability is an important prerequisite for improving students' thinking activity, which can promote their intelligence to a certain extent. In Chinese teaching classes, students are not only required to master and use the language, but also to improve their comprehensive quality, lay a good foundation for national education and civilized education, take the continuation of mother tongue as the foundation, and improve the status of Chinese in international languages. However, if the speaker is not well organized in his own language, he will naturally not speak orderly words, and he will not be able to express his thoughts and communicate with others normally. Only in this way can we change the previous educational concept to a certain extent and make people realize the importance of integrating the education of Chinese language and literature into the current Chinese education. It can also cultivate relevant personnel engaged in personnel work, give full play to the essence and practicability of education, become the practical

goal and pursuit of education major, and highlight the humanistic concept and spiritual civilization. Therefore, when carrying out Chinese education, teachers will pay more attention to the cultivation of students' thinking so that they can learn basic communication skills.

4. The Main Features of Chinese Language and Literature Education

The education of Chinese language and literature bears the important responsibility of transmitting the cultural features and improving the language and culture level of the whole nation. It attaches great importance to the development significance and value characteristics of human society and belongs to an important part of traditional humanities. There are two basic goals in the education of Chinese language and literature. The first is to show the spiritual temperament and appearance of humanity. The second is to enhance the cultural accomplishment of the whole nation. Compared with Chinese education, Chinese language and literature education lays more emphasis on the artistic quality of literature. While spreading language knowledge, it pays more attention to the cultivation of students' outlook on life and values. This not only requires teachers to have a higher level of literature, but also requires students to have a solid language foundation. It pays attention to the cultivation of students' humanistic quality and the practicability of language education, but its applicable performance is not reflected in the practical application, but mainly lies in the influence of spiritual concepts. The education of Chinese language and literature is not a subject that pays direct attention to the creation of economic benefits, it pays more attention to social effects. If we use professional knowledge to analyze the relationship between education and Chinese language and literature education, we can find that Chinese language and literature education pays more attention to the analysis of Chinese language and literature education from the perspective of educational professionalism. Compared with Chinese education, Chinese language and literature pays more attention to the cultivation of students' humanistic quality. At present, in the process of Chinese language and literature education in our country, there is often a lack of practical courses. This makes a lot of literature knowledge, though thoroughly learned, cannot be applied reasonably in practice, thus greatly wasting the teaching resources of Chinese language and literature.

5. The Relationship between Chinese Education and Chinese Language and Literature Education under Cultural Confidence

5.1 Both Chinese Education and Chinese Language and Literature Education Take Chinese Language and Literature as the Theme

Chinese education and Chinese language and literature education are both centered on the theme of language and literature in teaching concepts and teaching methods. As a basic discipline, Chinese education has a certain bearing on Chinese language and literature education. In the education of Chinese language and literature, it is not only studying Chinese education deeply, but also providing high-quality teacher resources for the development of Chinese education. Chinese education, which includes Chinese language education, is also the foundation and key link of learning Chinese language and literature. The two promote each other and develop together. The education of Chinese language and literature is subordinate to the education of Chinese language and literature. The two have certain similarities in teaching content and teaching theory. The teaching of Chinese language and literature pays attention to the cultivation of students' mental outlook and literary accomplishment. Cultural competence, as an important factor constituting cultural self-confidence, is continuously deepened through cultural cognition. Theoretically speaking, Chinese education should form a perfect connection with Chinese language and literature education, that is, Chinese language and literature education should be continuously infiltrated in the process of Chinese education to provide a strong knowledge foundation for high-level Chinese language and literature education. Secondly, Chinese teaching materials should have the content and composition to improve moral education. The improvement of moral education level can lay a good foundation for

students' future study and development, and the cultivation of moral education level is also one of the main contents of Chinese teaching. Chinese language and literature education and Chinese education belong to the field of education in essence, so their ultimate goal is to enable students to survive in practice, thus enhancing their comprehensive strength and being able to adapt to the environment and develop themselves.

5.2 Both Chinese Language and Literature Education and Chinese Education Should Give Priority to Practice

At present, the Chinese language and literature education and the Chinese language education are all confined to theoretical education, and the teaching methods are mainly based on knowledge infusion. The situation of rote memorization is relatively serious and lacks real understanding and application. In addition, Chinese education and Chinese language and literature education are very consistent in training students' practical ability, which is reflected in students' love and exploration of literary works. Through language, one can feel the expression of emotion and the nature of things in the works. While vividness is mainly manifested in the uniqueness, flexibility and moving nature of language expression. However, Chinese language and literature education also takes Chinese language education as its foundation and the realization of educational objectives as its key objective. For example, in the process of Chinese education, appreciation courses for literary works will be greatly increased to enable students to make reasonable use of what they have learned in practice, to enhance students' appreciation ability, and to lay a solid foundation for the study and research of Chinese language and literature. Cultural self-confidence is the infinite self-confidence we have in culture, which is manifested in respect and pride for our own culture, courage and energy to absorb and transform foreign culture, and reverence and self-confidence for the prospect of cultural development and prosperity. Why do you say that, because the education of Chinese language and literature exists in the education of Chinese language, there are similarities between them. For example, they have overlapping points in teaching contents and similarities in teaching concepts and methods. Because only in this way can students' comprehensive quality and practical level of Chinese be improved to a certain extent, which is the ultimate goal of Chinese education and Chinese language and literature education.

5.3 Both Shoulder the Important Task of Inheriting the Traditional Culture of the Chinese Nation

The crystallization of the Chinese nation's 5,000-year history and culture needs to be inherited by learning the Chinese language. The original intention of Chinese education and Chinese language and literature education is to pass on the extensive and profound Chinese language and culture from generation to generation. Both Chinese education and Chinese language and literature education should pay due attention to Chinese studies. It requires teachers to give full play to the role of literature in rendering and washing, so that literature can really enter students' hearts and integrate into students' daily life, thus showing the brilliance of humanity and rationality. The establishment of an open teaching perspective in the education of Chinese language and literature pays attention to the innovation and development of literature while paying attention to the cultural inheritance, so as to welcome the integration and exchange of modern culture with an open eye and realize the perfection and development of Chinese teaching. In the process of forming a correct and comprehensive cognition of cultural competence, sincere feelings towards culture are gradually formed, which is also one of the elements constituting cultural confidence. Of course, teachers are required to give students correct guidance and help, deepen and consolidate teaching methods, and supplement and perfect students' knowledge structure through examples and knowledge expansion. Chinese education and Chinese language and literature education can vigorously carry forward the essence of Chinese traditional culture, cultivate students' life creed of righteousness, propriety, wisdom and faith, and change the current situation of trust crisis in our country. It takes ten years to grow trees and a hundred years to cultivate people. Only by combining Chinese education with Chinese language and literature can the overall quality of students be comprehensively cultivated. To enhance the development and attention of Chinese language and literature education in this

respect, and to offer corresponding practical courses, so as to enhance students' practical ability.

6. How to Realize the Combination of Chinese Education and Chinese Language and Literature Education

6.1 Strengthen the Study of Basic Chinese Knowledge

As the foundation of Chinese language and literature education, the cultivation of basic knowledge is the top priority of Chinese education. Taking the study of ancient prose as an example, in the process of learning, teachers should first lead students to understand the historical development of Chinese language and literature. The educational purpose of Chinese language and literature is to broaden students' cultural vision, pay attention to students' emotional experience, improve students' innovative and practical ability, and at the same time enable students to have strong literary reading and appreciation ability. This requires that when integrating with practice, we should fully understand the common knowledge and theories of Chinese education and Chinese language and literature, further cultivate students' Chinese practical ability, and make them become high-quality talents in Chinese teaching. Understand the life of the authors of these representative literary works, the style of writing and moral of these representative works, etc. In particular, the meaning and format of some ancient words need students to master and use them flexibly. In addition, the process of communication between teachers and students is also a process of transferring Chinese culture to students, which helps to cultivate students' humanistic feelings and improve their cultural quality. In addition, the process of communication between teachers and students is also a process of transferring Chinese culture to students, which helps to cultivate students' humanistic feelings and improve their cultural quality.

6.2 Expand the Scope of Chinese Language and Literature Education

There is a gap between Chinese language education and Chinese language and literature education. Most of the reasons are that many universities do not pay enough attention to Chinese language and literature education. If the education of Chinese language and literature wants to be perfectly connected with the education of Chinese language, it needs to find the agreement point between the two. The content and theory of the two are all centered on the teaching of Chinese language. In practice, we should actively innovate new teaching modes and methods to further stimulate students' practical potential. Refine the teaching objectives of the two. The training objectives of Chinese language and literature major are mainly to broaden students' cultural vision and experience, improve students' innovative thinking ability, improve their comprehensive quality, enable students to have strong literary appreciation and analysis ability, and at the same time have certain scientific research ability. In view of the lack of language and literature knowledge in Chinese education, Chinese language and literature education should strengthen the teaching of this course. Moreover, we should pay more attention to practical application and cultivate students' interest and self-confidence in literary creation. Only in this way can Chinese education and Chinese language and literature education be combined more closely.

6.3 Use Diversified Teaching Modes

The network information platform can bring about a new teaching mode in the development and transformation of Chinese educational concept from closed to open. In the teaching process, teachers have strong teaching advantages by using modern technology, and the teaching quality is obviously improved compared with the traditional teaching. Of course, both Chinese language and literature education and Chinese education should be carried out step by step, because everything goes from shallow to deep. Then the first thing teachers should do is to solve the basic knowledge, and then slowly increase the intensity of learning. Teachers have obvious advantages in teaching and the application of modern technology. Compared with traditional teaching, their ability in guiding learning has been improved obviously. Including courseware making, web page design, system operation, etc., with high degree of automation. The system platform can interact with

Chinese teachers, students and parents at any time. In addition, it can save the promotion cost of the system model to a certain extent and greatly enhance the application value. As a knowledge platform, the network can provide a bridge between Chinese education and Chinese language and literature education. By searching for teaching materials on the internet, we can greatly enrich the materials of Chinese education and Chinese language and literature education so that the two can be perfectly integrated.

7. Conclusion

Under the background of the current development of Chinese education, in order to enhance the effect and level of Chinese teaching, we must attach importance to ideological and moral education in Chinese education. The ultimate goal of Chinese language and literature education and Chinese language education is to train a group of high-quality innovative talents for the society, effectively improve students' comprehensive practical ability, and make it conform to the actual development needs of the society. Cultural self-confidence should be the common pursuit of the whole Chinese nation, and should also be the essential character of every Chinese child. Only by having a deep understanding of the relationship between Chinese language and literature education and Chinese education can the perfect connection between Chinese language and literature education and Chinese education be realized. Therefore, in order to realize the effective connection between the two, measures must be taken from the aspects of education concept, students' autonomous learning ability, modern technology guidance, innovative thinking ability, etc., to strengthen the communication between the two, and further improve the effectiveness of literature connection.

References

- [1] Lu Zhihui. (2018). Thinking on the Connection between Chinese Education and Chinese Language and Literature Education [J]. Modern Vocational Education, no. 15, pp. 210-210.
- [2] Kai Hua. (2017). Analysis of how to correctly understand the Chinese language education and Chinese language and literature docking problem [J]. Success: Middle and Lower, no. 6, pp. 00137-00137.
- [3] Wang Lei. (2018). Analysis of Chinese Language and Literature Education Innovation [J]. Contemporary Tourism, no. 1, pp. 226-226.
- [4] Zhang Liang. (2019). The significance of Chinese language and literature education and junior high school morality and law [J]. Science and Education Guide (Electronic Edition), no. 10, pp. 147-148.
- [5] Wu Chao. (2017). The effective use of aesthetic education in the teaching of Chinese language and literature in higher vocational colleges [J]. Extracurricular Chinese, no. 31, pp. 164-164.
- [6] Zulifu Ayim Mamuti. (2017). Effective Development of Aesthetic Education in Chinese Language and Literature Teaching [J]. Times Education, no. 14, pp. 70-70.
- [7] Yang Qingmei. (2018). Research on Problems and Solutions in Junior High School Chinese Education [J]. Essay 100 (New Chinese Loose Sheet), no. 2, pp. 00221-00221.
- [8] Su Feifei. (2017). Influence of Chinese Language and Literature on Chinese Education [J]. Motherland, no. 9, pp. 191-191.
- [9] Ding Jingwen. (2017). A textbook for all-round research on Chinese education-Introduction to Chinese Pedagogy [J]. Modern Chinese: Middle School. Teaching Research, no. 2, pp. 148-149.
- [10] Tang Ying. (2019). Primary School Chinese Classroom Teaching from the Ecological Perspective [J]. Primary School Age, no. 7, pp. 58-59.