

An Exploration of the Nurturing Strategies of Literary History and Theory Courses for Chinese Arts Management Majors—Taking Su Shi as an Example

Zhang Mai^{1,*}

¹School of Arts, Shandong Management University, Jinan, Shandong, China

*Corresponding author

Abstract: Under the background of the construction of new liberal arts, the art management major has developed rapidly in China, and the practicality and applicability of the profession have been paid more attention to. Based on the cultivation objectives of art management major and talent cultivation system of art management major of Shandong University of Management, this paper tries to explore the practice-oriented nurturing strategy of the theoretical course of "History of Chinese and Foreign Literature" by taking Su Shi as an example, and combining with the educational ideas of the new era from the perspective of the professional characteristics, students' learning situation, and career orientation. In the process of education, through teaching interaction, we analyze Su Shi's life course, literary style and ideological transformation with students, and establish the organic connection between Su Shi's integrity, diligence, optimism, and open-mindedness, his charisma, and the context of the times and his personal values, so as to provide a role model for the young Chinese students to combine their personal pursuits with the context of the times. At the same time, the logic of appreciation based on the main line of "environment-literature-literary works", as well as the integration and comparative analysis of fine plays of the same theme, not only enhances the interest of learning, but also enables students to consolidate their knowledge of literature and history while gaining a deeper understanding of history and theory. At the same time, it also enables students to consolidate their knowledge of literary history while gaining a deeper understanding of the specific application of historical knowledge in the arts management profession and industry, and transforming it into practical skills applicable to the arts management industry.

Keywords: Teaching Reform; Civics; Arts Management; Literary History

1. Introduction

The course of history of literature plays an important role in improving the humanistic quality of college students, and it is usually included in the curriculum system of colleges and universities as a specialized course or a general elective course. At present, the academic community's discussion on the reform of the course of history of literature mainly focuses on two aspects: the nature of the course and the content of the course. As a specialized course in Chinese literary history, students should read works systematically under the help and supervision of teachers, learn how to analyze literary works, and form a basic understanding of literary history.^[1] As for the course of history of foreign literature, which is a specialized course, the awareness and method of comparative literature should be introduced, and efforts should be made to discover the humanistic connotation of the works, enrich the teaching methods and improve the teaching quality of the course of foreign literature.^[2] As a general elective, course content is often presented in the form of readings and appreciation of classic works.^[3] In recent years, under the background of the construction of new liberal arts, the academia has given new thoughts to the reform of the course of history of literature. For example, scholars have proposed that the construction of the new liberal arts embodies the integration and innovation qualities, emphasizes the innovative development of the cross-discipline, and carries out the multi-dimensional reconstruction of the teaching mode of the history of ancient Chinese literature, stresses that the teaching content should be strengthened through the cross-discipline and the thinking training in the background of the new liberal arts and attaches importance to the students' main body and the outstanding teaching method of independent inquiry, in order to adapt to the needs of the era of the

improvement of the students' comprehensive qualities in the background of the new liberal arts.^[4]

The above discussion advances our understanding of realizing the goal of educating people in the course of history of literature in the new era, but it is worth noting that the requirements for theoretical literacy and practical ability of the same kind of courses or courses of the same name in different disciplines and specialties should be focused on each other, so as to give the courses "flexibility" in order to grow up better in the background of the construction of new liberal arts. Art management is the fastest growing new major in the new liberal arts in recent years. Prof. Yu Ding, Chairman of China Art Management Education Association, pointed out that good art cultivation, good appreciation, art judgment, strong logical thinking ability and language expression ability are the necessary professional qualities for art management talents in the new era.^[5] The specificity of the profession makes the opening of literature history course in art management profession extremely necessary, but it is difficult to adapt to the needs of art management talent cultivation if it is taught by the traditional theoretical teaching method. Therefore, based on the previous research, this paper takes the history of literature course *History of Chinese and Foreign Literature* as an example, selects Su Shi as a case study, combines the characteristics of the art management specialty, based on the school situation, and explores the value of nurturing and teaching strategy of the history of literature course for the art management specialty in the new era.

2. Characteristics of Learning Situations and Curriculum Positioning

At this stage, students majoring in arts management in Shandong Management University are required to pass the literary choreography examination before entering the school, and thus generally speaking, they have the basic knowledge of literature and art and the ability to write. However, because students in high school generally tend to passively accept knowledge, perhaps leading to some students in the professional learning, there is a lack of active interest in learning and lack of knowledge into the results of the practice and other issues. These problems constitute a lot of resistance in the process of cultivating applied talents in higher education, but on the other hand, they also leave more space for the innovation of literature history and theory courses in this specialty.

As the logical starting point of curriculum design, curriculum orientation determines the design and implementation of subsequent courses. Higher education should enhance the social adaptability of its professional and curricular studies, strengthen the flexibility of education program and curricular structures, and meet the individualized, diverse and differentiated development of students.^[6] Shandong Management University art management professional to cultivate the spirit of innovation and practical ability for the task, to "be able to engage in music and art creative planning, management, communication and protection of heritage and other work, to serve the local social, economic and cultural development of high-quality applied talents" as the goal, set up the corresponding personnel training programme system. Under the cultivation goal of "applied talents", the theoretical courses, as an important way to achieve the quality goal in talent cultivation, are not only a necessary supplement to the professional core courses, but also an important support for art management professionals to improve the core humanistic qualities. For the general undergraduate students, the main role and fundamental purpose of teaching ancient Chinese literature is probably to cultivate and improve humanistic qualities.^[1] The distinction between the two disciplines of literature and art in the goal of talent training also inevitably leads to the difference in the type of curriculum implementation of literature, history and theory courses. In the training system of art management talents, the functions of literature and history courses are mainly: to improve students' humanistic qualities, to integrate professional courses, to satisfy students' interests, and to cultivate and develop students' personalities.

3. Professional Roles and Course Objectives

Arts management professionals play the role of "balancing interests and facilitators" in arts activities, as well as the function of "maximizing cultural value".^[7] Therefore, a qualified arts manager should have a high level of humanities and management knowledge, and must also understand the mode of operation of the arts ecosystem and the corresponding system in which the arts are located. At the same time, it is also necessary to have a deep understanding of the artists and audience groups, to establish an aesthetic connection between the artists and the audience, to find the optimal solution in the balance of the art ecosystem, and to maximize the cultural value. This requires art managers to be able to translate the relevant knowledge in the professional system into art activities, and should focus on the continuation of the Chinese cultural lineage, promote the creative transformation and innovative

development of the outstanding traditional Chinese culture, focus on promoting the prosperity of cultural undertakings and cultural industries, and focus on strengthening the building of international communication capacity, promoting the exchange of civilizations and mutual understanding, and fully stimulate the vitality of cultural innovation and creativity of the whole nation.^[8]

In order to make this course better serve the art management curriculum system of Shandong Management University, The process of curriculum nurturing, the teachers combine the positioning of the course *History of Chinese and Foreign Literature* and the characteristics of the students' learning situation in the Department of Art Management, and set the objectives of the course as the understanding, consolidation and application of literary knowledge, to cultivate the students' thinking of history and theory learning, and to improve the students' literary literacy. Specifically, it is to integrate students' existing knowledge and experience, guide students to form the theoretical thinking of "point, line, surface", so as to achieve the teaching effect of learning by example; fully mobilize students' enthusiasm, promote the deepening of their original knowledge and experience, and change passive learning into active learning; focus on process-oriented, inquiry-based learning mode through the articulation of theoretical thinking and appreciation of works. Through the connection of theoretical thinking and appreciation of works, focusing on the process, inquiry-based learning mode, we can truly improve students' ability to apply their thinking, ability to solve practical problems and ability to innovate, so as to lay the foundation for fulfilling the function of "maximizing the value of culture" in the service of the society.

4. Curriculum Civics Elements and Content Design

The academic construction and doctrinal interpretation of General Secretary important exposition on education in the *Annual Report on Frontiers and Hot Issues of Education Research in China 2022* is mainly divided into four parts, namely: the idea of the new man of the times; the idea of education and people's livelihood; the idea of a strong nation in education; and the idea of education governance, which forms a new generalization of the study of guiding ideology of education.^[9] *The Guidelines for the Construction of Higher School Curriculum Civics and Politics*, issued by the Ministry of Education in 2020, states, "To implement the fundamental task of establishing morality and educating people, it is necessary to integrate and inseparable the three elements of value shaping, knowledge imparting and ability cultivation."^[10] In the course teaching, it insists on the unity of "big ideology and politics" and "small ideology and politics", and on the unity of explicit education and implicit education. At the same time, it is also required to promote the construction of course ideology and politics in accordance with the characteristics of specialties. As far as art courses are concerned, the outline points out that "we should educate and guide students to be based on the times, rooted in the people, and deeply living in the course of teaching, and to set up a correct outlook on art and creativity. We should insist on educating and beautifying people with beauty, actively carry forward the spirit of Chinese beauty education, guide students to consciously inherit and carry forward the excellent traditional Chinese culture, comprehensively improve students' aesthetic and humanistic qualities, and enhance their cultural self-confidence."^[10]

Combined with the current social hot spots, in addition to moral education, intellectual education and physical education, school aesthetic education as well as labor education need to be paid extra attention to. In addition to meeting the needs of individual physiological and instinctive aesthetic experience, school aesthetic education in the new era should also pay attention to cultivating students' aesthetic problem solving and obtaining the aesthetics of life that guides their lives.^[11] In the new era of educating new people, it is all the more necessary to carry labor education throughout, implement integrated labor education in schools, universities and primary schools, so as to enable students to have the necessary labor ability, cultivate a positive spirit of labor and develop good labor habits and qualities.^[12] So according to the screening and integration of the teaching content, in the course of *History of Chinese and Foreign Literature*, the excavation of the course's Civic and Political elements can be cut from two aspects. First, in the module of Chinese Literary History, the spirit of traditional Chinese culture can be explored, and students can establish cultural self-confidence and enhance the national emotion and sense of social responsibility through studying and analyzing the outstanding literary figures and literary works of each era and the spirit of excellent traditional culture. For example, when studying Su Shi, students learn his ability to adapt to the development of the environment and his frank and independent spirit of optimism, and feel his courage and will through the story of the Yellow River and the people when he served in Xuzhou; When studying Fan Zhongyan, he learns his social responsibility of "worrying about the world first and rejoicing after the world's happiness"; when studying Tao Yuanming, he emphasizes the spirit of labor in conjunction with the school characteristics

of Shandong Management University, and forms a correct concept of labor as well as labor consciousness. Secondly, in the content module of the history of foreign literature, "let students, through learning, grasp the law of the development of things, understand the reasoning of the world, enrich their knowledge, increase their insights, and shape their character".^[10] In a word, we should integrate the ideology and politics of the curriculum into the whole process of classroom teaching. The way to realize this is mainly to start from the contents of the lectures themselves, change the traditional thinking, go back to the specific historical situations, penetrate into the inner world of the characters, explore the hidden and deep, try to excavate the contents that are in line with the contemporary values, and present them in a euphemistic and reasonable way.

In terms of intellectual development, it is advocated to upgrade from knowledge learning to thinking and literacy cultivation.^[9] The content of this course is screened and organized according to the course objectives, and the course is designed to strengthen the exercise and application of students' thinking in the study of history and theory, and should generally follow the linear appreciation law of "environment-literature-literary work". The interpretation of the word "environment" includes two aspects, namely, the historical environment and the growth environment. As a creative subject, the subjective consciousness, creative ideas, desire for expression, and the form of work construction are all affected by the environment, and are externalized in the literary work, and permeated and fed back in the text. Through the understanding and application of this law, the students can correctly understand and scientifically and historically analyze the important writers, works and literary phenomena in the history of Chinese and foreign literature, scientifically evaluate their significance and status in the history of literature, and cultivate the ability to appreciate and aesthetically appreciate literary works. In addition, students will return to the historical situation to summarize the theoretical knowledge and logic of literature, so that they can fully recognize and understand the basic knowledge and concepts of the history of Chinese and foreign literature. They will master the nature, characteristics, development process and basic laws of ancient Chinese literature, modern and contemporary Chinese literature and foreign literature, and develop and transform cultural resources creativity, such as play writing, in the reflection of historical materials and culture.

5. Process Implementation and Course Evaluation

5.1. Process Implementation

It consists of five parts: introduction of the new lesson, new teaching of the content, application of enhancement, review of the content, and group work.

5.1.1. Introduce a New Topic

We hope that this will enable students to establish the connection between old knowledge and new knowledge, activate students' original cognitive experience, make students clear about the content of this lesson, stimulate students' curiosity, open students' discussion, and make them form a sense of teamwork.

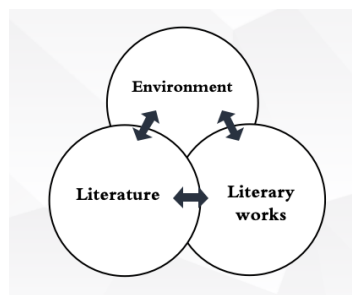


Figure 1: The regularity of linear learning and appreciation

5.1.2. Content Newly Taught

The Ministry of Education has proposed in the main points of higher education in 2022 to "take the construction of a high-quality higher education system as the main theme" and "adhere to the combination of problem-orientation, goal-orientation, and effect-orientation", so as to steadily take the road of talent cultivation. At present, the trend of higher education is to shift from the traditional knowledge "injection" teaching to the university research teaching that focuses on the needs and local

problems. Research teaching in higher education takes the problem as the core, encourages students to carry out independent cooperation and investigation, promotes the combination of knowledge and ability, and cultivates the innovative spirit and practical ability of students to actively discover and solve problems. The new teaching of the course belongs to the core content of the teaching link, which is related to the final realization of the course objectives. Based on the academic situation of students majoring in arts management in Shandong Management University, in this teaching implementation process, the core is to hope that students can find interesting expressions of historical knowledge through the analysis of the scripts of popular documentaries and combine them with what they have learned, so as to provide ideas to support creative planning and script writing. Through the case of the introduction part, students are guided to use the rules and discover learning from the context. The newly taught content is guided and analyzed by the teacher on the basis of students' discussion. This is conducive to the students' stringing together of knowledge so as to achieve the effect of learning by example. It also reflects the teaching concept of taking students as the main body and teachers as the leading role.

In the classroom, through watching the video in the introduction part, after students' thinking and discussion, students take the initiative to summarize and refine, and find that there are four "nodes" (Figure 2) that lead to the change of Su Shi's thinking and life, i.e., one event (the Wutai Poetry Cases) and three regions (Huangzhou, Huizhou, and Danzhou). According to the teaching content, students are first guided to recall the content about Su Shi in their existing knowledge system and try to answer the relationship between them and the above four nodes. Based on the original knowledge system, students can basically know the significant impact of the Wutai Poetry Case on Su Shi's life, while the teacher will guide them to analyze in-depth the relationship between the environment and events in the Three Places and Su Shi's creative thinking and style.

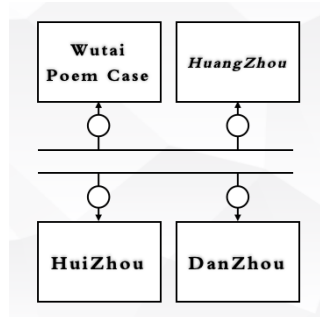


Figure 2: One event and three regions

The process is embodied as follows: when playing the video, respectively in the Huangzhou, Huizhou, Danzhou three key nodes to make intentional stops, and give the corresponding three verses, respectively: "Everything belongs to something, don't take any away if it's not mine", "Eat 300 litchis in Lingnan a day, I don't want to leave away", "Huangzhou, Huizhou, Danzhou, where I realize the value of my own". At the same time, for Su Shi's life state at that time as well as the subjective state of mind to summarize the correspondence, the following conclusion: after the Wutai Poetry Case, Su Shi was relegated to Huangzhou, but he was able to swim in the forest, ploughing the southern acres. At this time, he still retained his bold style of writing, and wrote the ancient masterpiece *Nian Nujiao - Red Cliff as a Memory of Antiquity* when he traveled to Red Cliff, as shown in Figure 3.



Figure 3: Su Shi's Life and Mental State in Different Regions

To sum up, in this session, the linear learning and appreciation rule of "environment-literature-literature" is still used to make students aware of the application of the historical and theoretical

knowledge of the books they have studied to their future careers in screenplay writing, planning and innovation, and IP transformation, and to gain a deeper understanding of the professional roles of arts administrators.

In addition, higher education needs to strengthen the inheritance and promotion of the excellent traditional culture of the Chinese nation. "Ecological Protection of the Yellow River Basin" and "Stories of the Yellow River" can be expanded by asking students to dig out the stories of Su Shi and the Yellow River and share them in simple groups. In the information dug up by the students, the teacher and the students can discuss the Yellow River in Su Shi's writing, and through the story of Su Shi's fight against the flood, they can experience his tenacious spirit of being with the people and never retreating without victory, so as to deepen the students' understanding of the elements of Civics and Politics.

5.1.3. Utilization Enhancement

Based on the goal of "high-quality applied talents who can be engaged in creative planning, management, communication, protection and inheritance of music and art, and who can serve local social, economic and cultural development" and the roles and functions of art management talents in art activities, the teacher first combines the new knowledge with the new teaching session. Further guide students to appreciate the video script, focusing on analysing the way historical knowledge is translated in the script. The conclusion of this episode is that the creation of the script also follows the logic of "environment - literati - literary work", and takes the four "nodes" of Su Shi as the main line, reflecting Su Shi's The main line of Su Shi's four "nodes" reflects the process of Su Shi's ideological change, which in turn presents three different styles of lyricism. Secondly, in the process of exploration, teachers and students jointly refine the historical knowledge points learned in this lesson, thus consolidating the basic knowledge of literature learned in this lesson. Finally, through the analysis of the clicks, likes, favorites and comments of the episode, the advantages of the script are further summarized, and its creative planning ideas are refined: unlike the traditional presentation of historical knowledge, the script combines the language styles of the audience and the network buzzwords of the new era, and presents the historical facts in a more interesting and humorous way, which breaks the "boring" theoretical knowledge. It breaks the stereotype of "boring" theoretical knowledge and achieves the dissemination of Chinese history and culture in a young and innovative form.

Through the three links of "Appreciation of works on the same theme - Correspondence of theoretical points of knowledge between works - Refinement of ways of textual transformation", this teaching link enables students to realize the possibility of transforming theoretical knowledge and practical achievements, develop students' creative thinking, enrich their ideas of artistic creation and activity planning, and enhance their professional ability.

5.1.4. Content Review

The class summary is based on the teacher's lecture, and the content of the whole course is reviewed. According to the law of "environment - literati - literary works", we consolidate Su Shi's literary thought and style of works at the knowledge level. At the ability level, students will have a deeper understanding of the specific performance of historical knowledge in the art management profession and industry, and through the learning and analysis of ideas, they will be transformed into practical skills applicable to the art management profession. Encourage students to participate in creative planning competitions, realize the transformation of competition projects, feed the practical teaching, so that the theoretical courses and practical courses complement each other and better serve the talent training system. At the same time, this course integrates the ideological and political education into the quality cultivation level, deepens the students' understanding of assisting the ruler to rule the country, being a politician for the people, being frank and independent as well as being optimistic and open-minded, and guides the students to consciously inherit and carry forward the excellent traditional Chinese culture, comprehensively improves the students' aesthetic and humanistic qualities, and strengthens their cultural self-confidence.

5.1.5. Group Work

Group work is conducive to the improvement of communication and cooperation ability of art management students, the consolidation of course objectives, and the formation of the concept of "Team". Under the background of new liberal arts, based on the cultivation goal of applied talents, the theoretical courses should also reflect the practicality and applicability, so as to better connect the theoretical courses with the practical courses, and to cultivate students' innovative spirit and practical ability. Based on the above analysis, students are required to combine what they have learned in the

class, take "Su Shi" as the theme, write a small script in a team, and combine with the skills learned in the course *Digital Media Practice (1)* to produce a short video of not less than 10 minutes. The aim is to provide a reserve of works for the Short Video Creative Competition and actively participate in the competition, so as to return to the "competition for teaching" in practical teaching.

5.2. Course Evaluation

Following the modern educational evaluation concept, the programme should pay more attention to the learning process of students and individual differences among students, and advocate developmental evaluation. The cultivation goal and learning situation of the art management major of Shandong Management University, as well as the educational concept of "teaching everyone according to their abilities", provide the basis for the implementation of the course evaluation. In order to better strengthen and improve students' learning, this course adopts the form of "process + final examination" to assess students' learning objectives, and gives corresponding quantitative indexes according to the elements of examination. The final examination is a written test to assess students' mastery of basic knowledge of literature, with objective questions focusing on the breadth of memorization of knowledge and subjective questions focusing on the depth of knowledge comprehension and analysis, thus forming a comprehensive evaluation of the teaching knowledge objectives, ability objectives and quality objectives. To sum up, the complementary of the two evaluation forms of "process + final examination" integrates the teaching of theoretical knowledge and practical skills, responds to the needs of art management professional talent training, and achieves the purpose of talent cultivation.

6. Conclusions

This paper discusses the nurturing strategy of Chinese art management professional literature history course, at the macro level of curriculum construction, combined with the national higher education personnel training requirements, based on the characteristics of the art management profession, the characteristics of the learning situation and the career orientation, to provide the basic guidelines for the determination of the course knowledge objectives, ability objectives and quality objectives. Therefore, in the cultivation of art management talents, the teaching of art management should pay more attention to the cultivation of "complete human being", achieve "five education" in the teaching process, pay more attention to the cultivation of students' practical ability and the comprehensive enhancement of humanistic qualities, and make use of the advantages of professional disciplines to focus on social needs. It also pays more attention to the cultivation of students' practical ability and the comprehensive enhancement of their humanistic qualities, and makes use of the advantages of the intersection of professional disciplines to serve the development of society by focusing on social needs.

At the micro level of the course teaching, teachers and students teach and apply the logic of appreciation through the main line of "environment - literati - literary works", and integrate and compare and analyse the resources of high-quality scripts with the same theme, so as to form a strategy of transforming the theoretical knowledge and practical achievements of the students of this speciality. In the process of teaching, teachers can help students to transform their theoretical knowledge into practical ability by using the logic of appreciation of the same theme works, the correspondence of theoretical knowledge points between works and the refinement of textual transformation methods. At the same time, in the teaching process, teachers should integrate the elements of ideology and politics into the teaching content, carry forward the traditional excellent culture, and cultivate high-quality talents in accordance with the system and objectives of talent cultivation.

Acknowledgement

Funded by: Teaching Research Program of Shandong University of Management "Research on the Strategy of Integrating Yellow River Culture into Research Teaching in Colleges and Universities under the Concept of High Quality Development" (YJG2022-10)

References

[1] Sun Xiaoli. *Problems and Reform Ideas of Teaching Ancient Chinese Literature*[J]. *China University Teaching*, 2007(06):43-46.

- [2] Yan Qing. *Discussion on Several Issues of Foreign Literature Teaching Reform*[J]. *Science Consulting (Science and Technology-Management)*,2016(12):126-127.
- [3] Li Daohai. *Research on the teaching characteristics and teaching methods of general elective courses in applied undergraduate colleges and universities--Taking "Reading and Appreciation of Chinese Literature Classics" as an Example*[J]. *Journal of Jilin Institute of Education*, 2016,32(01):81-84. DOI:10.16083/j.cnki.1671-1580.2016.01.019.
- [4] Diao Shenghu, Gao Zelun. *Intermingling, synthesizing, and innovating--Multidimensional reconstruction of teaching ancient Chinese literature in the context of new liberal arts*[J]. *Teaching Research*, 2022, 45(05):57-63.
- [5] Yu Ding. *20 Years of Progress--History, Development and Achievements of Art Management Education in China*[OL](2022-12-05)[2023-10-14]. https://mp.weixin.qq.com/s?__biz=MzIzNzAwNTM1OQ==&mid=2650649383&idx=2&sn=60131cb182805428f8573740dc3027ac&chksm=f0c62c67c7b1a571df50fa0c773b0ba5460095597ba5bf841bd2ccb8710b2192193ed69b03f7&scene=27.
- [6] Yan Guangcai. *Changes in undergraduate curriculum system and structure of research universities* [J]. *Educational Research*, 2022, 43(08):97-109.
- [7] Zheng Xinwen. *Introduction to arts management (revised edition)* M. Shanghai: Shanghai Music Press, 2018:5.
- [8] *2022 Annual Report on Frontiers and Hot Issues of Education Research in China*[J]. *Educational Research*, 2023, 44(03):63-73.
- [9] *Notice of the Ministry of Education on the issuance of the Guideline for the Construction of Civics and Politics in Higher Education Programs: Teaching Higher* [2020] No. 3 [A/OL]. (2020-06-01)[2023-10-01]. http://www.moe.gov.cn/srcsite/A08/s7056/202006/t20200603_462437.html.
- [10] Wang Xin, Ju Yucui. *Aesthetic Literacy: From Plain Aesthetic Power to Life Artist* [J]. *Educational Research*, 2022, 43(07):31-41.
- [11] Chen Yunchun. *The Current Situation and Enhancement of Labor Education in Primary and Secondary Schools-An Analysis Based on Large-Scale Survey Data* [J]. *Educational Research*, 2022, 43(11):102-112.
- [12] Zhang Shengguang. *For the people to set up a life to rule the water eight parties - remember the history of water control celebrity Su Shi* [OL]. (2023-03-07)[2023-10-13]. http://www.yrcc.gov.cn/hhwh/wxtd/wxyc/202303/t20230307_248728.html.