

An Innovative "One Centre, Two Parts Combined" Methodology for College Chinese Language and Literature

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Abstract: *This study focuses on emphasizing text over culture; The dominant position of teachers does not match the dominant position of students; Insufficient connection with professional course learning; The assessment and evaluation mode is single, with four classroom teaching problems. Through comprehensive analysis of students, teaching objectives, content, methods, activities, evaluation, and other teaching processes, combined with teaching practice, the content of the "College Chinese Language and Literature" course is summarized and summarized as "macro perspective, micro foothold, expanding breadth and depth; teaching practice combines teacher leadership with student subjectivity"; Accurate connection with subsequent professional learning; Emphasize the innovative characteristics of process evaluation and other four aspects, and summarize the characteristics, highlights, and innovative points of curriculum ideological and political construction from two aspects: the educational ideas and concepts adopted in the teaching design and implementation process of this course, the main design ideas and implementation methods of curriculum ideological and political education; Fully utilize online teaching platforms and intelligent teaching tools to carry out course teaching activities and learning evaluations; Summarize the effectiveness of innovative practices and form new methods and models for radiating and promoting innovative achievements.*

Keywords: Student-centered, Ideological and political education, College Chinese Language and Literature, Teaching Innovation.

1. Introduction

The College Chinese Language and Literature course is a general education course offered at all levels and in all types of colleges and universities in all regions of China. The College Chinese Language and Literature course has the functions of enlightening students' wisdom, laying a literary foundation for them, cultivating their feelings, improving their cultivation, cultivating the humanistic spirit, and improving their ability to express and communicate [1]. The purpose of College Chinese Language and Literature teaching is to make students appreciate the beautiful language of works, understand the basic knowledge of literature, and grasp the ideological content and artistic characteristics of works. In this way, students can cultivate good language and writing skills, and improve their ability to analyse, appreciate and judge literary works. Among them, reading and writing are two basic skills that are very important but scarce for today's college students, and they are also the basis for professional learning and research. However, at present, the teaching of c College Chinese Language and Literature in many colleges and universities cannot really achieve the set teaching purposes because, on the one hand, in the policy background of building professional and application-oriented universities, the positioning of this course of College Chinese Language and Literature and the construction of this curriculum On the other hand, it is because in the policy background of building professional and application-oriented universities, the positioning of College Chinese Language and Literature and the construction of this curriculum is opposite to the course needed for the construction of this curriculum, and the nature of the general education course makes the professional and application-oriented universities pay insufficient attention to it, and in many colleges and universities, the course of College Chinese Language and Literature is set up as an elective course, or even a completely online elective course. On the other hand, there are a lot of urgent problems in the

curriculum design, selection of teaching content, choice of teaching methods, and integration of curriculum Civics in College Chinese Language and Literature, which will be examined in the following section and innovative and targeted solutions will be proposed to address the problems.

2. Analysis of the Problems of the College Chinese Language and Literature

2.1 The Focus on the Text and the Underestimation of Its Cultural Heritage

In the past, the teaching content of the College Chinese Language and Literature was often limited to the detailed interpretation and in-depth discussion of the selected texts in the textbook, which mainly focused on the micro level of the text and neglected the overall consideration of the broad literary world behind the text. It seems overly formalised, and this mode of teaching not only fails to effectively break through the traditional framework of high school language learning, making it difficult to form a hierarchical progression between university language education and high school education, but also greatly restricts the development of students' thinking. It is difficult for students to think and learn deeply about the deeper connotations of literary works, traditional Chinese culture and traditional virtues in this way, not to mention their inability to carry out innovative understanding and exploration on this basis. In the long run, students may lose interest in literature and traditional culture, which is very unfavourable to the inheritance and promotion of our excellent cultural heritage. Therefore, reforming the content and methods of teaching College Chinese Language and Literature to pay more attention to cultivating students' comprehensive quality and innovative ability has become an important issue in the current education reform.

2.2 The Teacher's Dominant Position in the Teaching

Process Does not Match the Students' Subject Position in the Teaching Process

In the traditional teaching of the College Chinese Language and Literature, the teacher's role is often too prominent, and he or she is in a dominant position in the teaching process. In this teaching mode, the teacher is not only the transmitter of knowledge, but also the controller of the classroom rhythm, from the introduction of the course, the content of the explanation to the summary of the feedback, almost every part of the teaching process is handled by the teacher. Teachers on the podium, while the students are sitting down to passively accept the knowledge instilled, this arbitrary teaching method greatly weakened the degree of student participation in the classroom.

In this kind of teaching atmosphere, the teacher tries to impart a large amount of knowledge to the students in one go within a limited time. However, this approach ignores the learning foundation and individual differences of students, resulting in some students feeling uninterested and unmotivated when faced with knowledge that they are already familiar with or have been exposed to in previous courses. In addition, as the students' subject position was not given due attention, their initiative and creativity in the classroom were limited.

Students' sense of problem also appears to be weak in such a teaching environment, and they often do not take the initiative to raise questions, let alone carry out in-depth and innovative thinking about what they have learnt. This passive learning state is not only unfavourable to the development of students' critical thinking and creativity, but also makes it difficult to stimulate their love and desire to explore literature and culture. In the long run, students may regard the College Chinese Language and Literature as a burden rather than a way to enhance their humanistic literacy and aesthetic ability.

Therefore, in order to change this mismatch between the teacher-led and student-subject status, it is necessary to reform the teaching mode of the College Chinese Language and Literature. Teachers should be repositioned to change their role in teaching from knowledge transmitters to learning guides and facilitators, while fully respecting the students' subjective position and encouraging them to actively participate in classroom discussions, ask questions and think, so as to build an interactive and energetic classroom atmosphere and truly realise the student-centred teaching concept.

2.3 Lack of Close Connection with Professional Courses in Terms of Content

Most of the schools to open the "College Chinese Language and Literature" course, the purpose is to lay the foundation for other literature, culture elective courses and professional courses, and the traditional "College Chinese Language and Literature" course teaching practice, teaching content is relatively concentrated in the field of article appreciation, ignoring the professional writing and oral communication skills and other employment and professional learning closely related to the cultivation of the comprehensive quality of [4]. The tendency to focus on knowledge, light on ability, light on the comprehensive quality of improvement [4]. It shows the

tendency to focus on knowledge, but not on skills, and not on the improvement of comprehensive quality.

2.4 The Assessment and Evaluation Mode of College Chinese Language and Literature is too Monotonous.

The traditional evaluation system of "College Chinese Language and Literature" course part of the final examination accounts for too much, and ignore the process of evaluation, the final examination of the type of questions are mostly objective questions, which causes students usually do not study seriously, the final examination temporary mechanical memory can get a high score of the aberrant phenomenon, this single mode of evaluation can not be a fair and accurate evaluation of students' learning, and also can not effectively improve the students' literary and comprehensive quality of students. This single mode of evaluation cannot fairly and accurately evaluate students' learning, nor can it effectively improve students' literary cultivation and overall quality.

3. "One Centre, Two Parts Combined" Innovative Concept of Teaching College Chinese Language and Literature

"One Centre, Two Parts Combined" means to take students as the centre, to cultivate students' literary literacy as the foundation, to take into account both the aesthetic and instrumental characteristics of literature courses through the teaching method of combining lectures and exercises, and to improve students' reading and writing abilities while enriching their literary knowledge, cultivating their reading ability and improving their writing ability. So that students can establish the scientific spirit of seeking truth from facts and the correct and noble aesthetic quality.

And the College Chinese Language and Literature course should also adhere to the fundamental principle of establishing morality, integrating the content of course ideology and politics in teaching, stimulating students' self-confidence and pride in national culture, and promoting the overall development of students' morality, intelligence, physicality, aesthetics and labour.

4. Methodology of the "One Centre, Two Parts Combined" to the Teaching Practice of College Chinese Language and Literature

4.1 Pay Attention to the Macro Level of College Chinese Language and Literature without Neglecting the Micro Level, Increase the Number of Contents Covered in the Course and Improve the Difficulty of the Course

The content of the course should be selected so that it is based on the textbooks selected by the major higher education institutions, but not only on the textbooks, but also on other literary classics and academic treatises related to the textbooks. This places new demands on College Chinese Language and Literature teachers. On this basis, College Chinese Language and Literature teachers should abandon the idea that language teaching is the appreciation of an isolated text in the textbook, and rely on the seminars and the collective preparation of the teaching and research team to

select the course-related books and the necessary books for general education from the extensive classics to support the teaching and serve as a supplement to the knowledge of the classroom teaching, as well as to broaden the students' knowledge. At the same time, it serves as a teaching tool to broaden students' knowledge and improve their reading skills. In addition, the teaching of college language also aims to explore the humanistic spirit of the text from a macro perspective, the background of the era in which the text was written, the writer's thoughts, feelings and biography, and the excellent traditional Chinese virtues embodied in the thoughts of the article, so as to interpret the text from a cross-cultural, cross-era and cross-disciplinary perspective. Interpretation of the text with a cross-cultural, cross-era, interdisciplinary perspective, in the process of teaching to organically infiltrate the relevant knowledge of history, aesthetics, philosophy, cutting-edge knowledge and theories and new trends in the discipline of literature to convey to the students, to improve the content of the teaching of both sexes once [5].

4.2 Technology Empowerment, Realization of Students' Subjectivity and Continuous Promotion of Curriculum Construction

The university language must change the traditional "big water irrigation" teaching mode and replace it with the "precise drip irrigation" teaching mode, which embodies students' subjectivity before, during and after teaching. Through the use of intelligent teaching materials, the subjectivity of students' learning can be consolidated [6]. Make full use of the instant messaging tool in the intelligent teaching tools to communicate with students instantly, establish a two-way communication channel between teachers and students, and improve students' participation in class; use monitoring tools to monitor classroom teaching in real time, and through the analysis of data, teachers can accurately understand the mastery of students' knowledge and timely adjust the teaching strategy, so that students can have a deeper understanding of the relevant knowledge; and after class, the Relying on the high-quality boutique teaching tools selected by the school, students can learn more knowledge. After class, relying on the high-quality network teaching platform resources selected by the school, as a relevant supplement to after-school learning, helps to open up the second classroom [7]. By analysing the completion of students' online and offline homework, it is conducive for teachers to better grasp the learning situation and provide accurate and efficient guidance for students' learning.

Before class, teachers can set up online questions related to the key points and difficulties of the next course and prepare pre-reading courseware to be sent to students through the online intelligent teaching platform. Students will do pre-reading with the questions before class, and in the process of independent pre-reading, they will find the answers to the relevant questions and have a certain understanding of the content to be learned, and in the process, teachers will constantly use the monitoring function of the online platform to monitor students in real time. In this process, the teacher constantly uses the monitoring function of the online platform to monitor the students in real time, which can also make the students who are not strong in learning autonomy improve their learning autonomy.

In the class, the teacher can guide the students to think through the way of question introduction, by inserting the questions in the wisdom teaching tool and let the students answer the questions, check the students' self-study results, for the students' mastery is not thorough, not in place in the difficult part of the course, you can use a variety of teaching methods, such as case study teaching method, situational teaching method, reading teaching method, discussion teaching method and so on for the heuristic teaching [8]. Let students find the correct answer in the process of cooperative exploration, and the teacher will further summarise the difficult points to strengthen the students' memory, and can also use the interactive polling in the wisdom teaching tools, random roll call and other modules to enhance students' participation in the classroom, and prompt students to participate in cooperative teaching.

After class, teachers can set up a variety of forms, subjective and objective combination, online and offline parallel practice questions or homework, such as reading bibliographies, writing essays, searching for information, field visits, recording microclasses, making PowerPoint and presentations, etc., a variety of forms of homework, from a variety of dimensions to improve, monitor and check the mastery of students' knowledge, but also randomly use group inquiry, student-teacher evaluation, student-student evaluation and other methods to promote students' self-exploration and cooperative learning. We can also randomly use group inquiry, student-teacher assessment, student-student peer assessment and other methods to promote students' self-exploration and cooperative learning. Students can self-check their mastery of knowledge in the process of completing tasks, and discussion questions can be set to encourage students to express their opinions on the content and knowledge of the course and to promote the formation of innovative thinking.

Through the interaction between teachers and students in class and the big data analysis of students' homework completion in class, teachers can grasp students' learning progress in time, understand students' homework completion and knowledge mastery, so that they can flexibly adjust the methods and procedures in the next class.

In addition, schools with such conditions can also rely on university language courses to carry out and enrich the "second classroom", carry out extracurricular tutoring activities, such as extracurricular reading guidance, using online instant messaging tools for students to answer questions at any time, opening writing tutorials, and actively guiding students to participate in extracurricular practical activities to cultivate students' ability to independently explore, analyse and solve problems. Students are actively guided to participate in extra-curricular practical activities to cultivate their independent research and problem-solving skills.

4.3 Combining the General and the Specific, Precise Articulation, and Quality Enhancement and Foundation Building

As the curriculum of college language is positioned as a general education course for non-literary majors, the central task of the curriculum of college language is to lay the

foundation for professional course learning, on the basis of which students will take writing courses or other professional courses, in order to undertake professional course learning, in the process of curriculum design, it is necessary to organically permeate the course content, teaching methods and course ideology with content related to professional knowledge [9], for example, through the writing exercises under the college language class, so that students can improve their writing ability. With content related to professional knowledge [9], for example, through the writing exercises after class, students can improve their writing ability and lay the foundation for professional writing, or set different discussion questions for different majors, or improve students' oral communication ability through the presentation and report in class, or include cases related to students' majors in the discussion and case study in the language class, and on the basis of the content of the study of College Chinese Language and Literature, it can also include the knowledge of students' majors in the study of college language. On the basis of learning the content of the College Chinese Language and Literature, it is also possible to incorporate the content of the ideology and politics of the course in relation to the professional ethics of the students' future work in this field.

4.4 Multiple Assessment, Process Oriented, Improve Confidence and Efficiency

Innovative College Chinese Language and Literature assessment methods, need to further increase the proportion of process assessment, refine the implementation of process assessment guidelines, assessment content can not be limited to the mastery of textbook knowledge, but reflected in the assessment of students' comprehensive quality [10], such as writing ability, reading ability, oral communication ability, ability to appreciate good culture and other related qualities of assessment. Assessment should be "not a test paper to determine the results". The use of diversified assessment methods, such as postings, participation in discussions, class presentations, writing papers, oral communication, class practice and other assessment methods will be included in the comprehensive results, so that the students' results reflect the students' learning more intuitively.

5. The "One Centre, Two Methods Combined" Concept of the Ideology of the College Chinese Language and Literature

The philosophy of the ideology of university language teaching can be summarised as follows: "Based on the original, absorbing foreign, facing the future" [11] First of all, the classics in the College Chinese Language and Literature are an organic part of the excellent traditional Chinese culture, and students can feel the unique charm of the excellent traditional Chinese culture and literature when they taste these classics; and the foreign literature in the university language is a window to show the excellent foreign culture to the students; and through the study and appreciation of the excellent Chinese and foreign literature, we can guide the students to feel the profound Chinese traditional culture and the great national culture. Through the study and appreciation of excellent Chinese and foreign literature, students will be guided to feel the vast and profound Chinese excellent traditional culture and the great national spirit, and at the same

time they will learn and absorb the essence of Western culture, cultivate the sense of community of human destiny, and establish an open, tolerant and eclectic spirit in the mutual appreciation of Chinese and Western culture and literature [12]. The university language curriculum should also focus on the development of healthy interpersonal relations in the growth and success of students, the establishment of the correct three views, the cultivation of patriotism, and the formation of the concept of aesthetics, so as to cultivate students' courage to face the future with courage and meet the future world where opportunities and challenges exist side by side.

6. "One Centre, Two Parts Combined" Style Methodology of Political Thinking in the University Language Curriculum

6.1 Comprehensive Understanding of Students

Due to the innovative and implicit nature of the integration of the elements of Civics [13]. requires teachers to have a deep understanding of the students' learning ability, learning situation, psychological condition, knowledge reserve, formation of world view, outlook on life and values, and to grasp the students' ideological tendencies in time, At the same time, it is necessary to have an in-depth understanding of the teaching content, read it thoroughly and grasp it accurately, so as to achieve the correct excavation of ideological and political viewpoints and the correct angle of ideological and political penetration.

6.2 Starting from the Hot Issues in Society, Give the National Spirit a New Connotation of the Times.

Teachers should take the hot issues related to the content of the College Chinese Language and Literature and the latest social issues that can cause extensive discussion as cases, lead the students to explore the classroom, explore the traditional virtues embedded in the content of the course related to the changes of the times, and then educate the students to practice the excellent traditional virtues and understand the main theme of the content of the teaching [14].

6.3 Exploring the New Mode of Course Ideology and Politics

You can take the content of the course and the teaching of College Chinese Language and Literature as the basis to promote the excellent traditional Chinese culture in the campus, in the classroom, in the hearts of the students, design colourful campus practice activities, enrich the content of extracurricular practice, innovate the form of extracurricular practice, and promote the students to learn and think combined with knowledge and action in the campus culture and practice activities, so as to consolidate the achievements of the construction of the ideological and political construction of the course.

7. Conclusion

This paper is oriented to the problems prevailing in the design and teaching process of the College Chinese Language and

Literature course in major universities across the country, and after studying the excellent practice cases of the reform of the College Chinese Language and Literature in various regions, and based on the actual cases, the methodology of pedagogical innovation of universal promotion significance is derived through quantitative and qualitative analysis and research [15]. However, curriculum construction is a dynamic construction process, so the methodology will also be enriched and developed with the development of the times, changes in teaching policy orientation and changes in teaching pedagogical tools.

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