



On the Training of Detail Description

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Abstract. Writing training is an important part of Chinese teaching activities. In the writing training of "split method", some views and suggestions are put forward on the training of detail description. If the definition of detail description is clear, the training of detail description will be carried out pertinently. It is discussed from three aspects: strengthening memory, copying practice and expanding reading. According to the training steps of detailed description, students can accurately understand the subtle and specific typical plots in literary works, imitate their writing methods, and integrate them into their own compositions, so it is not difficult to construct an excellent composition.

Keywords: detail description; writing; teaching research; Chinese

1 Introduction

Composition is the key point of Chinese teaching. Writing training is an important part of Chinese teaching activities. How does our Chinese teaching deal with this key point, and how does the writing training in our Chinese teaching activities proceed? As far as the current teaching situation is concerned, highlighting one word- "difficult", teachers feel that the composition is "difficult to speak" and students feel that the composition is "difficult to write". Every composition training class, the students complain that they are lazy to start writing, and the teachers are thirsty and get half the result with twice the effort.

In view of this situation, the author tried the "split method" of writing training, from many years of practical teaching, the effect is still good. The so-called split method of writing training, simply speaking, is to disassemble "writing" into small "modules", train students to write these small modules well, and then assemble the small modules, so that they can form a complete, relatively excellent composition.

These "modules" are actually the elements of the article. The basis of the constituent elements is description. Description is one of the main writing techniques in narration, lyricism and argumentation, which is the vivid description and depiction of the characters, events and environments in the works by the author with vivid language. It can be divided into different forms of description according to categories, and our composition does not need to master each form, nor does it need to fill all kinds of descriptions in an article of more than 800 words. The author requires students to master and use three

descriptive techniques, namely, character description, environment description and detail description. This paper puts forward some views and suggestions on the training of detail description, and discusses them with colleagues.

At present, there is no clear and unified statement about what is "detailed description". In the Great Chinese Dictionary, it is simply explained as "the description of small plots in literary and artistic works", ^[1] while the author agrees with the elaboration in the Handbook of Literary Knowledge for Middle School Students (hereinafter referred to as the Handbook), which States that "the description of details refers to the appearance, speech, behavior, habits, environment and scenery of the characters in the works. Make a specific and delicate description. If the definition of detail description is clear, the training of detail description can be carried out pertinently. ^[2]

2 First, strengthen your memory

To guide students to appreciate the typical details in literary works, various methods can be used in teaching, with the aim of engraving wonderful details in students' minds. Students can be encouraged to use their rich imagination to outline pictures through words, make words "move", form images in their minds, and visualize abstract words. For example, reading Zhu Ziqing's "Back", there is a very classic description of the details, "He used his hands to climb up, and then his feet shrank up; his fat body leaned slightly to the left, showing the appearance of effort." ^[3] Remind the students to pay attention to the author's detailed description of the action, the article uses three verbs "climb", "shrink" and "lean", which vividly shows the father's hardship when climbing the platform. Through the explanation, it arouses the students' inner feelings and makes them deeply appreciate the feelings of "father's love is silent but thick as a mountain". The combination of text visualization and emotional rendering can enhance students' immersive reading experience and help them to memorize the details of the text.

There are also some detailed descriptions, which need to guide students to understand its role in the text. When students understand the deep meaning behind the literal meaning and lament the author's ingenious mind, they also deepen the memory of the text. For example, in the text "Lin Jiaotou Fengxueshan Temple", Lin Chong returns to the forage yard after buying wine and finds that two grass halls have collapsed under the pressure of snow. He is worried that the fire in the brazier will burn up and form a fire, so he removes the collapsed wall and leans in to grope for it. "The fire in the brazier has been soaked out by the snow water". ^[4] A few simple words were praised by the Ming Dynasty literary critic Jin Shengtan, who said that the writing here was very delicate, which shows that the later forage fire was not Lin Chong's negligence. Yuan Wuya, another Ming Dynasty publisher, also commented that the author was careful and delicate, and laid the line for the fire behind. It can be seen that the detailed description here, the number of words is not much, but the role is great. On the one hand, it highlights Lin Chong's character of being law-abiding and cautious, on the other hand, it also tells readers that the cause of the fire in Dajun Forage Yard is not Lin Chong's negligence, which makes the plot more reasonable. ^[5]

For the memory of detailed description, students are not required to memorize mechanically, but to strengthen their memory on the basis of understanding and mastery through the guidance and explanation of teachers, so as to prepare for the next practical activities.

3 Secondly, copy practice

Most of our students are between 15 and 18 years old. It is undeniable that most of them lack social experience and the ability to understand and understand life. It is difficult for them to write detailed descriptions that contain profound connotations and reflect the brilliance of reason. ^[6] Then, copying practice is a better way to enhance writing ability.

It should be emphasized that the "copying" mentioned by the author is not the original "copying" or "copying", but a kind of "transformation" writing training based on understanding the original text. For example, when students depict characters, they are required to integrate action description into it, and use appropriate verbs to highlight the image of the text according to the writing techniques of "Back". A classmate wrote that once he took a drawing exam and had only a short break at noon, his mother ran out to buy him a fried chicken hamburger fast food, but she had no time to eat. "She used her fingers to pick up the residue scattered in the fried chicken box, put it into her mouth, and subconsciously licked the cheese slices stuck to the hamburger paper." Students intentionally imitate Mr. Zhu Ziqing's writing style, using four verbs of "twist", "put", "sip" and "lick" in succession, vividly showing the image of a hungry mother who is dedicated to taking care of her children. The students memorized the detailed description of the father's movements in "Back", and copied them according to this description method, and achieved good results.

It is mentioned in Pedagogy that at present, in the wave of worldwide basic education curriculum reform, highlighting innovation and focusing on the development of problem-solving ability have become the common reform goals of all countries. ^[7] Then, when our students lack the ability of social practice and are unable to write articles containing profound philosophy of life, it is naturally in line with the principles of pedagogy and reflects the ability to solve problems to express what they have seen and heard by changing a relatively simple method of copying exercises, to make up for the lack of opinions and insights, and to enhance the depth of composition.

4 Third, expand reading.

Some experts suggest that students should observe life more, train students to pay attention to the details of life from time to time, and improve their ability to understand and understand life. In the process of writing, the use of details obtained by students themselves not only enhances the literariness of the article, but also fundamentally changes the situation of thousands of people in the composition. Although this is a good training method to improve the writing ability of "details", it is difficult in reality. Many of our students prefer to immerse themselves in their own world. They ride mountain

bikes, wear headphones, play with mobile phones, and seldom care about the people and things around them. Look up and pay attention to the details of life, it is better to look down at a few lines of online novels, they do not like to communicate with people, but do not refuse to communicate with books. So, why not improve students' ability of "detail description" from reading activities?

Reading, like writing, is also one of the important ways to improve the core literacy of Chinese subject. Reading activities in Chinese teaching are divided into in-class reading and out-of-class reading. ^[8] In-class reading refers to reading the text in the textbook, while extracurricular reading refers to appreciating more literary works outside the textbook. If further refined, extracurricular reading activities can also be divided into broad and narrow categories. Reading in a broad sense means that students read the books they are interested in from their own subjective will, without the teacher's recommendation and guidance. In a narrow sense, the reading level means that the books read by students are related to the texts in the textbooks, which require appropriate explanations and explanations from teachers. Sometimes, according to the teaching requirements, students should also complete the relevant reading learning tasks assigned by teachers. ^[9] The reading activities related to the improvement of the ability to describe details mentioned by the author here mainly refer to the narrow sense. But we have reason to believe that once we cultivate the interest of capturing details in reading, then, no matter what level, students will consciously appreciate the typical details in the works, and pay attention to the process of digging details by writers, and then appropriately and selectively copy them into their own exercises.

For example, the second and third chapters of Lu Xun's *The True Story of Ah Q* are selected in the second volume of the optional compulsory course of Chinese published by the People's Education Press. ^[10] In classroom teaching, students are very interested in the exaggerated way of describing Ah Q in the novel, which is close to cartoons, and want to know the final outcome of Ah Q. Teachers timely guide students to read the original works, carry out reading development activities, assign learning tasks, let students mark the details of Ah Q before execution, and explain its role. All the students can accurately mark the words of Ah Q drawing a circle, and answer that through the description of this detail, they can not only feel Ah Q's ridiculous, pitiful and pathetic, and abide by the "spiritual victory method" until death, but also deeply understand the deep-rooted bad habits of national ignorance, backwardness and apathy. From this typical character, some students reflect that people must be self-respecting, self-respecting and self-reliant, brave after shame, and strong after weakness. ^[11]

Expanding reading, perceiving the characters through details, or admiring their noble sentiments, or despising their meanness and inferiority, from which students are educated to "see the wise and think alike, see the unwise and introspect themselves". We have not only completed the task of detailed description training, but also improved the moral character of students.

5 Conclusion

Through the above three detailed description training steps, students can accurately understand the subtle and specific typical plots in literary works, imitate their writing methods, and integrate them into their own compositions. "Detail description" module is practiced more, the ability to grasp the text is enhanced, the characters will gradually have flesh and blood, the narrative will gradually be orderly, the level of creating beauty from writing will naturally be greatly improved, and it is not difficult to construct an excellent composition.

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