

Reflection on the Teaching Reform of the Course *Introduction to Chinese Culture*

Jin'e Lv

Shaanxi University of Chinese Medicine, Xianyang, Shaanxi, 712046, China

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Abstract: Cultural inheritance is carried out to build cultural confidence, which is the spiritual pillar of national independence and national development. It is necessary for contemporary college students, the important cultural inheritors and disseminators, to understand the traditional Chinese culture. In view of the limited class hours, complex contents in the course of *Introduction to Chinese Culture* and different characteristics of students in our university, we adopt the "intensive lecture + case" teaching mode, combine theory with practice and integrate the ideological and political education contents of the course. Aiming to make students master the framework system of traditional Chinese culture, we can fully mobilize the students' subjective initiative, and guide them analyze and solve problems with the learned knowledge and build the sense of cultural confidence by the teaching mode, so as to improve the teaching effect to the greatest extent.

1. Introduction

Chinese culture is extensive and profound and with a long history. Cultural inheritance is a major strategy of China. General Secretary Jinping Xi has constantly stressed traditional Chinese culture and expressed his recognition and respect for traditional culture and traditional ideological value system in reports at home and abroad [1]. On May 4, 2015, he had a discussion with students of Peking University. General Secretary Xi also repeatedly mentioned core values and cultural confidence. Contemporary college students are important inheritors and disseminators of Chinese culture. Only by systematically learning and understanding traditional Chinese culture and keeping pace with the times, can they better inherit, develop and innovate Chinese culture.

The course *Introduction to Chinese Culture* mainly introduces the natural and social conditions of the emergence and development, pattern of manifestations and structural features, basic contents and spirit of traditional Chinese culture, especially Chinese philosophy, traditional ethics and morality and other ideology and culture. The purpose is to make college students have a clear understanding of the basic knowledge of traditional Chinese culture and the spirit of Confucianism and Taoism, etc., so as to improve the cultural literacy and humanistic accomplishment of contemporary college students, deepen the understanding of China's national conditions and cultural confidence from the cultural level, inherit the essence of traditional culture, enhance spiritual civilization, and influence the world with the excellent traditional Chinese culture in the context of reform and opening up and truly reflect cultural confidence [2].

2. The Background of Reform of the Course *Introduction to Chinese Culture*

2.1 Class Hours are Compressed and the Content is Complex.

Introduction to Chinese Culture is a professional basic course for all majors in the School of Humanistic Management of our university. In the process of revising the talent cultivation scheme, the class hours of *Introduction to Chinese Culture* is compressed from 54 to 36. The key to teaching reform is to combine theory with practice for complex teaching contents and limited class hours. In addition, there are also differences in the characteristics and knowledge system of students in such majors as Chinese language and literature, public service management, marketing, health management, etc. in the School of Humanistic Management. Therefore, the course contents, teaching focus, teaching methods, etc. must be adjusted accordingly. In order to ensure the effective

teaching effect in the limited class hours, the teaching group of the course *Introduction to Chinese Culture* is constantly exploring and trying the reform of teaching methods and teaching methods, adjusting and optimizing the teaching contents, adopting the methods of case, theme and discussion, strengthening the practical teaching links, changing the traditional assessment methods, and focusing on helping students to establish the framework system of traditional Chinese culture and correctly guiding and edifying students' learning, life attitude, values and outlook on life, etc..

2.2 Existing Problems

Since the course *Introduction to Chinese Culture* was opened in our university in 2005, teachers have been exploring practical teaching methods and means. However, due to the obvious differences in various majors, students' cultural basis and interest in the course are also very different. The intensity of our teaching reform is obviously insufficient, and the teaching effect is also unsatisfactory.

2.2.1 Faculty Situation

The new and old teachers of this course have changed significantly, and even they are in a temporary shortage, so the professional ability of young teachers still needs to be improved.

In response to this problem, our university implements the three-year training plan for young teachers, adopts the method of "mentoring", urges young teachers to listen to senior teachers' lectures, carries out young teachers' lecture competitions, lets experienced teachers pass on teaching experience, etc., so as to improve the professional level of young teachers and lay a solid foundation for taking a firm stand on teaching platform; constantly introduces high level talents with high education background to ensure the normal progress of the course teaching.

2.2.2 Professional Information

There are many majors involved in this course, and there are great differences among students of different majors. Most of the students are lack of learning autonomy, and excessively rely on teachers and textbooks. In view of these specific problems, the research group has launched discussions, determined the teaching focus of different majors, and adopted different teaching methods and means to cultivate talents needed by the society.

For students majoring in Marketing and Public Service Management, we focus on teaching ancient philosophy, ethics and other contents, such as "benevolence, righteousness, courtesy, wisdom, and faith" in Confucian culture [3]. Based on their majors and future work, we adopt case and discussion teaching, encourage students to express their opinions, and deepen students' systematic cognition and understanding of traditional culture, and also pays attention to the cultivation of students' language expression and communication abilities.

Chinese Language and Literature Major focuses on the cultivation of students' comprehensive abilities such as understanding, analysis and practice. In the course of teaching, we should combine the traditional culture contained in literary works with the creation of writers in different times, and combine culture with literature and social life, etc., so as to improve the students' humanistic quality and ability of combining theory with practice.

2.2.3 Student Information

Although students of our university in all majors are students of liberal arts, the study in middle school is mostly exam oriented, and their basic knowledge of traditional Chinese culture is scattered, especially contact with the ancient Chinese philosophy, traditional ethics and morality and other ideology and culture is relatively little, understanding is not deep, and integration with reality is not enough. This is the key point for teaching this course. The research group will strengthen the practical teaching link.

The course *Introduction to Chinese Culture* is opened for junior year students who have certain professional knowledge. In the course reform, practical link is highlighted. Before class, students should read the classic original works, consult relevant research materials, and combine the current social reality with their own life, such as conducting debate competition, lecture competition, class

discussion, etc., so that they can actively participate in classroom teaching; Combining their own life with social reality, the students are encouraged to express their own views on traditional culture, so as to deepen the understanding and cognition of traditional Chinese culture, and critically inherit and develop traditional Chinese culture. According to the content of the classroom teaching, teachers provide relevant reference materials, guide students to carry out research-based learning, and take the form of grouping, discussing and communicating with each other, writing academic papers, etc. according to different students' basis and learning interests. The purpose of practical teaching is to let every student participate in the teaching activities, stimulate their interest in study, ensure that they have a solid theoretical knowledge, improve their professional cultural literacy and thinking ability, let them understand and study the excellent Chinese cultural tradition, establish a sense of cultural confidence, and improve their own cultural literacy and humanistic accomplishment.

In view of the above situations, the research group plans to continue to deepen the teaching reform, focusing on the reform of teaching content, teaching methods, assessment methods and other aspects. The theories of the hundred schools of thought, traditional Chinese philosophy and traditional virtues are connected with students' daily life and study to change the boring theoretical knowledge into vivid and easy-to-understand pictures, and deepen students' understanding and cognition of traditional Chinese culture.

3. Objectives of Course Reform

As a professional basic course, *Introduction to Chinese Culture* undertakes the task of passing on traditional Chinese culture to students, inheriting the Chinese national spirit, and improving students' humanistic quality. The main contents of traditional Chinese culture are explained and the development context of traditional Chinese culture is outlined, so as to make students have a more thorough understanding of the basic system, value orientation and spiritual characteristics of traditional Chinese culture, enhance students' patriotism sentiment and the sense of historical mission and responsibility of building socialist modernization.

In Chinese Language and Literature Major, Public Service Management Major, Marketing Major, Health and Management Major of School of Humanistic Management of our university, students have different basic humanistic quality, characteristics and employment directions, so the teaching teachers fully consider the characteristics of students and majors, timely adjust the teaching focus and teaching methods, mobilize students' interest and enthusiasm in learning, let students take the initiative in learning traditional Chinese culture, understand the essence of traditional culture, and constantly enrich their feelings and imagination, make traditional culture rooted in the soul of contemporary college students to support their spirit and get more in-depth understanding of the fine historical and cultural traditions of the Chinese nation, and enhance the sense of national pride and confidence.

4. Reform Measures -- "Intensive Lecture + case" Teaching

The traditional teaching mode of "cramming education" has been unable to adapt to the contemporary education and teaching. It is the fundamental task of teaching reform to flexibly use various teaching forms according to different teaching contents and deepen students' understanding, acceptance and application of knowledge. Based on the reform of the course *Introduction to Chinese Culture* and combined with the characteristics of the course, the teaching mode of "intensive lecture -practice -independent research mode" has been adjusted with reference to the experience of the reform of modern Chinese literature in our college [4]. The teaching mode of "intensive lecture + case" has been adopted, that is, integrating the teaching methods of case and discussion while introducing the basic knowledge through the traditional teaching method systematically, to guide the students to actively participate in teaching links, highlight the subjectivity of students, guide students to strengthen the understanding and application of traditional philosophy, ethics, etc.; The teaching content is connected with the current social

phenomena; Knowledge points are connected with students' life and learning, such as the basic principles of interpersonal communication, the Confucian way of "loyalty and forgiveness" and the principle of integrity, to improve students' cultural awareness and sense of identity in a subtle way.

It is impossible to finish all the contents taught in a limited class hour. While teaching knowledge, teachers pay attention to the cultivation of students' self-study ability, so that students take reading and thinking as habits. A certain period of time of each class should be reserved to allow students to participate in teaching link, discuss the learned theories or ideas, speak freely, deepen understanding and cognition of ancient traditional culture, guide students to form independent opinions, and objectively analyze and evaluate ancient thoughts and culture, extract the essence and remove the dross. Students are encouraged to organize and participate in the debate competition, so that classroom teaching can be extended, playing the practical and guiding significance of the course.

The key point of the reform of *Introduction to Chinese Culture* is to combine classroom teaching with social reality, as well as the thought view, values and outlook on life of contemporary college students, so that students can learn to actively contact with reality and analyze problems, so as to guide their life and learning, and reflect the Confucian thought of "learning for practice".

Application of "intensive lecture + case" teaching: Confucianism plays an important role in the history of Chinese culture. It not only preserves rich national cultural heritage, but also has a wide influence in East Asian countries. In the teaching of this chapter, the teachers introduces the essence of Confucianism in combination with the main experiences and ideas of Confucius and Mencius: benevolence, righteousness, courtesy, wisdom, faith, forgiveness, loyalty, filial piety and fraternity, especially the core of his thought "benevolence". The teachers let students explore the understanding and opinions of "filial piety, etiquette", etc., in the form of group discussion through the typical cases in real life. The students are well prepared. The atmosphere of discussion is warm. They are actively involved, and cite the classics and express their own opinions. The impression of students for knowledge points is deepened through discussion and exchange. The students can also be motivated to think through the setting of problems. Finally, the teachers evaluate, supplement and consolidate the important knowledge points, and refine and deepen the key points. The methods are flexible, so that the students are willing to participate. Moreover, the exchange between the teacher and students is strengthened, to achieve good teaching results.

Multimedia and image teaching is combined with traditional teaching to deepen students' memory and understanding of knowledge points. The personality charm of the sages will also influence students imperceptibly to achieve the purpose of ideological and political education.

4.1 Multimedia Teaching

By combining the basic knowledge points of traditional Chinese culture with pictures and videos, it can embody the characteristics of multimedia courseware, such as rich information, intuitionistic images of charts and pictures, convenient for students to master and memorize the knowledge points. The teachers can feed back their teaching and research results to students in time through the link of multimedia courseware, and introduce the latest research trends of the discipline; Broaden students' horizons [5].

4.2 Image Teaching

Broadcast the image materials of ancient thinkers, philosophers and litterateurs, deepen the students' understanding of the knowledge, and form unique opinions; Meanwhile, students can directly feel the personality charm of ancient sages through the film and television works which can play a guiding role in the real life of contemporary college students.

5. Conclusion

The purpose of the teaching reform of the course *Introduction to Chinese Culture* is to make students become the subject of the classroom with scientific teaching methods, mobilize students' enthusiasm for learning, improve learning efficiency, cultivate students' habit of self-directed

learning and independent thinking, and combine classroom study with social reality and personal thinking, that is, "learning for practice" of Confucianism, so as to deliver high-quality applied talents to the society [6].

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