

Study on the Connection of Chinese Literature History Course and Chinese Teaching in Middle School

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ABSTRACT

The most important thing for teacher certification is to require the organic connection of university courses and middle school teaching. This connection requires seamless integration of the two. Therefore, it is necessary to find an entry point to promote middle school teaching to play a role in university classrooms, rather than affecting university classroom teaching to make it become the center of the problem. As a result, the author finds through practical teaching that the integration of middle school textbooks will play an important role in expanding the scope of knowledge, cultivating teacher ethics and skills training, which will have an important role in promoting normal university student, and then truly realize the connection.

Keywords: teacher certification, literary history, middle school textbooks

I. INTRODUCTION

At present, normal speciality in colleges and universities is facing teacher certification by the Ministry of Education. A very important point for teacher certification is to require university courses to be integrated into middle school courses for teaching. This proposition may seem simple, but as the study deepening in, it can be found that this project is not simply a matter of pulling middle school textbooks into university classrooms. At present, there are two common phenomena in the solutions of colleges and universities. First, they do not pay attention to the combination of the two. The university courses are still taught in accordance with the previous teaching methods, and the ideas are old-fashioned, and the two are finally separated, which makes the university course teaching out of touch with the middle school curriculum in the transformation and connection, and fails to produce obvious results. Second, it is mechanical integration. This is currently the most typical measure for colleges and universities facing teacher certification, that is, all the textbooks in the middle school textbooks are moved into the university courses. The entire curriculum is centered on the middle school curriculum. As a result, the students can't distinguish the difference between the two, as if they have returned to middle school. This kind of teaching method can be said to be harmful but not beneficial.

At present, the curriculum teaching reform has reached the point where it must be changed. In order to solve this problem, the author tried to carry out a series of reforms when teaching "History of Chinese

Literature" to the 2017 Chinese normal students of Zhaoqing University, and achieved certain results. The followings are the discussions on specific education reform measures.

II. EXPANDING KNOWLEDGE AND CULTIVATING BASIC LITERACY

"History of Chinese Literature" is a core course for Chinese normal students. The systematic acceptance of knowledge of literary history is the basic requirement of the syllabus and an important course to improve the basic literacy of college students. Therefore, it is necessary to systematically teach students about the writers, works and trends of thought in each period in the history of literature. The author teaches the Ming and Qing literary sections of the history of literature, and the textbook used is "History of Chinese Literature" edited by Yuan Xingpei and published by Higher Education Press.

First, teachers need to pay attention to the level of "face" and grasp the context of connection. This means that a systematic grasp of the knowledge of literary history is required, and the literary phenomena of each period should be understood. Students are not required a completely accurate grasp of these, but they must be able to reach a basic level of cognition. Therefore, teachers are required to take into account the high-level generalization of Ming and Qing literature when teaching, so the author explains in the order of the textbooks, and gives a "face" explanation of the mainstream and fragmentary knowledge of literature in each period.

For example, when talking about poems and essays in the late Ming Dynasty, the five chapters are Li Zhi, the Gong'an School represented by Yuan Hongdao, the Jingling School represented by Zhong Xing and Tan Yuanchun, the essays of the late Ming Dynasty, and the literary world of the late Ming Dynasty. These five chapters seem to be separate chapters, but they are actually very closely related. Once they are connected, students are very easy to accept, and the center of the connection is "sentiment". Li Zhi's theory of preserving childlike innocence emphasized the importance of emotions. The Gong'an School accepted his thoughts and created a "theory of disposition", and the Jingling School also accepted the Gong'an School's theory of disposition. The representative writers of the essays in the late Ming Dynasty included the Gong'an and Jingling Schools. The important feature of the essays was to seek truth from sentiments. Although Chen Zilong advocated restoring ancient ways at the end of the Ming Dynasty, he emphasized the true feelings of the writers in learning ancient methods. Another example is the ideological trend of restoring ancient ways of the Ming Dynasty, which runs through the entire Ming Dynasty, and can also be explained in series with this idea. Therefore, in teaching, this chapter can take this as the core and combine the characteristics of the times to quickly summarize their style of poetry creation through comparison. This will not only facilitate the mastery of knowledge points, but also grasp the core of the textbook, and get twice the result with half the effort. The effect of the author's implementation of this teaching reform is very obvious. Students can quickly grasp the poetry creation style of each genre, and can reflect their respective nuances and inheritance relationships, which is very conducive to the teaching of literary history.

Second, teachers should pay attention to the level of "points" and grasp the key points of textbooks. Literary phenomena in each period have the focus of teaching, which is knowledge that needs to be mastered in depth, such as the four masterpieces of Ming and Qing literature, the poetics of restoration of the ancients in the Ming Dynasty, and the dramas of the Qing Dynasty. The key knowledge must be clearly understood for Chinese majors, so it is necessary to elaborate, which is to make an in-depth analysis of specific writers and works, and point out the key knowledge points such as creative ideas, styles and characteristics.

For example, in the second chapter of literary history, "Water Margin" and the evolution of legends of heroes, the focus is on the second section of the evil forcing the people to enforcing justice on behalf of Heaven, and the third section uses vernacular to create a group of legendary heroes. This chapter first emphasizes the formation and complexity of the ancient concept of "loyalty and justice," combining the social background, works, and TV series to experience Song

Jiang's concept of loyalty, and then by comparing the "infidelity" of officials at all levels to understand the essential meaning and limitations of this loyalty concept in traditional society. As far as the aesthetics of the works are concerned, it is necessary to explain in detail how the works use vernacular to describe the scenery and narratives. Through multiple levels and environments, a series of heroic images with extraordinary and different expressions are created, using the combination of legend and reality. Finally, the teacher should carry out in-depth analysis of the structure of the work, the chain of hooks and locks, and the sea into the sea. The above content is the core summary of the knowledge points in this chapter. Teachers need to calm down and combine the work itself to give special lectures. Only in this way can the teachers truly grasp the depth and shallowness, and then seamlessly make the integration.

III. STRENGTHENING EMOTIONAL EDUCATION AND CULTIVATING TEACHER'S ETHICS

Teacher certification and ideological education in colleges and universities are far from enough to rely on special ideological and political courses. It is also necessary to subtly influence students in the process of imparting knowledge of literary history. The literary history course has unique advantages. Emotional education can be carried out in every chapter and every knowledge point in the textbook. Teachers can combine writers and works in the history of literature to connect with society to strengthen emotional connections. Only cultivating the morality of college students with good teacher training can affect the students they teach in the future. Therefore, teacher certification requires increasing the introduction of middle school teaching materials, which also includes the cultivation of teacher ethics for teacher students. Only a teacher student with good moral sentiment can play a leading role in future elementary and secondary education.

First, teachers can use works to show the virtues of writers to influence students. Traditional works have a richer expression of Chinese virtues, both social virtues and family virtues. Therefore, the influence of these virtues on students through works is also subtle.

For example, when teaching "Gui Youguang and Tongsong School", the article "Xiang Ji Xuan Zhi" can be first introduced in combination with middle school textbooks, and then let the students discuss the context of Gui Youguang's sentiment writing and the kinds of emotions expressed. Such questions first urge students to grasp the core and style of the poetry creation of the Tang and Song Schools, that is, using details to "enjoy" emotions, using simplicity to "enhance" emotions and overlapping characters to "help" emotions. Second, the teachers can seize the affectionate affection of kindness,

contentment, nostalgia, and sadness to impress students. Some ethics needs to be guided and refined, so that students can really get useful things. Another example is the chapter "The Romance of the Three Kingdoms" and the Prosperity of Historical Romance. When explaining the value orientation of the heroes of the work, the core point is the theory and ethics of "loyalty", especially Zhuge Liang's "loyalty" and Guan Yu's "righteousness". Their view of loyalty and moral character are obviously feudal. It is necessary to explain to students that this kind of "loyalty" is not being loyal to the world of one surname, nor is it only loyal to the orthodox Liu Shu. It should have a certain degree of openness and flexibility.

Both works and writers are vivid examples. Through the appreciation of the works and the interpretation of the writers, it can make students feel the importance of social virtues, and also motivate students. It can also make students feel their future students and promote the all-round development of normal students.

Second, teachers can use the family and country sentiments of the writers of social changes to motivate students. With the continuous development of society, especially the change of old and new dynasties, the patriotic spirit that can be concentrated in the large number of poems left by the deceased literati is the most precious, and can most impress and motivate students.

For example, in the chapter "Late Ming Essays", teachers can increase the introduction of the author's background. They can list two typical authors Wang Siren and Zhang Dai. Wang Siren had a strong personality and died in a final hunger strike in order not to surrender to the Qing Dynasty. With his clank and iron bones, when the mountains and rivers were broken, it was also the moment when his mind was broken. Although Zhang Dai did not go on a hunger strike, he repeatedly blamed himself for "failure in the virtues", and wrote down the elegiac couplets many times to prepare for his martyrdom. But he thought there was still more important thing to do, and that is to leave the last thing for his homeland to exhaust his life's efforts to compile the 220-volume annals-biography style Ming poem "Shi Kui Shu". This kind of patriotism is so profound. When teaching the lectures on "adherent poets of Ming and Qing Dynasty", according to Zhuo Erkan's "Ming Dynasty Adherents' Poems of the Qing Dynasty", there are more than 400 adherent poets and more than 3,000 poems. The poetry experience is profound, the feelings are sincere, the pen power is vigorous, and the emotions are sad and sorrow, fully expressing the patriotism of mourning about the homeland, eulogizing virtues, condemning Qing soldiers and expressing integrity. When analyzing the poetry styles of Gu Yanwu, Huang Zongxi, and Wang

Fuzhi with students, "commenting the man and the world", it is necessary to grasp the main line of the spirit of patriotism, which can quickly grasp the poetry style of the adherent poets, and also influence the students in a subtle way. This provides excellent opportunities for knowledge acceptance and emotional education in the teaching of ancient literature history. Therefore, teachers must be good at digging out the shining points behind the materials for teaching and educating.

Of course, the education of students' emotions must pay attention to the choice of materials and serve the moral education of contemporary college students. It can also be closely integrated with the times to explain. For example, for Hong Kong and Taiwan issues, the traditional patriotic spirit can be combined to encourage students to accurately understand the nature of the matter.

IV. INTRODUCING MIDDLE SCHOOL TEXTBOOKS AND FOCUSING ON SKILLS TRAINING

The organic integration with middle school textbooks is the basis for the connection of the two, but how to do it organically is a very important topic, and it is difficult to grasp. In the teaching process, the author tried to be both connected and differentiated, focusing on both the basics and the improvement. The goal on the basis was to train the teaching skills of normal students, and the goal on the improvement was to master the necessary knowledge for college students, which killed two birds with one stone and achieved obvious results.

The first is in terms of improving the knowledge mastery of college students. The introduction of middle school textbooks is not a simple explanation of the content of middle school textbooks. In that way, students will only return to the middle school age and the thinking of adopting this teaching method to college students is extremely backward. Therefore, it is necessary to select the knowledge mastery of college students on this basis. The content of the textbook comes from the middle school, but the teachers take the content of the college students as the core. They should not just focus on the introduction of middle school textbooks to teach textbooks, but make full use of this middle school textbook resources into university classroom resources, for which the author made an attempt.

For example, when teaching "Gui Youguang and Tang Song School", the author focused on the introduction of Gui Youguang's "Xiang Ji Xuan Zhi" from the middle school textbook. This article is very familiar to students, and the explanation of the words used in middle school is not necessary anymore. What

is required in the history of literature is the style of Gui Youguang's prose creation. If just teachers and professors obviously cannot allow students to really walk into this article, the author has designed several discussion questions so that students can improve on the basis of familiar materials. For example, the author has designed issues like: Point out the type of "emotion" in the work, and discuss the expression of "emotion" in combination with the work. This topic is obviously different from the content taught in the middle school, and grasping the "emotion" basically grasps the key point of Gui Youguang's prose creation, and then gets a multiplier effect with half the effort. Similarly, when teaching the essays of the late Ming Dynasty, the author introduced the middle school textbook "Hu Xin Ting Kan Xue (watching snow in the pavillion in the middle of the lake" by Zhang Dai. Zhang Dai was an adherent literati. The feature of the essay is "spirituality". How to combine this expression of "sentiment" with the identity of the adherent is the focus of this article "Hu Xin Ting Kan Xue". Therefore, after explaining the background of writing, the author devised three questions that are progressive, and finally deepened by discussion. The three questions are:

- Combining the work, what kind of sentiment the author of this article reveals?
- Many of Zhang Dai's works use Ming emperor reigns to record time. Why?
- Take Wang Siren, Zhang Dai, Wang Fuzhi, Huang Zongxi, Gu Yanwu and others as examples to discuss the mentality of literati in the late Ming and early Qing dynasties.

After answering these three questions, students have basically mastered the style of the late Ming essay, and the effect was very obvious.

The second is in terms of training the teaching skills of normal students. Teacher certification requires college classrooms to be integrated into middle school textbooks. Obviously, classic articles in middle school textbooks are introduced into college classrooms. This is an excellent opportunity to train teacher skills. So how to use these classic articles for training needs to be combined with university classroom teaching. The author mainly used students as the main body to simulate and compile teaching plans and appropriately add micro-class teaching.

University's classroom time is limited, and its leading role must be to impart professional knowledge. Therefore, based on the analysis of these works, the teachers can ask students to write teaching plans in the form of assignments. For example, when explaining the characteristics of Gui Youguang's prose, the author closely combined with the "Xiang Ji Xuan Zhi" to explain the characteristics of Gui Youguang's prose

creation. Due to the students' understanding of the text, the explanation was very smooth and easy for students to understand, which greatly saved time. Because of the extra time, teachers can also use this to assign homework, that is, let students recall the key points of the high school teaching and the steps of the high school teacher to write a teaching design. There are two main reasons why it is necessary to introduce the lecture experience of high school teachers to create. First, students can learn the main points of high school teachers' classroom teaching, and they can grasp the key points and absorb experience; second, it is conducive to their own creation, because students will inevitably add their own subjective teaching methods when writing instructional design, which is also conducive to training themselves. Finally, the students submit their homework to the teacher, and the teacher will make corrections to encourage the students to develop further. On this basis, the teachers choose better teaching designs for each assignment to try to conduct micro-class teaching. In the micro-class teaching, students who listen to the class can participate in the comments. The content of the comments needs to be rich and diverse. No matter it is the question of literary history knowledge or the question of teaching skills, opinions can be expressed, and the students will be fully developed. There are no need to have too many lesson plans for students to participate in each semester, but there are two principles. The first is to allow every student to have the opportunity to participate in the micro-class teaching, and the second is to modify the teaching design of students as much as possible, so that students can make progress through repeated modifications.

V. CONCLUSION

In short, the current Ministry of Education's teacher certification is very complicated for colleges and universities, but as long as the core ideas are grasped, it will be clear, and it is an inevitable trend to organically connect university classrooms with middle school teaching. Of course, it is necessary to also consider whether this integration is really effective for students. Therefore, just relying on imparting knowledge may not be suitable for the development of university classroom teaching, especially for the education of normal students, but also taking into account the teacher's morals and skills. And these not only require the college students' personal feelings, edification, and cultivation of good teacher ethics, but also the unity of knowledge and practice, training from the level of practical manipulation, so that students can come out of the classroom that simply accepts knowledge, and enrich and diversify the classroom.

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