

The Cultivation of Critical Thinking in the Teaching of Chinese Linguistic Litera

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Abstract: critical thinking is a must for the talents of Chinese linguistic literature in the new era. In the process of reforming the teaching of Chinese linguistic literature, it is necessary to cultivate the critical thinking of students at all levels of the major. Therefore, this paper objectively expounds the cultivation of critical thinking in the teaching of Chinese linguistic literature from different angles, constructs an efficient teaching classroom of Chinese linguistic literature in the process of implementing the student-centered education concept, and enables students at all levels to simultaneously cultivate the basic ability, practical ability and critical thinking of Chinese linguistic literature in the process of mastering and applying the knowledge of Chinese linguistic literature.

1. Introduction

With the deep development of society, the needs and requirements of Chinese linguistic literature talents have changed completely. With the comprehensive and in-depth implementation of quality education, the reform of Chinese linguistic literature teaching in colleges and universities is imperative, which is the inevitable result of the modernization of higher education in China. At the same time, the cultivation of critical thinking of professional students is one of the important tasks of teachers in the teaching of Chinese linguistic literature. We should deepen our grasp of the new situation of education and the specific needs of Chinese linguistic literature talents, innovate all aspects of the teaching of Chinese linguistic literature in the process of deep integration of theory and practice, let students at different levels diverge their thinking in the process of in-depth thinking, diversified exploration and practice inside and outside the classroom, at the same time, tap all potential deeply, and exercise critical thinking in the process of acquiring knowledge, skills and emotions, at the same time, have good Chinese linguistic literature ability and accomplishment.

2. Changing the Teaching Concept of Chinese Linguistic Literature, and Skillfully Infiltrating the Knowledge of Many Subjects

2.1 Changing the Teaching Concept of Chinese Linguistic Literature

The change of teaching concept is the primary premise of cultivating students' critical thinking. Teachers should start from the perspective of critical thinking training on the basis of analyzing the requirements of Chinese linguistic literature talents, at the same time of deepening the understanding, we should reorient the teaching and learning of Chinese linguistic literature in the new era, and change the teaching concepts of "teacher orientation" and "teacher is authority" ^[1], The teaching concept of student-oriented education and "people-oriented" are ingeniously integrated into the whole process of Chinese linguistic literature teaching, making up for the shortcomings of traditional Chinese linguistic literature teaching and activating the teaching classroom at the same time. In the process of changing the teaching concept of Chinese linguistic literature, teachers should respect the differences of different levels of students in learning Chinese linguistic literature course knowledge, give full play to their leading role and return the initiative of Chinese linguistic literature class to all levels of students, while explaining the knowledge of Chinese linguistic literature, we should guide and encourage every student in the class to speak out their questions, opinions and opinions on the basis of questioning, respect their different ideas, in

the process of speaking freely, we should deepen our understanding of Chinese linguistic literature, activate and exercise critical thinking at the same time, and to ensure that the modern teaching concept is successfully implemented in the Chinese linguistic literature teaching classroom based on the cultivation of critical thinking.

2.2 Skillfully Infiltrating the Knowledge of Many Subjects

Chinese linguistic literature bears the excellent traditional Chinese culture, ideology and morality. It plays a key role in the cultivation of students' thinking quality, sound personality and comprehensive quality. It is very important to realize the effective teaching of Chinese linguistic literature. Based on the analysis of the teaching materials of Chinese linguistic literature as well as the characteristics and learning situation of professional students, teachers should focus on the modern teaching concept, optimize the classroom teaching of Chinese language, skillfully infiltrate the knowledge of multiple disciplines into the classroom teaching of Chinese linguistic literature, history, philosophy, aesthetics, management, etc.^[2], and deeply explore the theoretical knowledge of relevant disciplines contained in the course of Chinese linguistic literature, such as ethical knowledge, philosophical content, moral knowledge, in the process of deepening the integration, enrich the content of Chinese language classroom teaching, lead and guide the students at all levels to grasp the relationship between Chinese linguistic literature knowledge and aesthetics, history, philosophy, etc., deepen the exploration of the corresponding Chinese linguistic literature subject knowledge from the perspective of multiple disciplines, in the process of thinking, analyzing and solving classroom problems, we should question and criticize at multiple levels, and draw on the cultural knowledge, life philosophy and aesthetic ideas contained in the subject of Chinese linguistic literature^[3], while solving the key and difficult points of the subject of Chinese linguistic literature, effectively accumulate relevant aesthetic and philosophical knowledge, while expanding and improving the system of subject knowledge, we should deepen the development of critical thinking, and make the boring knowledge of Chinese linguistic literature “live”, improve the quality of Chinese linguistic literature teaching in the process of students' deep learning at all levels.

3. Understand the Combination of Vague Meaning and Multi-Angle Interpretation of Chinese Linguistic Literature, and Emphasize Students' Thinking and Questioning

From a certain level, Chinese linguistic literature has distinct fuzzy characteristics. In the process of cultivating critical thinking, teachers should guide students at all levels to explore the subject knowledge of Chinese linguistic literature in multiple dimensions and levels, understand the vague meaning of Chinese linguistic literature and interpret it from multiple perspectives at the same time^[4], make deep dialogue with the text content and theme thought in the process of thinking collision, and query and question on the basis of in-depth thinking. Taking “*A Dream of Red Mansions*” as an example, this is one of the four classical literary masterpieces in China, which contains sentences about vague meanings. Lin Daiyu and Jia Baoyu are important figures in the famous works. The sentences that Daiyu said to Baoyu before her death are easy to blur, such as “Baoyu! Baoyu! You’re good...”. The meaning of “you’re good” seems to be simple, but in the context of famous works, it is vague. It is based on all the feelings of Daiyu towards Baoyu, “Take good care of yourself.”, “you have harmed me”. On the basis of reading the chapter contents, thoughts and emotions of the famous literary works of “*A Dream of Red Mansions*”, teachers should dig out the sentences with fuzzy meanings, appreciate and analyze them with students, enlighten and inspiration them effectively, comprehend the fuzzy meanings of sentences in the context of specific famous works, in the process of potential mining, we should integrate and skillfully use the relevant Chinese linguistic literature knowledge we have mastered, we should interpret the meaning of sentences from multiple perspectives and at multiple levels, and at the same time strengthen the awareness of problems, in the process of time-space dialogue with literary masterpieces, we should think deeply and question, and at the same time, we should contact the social background at that time and the thoughts and feelings contained in the masterpieces, find and put forward relevant problems, reveal all kinds of darkness and evils in the late feudal society in the

process of problem exploration, analysis and solution ^[5], while mastering the knowledge of Chinese linguistic literature, criticize the decadent feudal ruling class and feudal system in the process of thinking and questioning, and to increase the knowledge of Chinese linguistic literature, at the same time, to promote the effective exercise of critical thinking, to achieve high-quality Chinese language classroom teaching.

4. Skillfully Using Various Teaching Methods and Introducing Diversified Teaching Evaluation in the Teaching of Chinese Linguistic Literature

The efficient cultivation of students' critical thinking is inseparable from the effective classroom teaching of Chinese linguistic literature, and the optimization of teaching methods is an important link that can not be ignored. In the process of reforming Chinese linguistic literature teaching, teachers should skillfully use a variety of teaching methods, build an efficient Chinese linguistic literature teaching classroom on the basis of coordination and interaction, and ensure that every student in the class can develop critical thinking in the process of learning Chinese language knowledge. Teachers can introduce the method of creating situation ^[6], construct the corresponding situation with the help of relevant teaching aids and props, and also can construct the teaching situation with both pictures and texts and a combination of movement and stillness in the process of applying modern teaching equipment. Introducing subject knowledge of Chinese linguistic literature layer by layer based on the combination of online and offline situations, intuitively and vividly present the knowledge of Chinese linguistic literature which is boring, uninteresting and difficult to understand. Teachers can introduce discussion teaching method, based on the cultivation of critical thinking, from the text content, thoughts and feelings, text structure, writing characteristics, paragraph words interpretation, writing background, author's life and other aspects ^[7], and scientifically set up exploratory, open and other issues, so that students can think and explore classroom problems in the process of entering the online and offline context, on the basis of problem-solving, we can explore the content of paragraphs and activate critical thinking at the same time, find and put forward problems. Teachers need to supplement and explain the knowledge points of the text in the process of answering questions and solving doubts. Teachers can also introduce group cooperative learning method and role-playing method in Chinese linguistic literature teaching, so that the students of each group in the class can stand on the critical point of view on the basis of grasping the main contents, thoughts and emotions of the literary works in the teaching materials, broaden their learning horizons and learn the content of the text in depth. On the basis of questioning, focusing on the theme of the text, standardizing script design and arranging situational dialogue content at the same time, there is no limit to the form of role performance, for example, in the role-playing process of drama and sketch, we can have an effective dialogue with the text, the author and ourselves, in the process of questioning and criticizing, the deep thoughts and feelings of literary works are profoundly revealed, at the same time of deepening understanding, cognition and mastering the knowledge of Chinese linguistic literature, and have good critical thinking ability. In addition, teachers should introduce diversified teaching evaluation in the process of teaching method optimization, so that students at all levels of the class can also become the main body of classroom evaluation, and skillfully introduce self-evaluation, mutual evaluation, teacher evaluation, etc. into the Chinese linguistic literature classroom based on critical thinking training. Mutual evaluation includes evaluation among students, evaluation within the group, and evaluation between groups ^[8], in the process of explaining the subject knowledge of Chinese linguistic literature, based on the cultivation of critical thinking, scientifically set up inquiry questions and open practice questions, let students solve problems and test questions in the process of understanding, mastering and using the knowledge of Chinese linguistic literature, and let them boldly say different understandings of the meaning of relevant sentences in the text paragraphs, different interpretations of the theme of the text, etc in the process of diversified teaching evaluation, and learn to question the content of the text in the process of exchanging different opinions, rather than blindly believe in the content of the text, and improve the learning ability of Chinese linguistic literature in the process of critical learning.

5. Scientifically Extend and Expand the Teaching of Chinese Linguistic Literature in Class, and Efficiently Carry out Extracurricular Practical Activities of Chinese Linguistic Literature

Teachers should start from the critical thinking training level, while evaluating, analyzing and summing up the in class teaching of Chinese linguistic literature, it has an organic connection with extracurricular practice, scientifically extend and expand the teaching in class and at the same time deeply integrate the inside and outside of Chinese linguistic literature in class, deepen the integration of Chinese linguistic literature knowledge in the process of maximizing the function of extracurricular second class, from the aspects of listening, speaking, reading and writing, we can effectively carry out various extracurricular Chinese linguistic literature practice activities, and provide a broad practice platform for the cultivation of students' critical thinking. Teachers should set up various practical tasks of Chinese linguistic literature, for example, while watching the films of classic literary works, appreciating wonderful fragments and writing film reviews, while reading literary masterpieces, take reading notes, ask questions, appreciate wonderful sentences, comment on the characters of masterpieces, and write after reading. On the basis of grasping the theme of literary works, teachers should conduct positive and negative debates on current hot topics of society, effectively organize and guide students at all levels to participate in multi-level extracurricular practice of Chinese linguistic literature, think, explore, query, quiz and criticize in the process of comprehending and applying knowledge, at the same time of strengthening the foundation of Chinese linguistic literature, cultivate critical thinking, Chinese linguistic literature ability and quality, and promote the effectiveness of Chinese linguistic literature teaching in the process of integration inside and outside the classroom.

6. Conclusion

All in all, it is of great practical significance to cultivate students' critical thinking in the process of Chinese linguistic literature teaching, and it plays an important role in the cultivation of core quality and the realization of all-round development. In the process of practice, teachers should deeply think, analyze and summarize the classroom teaching of Chinese linguistic literature, explore new ideas and methods, optimize the teaching and learning links of Chinese linguistic literature, let students deepen the exploration of Chinese linguistic literature knowledge in the process of querying and questioning, while cultivating critical thinking in the process of knowledge utilization, and improve the cognition of Chinese linguistic literature, ideological level and comprehensive quality, to ensure the simultaneous realization of Chinese linguistic literature teaching and talent training objectives, to meet the needs of Chinese linguistic literature talents in the current social development, and to promote the deepening development of Chinese linguistic literature field under the support of talents.

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