

# Chinese Teaching in Colleges and Universities from Practical Experience—Teaching with the Theme of Interactive and Interesting "Literary Love"

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**Abstract:** *Most college students feel bored with literature courses for non-undergraduate majors, and the author attempts to share this with them based on years of practical experience in class. Despite the limitations of the overall environment of the education system, based on personal classroom experience, the teaching principles of "interactive teaching strategies, and interesting class methods" are proposed to enhance students' learning pleasure by opening topics with popular current events, engaging in interactive dialogues, making good use of image thinking, stimulating the atmosphere through group discussions, and adding interest through competition and games.*

**Keywords:** *Literature course, Classroom method, Interactive teaching strategies*

## 1. Introduction

Since I have been teaching Chinese in universities for six or seven years, whenever new courses are launched, I always ask students what their impressions of Chinese or literature are? The reaction of the vast majority of students is [Ancient Chinese is so difficult!], [The text is so profound! Can't understand!], [The course is boring, so boring!], [Taking this course doesn't help reality!]. . . . . And other negative reactions and opinions account for the majority. This is also a common problem encountered by most teachers in the current teaching of Chinese language and literature. Students from the three places on both sides of the Taiwan Strait have been exposed to the Chinese language and new words since primary school. After secondary school, they have begun to study ancient prose and verse, exploring the beauty of rhetoric and meaning. However, such a long period of literary cultivation has not only failed to make most students love Chinese, but has even caused negative effects. Why? I'm afraid it's different from the traditional [Examination guided teaching] Relationships are inseparable. It is just that such educational system problems cannot be solved by front-line teaching workers, and they are not the subject of this seminar.

## 2. Limitations and limitations of the curriculum

A unified college entrance examination has the purpose of identifying students' language proficiency, but this type of examination often requires a unified scope. And the performance of the HKCEE exam also brings certain pressure to teachers. Therefore, it has become a disguised teaching mode of "exam guided instruction": students transcribe blackboard notes, memorize exam highlights, and memorize logical passages. In addition, the characteristics of students in different departments are different, and it is also worth considering whether it is reasonable for students from different departments to take tests on the same standard platform? For example, students majoring in arts and business have an advantage over students majoring in science and engineering in terms of their sensitivity to literature and their exposure to daily courses. If it is only a test aimed at basic language proficiency, it should be as follows: "National Intermediate Inspection"<sup>[1]</sup> This type of examination emphasizes the reading and understanding of daily articles, rather than the difficult scope of ancient Chinese. Otherwise, there will inevitably be a gap between the purpose and results of the implementation of the examination, and the results will not be effective.

## 3. Teaching Strategy Interactive Teaching Method Interesting

The traditional "narrative teaching method" is taught by teachers on stage, with students carefully

listening and copying key notes. The advantage of this teaching method is that it can systematically convey the greatest knowledge to students in the shortest possible time. However, the disadvantage is that "the teaching process tends to become monotonous, monotonous, lacking a lively spirit, and not easily resonating with learners."<sup>[2]</sup>This kind of class method is boring, coupled with students' rejection of the content of Chinese courses, resulting in extremely poor learning outcomes for students. Therefore, many teachers are currently reducing traditional teaching methods, such as Chen Qihong, who said, "We hope that students can develop and abandon the traditional 'receptive' learning mentality in Chinese classes."<sup>[3]</sup>And then present it in a new teaching mode. For "Chinese", most students have a preconceived perception of exclusion, and it is difficult to guide students to appreciate the beauty of literature. Therefore, the author has tried many teaching strategies in the teaching process for many years. Among them, "arousing learning motivation" is the most troublesome issue for every educator. In many course teaching sessions, the author has found that making students think the course is interesting is more likely to resonate with students and lead to class effectiveness. The implementation of interactive teaching strategies and interesting class methods can be planned as follows based on the author's experience over the past few years:

### ***3.1 Pop current events open the topic***

Students are very sensitive and interested in the topic of current popular events. Such as the hottest dramas, movies, the hottest singers and pop music, the latest popular phenomena and topics, and so on. The above topics are easy to arouse students' topic in the classroom. It would be best to start with these topics and then bring them into the course theme. Even if it is not related to the class topic, it is a very good warm-up activity before class, which can bring vitality to the class. During the course of the class, the author often uses a topic taught to attract students' attention by combining the topic of popular current events.

### ***3.2 Interactive Dialogue Brings Relationships closer***

"Dialogue" can make the class atmosphere more lively. It is only the long-standing enrollment system in education across the Taiwan Strait and three regions that has forced teachers to teach in one direction and transfer a large amount of knowledge. It is also because students have long been accustomed to "quiet" listening to classes in the "light super" and "memorizing multiple points" mode. Therefore, it is also very difficult for students to have conversations with their teachers in class. Most teachers have the experience of singing "solo" in class. In addition to being accustomed to listening quietly, fear of making mistakes is also a major reason for not speaking up. In traditional education, we are always accustomed to giving "standard answers" to questions. When asked questions without knowing the standard answers, we are always afraid of making mistakes and dare not speak up. Gai Qishu pointed out that:

Literary works have multiple perspectives on reading and interpretation. Without the limitations of entrance exams and standard answers, literary appreciation should guide and encourage students to confidently interpret works and cultivate the ability to converse with classics, rather than blindly inculcating teachers with a single interpretation and appreciation of celebrities, and not relying solely on the pursuit of standard answers.<sup>[4]</sup>

Therefore, in the face of such situations, the author often tries to interact with students first by combining topics of popular current events and chatting. When students face topics of interest, their chances of opening a conversation naturally increase.

### ***3.3 Make good use of image thinking***

The beauty of literature, combined with the refinement of writing skills and the germination of the creator's emotions, reveals a myriad of postures and demeanor. Such experiences and feelings are often more meaningful than words. This "textual thinking" can transform abstract concepts into multiple imaginations through verbal and textual narration. According to each reader's own life experience and situation, the same language and text will have different ideographic connotations, which exhibit unlimited possibilities. Nowadays, students have grown up in a film and television environment full of sound and light effects since childhood, ranging from television and movies to mobile phones and tablets. Specific images appear vividly in front of everyone through screen images. Influenced from childhood, "image thinking" has become the main mode of thinking for students today. Zhao Yali pointed out that the characteristics of image thinking are:

The visual image (or so-called "visual mental image") obtained through visual media is a more fundamental medium than verbal language. The greatest advantage of visual media is that the shapes it uses to reproduce are two-dimensional (i.e., planar, such as drawings, movies), or three-dimensional (i.e., three-dimensional, such as sculpture). Therefore, visual images can provide a "structural equivalent" for all features of objects, events, and relationships, The specific activity of thinking is to directly compare, infer, and judge these "structural equivalents."<sup>[5]</sup>

Unlike "literal thinking," images can concretely reveal the detailed patterns of things: from the entire universe to the shapes of flowers and grasses that can be experienced and clearly presented to the eye. Whether it is a planar or three-dimensional concept, through the direct presentation of the screen, people can see it clearly and understand it. However, it is also relatively limited by the specific images displayed in front of it, which limits every infinite imaginable possibility.

#### 4. Using topics of interest to students as teaching materials

"To do a good job, one must first sharpen one's tools, and the proper selection of teaching materials in class is often a powerful tool for success." In addition to interesting teaching strategies, the selection of class topics is also very important. Interesting topics can attract students' attention and often have twice the effect with half the effort. The author considers that the exploration of technical and vocational colleges focusing on "practicality" rather than advanced knowledge, rather than allowing students to read ancient texts that are deeply philosophical and difficult to write, makes students react to literature. Instead, find topics that students are interested in for discussion. Through discussion of related topics, different philosophies on life can be further derived, with the same effect.

The author believes that literature can be very profound, but also very life. As pointed out in the "Preface to Poetry", "Poetry is the place where the will resides. The mind is the will, and the speech is poetry. Emotion moves in the middle and forms in the speech."<sup>[6]</sup>"The Book of Songs" is the ancestor of pure Chinese literature.

The content of "The Grand Preface to Poetry" explains the definition of the Book of Songs, and also marks the definition of literature. The following author presents a teaching plan with the theme of "Love in Literature" and demonstrates it through the above teaching strategies, as shown in Table 1:

Table 1: Love lesson plans in literature

Love lesson plans in literature			
Unit Name		Love in Literature - Ancient Chapter	Teaching date
Source of teaching materials		Self compiled textbooks	teacher Zhang Zhifan
the moon	sun	joint	Teaching focus
			1,Review of the Key Points of "The Book of Songs" and "Yuefu Poems"
			2,Understanding and Appreciating the Implications of the Poems "Kuai You Mei" and "Bai Tou Yin"
			3,Understand the theme of poetry through text and video discussions
			4,Looking for Other Classical Poems from Text Reading
Teaching preparation		teacher Handouts, PPTs, Movies	
		student teaching materials	
Teaching objectives			
1,Understand the style and features of love in ancient poetry			
2,Thinking about the various aspects of love			
3,Learn various attitudes towards love			
4,Extend your understanding of other love poems			
Key points of teaching guidance (activity flow)		Teaching time	Teaching strategies
1,Foreword: Desire for love? Q If you meet the man you love, will you take the initiative attack? Q If you encounter a girl who actively shows her love, will you?		10 minutes	Interactive Dialogue Brings Relationships closer
2,Review of the Book of Songs (1)The process and spread of the book (2)Contents of the Book of Songs: Wind, Elegance, and Ode (3)Techniques of the Book of Songs: Fu, Bi, Xing (4)The Literary Value of the Book of Songs		10 minutes	
		15 minutes	
3,The longing for love: "There are plum blossoms"		15 minutes	
(1)Introduction to poetry content			Interactive
			Initiate the class atmosphere by asking questions related to the topic
			A simple review of the Book of Songs from high school to prepare for "The Plum"
			From the discussion of the topic of the text to the thinking of students' life situations

(2)Appreciation of Poetry Content (3)Summary of the Contents and Techniques of the Book of Songs: Wind and Comparison (4)Issues and discussions The heroine's view of love? Your concept of love? The view of love in modern society?  End of the first class		Dialogue Brings Relationships closer	
The second class (5)Literary Value: Reflecting the Culture of Ordinary People 4.The desire for love is the same at all times and in all countries (1)Folk Songs - Watching the Spring Wind (2)Pop Song - Rainie Yang "People Who Want to Be Happy"  5.The Pain of Love: Han Yuefu's "Bai Tou Yin" (1)When love makes a joke on us QWhen your partner splits legs, do you? QHoney, I'm in love with someone... This is what you want  (2)Introduction to "Bai Tou Yin" (3)"Bai Tou Yin" Author's Story  End of the second class	5 minutes  15 minutes  15 minutes  15 minutes	Make good use of image thinking  Interactive Dialogue Brings Relationships closer Image Thinking Makes Good Use of It Pop current events open the topic	Summarize the discussion in the previous section to further illustrate the literary value of "Kuai Youmei"  Understand people's expectations for love in ancient and modern times through song playback and lyrics interpretation  First, ask a question to set the stage for the theme of "White Head Singing", and use the idol drama "Dear, I'm in love with someone else" to start the discussion of love betrayal  Telling the love story between Zhuo Wenjun and Sima Xiangru and the reasons for Zhuo Wenjun's creation according to legend
The third class Opening remarks: Review the content of the previous lesson by opening with the Dingdang popular song "Bai Tou Yin"  (4)Discussion on the Content of "Bai Tou Yin" QWhy does the relationship between husband and wife change in the text  (5)"Bai Tou Yin" Content Appreciation  6.Review of Yuefu Poems (1)The Origin of Yuefu Poetry (2)The Content of Yuefu Poems (3)The Value of Yuefu Poetry End of the third class	10 minutes  15 minutes  15 minutes  10 minutes	Pop current events open the topic Make good use of image thinking  Discuss the stir-frying atmosphere in groups	The popular song "Bai Tou Yin" is the theme song of the ancient costume drama "Strange Destiny in the Wind", and also uses drama content introduction to stimulate learning motivation  Do a simple review based on the content of Yuefu poems learned in high school

## 5. Summary

After all, Chinese is a relatively traditional discipline. Although it has rich and profound humanistic knowledge, it requires long-term contact and edification before it can become a person's inner spirit. In today's world that values science, emphasizes efficiency, and is rapidly changing, the humanities discipline of Chinese is obviously out of place. Due to the low practical value, the profound and difficult understanding of the articles, and the long-standing entrance examination system, Chinese courses have become courses that students do not love or attach importance to.

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