

## **Study on Existing Problems and Suggested Solutions of Teaching in History of Chinese Modern Literature Course**

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**Abstract:** The history of modern Chinese literature is an important basic course for Chinese language and literature majors. This paper analyzes the teaching status from the aspects of training objectives, curriculum assessment, teaching mode, textbook writing and teaching methods, and follows the basic ideas of teaching reform, and puts forward the teaching countermeasures of modern Chinese literature history. The basic idea is to use the rotating classroom teaching mode, follow the principle of poor teaching, guided by theoretical research, use modern teaching methods, attach importance to the main body of students, and change the literary teaching pattern as a means to achieve innovative and high-quality innovative the purpose of talent. The countermeasures include: perfecting the knowledge structure, realizing two combinations; cultivating academic thinking, paying attention to literary literacy; creating teaching situations, designing intensive teaching plans; building quality teaching materials, embodying multiculturalism; absorbing the latest achievements and coming out of three misunderstandings.

### **1. Introduction**

The teaching of literary history is a relatively special course. From the perspective of history, there are both the pervasive and popularization of historical knowledge and the potential rules of ideology education. From the literary level, it is not only the path and trajectory of literary development, but also literature. The process of appraisal evaluation of works. The history of modern Chinese literature is an important basic course for Chinese language and literature majors. It studies the evolution history and creative achievements of Chinese literature since the "May 4th" New Culture Movement, and expresses the Chinese people's thoughts, feelings and psychology with modern literary language and literary forms. Literature is also an important part of the history of Chinese literature. It plays an important role in understanding and understanding the history of modern Chinese literature, improving students' aesthetic ability and literary appreciation.

The history of modern Chinese literature as a discipline has been more than 50 years old. After entering the 21st century, there are more and more challenges. In the social and cultural aspects, under the dual pressure of "national study fever" and academic popularization, the reputation of modern literature among students and ordinary people has also been hit hard. In terms of schools, modern universities tend to In terms of science and engineering, many courses are based on practicality, emphasis on engineering, neglect of science and liberal arts, literature courses are squeezed out or class time is reduced; students, college students' love of foreign languages and computers has gone far beyond The love of literature does not feel the great influence of cultural heritage on itself and even human beings; in terms of teachers, because students' needs are utilitarian, teachers are mostly to meet the needs of students, and there is less research on the connotation of courses.

The professional teachers of modern Chinese literature history must improve the existing teaching methods, improve students' interest in the course, and enable them to actively explore the content of modern Chinese literature history and return the history of modern Chinese literature to the status of Chinese language and literature majors. Through the research of this subject, we will change the teaching status of modern Chinese literature history, help the teaching reform of Chinese

modern literature history curriculum, improve the attention of students, schools and society to the teaching of modern Chinese literature history, and improve students' ability to read and evaluate various literary works. Cultivate students' ability to study literary phenomena and writers' works, and comprehensively improve students' literary accomplishment and innovative spirit.

## **2. Teaching Current Situation of Chinese Modern Literature History**

The teaching status quo of modern Chinese literature history is mainly explained from five aspects: training objectives, curriculum assessment, teaching mode, textbook writing and teaching methods:

(1) Training objectives: mainly systematic study 1917 - 1949, the development process of Chinese literature and the historical form of literary creation, so that students get the most common state of mind and art form in the history of modern Chinese literature. Knowledge of the other aspects, as well as a cultural background that recognizes the value and purpose of life, and enables students to form an ideal level in the course of learning, to appreciate, analyze, and evaluate the basic abilities of literary phenomena and literary works, so that students can form The progressive aesthetic values required by the times, comprehend the beauty of life and the true meaning of being a man, and cultivate their own sentiments in literary works.

(2) Course evaluation: The purpose of this course assessment is to test students' mastery and understanding of the development of modern Chinese literature. Students are required to fully grasp the history of the development of modern Chinese literature, be familiar with the laws and main features of modern literature development in each period, master the literary trends of each period and their different styles, styles and genres, and be familiar with the representative works of representative writers. The ability to read, appreciate, analyze and comment on modern Chinese literary works. The assessment method adopts a closed-loop approach, and the questions include single-choice, multiple-choice, noun explanation, short answer, discussion and appreciation, etc., which can be combined as appropriate. The proposition includes knowledge of basic knowledge and application capabilities. Common sense of literary history as defined in the syllabus for basic knowledge assessment. Applying the ability assessment to evaluate the author's work and the ability to discern literary phenomena.

(3) Teaching mode: In order to promote and promote the transformation of classroom teaching and cultivate students' critical thinking and creative ability, this course adopts a rotating classroom teaching mode. The rotating classroom is based on independent learning theory, constructivist theory and mixed learning theory, and re-adjusts the time inside and outside the classroom. Teachers no longer take up time in the classroom to teach information, and transfer the decision-making power from the teacher to the student. Students self-planning learning content, learning rhythm, style and way of presenting knowledge, teachers use teaching methods and collaborative methods to meet the individual needs of students. Turning the classroom breaks the pattern of instilling knowledge and turns to a fun and expansive approach to teaching. This way, the teaching of modern Chinese literature history has been freed from the boring learning atmosphere, which has stimulated students' curiosity and interest in learning.

(4) Writing of textbooks: There are many textbooks in this course. In the second decade of the 21st century, the publication of textbooks of modern Chinese literature has presented some new features. The textbooks that have been well received and influenced have included: Editor-in-Chief Yan Jiayan, *History of Chinese Literature in the 20th Century* by Higher Education Press; Editor-in-Chief Zhu Donglin, *History of Modern Chinese Literature (Editor's Edition)* by Peking University Press; Ding Fan Chief Editor, Higher Education Press, "The History of Chinese New Literature." Yan Jiayan's "History of Chinese Literature in the 20th Century" is both a textbook and a research monograph. It has a relatively rich originality. Many of the contents are refreshingly innovative and inspiring. Among them, Zhu Donglin's "The History of Modern Chinese Literature", mainly for journalism, advertising, secretarial science and drama, film and television, etc.; Ding Fan's "Chinese New Literature History", with a new literary history, new staging concepts and new literary history theory, trying to Excavate the true history of Chinese literature in the 20th century,

the beauty of literature and the light of humanity.

(5) Teaching methods: Based on the teaching mode of rotating classrooms' form, and taking into the characteristics of modern Chinese literature history, teaching methods adopt a combination of classroom teaching and independent learning. Movies, TV shows and class discussions are used as an aid. The lectures are taught according to the order of the textbooks, and the chapters guide students to read, and ask questions according to the chapters. For the literary trend of thought and the genre of the society, it is mainly to sort out the clues in different categories; to explain and analyze the key writers and representative works in more detail. Based on this general principle of clearing clues, highlighting key points, combining points and steps. In recent years, with the continuous enrichment of information technology and the emergence of a large number of network resources, more and more teachers use video, pictures, music and animation teaching resources in the teaching of modern Chinese literature history to enrich the teaching of modern literature. And intuitive.

### **3. Basic Ideas on Teaching Reform of Chinese Modern Literature History**

The basic idea of the teaching reform of the history of modern Chinese literature is to use the rotating classroom teaching mode, follow the principle of poor teaching, guided by theoretical research, use modern teaching methods, attach importance to the main body of students, and change the literary teaching pattern to achieve training quality as a means. The purpose of high and capable innovative talents.

(1) Using the rotating classroom teaching mode, the two processes are reversed, and the autonomy of the classroom is given to the students. In the process of absorbing internalization, it can be transferred from the extracurricular to the lesson, in terms of learning effects and knowledge construction, students the actual ability and foundation of the students are the main ones. The teachers only assist students in learning through assistance and communication, and the students construct their own knowledge systems.

(2) Following the principle of teaching students according to their aptitude means that the teacher starts from the actual situation of the students, and makes the depth, breadth and progress of the teaching suitable for the students' knowledge level and acceptability. At the same time, considering the personality characteristics and individual differences of the students, the talents of each person can be carried out. Get the best development. Teaching students in accordance with their aptitude is an important principle that must be adhered to in modern teaching and has a very rich modern value.

(3) Guided by theoretical research, it refers to the academic level of teaching reform in this course, giving full play to the guiding role of theory in practice, continuously absorbing the latest educational ideas and teaching reforms at home and abroad, and carrying out education related to this course. The study of ideas, teaching concepts and teaching methods ensures that the teaching reform of modern Chinese literature history has reached the domestic advanced level.

(4) The use of modern teaching methods is based on the purpose of teaching, teaching requirements and teaching content, creating a realistic teaching environment, a complete scene of synchronized sound and image, a combination of dynamic and static teaching images, and a lively teaching atmosphere. At the same time, we must pay attention to the organic combination of modern teaching methods and traditional teaching methods, so that modern teaching methods truly provide excellent educational resources.

(5) Emphasis on students as subject, refers to the students' thinking activities as the main body in the teaching process, taking the students' cognitive process as the main body, transforming students' passive learning into active learning, focusing on cultivating students' basic theories and basic knowledge. With the classical teaching as the means, the basis of improving the basic skills of the profession, the purpose of improving the quality of humanities and the quality of personnel training is achieved.

(6) Changing the literary teaching pattern as a means to open the inner organic connection between the two courses of "Chinese Modern Literature History" and "Chinese Contemporary

Literature History", and to establish a new teaching history of Chinese literature since the May 4th Movement pattern. Taking the modernization of Chinese literature as the core teaching content, we will continue to broaden the teaching caliber to achieve the goal of cultivating literary professionals.

(7) To achieve the goal of cultivating innovative talents with high quality and ability, it is to implement quality education in the cultivation of students' creative ability, let undergraduates participate in scientific research activities in advance, and take effective measures to effectively improve students' creativity. Utilize the favorable conditions for granting the first-level master's degrees and give full play to the advantages of all aspects to accelerate the cultivation of excellent talents.

#### **4. Teaching Countermeasures of Chinese Modern Literature History**

In view of the current teaching situation of modern Chinese literature history and following the basic ideas of the teaching reform of modern Chinese literature history, the teaching strategies proposed in this paper are as follows:

(1) Improve the knowledge structure and achieve two combinations. Knowledge structure refers to the composition and combination of the knowledge system owned by a person after special training. A reasonable knowledge structure is a combination of intensive expertise and broad knowledge, and the most reasonable and optimized knowledge system for career development. In the process of teaching, we must constantly improve the knowledge structure of students and cultivate scientific ways of thinking. The teaching of modern Chinese literature history should try two combinations: First, combine the writer's personality with literary phenomena, fully integrate the factors of the writer's "cultural personality", restore the richness and integrity of modern literary history, and enable students to pass the spiritual channel. Enter the life process of literary development and feel the charm of modern writers' personality. The second is to combine rational theoretical teaching with perceptual aesthetic teaching, so that students can fully grasp the writer's personality spirit, aesthetic image and emotional world, establish a correct outlook on life and world, and lofty moral ethics.

(2) Cultivate academic thinking and pay attention to literary literacy. Literacy refers to a person's behavior in literary creation, communication and communication, as well as language and thought. Literary literacy is more specific than cultural literacy. In order to improve students' understanding of the history of modern Chinese literature, teachers have cultivated students' academic thinking through multi-view and all-round research. In the process of teaching, teachers are not to impart academic results to students, but to enable students to learn to use these methods to analyze and understand the content of knowledge in modern literary history, to exercise literary thinking and ability, to understand and feel modern Chinese. The rich meaning of literary history. Quality education is the mainstream of modern education. The purpose is to cultivate students' ability to innovate and practice knowledge. Students have an interest in the history of modern Chinese literature and have the literary thinking they deserve. Teachers also need to guide students to turn literary thinking into literary literacy for practical learning and work.

(3) Create a teaching situation and design a teaching plan. The classroom teaching of rotating the classroom teaching mode consists of the process of feed-forward acceptance, intensive content, group interactive learning, case analysis, student practice and assessment evaluation. When teaching, teachers need to pay attention to the creation of teaching situations and solve highly abstract problems. Teachers can create a variety of situations based on students' life experience and existing knowledge and provide students with a good classroom learning environment to ensure efficient implementation of the classroom. According to the requirements of rotating the classroom, the lecture time is less than 30 minutes, and the design of the lesson plan is very important. Teaching plans should be collectively researched and developed by teachers, guided by ability training, emphasizing students' independent learning, active participation, cooperative inquiry and optimized development; design methods should be continuously improved to enhance adaptability; timely feedback of learning effects, revision and improvement of teaching plans; There are a lot of uncertainties in the classroom. It is necessary to design flexible teaching plans and adjust the



teaching content according to the classroom conditions at any time.

(4) Building quality textbooks that reflect multiculturalism. Teaching materials play an important role in the teaching process and are a bridge for communication between teaching and learning. High-quality materials that meet the object of use can effectively improve teaching standards. Teaching materials with poor practicality, outdated content, and lack of cultural connotation cannot achieve teaching goals. The Internet age is an era with no core and authority. Information intensive and value diversity are the main characteristics. Facing the increasingly young reader community, absorbing many research results, it is imperative to reflect the multicultural spirit. Editors must have the ability to systematically master and analyze in depth in data collection. They should have an open mind and a light weight in the narrative. The preparation of teaching materials should take into account the teaching links, especially when focusing on knowledge transfer, strengthen the cultivation of students' abilities, integrate knowledge transfer, quality improvement and training ability, and give full play to the comprehensive functions of textbooks. At the same time, provide thinking questions to attract students to explore independently.

(5) Absorb the latest achievements and get out of three misunderstandings. Many new methods of literary criticism, including modern perspectives, deconstructionism, neo-historicalism, post-colonialism, and ecofeminism, have been applied to the study of modern Chinese literature history. Many scholars have carried out a comprehensive and comprehensive history of Chinese modern literature. Multi-view research, classroom teaching should fully absorb these latest academic achievements, and explain these new theories and methods to students as much as possible. Because a method of criticism represents a literary concept and a critical field of vision, it helps students to understand the rich meaning of modern Chinese literature and enhance students' interest in learning in a broader theoretical background. Under the potential influence of the writing philosophy of modern Chinese literature history and the pursuit of the times, with some unpredictable drawbacks, the teaching has entered a certain misunderstanding. In the actual teaching process, we pay attention to three major misunderstandings, namely, the history of revolution, the history of thought and the misunderstanding of modernity, and promote the healthy development of the teaching of modern Chinese literature history.

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