

The Method of Cultivating College Students' Cultural Connotations in the Teaching of Ancient Literature Course

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Abstract: Under the situation of the Internet, the education industry has undoubtedly been greatly impacted. Traditional teaching methods are no longer suitable for the present stage of higher education, which is difficult to meet the needs of social development and needs to be changed urgently. Through the analysis of the cultural connotations of ancient literature teaching, this paper finds out that the traditional teaching methods have some deficiencies in cultivating the cultural connotations of College students, including the inadequate pre-class preparation, the simplification of teaching methods, the inefficiency of consolidating knowledge after class, and the lack of literary aesthetics in the current ancient literature teaching. Then it puts forward four solutions: establishing a pluralistic assessment system, reforming relevant teaching contents, renewing classroom teaching methods, and improving teachers' teaching ability of ancient literature.

1. Research background

1.1 Literature review

Under the tide of Internet, great changes have taken place in the education industry. The traditional teaching methods in Colleges and universities are relatively lagging behind, and are no longer suitable for the current educational objectives. In recent years, the teaching of ancient literature has been disconnected from the social needs. In the course of learning ancient literature, it is impossible to cultivate the ability to meet the social needs. The development of ancient literature curriculum is facing an embarrassing situation (Zhao, 2015). As the carrier of traditional culture and spirit, ancient literature plays an irreplaceable role in cultivating students' cultural connotation (Yang, 2018). Deng Baiyi pointed out that in the design of teaching objectives, some difficulties should be reduced; in the content of teaching, through the selection of classical works, the selection and adjustment of moderate length works from the cultural background (Deng, 2018). At the same time, some scholars have proposed that introducing regional culture into ancient literature classroom is an inevitable trend. Through the form of classroom teaching, students will have a more detailed understanding of local culture and deepen their understanding of Chinese classical literature (Zhang and Li, 2017).

1.2 Research purposes

Under the change of the new situation, it is urgent to innovate the old education mode. Ancient literature, as a compulsory course in Chinese Department of university, is the most attractive part of Chinese traditional culture. This course can also cultivate students' patriotism and noble literary accomplishment, which is more conducive to improving students' personality. Teachers play a key role in the course of ancient literature. Through the use of guidance teaching mode, situational teaching mode, research teaching mode and other teaching modes, the teaching level of ancient literature course can be effectively improved (Li, 2017). However, there are some problems in the teaching of ancient literature, such as inadequate pre-class preparation, simplification of teaching methods, low efficiency of knowledge consolidation after class, and so on. The cultural connotation of college students still needs to be improved. Therefore, it is of great significance to study how to cultivate college students' cultural connotation.

2. Cultural implications in the teaching of ancient literature

China is an ancient country with a long history. In the course of more than five thousand years' history, ancient Chinese people created brilliant and excellent history and culture. Taking ancient literature as a representative, through the study of ancient literature, in addition to the most important Confucian doctrine, architecture, mathematics, astronomy, geography, medicine, drama and other related historical and cultural information can be found in literature. Literary creation can reflect the political, economic, cultural and other factors contained in different periods, and can reflect the development of sexual desire of the times. Ancient Literature Course is not only the basic subject of Chinese subject, but also one of the core courses of Chinese subject. Four sections of teaching content are usually set up, namely, literature of the Pre-Qin and Han Dynasties, literature of the Wei, Jin, Southern and Southern Dynasties, Sui and Tang Dynasties, literature of the Song and Yuan Dynasties, and literature of the Ming and Qing Dynasties, totally completed in two academic years.

From the perspective of ancient literature teaching, through systematic learning of the course, students can understand the development process of ancient Chinese literature, the basic framework and characteristics of literature at various stages, as well as many representative masters and classics. From the perspective of education of ancient literature curriculum, ancient literature curriculum can help students cultivate patriotic feelings and improve their mission and responsibility for national construction. As a course with a long history, the course of ancient literature on the one hand improves students' cultural accomplishment, on the other hand, the course of ancient literature also contributes greatly to the inheritance of excellent traditional culture. Ancient Literature has formed a relatively fixed teaching mode and solidified teaching concept. With the increasing pressure of university employment due to the expansion of University enrollment, great changes have taken place in students' values and learning styles at the present stage in China. With the rise of the Internet, students who grow up with the Internet will have some deviations in their habits and values. Through the course of ancient literature, we can cultivate students' literary literacy, so that students can be influenced by positive traditional culture and shoulder the burden of carrying forward traditional Chinese culture.

3. Problems in the teaching of ancient literature

3.1 Pre-class preview is not in place

Pre-class preparation is not in place, which is a common problem encountered in the teaching of ancient literature. The main reasons for this are the following two aspects. On the one hand, students do not attach importance to it. Students usually focus on professional courses. For most students, ancient literature is only an optional course, so students usually don't pay attention to the preparation of ancient literature, and their enthusiasm is slightly inadequate. On the other hand, the scope of citing examples in ancient literature textbooks is relatively narrow. In the process of teaching, teachers often need to expand the teaching content to teach. Students are not able to grasp this part of the content through the existing channels, so it is difficult to achieve the expectations in pre-class preview.

3.2 Simplification of Teaching Means

Classroom teaching methods of ancient literature are relatively single. Teachers usually use traditional teaching experience to teach ancient literature. In the contemporary education system, in order to improve their own teaching evaluation indicators, some teachers will maintain classroom discipline as the basic work of classroom teaching. As a new teaching method related to the Internet, it is very difficult to be used in the classroom. For example, in College classes, in order to make students listen carefully in class, students are usually forbidden to use mobile phones during class time. But some new teaching methods, will use mobile phones as teaching work, and encourage students to take themselves as the main body of teaching to learn. However, such teaching

obviously conflicts with the current educational concept, making it difficult for advanced teaching methods to be effectively used in Colleges and universities.

3.3 The inefficiency of consolidating knowledge after class

Consolidation of knowledge after class is also an important part of ancient literature teaching. After all, it is very difficult to internalize the knowledge in a short one and a half hours of class. At this time, students need to consolidate the knowledge through after-school time. At the same time, through students' feedback on the consolidation of after-class knowledge, teachers can also optimize the shortcomings in the classroom teaching, and make corrections in the following classroom teaching. However, the original intention of the teaching mechanism in Colleges and universities is to separate classroom teaching from after-class learning and to create a free and relaxed learning environment for students so as to make more reasonable learning plans for themselves. Limited by the habit of examination-oriented education of contemporary college students, this free and relaxed teaching mechanism is not suitable. Students with lower self-discipline will naturally relax their learning requirements. The course of ancient literature also requires students to actively expand the scope of knowledge, such as ancient poetry exercises, classical Chinese classics and so on. However, without the guidance of teachers, similar activities are difficult to carry out.

3.4 Lack of literary aesthetics in Teaching

As China's excellent history and culture, ancient Chinese literature has a very unique artistic aesthetic sense. However, there is little knowledge about literary aesthetic sense in Colleges and universities, which makes the knowledge structure of students in the Chinese traditional culture more narrow. At present, the main goal of education is to train applied talents, in order to guide students to connect with the society, so the teaching content of ancient literature lays particular emphasis on the standard of social production system. Through the screening of social production system standards, the teaching content with practical application value will be paid attention to. The knowledge and skills which are not strong in application, such as theory and consciousness, will be gradually eliminated from the teaching system. Because of the influence of these factors, in the course of teaching ancient literature, students are often indoctrinated with the knowledge he summarized by the teacher. In this way, students' academic achievements will naturally be improved, but the literary aesthetics of traditional Chinese knowledge can not be improved. Naturally, the cultural connotation of college students will become lower and lower.

4. Some thoughts on cultivating college students' ancient literature and culture

4.1 Establishment of Diversified Assessment System

Ancient literature, as an important course to cultivate college students' cultural connotations, is still a traditional routine attendance assessment and final exam performance assessment. Apparently, the assessment method is not compatible with the current educational form. At the same time, such a way can not fairly and objectively reflect the degree of students' knowledge, nor can it provide a dynamic description of students' learning and growth, which greatly hinders the accuracy of assessment. Therefore, we should timely build a diversified assessment system. On the one hand, we should maintain the important position of examination results as the main factor, but also break the phenomenon of score-only theory, rationally formulate the proportion of written examination results, and strengthen the examination in students' participation and enthusiasm for learning. On the other hand, the content of evaluation should be spread to students' life, such as adding some literary activities and literary training appropriately. While enriching the content of evaluation, students can apply what they know to their daily life, so as to effectively enhance their cultural connotations.

4.2 Reform of relevant teaching contents

In the course of ancient literature teaching, teachers should constantly improve their literary accomplishment and adjust their teaching contents and methods according to the actual situation. At

the same time, according to the actual situation, students' subjective initiative should be rationally mobilized to give full play to their strengths. Before the beginning of teaching activities, schools should arrange reasonable and targeted class hours and learning chapters according to the social demand for talents, so as to enhance students' social adaptability. To ensure that students can grasp the essence of traditional culture, enhance students' innovative consciousness and ability of understanding and expression, and ultimately achieve the promotion of cultural connotation.

4.3 Renewal of classroom teaching means

Teachers in the classroom should sort out the advantages and disadvantages of various means, flexible teaching activities. Teachers should renew their thinking and break the original thinking framework. Through the combination of new concepts and classroom teaching, teachers can use Internet technology to make the difficult knowledge of Chinese learning easier to understand, and bring new experience to students, which can effectively establish an interactive relationship with students. At the same time, we should be good at organizing various literary activities to cultivate students' interest in learning. Because ancient literature involves a lot of literary knowledge, the traditional teaching mode will appear very dull teaching content. Teachers should organize activities such as poetry recitation, literary creation and literary works performance according to students' interests and hobbies, so as to fully mobilize students' learning enthusiasm. Make students change from acceptance to appreciation, from appreciation to active activities, and ultimately achieve the purpose of enhancing cultural connotation.

4.4 Enhancing teachers' teaching ability of ancient literature

The development of the Internet has put forward higher requirements for ancient literature teachers. Teachers should not only have a very solid knowledge of literature, but also have a cultural background, through their own personality charm to influence students, so as to pass on the essence of ancient literature. At the same time, we should also pay attention to the differences between ancient literature and modern literature, which are mainly manifested in language expression, thought, form of expression and so on. This requires teachers to have a thorough understanding of literary works before the beginning of ancient literature teaching, and to find knowledge points that can make students understand more easily. Teachers should not only read more ancient literary works, but also read other disciplines to improve their personal morality and self-cultivation. Only in this way can we better inherit the cultural connotations we understand to our students.

5. Conclusion

Under the influence of the rapid development of the Internet, university education has also ushered in changes, and great changes have taken place in university life and learning. However, at this stage, the teaching methods and concepts of ancient Chinese literature course are relatively backward, and the teaching reform is only superficial. As one of the important courses to cultivate college students' cultural connotations, it has been unable to meet the educational requirements of the current situation. Therefore, in order to adapt the ancient literature curriculum to the current educational situation, teachers need to do four things: establish a diversified assessment system, carry out the reform of relevant teaching content, update classroom teaching methods, improve teachers' ancient literature teaching ability, so as to cultivate the cultural heritage of College students.

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