



Entering Literary Classics and Inheriting Traditional Culture-Teaching Design of The Analects of Confucius

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Abstract. This paper briefly expounds the key and difficult problems faced by the teaching of classical inheritance, mainly the challenges posed by the changes in the living and learning environment and learning behavior habits of contemporary students. Classical inheritance teaching lacks the characteristics of the times in teaching content and teaching methods, which seriously affects the effectiveness and effectiveness of teaching. On this basis, this paper puts forward the general idea of the teaching design of the Analects of Confucius, and discusses the specific content of the teaching design of the Analects of Confucius.

Keywords: "The Analects of Confucius" teaching; teaching design; "The Analects of Confucius" teaching design

1 Introduction

The Analects of Confucius is a collection of quotes and sayings compiled by the disciples and later generations of Confucius, a thinker and educator during China's Spring and Autumn Period, recording the words and deeds of Confucius and his disciples. It embodies the political views, ethical thoughts, moral concepts, educational principles, and other aspects of Confucius and the Confucian school^[1]. As one of the Four Books and a classic work of Confucianism, The Analects of Confucius is profound and comprehensive in content, rich in meaning despite its concise language, and is written in a simple, vivid, and easily understandable style. It is an important part of the classic inheritance in Chinese language courses at all levels of education. However, like all traditional cultures, the cultural inheritance of The Analects of Confucius faces a relatively severe situation in the new era, especially among the younger generation. Influenced by fast-food culture and image-based culture, they often find it difficult to develop a deep and keen interest in reading and studying classics, which poses high requirements for the instructional design of The Analects of Confucius. How to effectively stimulate students' interest in learning, guide them to approach, study, and understand classics poses a challenge to teachers' instructional design capabilities. Based on the perspective of traditional cultural inheritance, this article discusses the instructional design of *The Analects of Confucius* with the aim of providing some references and insights for related research.

2 Key and Difficult Issues Faced by Classic Inheritance Teaching

Classic inheritance teaching is an important part of school education and a crucial educational vehicle for enhancing students' national and cultural self-confidence [2]. However, in the current era, classic inheritance teaching faces some key and difficult issues that affect its effectiveness and efficacy, urgently requiring resolution. These key and difficult issues mainly stem from the following two aspects:

Firstly, the widespread prevalence of the internet and smart electronic devices has profoundly changed contemporary students' living, learning environments, and learning behavior habits, posing a significant challenge to classic inheritance teaching. The contemporary student population can almost be considered "digital natives" of the online society. Under the impact of internet culture and multicultural values, their interests are widely concentrated in various "modern cultural" domains. Accustomed to "fast culture" and "consumer culture," they often lack sufficient interest in the inheritance of traditional classic culture. Even if they have some interest, they are only enthusiastic about acquiring fragmented knowledge through various online channels and lack enthusiasm for systematic learning.

Secondly, the current classic inheritance teaching in schools lacks contemporary characteristics in terms of teaching content and methods, seriously affecting its effectiveness and efficacy. While classic cultural inheritance certainly requires maintaining traditional characteristics, blindly adhering to old ways in teaching content greatly reduces its appeal to contemporary students. In terms of teaching methods, many schools' classic inheritance teaching still adopts traditional approaches, often involving rote recitation without delving into the material. The teaching lacks the application of modern information technology and does not match contemporary students' learning behavior habits, resulting in classic inheritance teaching failing to gain students' recognition and favor.

Classics become classics because they are recognized by countless people and are the essence that has withstood the test of time. However, most classics are also profound and require diligent study to understand, which places high demands on the competence of educators. Especially in the current era, classic inheritance teaching needs to emphasize the cultivation and guidance of students' interest in teaching design, inject new contemporary elements into teaching content, and continuously innovate teaching methods to ensure effective inheritance and realize their classic value and significance.

3 Overall Approach to Teaching Design for "The Analects of Confucius"

3.1 Enhancing Students' Interest in Learning is the Core Objective of Teaching Design

"The Analects of Confucius" is the source of Chinese culture, for contemporary students, there is still a distant "historical gap" in its inheritance, and the sense of alienation caused by the differences between tradition and modernity should be given widespread attention in teaching design [3]. In the teaching practice of "The Analects of Confucius," teachers often pose "soul-searching questions." Why is it that such a wise and philosophical classic as "The Analects of Confucius" does not receive serious study from students? Why is it that despite repeated explanations of the value of "The Analects of Confucius" by teachers, students still do not (acknowledge) it? Here, we might as well consider the issue from a different perspective. In the perception of any teacher, the value of "The Analects of Confucius" is beyond doubt. They convey the value of "The Analects of Confucius" to students from their own cognitive perspective but overlook an important issue, namely, how to enhance students' interest and enthusiasm for studying "The Analects of Confucius." They go to great lengths to explain the knowledge content of "The Analects of Confucius" and convey its value and implications to students, but they neglect students' receptive abilities and overlook the fact that interest is the best teacher. [4] Our teaching objectives are always anchored at the knowledge level, and we unknowingly ignore students' learning subjectivity, imposing teachers' cognitive perceptions on students. This single teaching objective largely deviates from the main purpose of teaching, leading to low overall teaching efficiency. Therefore, in the teaching design of "The Analects of Confucius," enhancing students' interest in learning is the core objective, and all teaching designs should start from this point.

3.2 Combining Knowledge Teaching with Emotional Cultivation and Cultural Inheritance

The teaching of "The Analects of Confucius" should not merely focus on the imparting of cultural knowledge, the educational significance of "The Analects of Confucius" is also reflected in its promotion of students' moral concepts, emotional development, and other aspects, as well as in the inheritance and promotion of traditional values. In our traditional teaching designs, knowledge teaching is habitually regarded as the center, requiring students to memorize knowledge points and understand the connotations of the text, which is considered the "original intention" of teaching "The Analects of Confucius." [5] This is a widespread issue in the teaching of many traditional cultures. However, cultural inheritance is not just about the transmission of knowledge. To some extent, the conveyance of emotions, attitudes, and cultural values is fundamental. It is precisely due to the lack of this aspect that not only does the teaching of "The Analects of Confucius" fail to gain widespread recognition among students, making them feel bored and uninterested in the process of learning ancient

and obscure knowledge, but it is also one of the important reasons why the traditional cultural inheritance function of "The Analects of Confucius" teaching cannot be fully realized. Therefore, in the teaching design of "The Analects of Confucius," knowledge teaching should be closely integrated with emotional cultivation and cultural inheritance to fully reflect the value and charm of "The Analects of Confucius."^[6]

4 Combining knowledge teaching with emotional cultivation and cultural inheritance

4.1 Integrate interest cultivation into every aspect of teaching "The Analects of Confucius"

In the teaching design of "The Analects of Confucius", integrating interest cultivation into every aspect of the teaching process is crucial. Currently, our teaching process mainly follows the "three-stage teaching process," which includes pre-class preview, in-class lecture, and after-class review. Among these three stages, pre-class preview often receives insufficient attention. Most teachers focus on in-class lectures and after-class reviews as the key components of teaching, while pre-class preview is mostly completed autonomously by students without a necessary supervision mechanism for its quality. However, in my opinion, to integrate interest cultivation into the teaching of "The Analects of Confucius," pre-class preview is a critical design aspect and a key breakthrough point for stimulating students' interest in studying "The Analects of Confucius." Specifically, first, teachers should accurately grasp students' interest points in studying "The Analects of Confucius" to excite their interest. For example, assign the following learning tasks in the pre-class preview stage: ① Collect information about Confucius's life; ② Who are Confucius's 72 disciples? ③ Confucius is known as the "Sage of Culture." Do you know who the "Sage of Martial Arts" is? Who else in Chinese history is called a "sage"? ④ Who is it that "with half of The Analects, one can govern the world"? Can half of The Analects really govern the world? ^[7] These pre-class learning tasks include both knowledge points and interest points. Many students have a strong interest in anecdotes about famous people, which can be used as an entry point to effectively motivate students' enthusiasm for pre-viewing and lay the foundation for further interest in studying "The Analects of Confucius." Second, it is necessary to strengthen the effective connection between pre-class preview assignments and the in-class lecture stage, creating an engaging classroom atmosphere through innovative lesson introductions to stimulate students' interest. For example, ask students to collect portraits of Confucius during the pre-class preview stage, and then use a slideshow in class to display portraits including Confucius for students to identify; play quotes through a slideshow and ask students to distinguish which statements are from "The Analects of Confucius." Such lesson introductions can not only test the effectiveness of students' pre-class preview but also effectively mobilize students' enthusiasm in class. Third, enrich the forms of assignments to enhance the fun of after-class review. During the after-class review stage, simple knowledge point reviews can be tedious for students. Designing various

forms of assignments to increase the diversity of after-class assignments can undoubtedly effectively stimulate students' interest. For example, ask students to watch the CCTV "Lecture Room" special program "Yu Dan's Insights into The Analects of Confucius" or the movie "Confucius" after class.^[8]

4.2 Integrate ability cultivation and quality education into the teaching of "The Analects of Confucius".

In specific teaching designs, teachers should focus on integrating ability cultivation and quality education into the teaching of "Beyond imparting knowledge, teaching "The Analects of Confucius" to enhance students' abilities and help them understand principles holds greater educational value and significance. For example, in cultivating students' autonomous learning abilities, targeted teaching designs can be implemented during the pre-class preview and after-class review stages. During the pre-class preview stage, students can be asked to autonomously study and translate relevant passages from "The Analects of Confucius." The study of ancient Chinese texts has its uniqueness, and there are no fixed rules for translation, with significant differences often found in nuanced understandings. Teachers should encourage students to translate the original text according to their own understanding, learning to engage in direct dialogue with the ancients rather than blindly following someone else's translation for "rote learning." Furthermore, in understanding the connotations of "The Analects of Confucius," students should also be encouraged to express their unique ideas, especially by fostering critical thinking towards traditional culture. During the after-class review stage, in addition to consolidating and reviewing relevant knowledge points, targeted assignments that are thought-provoking and exploratory should be designed. For instance, students can be asked to conduct a survey on the social acceptance of the viewpoint "Only small-minded people and women are difficult to deal with," and to publish their own comments and insights based on the survey results.^[9]

5 Teaching Methods for "The Analects of Confucius"

From the perspective of the effectiveness of cultural inheritance, the teaching of traditional culture requires teaching methods with contemporary characteristics to achieve good outcomes. Therefore, in the teaching design of "The Analects of Confucius," it is essential to strengthen the innovative application of teaching methods. Specifically, the teaching design should focus on two targeted aspects. Firstly, appropriate teaching methods should be selected based on the teaching characteristics of "The Analects of Confucius." For example, recitation is a very necessary and suitable teaching method for "The Analects of Confucius," which not only enhances students' memory but also allows them to appreciate the rhythmic beauty of ancient Chinese. Traditional teaching methods naturally have their unique value. However, teachers can also innovate based on actual situations, such as combining recitation with video teaching methods, encouraging students to post their recitations of "The Analects of Confucius" on plat-

forms like Douyin and Kuaishou, and then jointly commenting on them with the teacher. Secondly, it is important to strengthen the application of multimedia teaching methods and emphasize the use of information technology in teaching. For instance, teachers can design short, concise, and thematically focused micro-lessons on the content of "The Analects of Confucius" and develop a comprehensive micro-lesson teaching system for it. Micro-lesson teaching aligns with the learning habits of contemporary students and effectively utilizes their fragmented time for efficient learning. Furthermore, group teaching, debate teaching, question-and-answer teaching, and other methods can be combined with information technology and applied to the teaching of "The Analects of Confucius," promoting extensive innovation in online and offline teaching methods and fully leveraging the advantages of modern information technology to enhance the effectiveness and efficiency of "The Analects of Confucius" teaching.

6 Conclusion

The primary focus of the teaching design for "The Analects of Confucius" lies in enhancing students' interest in learning, which is the core of all traditional culture inheritance teaching but also the most easily overlooked aspect. In addition to boosting students' interest, teachers should concentrate on innovating and improving teaching methods in their teaching designs, particularly by fully considering the learning behaviors and characteristics of contemporary students. Emphasis should be placed on utilizing online platforms for online teaching and strengthening interaction and communication between teachers and students. Only in this way can the teaching of "The Analects of Confucius" capture students' favor, truly bring the classic to students, and ensure the good inheritance of traditional culture.^[10]

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