Research on Teaching Reform and Optimization of Literary Theory in Application-oriented Universities

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Abstract: *In the new era, the demand for talents is biased towards the two-way development of talents' knowledge literacy and comprehensive ability. Compared with application-oriented universities, with the change of times, the focus of school education should change with the needs of talents. Introduction to Literature is the basic theoretical course for the study of Chinese language and literature, and an important way to develop students' cultural literacy, appreciation ability and practical ability. In the context of the development of the new era, we must adapt to the changes in the needs of talents in the era. Teachers should gradually evolve from educators to cultivators, design diversified teaching activities according to the specific requirements of the new curriculum education, and develop students' thinking, knowledge, ability, literacy and other aspects. Based on the fundamental goal of talent cultivation, this article will conduct a comprehensive teaching research on the teaching of Introduction to Literature in application-oriented universities.*

Keywords: Application-oriented University; Introduction to Literature; Teaching Reform and Optimization

1. Introduction

Introduction to Literature is one of the required professional courses in college, which mainly includes literature history, literary criticism, humanistic spirit and evaluation courses. It is of great significance to the development of students' cultural literacy, Chinese literacy and comprehensive ability. However, according to the current educational situation of application-oriented universities, the design and organization of teaching activities of this course are more focused on theoretical teaching, and the teaching method is inappropriate. As a result, students feel that learning is difficult, and even some students have weariness. In addition, from the perspective of cultivation objectives of application-oriented universities, this teaching model is not in line with the current requirements of talent cultivation and development, resulting in the phenomenon of disconnection of education objectives. This application-oriented university should clarify its own educational development trend, conduct in-depth analysis of the existing teaching mode and system of the course of Introduction to Literature, and carry out comprehensive reform of education and teaching in combination with the needs of talent development.

2. Problems in the teaching of Introduction to Literature under the traditional education concept

2.1. The backward teaching concept restricts the development of students

In the context of the new era, building a student-centered education system is the core focus of education and teaching work. The so-called student-centered education is to transform the teaching core of teachers into the learning core of students, and comprehensively reconstruct the teaching classroom. The teacher-centered lecturing education is the key content that needs to be reformed at present. Teachers should pay attention to the participation and practice of students in the learning process, and the identity of the guide should lead students to explore in depth.[1] Therefore, teachers' educational thoughts must follow the current educational development. In educational activities, we should put students first, understand students, serve students, and respect students. In terms of the current development of education and teaching, many application-oriented university teachers do not understand this discovery trend. They still use lecturing education in their education work, fail to consider the actual needs of students in the design and organization of activities, and lack guidance for students' learning, resulting in the lack of enthusiasm of students in classroom activities, and cannot

participate in them wholeheartedly[2].

2.2. Backward teaching methods limit students' ability

The teaching method is an important means to implement the education work. The course of Introduction to Literature is not only to let students read relevant theoretical knowledge, but also to develop students' thinking, creation, understanding, literary literacy and other aspects. Under the guidance of the core idea of student-oriented, the development of teaching work should be guided, and teachers should do a good job in the overall guidance of students in the process. In this regard, teachers should adopt guiding teaching methods in the process of education, at the same time, they should choose appropriate teaching methods according to the development needs and personal characteristics of students. Through the understanding of the current education work in application-oriented universities, it is found that the teaching methods currently used by teachers still continue the traditional teaching methods, which largely limit the development of students' learning ability and do not meet the requirements and development trend of talent cultivation in application-oriented universities[3].

2.3. The teaching objectives are one-sided and restrict all-round development

Teaching objectives are the basis for guiding students to carry out effective teaching. The design of education objectives should be based on comprehensive consideration of both talent cultivation and development and curriculum content. The design of the course "Introduction to Literature" in application-oriented universities should be based on students' cultural literacy, literary thinking, learning ability and other comprehensive aspects. However, according to the analysis of the current development of application-oriented university education, the goal setting of teachers in the course of Introduction to Literature at this stage only takes into account the key and difficult points of the course teaching content and the content in the textbooks, and the lack of thinking about the development of students' comprehensive literacy and ability leads to the deviation in the organization of educational activities, which limits the overall development and promotion of students in the study of Introduction to Culture, nad reduces the educational effect of application-oriented universities[4].

3. Effective reform of teaching activities of Introduction to Literature in application-oriented universities

3.1. Design group discussion to develop students' positive attitude

Group learning is the main teaching mode promoted by the current reform of educational activities. Group learning mode mainly allows students to learn independently by grouping students, and guides students to think and explore in the process. In the group environment, students can discuss knowledge together through interactive communication, which is helpful to realize students' subject status.[5] When designing teaching activities, application-oriented universities should pay attention to the development and cultivation of students' abilities, and teachers should be good guides for students in an all-round way. To this end, teachers can use the way of group teaching to drive students' autonomous participation through the group environment. Students can explore the connotation and characteristics of the knowledge of Introduction to Literature in different thinking collisions, develop students' positive learning attitude, and achieve the fundamental goal of application-oriented education.

For example, when teachers teach the chapter "literary characteristics and literary text structure" in Introduction to Literature, teachers can adopt the method of group teaching. First, divide the students in the class into several groups and organize each group to carry out thematic discussion. For example, what is the most reasonable statement about the occurrence of literature? Please discuss according to your own life experience and the tips in the book. Once the discussion question is raised, the students take the initiative to initiate thinking and drive the students' thinking collision in the discussion environment. Although the students' ideas are not mature, they are consistent with the students' actual life experience. This activity mode can help students quickly and accurately remember the knowledge content in the book, thus effectively increasing students' personal thinking and learning interest. In addition, with regard to the interpretation of the theme of poetry, teachers can design the status of contemporary Chinese poetry as the subject of research and discussion, so that students can discuss and share contemporary Chinese poetry with students according to their interests. Students should explain their understanding of poetry and the way of discussion to help them better grasp the characteristics and

conditions of literature. In this way, students can understand the social responsibility and social application of their major.

3.2. Design practical activities to develop students' creative ability

According to the current social development demand for talents, developing students' creativity is one of the core and key objectives of education. With the continuous deepening and exploration of teaching reform, various teaching methods appear in the public view. Relevant educational research shows that practice is an effective way to promote students' participation and improve their learning ability and quality. Under the practical environment, students can better integrate into the learning environment and carry out in-depth exploration and thinking on the learning content. As one of the core focuses of language major learning, the course of Introduction to Literature is an important educational task for application-oriented universities to develop students' learning creativity in practical educational work based on the analysis of contemporary talent needs and new education and teaching objectives. In this regard, teachers can adopt practical learning activities to develop students' learning and creative abilities in the process of activities, so as to effectively promote the comprehensive improvement and development of students.

For example, "literary creation" is one of the most important contents in the course Introduction to Literature. On the one hand, this part is to effectively exercise students' writing ability, on the other hand, it is to cultivate students' potential for literary creation. Creation itself is an abstract concept, helping students understand, understand and master is the basis of education. Once, the teacher can carry out classroom practice teaching activities through scene creation as the theme. It is to show students a scene that is consistent with the theme, such as a picture, a piece of music or a scene play, in the imagination and association link of the course, and then let students write and create according to the content of the scene, give students play to their imagination, and present the content of their imagination through text. In the process of such time training, students' thinking can be effectively mobilized, their creative ability can be effectively developed, and their writing ability can be effectively trained to help students accurately and quickly complete the understanding of literary creation activities.

3.3. Carrying out deductive activities to develop students' understanding ability

The course Introduction to Literature is rich and colorful, and the structure and style of various literary works are quite different. It is an important task for application-oriented universities to help students accurately understand the situation and thoughts of these literary works and develop their learning and understanding abilities. In the actual educational work, teachers should create different learning environments and situations for students to guide students to understand their contents. The deductive activity is mainly to let students enter the teaching scene through the way of scene introduction, let students penetrate into the various works of Introduction to Literature, help students understand, and let students enter the real situation and background of the works through the way of practical deduction, in order to deepen students' perception ability of classroom activities, effectively develop their learning ability and understanding ability, and achieve the cultivation goal of learning ability and understanding ability of application-oriented universities.

For example, when teachers teach the content of the chapter "Structure and style of literary text" in the course of Introduction to Literature. Students often feel confused and at a loss because they cannot flexibly transform from the high school reading stage of exam-oriented education to the active and systematic reading environment, which makes students unable to participate in the actual learning process. By contrast, teachers can innovate in teaching activities and carry out relevant educational and teaching activities with the method of work deduction. When teaching Zhu Ziqing's excellent literary work "Spring", the topic of this paper is the important content for emotional students to learn and explore. Reading methods can basically let students understand the general content of literary works. However, if students want to have a stronger perception of their content, teachers need to guide students into the scene of literary works. For example, teachers can perform roles for students, which can effectively develop students' performance ability and deepen students' understanding and mastery of teaching content, so as to effectively develop students' comprehensive learning ability and improve the educational effect and value of application-oriented universities.

3.4. Design extracurricular activities to develop students' learning ability

Developing students' learning ability is the fundamental task of application-oriented university education. Only by letting students master more different abilities and skills can students be able to flexibly cope with various problems in their later development and learning. The goal of the course Introduction to Learning in application-oriented universities is not only to let students understand more literary knowledge and content, but also to develop their own learning ability, so that students can lay a good foundation for subsequent development. The study of literary content should not rely solely on the content of textbooks, but should introduce more extra-curricular literary knowledge to enrich students' literary literacy and ability. At the same time, through the introduction of extracurricular resources and the design of teaching activities, the diversified construction of classroom content and classroom activities can be realized, and the sustainable and innovative development of application-oriented universities can be realized.

When teaching the "literary appreciation and review" section of this course, some of the contents mainly involve literary features, writers, works, etc., which can comprehensively show the comprehensiveness of Introduction to Literature. Developing students' learning ability is the core and focus of this section. In this regard, teachers can extend extracurricular activities when carrying out teaching activities. Teachers can first explain the relevant ways and methods of appreciation and evaluation of literary works to students, and then recommend some excellent literary works to students through library resources to guide students to use their own learning methods to carry out relevant appreciation activities. Teachers can combine the results of extracurricular appreciation activities with the content of the evaluation of the results of practical courses. At the same time, show an excellent appreciation and evaluation work, and then the teacher can sort out the excellent appreciation work for the next talent to learn. Under this mode, it can not only effectively develop the evaluation and construction ability of talents, but also effectively develop students' own positive attitude towards learning, so as to effectively achieve the talent cultivation goal of application-oriented schools and achieve good educational results.

4. Conclusion

In short, Introduction to Literature is a compulsory course for Chinese language majors. Its study is not only to develop students' literary theory cognition, but also to develop students' personal thinking and creative ability. According to the current demand of the talent market, the development of education should be based on the perspective of students' comprehensive development and comprehensive ability improvement. When designing and organizing teaching activities, relevant teachers in application-oriented universities should, on the one hand, analyze the characteristics of teaching content, on the other hand, design student-oriented guided classes based on the goal of students' independent participation, so that students can think and develop in the process of participation. Realize the cultivation of students' abilities in a real sense, and achieve the educational construction and development of application-oriented universities.

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