

Research on Current Situation and Outlet of Chinese Foreign Literature Teaching

Wei Wang

School of Literature, Yulin College, Yulin, Shaanxi, 719000, China

Keywords: Current situation, Outlet, Chinese foreign literature teaching

Abstract: Chinese foreign literature teaching plays an important role in Chinese language teaching system and even the entire teaching system. For the objects of secondary school education, after graduation, some people will continue to be members of the Chinese elite, and others will become Chinese citizens. The teaching of Chinese foreign literature carries the backbone of Chinese education, not only for higher education institutions. Transferring talent is so simple. Therefore, the teaching of Chinese foreign literature should follow the teaching principle of “people-oriented”, and the ultimate goal of its teaching is to improve the humanistic quality of students and cultivate citizens with lofty humanistic spirit.

1. Introduction

Contemporary Chinese foreign literature teaching should attach importance to cultivating students' ability to discover and solve problems and lay a solid foundation for their lifelong development. Teachers should guide students to care about contemporary cultural life through Chinese teaching, respect diverse cultures, improve cultural tastes, and meet the needs of different students. Study requirements, develop a healthy personality, and cultivate a sound personality and humanistic awareness.

With the development of the times and the strengthening of the country's economic strength, the Ministry of Education has also carried out effective reforms. After several education reforms, the education level has been greatly improved, and the old and backward teaching appearance has been greatly improved. However, the author believes that the development of foreign literature teaching in Chinese teaching is relatively slow. Some domestic researchers, scholars, and teachers have also done some effective research on this, but systematic and comprehensive research on Chinese foreign literature teaching is basically absent.

The teaching of Chinese foreign literature is not only about introducing foreign literature and culture to middle school students. It is responsible for broadening the vision of middle school students, improving their personality, and carrying out humanistic education on them. This has a decisive role in improving the overall quality of the people.

2. The Concept and Characteristics of Foreign Literature

Foreign literature refers to literature from countries around the world other than Chinese literature. In brief, “foreign literary works refer to the sum of literary works created by all countries except one country (all countries) in all times. It should be said that foreign literary works in the true sense exist in the language form of that country. This refers to works that have been translated into Chinese. Chinese foreign literary works are collectively referred to as Chinese translation of foreign literature incorporated into the secondary education system.”

Literature is not a single individual that exists in isolation. It is a comprehensive product of a specific era, social system, and cultural background. Literature reflects the theories and thoughts of various disciplines related to culture, philosophy, religion, and so on. Countries and peoples of the world as a whole living together in this world have many things in common. For example, the similarity of religious doctrines, the promotion of love and peace, and the social system all create a standardized and orderly Social environment for the purpose. But nations and nations, as individual

individuals, have their own characteristics, so foreign literature from other countries that is different from Chinese native literature has its foreign side. Foreign literature reflects the way of existence and emotional experience of their own nation and the spiritual outlook of their own nation. The art of literature as a language can be used to communicate emotions. By reading foreign literary works, readers can understand the aesthetic ideology and national culture of foreign nations, and then understand the character and national spirit of these nations.

The foreign literary works we are now in contact with, as well as the foreign literary works in Chinese textbooks, actually belong to translation literature, not really foreign literature in the true sense. According to Liu Hongtao, "The nature of foreign literature in China depends on the nature of translation activities and translations. The process of translation is actually the process of localizing foreign works. Although translators usually pursue loyalty to the original work, translation is based on a language. Entering another language will inevitably add new elements, and at the same time will inevitably be marked with translator's understanding, style and other personal colors. "From this point of view, the translator's translation of foreign literary works has deviated from the original. Damer said that "all translators are interpreters." The social environment, cultural environment, and national education of Chinese translators will be more or less reflected from the translated works. When translating the original works, translators will also translate. Some of my own understanding is projected into the translation, so the translation carries the translator's personalized language, thoughts, understanding and life experience. Sometimes translators also need to take into account the acceptance and understanding of their readers and make adjustments to the original work.

3. Current Situation of Chinese Foreign Literature Teaching

Single teaching method. Most front-line teachers do not pay enough attention to foreign literary works in Chinese textbooks or are affected by outdated teaching ideas, which leads to a single scientific method. During investigations and interviews, the author found that teachers' classroom teaching was mostly based on lectures and introductions. A chalk, a eraser, and a blackboard were accompanied by outdated and old-fashioned analysis, mechanical explanations, and a unified analysis of the work. Students passively accepted. As a result, teachers and students have lost interest in foreign literature. For the "independent and cooperative inquiry" teaching method advocated by the new curriculum standards, teachers use less because they are unfamiliar with the operation. The traditional "full house" is still full of Classroom teaching, purely informative introduction, rote learning requirements for literary common sense, keep students in a state of passive learning for a long time, resulting in an aesthetic burnout. In the end, students will find foreign literature dull and boring, and they will lose the ability to learn foreign literature. Passion, not interested in foreign literature. Especially when the teacher explained the translation into Chinese explanatory texts and social science essays, the students were drowsy in class and had no enthusiasm for learning. The teacher was also passively coped with the influence of the students. In this way, the students felt that the Chinese class was lifeless. Not to mention the beauty of foreign literature.

During investigations and interviews, the author found that teachers' classroom teaching was mostly based on lectures and introductions. A chalk, a eraser, and a blackboard were accompanied by outdated and old-fashioned analysis, mechanical explanations, and a unified analysis of the work. Students passively accepted. As a result, teachers and students have lost interest in foreign literature. For the "independent and cooperative inquiry" teaching method advocated by the new curriculum standards, teachers use less because they are unfamiliar with the operation. The traditional "full house" is still full of Classroom teaching, purely informative introduction, rote learning requirements for literary common sense, keep students in a state of passive learning for a long time, resulting in an aesthetic burnout. In the end, students will find foreign literature dull and boring, and they will lose the ability to learn foreign literature. Passion, not interested in foreign literature. Especially when the teacher explained the translation into Chinese explanatory texts and social science essays, the students were drowsy in class and had no enthusiasm for learning. The teacher

was also passively coped with the influence of the students. In this way, the students felt that the Chinese class was lifeless. Not to mention the beauty of foreign literature.

Limited reading time It can be seen from the questionnaire that students have less time to read foreign literature. During the visit, students and teachers mentioned that in order to cope with middle and high school students, there are usually a lot of homework and exercise questions to do, especially Graduating students do not have time to contact foreign literature at all. This has a lot to do with the current examination system. The current education system in China is nine-year compulsory education, while high school language education is about whether students can enter. Colleges and universities continue to study, and then obtain academic qualifications, diplomas, and face employment and society. Junior high school students face the middle school entrance examination. The quality of the middle school entrance examination results directly determines whether the students can enter the city key and provincial key high schools. If they can enter the city key and provincial key high schools, they will be successfully admitted to the “985”, “211” Influential colleges and universities have a good stepping stone when they are employed. With several rounds of curriculum reforms carried out by the Ministry of Education across the country, the situation of “one test for a lifetime” has changed, and high school education is no longer the elite education of the past. These are the effects of education reform. Education for students' life, humanities, personality and aesthetics. However, the effectiveness of middle school education must be tested through examinations, which is a reality that teachers and students have to face.

4. The Way out for Chinese Foreign Literature Teaching

Focus on heterogeneous cultures. Foreign literary works are born in its specific cultural background. The heterogeneous cultures and ideas reflected by it can show students a global vision. Correspondingly, in order to cultivate students' global vision in classroom teaching, we must deeply understand In order to understand the works, we must pay attention to heterogeneous cultures. When we talk about this, we must mention foreign philosophy and religious thoughts. In a sense, literature and philosophy cannot be put together for comparative research, or the conclusion of such research is not only a topic of “literature and philosophy”, but also a question of general art and general philosophy. Because literature is also within the broad category of art. And because literature is an art of language, the relationship between literature and philosophy is particularly close.

Develop a global vision. Literature is a part of culture. The national literature of different countries reflects the culture of different nationalities. Today's world is no longer an isolated and closed world. Middle school foreign literature under the impact of technology and the Internet must be reopened in the perspective of globalization. Examine the teaching of Chinese foreign literature in middle schools. Cultural relativism is a school of anthropology based on the methodology and epistemology of relativism. This school emphasizes that anthropology should belong more to the human sciences than the natural sciences. It insists that anthropology should “find people” as its main goal. They believe that each culture will generate its own value system, that is, people's beliefs and behavioral standards come from a specific social environment, and any kind of behavior, such as beliefs and customs, will only use the values to which it belongs. It is impossible to have an absolute value standard recognized by all societies. Therefore, cultural relativists emphasize respect for the differences between different cultures, respect for the value of multiple ways of life, emphasis on seeking understanding, coexisting harmoniously, not easily judging and destroying things that do not match their own culture, and emphasize that any general assumption should be made through A cultural test can be effective. Literature is an anthropology and a part of culture. The study of literature cannot be separated from culture, so the introduction of cross-cultural literary research in the scope of comparative literature has a great guiding effect on literary research activities, injecting fresh blood into comparative literature. In the same way, Chinese language teachers have been given greater guidance in the teaching of Chinese foreign literature.

Highlight foreign literature. The foreign literary works selected into the Chinese textbooks are all translated by translators. They are not original works. As mentioned earlier, foreign literature has

both Chinese and foreign characteristics. The author considers it to be a third type of literature. Therefore, there is a difference between foreign literature and Chinese literature. This requires teachers to not equate foreign literature with Chinese literature in their daily teaching. They must highlight the characteristics of foreign literature and pay attention to the selection of Chinese foreign literature classroom teaching content. The content selected and set must reflect the characteristics of foreign literature. Language is a means of communication, but for literature, language must be aesthetically pleasing and pleasant. The translation of some works from the original into Chinese will make its rhythmic beauty, language beauty, and reflected spiritual beauty much less, but this cannot be remedied. Because neither teachers nor students can understand and understand the languages of various countries. However, relative teachers can use this to improve classroom teaching methods under existing conditions. Medio-translatology in comparative literature regards literary translation as a creative treason. In this creative rebellion, different cultures can communicate, collide, and deform. Then, the subject of creative treason in literary translation is not only the translator, but also the reader and the receiving environment are also the subject of creative treason. Translators cannot be degraded when studying foreign literary works, but the charm of the original must be clearly recognized. In contemporary Chinese classroom teaching, teachers must cultivate students' sense of language and help students experience the beauty of language in the process of learning to help They try to understand the ideas of the original author.

5. Conclusion

After several effective education reforms, significant progress has been made in the teaching of Chinese foreign literature. This is the crystallization of the collective wisdom of many researchers. On the basis of inheriting the original teaching experience and reform achievements, the author deeply analyzes the current teaching of Chinese foreign literature. The current situation, points out many problems in the classroom teaching and summarizes them, uses comparative literature discipline theory, absorbs feminism, cultural relativism, acceptance aesthetics, and philosophy and religion theory to propose its own reform strategies.

References

- [1] Qiu Xiaojian. Investigation on the Acceptance of Foreign Works of the Compilation Textbooks [J]. Journal of Tianjin Normal University (Elementary Education Edition), 2006, 7 (3). 124
- [2] Tang Xia, Shui Zhongwen. History and current situation of foreign language teaching in high school Chinese [J]. Journal of Chongqing University of Arts and Sciences (Social Science Edition), 2006, 5 (3).114
- [3] Li Xiaojun. Preliminary Exploration of Humanistic Quality Education in Foreign Literature Courses [J]. Journal of China Three Gorges University (Humanities and Social Sciences), 2009, 31.21
- [4] Yu Yafen. On Foreign Literature Teaching under the New Curriculum [J]. Journal of Ningbo Institute of Education, 2004, 6 (2). 52
- [5] Liu Lei. Research on teaching strategies of high school Chinese foreign literature under the background of the new curriculum standard [J]. Anhui Literature, 2011, (9). 34