

Ancient Chinese Literature: An Exploration of the Path of Building "Curriculum Civics"

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Abstract: *One of the hot issues explored in the teaching reform of colleges and universities nowadays is how to practice the goal of course ideology and politics, and how to integrate the concept of "course ideology and politics" into the teaching of disciplines. The Ancient Chinese Literature course aligns with the demands of the current era and is grounded in the reformation of ideology and politics. It emphasizes the importance of promoting traditional cultural values as a basis for cultivating individuals with strong moral integrity. Throughout each teaching stage, this course aims to integrate and infuse the richness of traditional culture. This paper endeavors to address the ongoing challenges in teaching reform by exploring the direction and implementation methods for reforming the Ancient Chinese Literature course, with a focus on incorporating the concept of "curriculum ideology and politics." This paper strives to explore the direction and implementation path of teaching reform of ancient literature course under the concept of "curriculum politics" by combining the existing problems of teaching reform. This paper aims to explore the direction and implementation path of teaching reform of ancient literature course under the concept of "curriculum ideology and politics" by combining the existing problems of teaching reform.*

Keywords: *Ancient Chinese Literature, Classroom Teaching, Civic-Political Construction*

1. Introduction

The China's leaders pointed out, "The establishment of moral education is related to the successor of the party's cause and the future destiny of the country, and the effectiveness of the establishment of moral education must be taken as the fundamental criterion for testing all the work of the school, and we should strive to cultivate new people of the times who will take on the great responsibility of national rejuvenation, and cultivate socialist builders and successors who are all-rounded in morality, intelligence, physical fitness, aesthetics, and labour." Colleges and universities, as the main position of talent cultivation, shoulder the historical responsibility of cultivating a new generation of young people, therefore, in the process of course teaching, we should always pay attention to the integration of the objectives of the course's ideology and politics, and make it fit with the characteristics of the course, so as to achieve the effect of "silently" educating people, and to highlight the implicit educating effect of the course's ideology and politics". The characteristics of "implicit nurturing" are highlighted.

In May 2020, the General Office of the CPC Central Committee and the General Office of the State Council issued the Opinions on Deepening the Reform and Innovation of Ideological and Political Theory Courses in Schools in the New Era, which requires that the characteristics of each course be combined to give full play to the advantages of nurturing people, and that moral education be carried through the whole process of talent cultivation, so as to improve the quality of talent cultivation, and thus the reform of the course of ideological and political reform is comprehensively pushed forward under the philosophy of the Great Ideological and Political Development.

2. The Inevitability of Building Civics in Ancient Chinese Literature Courses

The thirteenth collective study of the Political Bureau of the Central Committee of the Communist Party of China emphasised the following sentence: "We should earnestly draw on the ideological and moral essence of the Chinese fine traditional culture, vigorously carry forward the spirit of the nation with patriotism at its core, and the spirit of the times with reform and innovation at its core, and deeply excavate and expound the Chinese fine traditional culture of preaching love and benevolence, emphasizing the people's principle, abiding by the principle of honesty and integrity, worshipping justice, and advocating harmony and unity, Seek the commonwealth of the times, so that the excellent

traditional Chinese culture becomes an important source for the cultivation of socialist core values." The curriculum of ancient Chinese literature has the advantageous conditions to realise its concept, and the inevitability of its construction of curriculum ideology and politics is highlighted.

2.1. The Ancient Chinese Literature programme has a rich cultural carrier

Starting from the Book of Songs, ancient Chinese literature has left us a valuable cultural heritage with its astonishing beauty at every stage of history. A vast sea of literary works constitutes a scroll of Chinese cultural development over thousands of years, which widely and profoundly reflect the life and spirit of people in different periods of history, imbued with the light of wisdom of the sages and humanistic care, and encompass the essence of traditional Chinese culture. The implementation of the course itself is a cultural heritage, in the process of practicing cultural heritage and development, with the help of works as a cultural carrier, fully explore its ideological connotation, enrich the content of classroom lectures, improve the quality of lectures, and expand classroom outreach. [1] "Cultural self-confidence is a more basic, deeper and more enduring force in the development of a country and a nation." It is built on the basis of inheriting and carrying forward the outstanding traditional Chinese culture, at the same time, people should also uphold the concept of "creative transformation, innovative development", in the ancient Chinese literature curriculum to make culture "living" as a new period of ancient Chinese literature classroom. New pursuit, based on the classroom, stand plateau, jump out of the traditional meaning of the literary works of a single literary.

2.2. The Ancient Chinese Literature Programme has a unique function of educating people

"Ancient Chinese Literature" is a course that takes classical works as the carrier, carries historical inheritance, and highlights humanistic care and cultural heritage. Through the study of ancient literature, students can understand the connotation and value of traditional Chinese culture, master the basic knowledge and skills of ancient literature, and improve their own cultural literacy.[2] The study of ancient Chinese literature contains rich aesthetic value and artistic charm, which can help students better understand and appreciate traditional Chinese culture, and lead them to understand the immortal feelings and charms of human beings. [2] Ancient literature contains rich aesthetic value and artistic charm, and the study of ancient Chinese literature can help students better understand and appreciate traditional Chinese culture, lead them to understand the immortal thoughts and spirit of mankind, cultivate their sentiments, improve their aesthetic taste and artistic cultivation, and enhance their life realm, and at the same time, it can also help students better understand history, reality and the future, and enhance their cultural self-confidence and national pride.

2.3. Ancient Chinese Literature Curriculum Shoulders the Responsibility of Cultural Inheritance and Creative Development

One of the important tasks of the ancient Chinese literature programme is to realize the "creative transformation and innovative development" of culture. [3] Through the study of ancient Chinese literature, young students can review the history, strengthen the discursive appreciation of ancient literary works, and through the cultivation of the curriculum, practice the concept of inheritance and development, and consciously promote the "creative transformation and innovative development" of the excellent traditional culture. This requires teachers to actively look for "key points", "vitality points", "value points" and "concerns" in the construction of the course. "so that the culture out of the pile ", showing a kind of" living "research virtuous cycle. And "course politics" is to build this key platform.

Ancient literature is an important carrier of traditional Chinese culture, and through learning and cross-comparison of ancient literature with other disciplines such as history and philosophy, we can understand the profundity of Chinese culture more comprehensively and enhance cultural confidence and national pride. [4] With the change of the times and the development of society, literary creation and aesthetic needs are also changing, therefore, in the ancient literature course, it is necessary to pay attention to cultivating students' innovative thinking and creativity, and encouraging students to combine contemporary aesthetic needs with literary creation and artistic practice, so as to promote the modernisation and transformation of ancient Chinese literature.

3. Problems in the Construction of Ancient Chinese Literature Curriculum

3.1. Limitations of the Civic Education component of the programme

In Ancient Chinese literature course teaching, there is a lack of high-level goal setting in classroom instruction. The focus tends to be on continuously refining the content design and implementing the course. Often, only the emotional development of literary works is explored for the purpose of "implicit education" in moral education. The analysis of ancient literary writers and their works primarily revolves around their ideological and emotional aspects, and when compared to the original teaching approach, the course still predominantly emphasizes the literary aspect. There is no top-level design that reflects the realisation of the objectives of the course, and the teaching concept of "implicit educating people" is lacking, the value guidance is not clear, and the correlation with "cultural self-confidence" is not high.

3.2. Theoretical classroom space development limitations

The Ancient Chinese literature course does not adequately explore cultural resources for expansion. It fails to effectively integrate the teaching process with current societal issues, often presenting historical reviews and evaluations without reflecting on their relevance to the present. This approach not only hinders the cultivation of students' analytical abilities but also limits the practical application of moral education. The course lacks the connection between theory and practice, which restricts the theoretical space inside and outside the classroom from expanding and developing.

3.3. Limitations of unidirectional extension of the practical classroom

At present, in the construction of the curriculum of ancient Chinese literature, the type, scale and way of participation in the second classroom activities as an extension of the teaching classroom are not rich enough; the off-campus social practice courses are obviously insufficient, staying in the form of a single form of social visits and other forms of literature courses into the social classroom are still in the preliminary stage of exploration, and there is an urgent need for updating the form, scale and methodology.

3.4. Limitations of cross-disciplinary civic-political integration

The Ministry of Education issued the Guideline for the Construction of Civics and Politics in Higher Education Courses, which clearly points out that "the construction of Civics and Politics in Courses should be promoted in accordance with the characteristics of the majors and classifications", and that the contents of literature courses have the nurturing value of cultivating the body and casting the soul, and play a leading role in fostering the values, teaching knowledge and cultivating the ability to achieve the goal of nurturing human beings in the new era, and that at present, the lectures basically consist of the single narration of the knowledge of the ancient Chinese literature, and the eyesight is limited and restricted in the field of ancient Chinese literature, which not only ignores the interconnection among the disciplines, but also misses the extraction of the point of "curriculum Civics and Politics".

3.5. Incomplete exploration of blended learning

The comprehensive implementation of curriculum ideology teaching reform has been relatively short in duration, and literature courses are still in the exploratory stage. The construction of course resources primarily relies on traditional offline teaching methods, with insufficient integration of digital information into curriculum ideology development. Conventional teaching predominantly takes the form of a single platform for sharing courses, lacking the opportunity for pre-class and post-class interactive engagement in the classroom. Therefore, there is a need to develop shared teaching resource platforms and promote the diversity of online and offline blended teaching formats to enhance the effectiveness of the teaching process.

4. Ancient Chinese Literature: An Exploration of the Path of Building "Curriculum Civics".

4.1. Constructing a "point-face interactive" support for the ideology and politics of the curriculum

"Ancient Chinese Literature is a course with humanistic concern, characteristic connotation and cultural heritage. Teachers of the course should deeply excavate and effectively grasp the country, the nation's most valuable spiritual treasures, with warmth and respect to lead the students with the help of ancient Chinese literature, and the ancient people in a dialogue. [5] In the teaching of patriotism, family and national sentiment and political identity. For example, with the help of patriotic works of famous writers, set up a special course of study, with the writer's works as an entry point, to launch a firm political identity, thick planting family and national sentiment, promote the spirit of patriotism of the "course of political thinking", guide students to learn the wisdom of the ancients of the world, inheritance and carry forward the excellent traditional culture, consciously personal growth and development and the country's future destiny is closely linked. The students are guided to learn the wisdom of the ancients in dealing with the world, inherit and carry forward the excellent traditional culture, and consciously link their personal growth and development with the future destiny of the nation. When teaching literary works with certain characteristics of the times, such as "The Winds of the State - Wei Feng - Shuo Rats", "The Line of Soldiers", "The Pair of Snows" and "Dream of Red Mansions", students are guided to analyse the decadence and despondency of feudal society with the help of the works, which triggers reflections on teaching and learning in the context of comparisons, and highlights civilisation and progress of the contemporary society. People show great enthusiasm to participate in the construction of socialist democratic politics and become firm supporters and conscious practitioners of the road of socialist political development with Chinese characteristics.

4.2. Focusing on the linkage of "subject interaction" in curriculum thinking and politics

In December 2016, The China's leaders put forward the concept of "Curriculum Civics and Politics" at the National Conference on Ideological and Political Work in Colleges and Universities, stressing that "we should use the classroom as the main channel of teaching, so that all kinds of courses and ideological and political theory courses go in the same direction and form a synergistic effect. " The proposal of this theory not only clarifies the importance of the educational goal of ideology and politics in the curriculum, but also provides a new way of thinking for the construction of the curriculum. In the first round of reform to promote the professional courses of ideological politics in the first round of reform of most courses in the implementation process focuses more on the study of the course of ideological politics, the synergistic research and practice of the course of ideological politics and the course of ideological politics is only integrated from the aspect of the content of the knowledge, there is no systematic synergistic objectives, synergistic teaching mode and synergistic practice exploration, and the existing synergistic resources have not been brought into full play.

Therefore, in the process of teaching, all disciplines should strengthen the value leadership in the field of Civics, break the single discipline professional barriers based on the new liberal arts, and focus on the "disciplinary interaction" association of curriculum Civics, which is also the key to crack the problem in the reform of Civics education and teaching of Ancient Chinese Literature curriculum.

4.3. Promotion of "form interaction" assistance in programme civics

At present, online education has become the new normal, which requires universities to take active actions to create digital teaching model courses and carry out the "form of interaction" to assist in course ideology and politics.

Taking cloud classroom as an example, this online-offline hybrid teaching mode is widely used in multidisciplinary teaching, and there are abundant cases of related research and practice, but it has not attracted enough attention in the field of ancient literature course ideology and politics. Therefore, teachers should explore the diversification of the teaching forms of the ancient Chinese literature course, carry out digital teaching reform, form a combination of online and offline, theory and practice, break the traditional teaching time and space limitations, and make full use of the rich network resources to enhance the initiative of students' learning. [6] The construction of shared courses, the promotion of blended teaching reform, the student as the main body, according to the "gold standard", the establishment of higher-order goals, to enhance the challenge, to develop a sense of innovation, to enhance the ability to explore, simulation teaching training, criticism and practical training will be transformed into the ability of knowledge.

4.4. Tracking feedback on "grade-level interactions" in course civics

Ancient Chinese literature course has a large capacity and a large span of teaching grades, therefore, the construction of the course should not only be well designed at the top level, but more importantly, well planned at the macro level. Ancient literature courses are taught in colleges and universities. Generally, the lecturers teach in sections, and such construction is conducive to the strengthening of the knowledge and academic nature of each section, which is conducive to giving full play to the professionalism of university teachers and reflecting the characteristics of the discipline of ancient literature, but at the same time, it is more important to highlight the role of the teaching and research department, and in the activities of the teaching and research department, the lecturers of the various sections of the teaching and research department will carry out the overall "course of thinking and politics" teaching. In the activities of the teaching and research department, the lecturers of each section will construct the overall teaching of "Curriculum Civics and Politics", so as to achieve the overall construction of "divided into grades, not divided into disciplines; The division is among teachers, not in terms of moral and political thinking. At the same time, we pay attention to updating the concept of assessment and evaluation at the end of each semester, focusing on formative assessment and evaluation, and constructing a multi-module assessment method integrating classroom performance, marking assignments, online learning, thematic discussion, and study notes, so as to achieve the goal of multiple ideological and political education that emphasises on theory and practice, process and assessment, and achievement and effectiveness. Teachers should promote the continuous improvement of the construction of the ideology and politics of Ancient Chinese literature courses.

4.5. Extending practical teaching "inside and outside the classroom" to complement each other

In the practical aspects of teaching reform, it is important to highlight the students' role as the main participants. This can be achieved by fostering cross-classroom and extracurricular interactions, strengthening discursive feedback, and enhancing the sustained momentum of the construction of the ideological and political aspects of the course. By bridging the gap between classroom and extracurricular activities, the course's extensibility can be expanded, allowing for a seamless integration of peer-to-peer learning. This educational approach should prioritize "continuous tracing" throughout the learning process, creating a second classroom education system that effectively converges with the first classroom. [7] The assessment of students' quality development is included in the formative evaluation and assessment rules, and the "innovative development and creative transformation" of the connotation of ideology and politics is realised in practice. By stimulating enthusiasm for innovation and entrepreneurship through innovation and entrepreneurship education, cultivating a good professional quality through skills competition guidance, leading the cultivation of humanistic feelings through volunteer cultural service activities, and enhancing practical ability through cultural activities guidance, we can achieve a nurturing effect in Ancient Chinese literature courses that is not only "into the ear, into the brain, into the heart," but also incorporates practical experience to achieve "knowledge and action, daring to break through, and creating." This way, the creative transformation of culture and innovative development can be observed in the practical implementation of ideological teaching.

5. Conclusions

In short, the ancient Chinese literature course has a broad space for political thinking and nurturing, and the teachers of the course should widely consult the information, master the application of the concept of course political thinking in the teaching practice of the ancient Chinese literature course, investigate the problems, and determine the content of the implementation. At the same time, they should also formulate interview outlines through in-depth interviews to understand the opinions and wishes of teachers and students, and at the same time, in order to guarantee the reliability and authenticity of the implementation of the teaching mode of "Curriculum Civic and Political", they should collect opinions and suggestions as the basis for the teaching reform of ancient Chinese literature. In the process of course implementation, the understanding of the connotation of "Curriculum Civics and Politics" is continuously improved and applied in practice, forming a "practice-adjustment-re-adjustment" process. Practice-adjustment-re-adjustment....." benign development situation, so that the teaching process is constantly improved. In this way, the effectiveness and efficiency of the combination of the ancient literature course and the objectives of the course's ideological and political education can be realised, and a new generation of successors with professional skills and the ability to take on the important responsibility of history can be cultivated.

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