

Study on the Application of Participatory Teaching Model in the Teaching of Ancient Chinese Literature

Shuyan Yi

College of Humanities & Sciences of Northeast Normal University, Changchun, Jilin, China

yishuyan2013@126.com

Abstract. The ancient literature is not only an important part of Chinese traditional culture, but also an important element in the curriculum of Chinese students. In view of the fact that college students have a prominent sense of alienation in the study of classical culture at present, this paper studies the reform measures of introducing task-based teaching model into the teaching of ancient literature course. The aim is not only to improve students' ability of feeling, expression and application, but also to improve their knowledge structure, the formation of healthy personality and the cultivation of poetic and picturesque life attitude are of great significance.

Keywords: The ancient literature; model of instruction; Task-based teaching model; Participatory teaching.

1. Introduction

For a long time, the higher education method of liberal arts in China followed the teaching mode of senior high school, mainly in the form of "feeding duck". In this teaching mode, the classroom is mainly full of teachers, arbitrary, mainly play the main role of teachers, seriously neglecting the individual role and status of students. Most of the teachers in this teaching mode play the role of a skillful teacher, while the students are passive listeners and note-takers. It goes without saying that the teaching effect of this kind of teaching mode, which can be called "side-by-side teaching", is quite poor. Although it is characterized by knowledge transmission and skill training, it plays a positive role in promoting the cultivation of "double-base" talents, but it ignores students' subjective dynamic consciousness and makes it easy to give up their independent thinking ability. There is a danger of being portrayed as a tool man.

In order to make up for the deficiency of the traditional bystander teaching mode and cultivate more excellent inheritors and innovators of traditional culture, the "participatory" teaching model, which was once popular in foreign countries, has been introduced into the teaching reform of ancient literature course. This teaching model not only fully embodies the educational concept of student-centered and student-oriented development, but also has the ability to internalize all kinds of excellent and vital traditional cultural ideas into students' individual and effective acquisition, to achieve the purpose of lifelong education for students.

2. Research on Teaching Mode

2.1 Classification of Teaching Models

At present, there are three kinds of conventional teaching methods, namely as the side-by-side teaching, the participatory teaching and the communist teaching. The side-by-side teaching is characterized by knowledge transfer and skill training, which plays a positive role in promoting the cultivation of "double base" talents, but it is in danger of falling into the shaping of "tool people". Participation in teaching recognizes the individual dimension of unifying physical and mental participation in knowledge acquisition and renewal, but it is possible to strip off the situational logic of knowledge creation and experience reconstruction and slide into the stereotype of "knowledge doctrine". the Communist teaching is a synchronic activity in which teachers and students "I-you" co-exist, individual, knowledge and situation are integrated. The co-existing teaching transcends the limitations of the onlooker and participatory teaching, and participates the individual's heart and body in the problem solving of the specific situation, which is not only the individual experience in the

heart and the body, but also the individual experience in the mind and body. The experience reconstruction and knowledge creation action of meeting the problems in the situation under the guidance of spirit and meat are also practical activities pointing to the cultivation of core literacy.[1]

As far as the education of the history of ancient Chinese literature in universities is concerned, the teaching mode of onlooker is the one widely used by the teachers of this course, and its educational malpractice is unavoidable. The communist teaching model is more suitable for the professional education with full emotion. It is too radical for undergraduate students, which will occupy their energy and is not conducive to the cultivation of their overall quality. The participant teaching takes the learner as the center, it is more suitable for the education of the history of ancient literature in universities. In the course of the research, the researchers are also based on this model to explore the teaching reform. [2]

2.2 Current Situation of Foreign Research

The concept of participatory teaching was first put forward by British sociologists in 1950s. It was originally a method for the implementation of international projects, the purpose of which is to fully mobilize the enthusiasm of project implementers and objects, so that they can participate in the project to the maximum extent and maximize the benefits of the project. However, because of the incomparable superiority of this method in mobilizing the enthusiasm of the participants, it has been widely recognized and introduced into the field of education one after another. This educational concept pays attention to the interaction and cooperation between teachers and students, can stimulate learners' learning initiative, and is a great subversion of the previous "cramming" teaching methods.

2.3 Domestic Research Status

Since the introduction of the concept of participatory teaching in China in the 1990s, many colleges and universities have actively tried the reform of participatory teaching, and many scholars have also carried out relevant research. Generally speaking, the domestic research on the concept of participatory teaching mainly focuses on the main body, method and application.

From the point of view of subject research, in the concept of participatory teaching, the status of teachers and students has changed, and students are in the main position. Some relevant scholars pay attention to this change, and have carried on the many aspects research. Guo Yingmei and Jiang Yongning (2009) thought that participatory teaching emphasizes students' subjective status, and students' active construction was the key to discovering knowledge, while teachers acted as the guides and promoters in the whole process.[3] Liu Xiaochun (2012) believed that although the subject status of teachers had changed under the participatory teaching model, they have to play more roles.[4] Some scholars also warn of the subject change of the concept of participatory teaching, such as Yao Bifang (2011), who believed that the problem of moving from the extreme of teacher-centered theory to the extreme of student-centered theory should be prevented in the implementation of participatory teaching.[5] Some scholars also touch on the application of various training and education, such as Wang Weiping (2008) carried out the application of participatory teaching in the training of civil servants, Zheng Liqing (2009) discussed the application of this concept in worker training, and so on.[6][7]

2.4 The Present Situation of the Application and Research of the Participation Teaching Model in the Teaching of Ancient Literature

At present, the research of participatory teaching concept is still in its infancy in China, and the related research mainly focuses on theoretical and empirical testing, which is insufficient compared with foreign countries in terms of research depth and breadth of research. As far as the application effect of participatory teaching is concerned, the concept of participatory teaching adapts greatly to the needs of diversified talents training in modern society, especially in the teaching of colleges and universities, which has a wide range of application and development prospects. It has become a new trend of the development and reform of modern education.

3. Analysis of the Dimension of the Promotion of the Status of Traditional Virtue in the Teaching of Ancient Literature

As a qualified graduate of Chinese department in colleges and universities, it is one of the necessary basic qualities to have noble moral character and profound classical literature accomplishment. The history of ancient Chinese literature is a main basic course of Chinese department in colleges and universities. The long traditional Chinese culture determines its ideological enlightenment, moral edification, personality shaping, aesthetic edification and literature cultivation. Writing reference has incomparable advantages, so learning this course well plays an important role in improving students' comprehensive quality.

3.1 Find the Resonance Point of Students' Interest in Learning

The key to solve the problem lies in taking various measures to stimulate students' interest in learning on the basis of fully understanding and analyzing the disadvantages of the existing teaching methods. It is very important for any course to take a good first class, because it is related to the course and what kind of "first impression" the teacher gives the students. If teachers can attract students with their own lectures and arouse students' interest in learning in the first class, it not only means a good start, but also opens up the situation for future teaching work. Therefore, teachers often invest more energy in carefully designing and preparing for the first class.

According to convention, the main content of the first class is an overview of this course. How to do a good job of this overview, each teacher has his own way, their own style, do not have to force the same, as long as they can make the effect, it has a certain reference significance. One teacher's first class was like this: he took an ancient literature class, but did not start with literature, but first about traditional culture. The teacher told the students the connotation of traditional culture in wonderful languages and vivid examples, the love and persistence of the people of all countries for their own traditional culture, and the continuous opening up of traditional culture. The process of reconstruction and development and Chinese traditional culture make the descendants of Yan Huang feel proud and profound. Subsequently, the teacher naturally changed the topic from traditional culture to ancient Chinese literature. Finally, the teacher also affectionately said that Chinese is the most beautiful language in the world, with the richest meaning, the most poetic and expressive.

The teacher's first class was very successful. After listening to it, the students were not only deeply infected, but also had a strong interest and curiosity in the course, but also greatly enhanced national self-esteem, self-confidence and pride.

3.2 Attach Importance to the Combination of Perceptual Grasp and Rational Analysis

Generally speaking, perceptual grasp only touches on the external characteristics and external relations of things. In order to touch the essential characteristics and internal relations of things, it is necessary to rely on rational analysis. The two complement each other. It can be said that perceptual grasp is an important medium of rational analysis. In many cases, students enter rational analysis on the premise that perceptual grasp stimulates interest. In teaching practice, teachers should pay full attention to the effective combination of the two, which not only leaves a distinct impression on the students, but also makes them understand more deeply. The in-depth and concrete rational analysis of these phenomena reflects the law of the development of literature, because these phenomena are not only related to the background of the times and the social trend of thought, but also to the life and works of the literati. The book of the "History of Chinese Ancient Literature", written by Mr. Wang Hao, Peking University, is the further enrichment and development that has been done on this basis. This method is very useful in the teaching of ancient literature, but also puts forward higher requirements for teachers' learning.

3.3 Pay More Attention to the Individuation of the Teaching Style

There is no doubt that ancient literature belongs to literature, and literature is aesthetic in essence. Literature is a question of human life, life and its meaning, which belongs to the field of emotion.

Relatively speaking, literature cannot be completely "learned" in the humanities. In addition, the content of literature also has a distinct personality color, every self-made writer and his works have a certain degree of non-replicability. In order to adapt to this, literature teaching should also be attended by the personal perception of the lecturer, experience the real life of the writer, and consciously collide with the individual who lives in different ages. Therefore, this teaching process should combine the personality, temperament, knowledge, aesthetic ability and values of the teacher, so it should have a distinct personality color.

The teaching practice shows that the teaching of ancient literature should not be reduced to technical, stylized mechanical operation, rigid, dogmatic, thousands of people, repeated teaching methods are easy to make students tired. The individualized teaching style is welcomed by the students. This style can be passionate, Wang Yang wanton; can be gentle and elegant, such as spring rain "nourish all things silently"; can also be witty humor, teasing in the flash of reason and wisdom. In a word, each teacher should choose the most suitable style, give full play to imagination, gallop talent and publicize personality in teaching. It can be said that the formation and perfect expression of individualized teaching style is an important symbol of the maturity of teachers' teaching art. It should be pointed out that the individualized teaching style must be supported by a self-evident foundation, that is, the deep knowledge foundation of the teacher himself, the broad academic vision, the keen aesthetic perception and the active frontier consciousness. In addition, the personalized teaching style does not exclude the learning, reference and absorption of some teaching methods and techniques with general applicability. Teaching practice has proved that these are effective teaching methods. The so-called "mountain is not tired of high, the sea is not tired of deep", this process of learning, reference and absorption is beneficial to teachers' individualized teaching style.

4. Conclusion

In a word, the above three links mainly reflect the main position of teachers in the process of ancient literature teaching. It is of great significance to establish a good beginning for the study of ancient literature course by means of ingenuity, which arouses students' interest in the course of ancient literature and history, and has a good effect. On this basis, teachers work on the way, method and style of teaching to shape personalized and prominent roles. In this way, all kinds of obstacles can be removed for students to study the course of ancient literature smoothly.

Acknowledgements

This paper was funded by the project of Jilin Provincial Association of higher Education (NO. JGJX2017D353).

References

- [1]. Song. Z.M, Zhao. L.M, et.al. Summary of the Research Progress of the concept of participatory Teaching at Home and abroad. *Course Education Research*. (2019) No. 12, p. 54-56.
- [2]. Information on: <https://baike.so.com/doc/3903207-4096748.html>.
- [3]. Guo. Y.M, Jiang. Y.N, et. al. The guiding Mechanism of students in participating Teaching methods. *economic engineer*. (2009) No. 11, p. 125-127.
- [4]. Liu. X.C. Research on the role orientation of Teachers in participatory Teaching. *art and literature for the masses*. (2012) No. 1, p. 234.
- [5]. Yao. B.F. Participatory Teaching: An Inquiry from the Teaching Method to the Teaching Philosophy. *science and education guide*. (2011) No. 8, p. 121-124.
- [6]. Wang. W.P. "participating Teaching" in the training of Civil servants. *Party & Government Forum*. (2008) No. 11, p. 54-56.

- [7]. Zheng. L.Q. On the participation Teaching of Workers' training. Collection of science and education. (2009) No. 6, p. 145.