

# Modern and Contemporary Literature Teaching Reform and the Improvement of College Students' Image Cultural Literacy

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**Abstract:** *In the information age where the media is highly developed, image reading has become the main way of learning for college students, and the entire education has entered the era of image reading. In the past, paper-based teaching could not meet the changes in students' reading modes of reading carriers. College teaching should face this huge challenge and opportunity. Modern and contemporary literature has rich image resources. It is necessary to combine image culture in teachers' teaching and students' practice to enhance image culture literacy, which not only achieves the goals of modern and contemporary literature teaching, but also satisfies the transformation of students' learning methods, which is conducive to enhancing the quality of teaching.*

**Keywords:** *Picture Reading Era; Modern and Contemporary Literature; Teaching Reform; Picture Cultural Literacy*

With the development of information technology, the world has entered the Internet era, and the rapid development of network technology has brought about the development of media media, which has a profound impact on the learning of college students, resulting in changes in learning and reading methods. More students began to attach importance to the learning of image reading, film and television and other knowledge. This point is analyzed from a global perspective, and it can be found that the change in the learning style of college students stems from the arrival of the era of reading pictures. Compared with images and text, it has a more intuitive effect on students' reading and can better enhance reading interest. However, a large number of colleges and universities in my country still use the paper-based teaching method, and do not pay enough attention to the changes in students' reading and learning methods. Therefore, colleges and universities should pay attention to the changes in college students' reading carriers, gradually adjust and optimize the teaching methods and methods, and formulate targeted measures to improve students' image cultural literacy, so as to achieve teaching goals.

## 1. Analysis of the current situation of modern and contemporary literature teaching and image culture

There is a significant relationship between images and modern and contemporary literature, and it plays an important role in the improvement of contemporary college students' image cultural literacy. The relationship between literature and the image is not accidental, but stems from the age when literature meets the image. Since images are developed from semiotics, the current relationship between images and literature also originates from semiotic theories and methods. Literature and image are the carriers of two kinds of art, the former is language, the latter is painting, but language and image are both objective or subjective presentations of real things. The image age was formed by the development of information technology, which changed the past literature and art from rap to symbolic language, which represents the interdependent relationship between the two. Modern literature reform needs to rely on the development of image culture, and the development of image culture cannot be separated from literary connotation.

Modern and contemporary literature is one of the main courses studied by students majoring in literature in colleges and universities in my country. Generally speaking, the implemented teaching modes and methods can be divided into two parts [1]. The first is a systematic analysis of the historical process of literary development, focusing on theoretical overviews; the second is a detailed explanation of some texts, focusing on specific literary works, such as selections of modern and contemporary literary works. The former mainly describes the development process of literature as a whole from a historical perspective, so that students can form a systematic understanding of the process of literature; the latter

uses specific literary works to enhance students' understanding of literature [2].

But no matter what aspect of teaching, the traditional approach is either to emphasize rational abstract speculation, or to stay in the visual emotional feeling of language and words in the mind. This traditional teaching method or learning method that emphasizes speculative understanding can no longer fully adapt to the psychology of students in the era of reading pictures.

With the rise of image social software such as WeChat, QQ and Weibo, the widespread use of various film and television software, and the widespread online display of media-integrated technologies, students' interest in text reading has gradually declined, and indoctrination teaching methods cannot attract students' attention. , causing teachers to put too much energy in the teaching classroom, and some students have no way to concentrate [3]. Some teachers adjust the classroom teaching methods, but they have no corresponding effect, and even make students confused about literature. Faced with such a situation, if students are to accept higher-level literary knowledge, they can only further reduce their interest in learning. Of course, some students began to use mobile phones, tablets, etc. to study. However, once you talk with students about the understanding after learning, they basically stay at a lower level, and the level of understanding is very shallow, scattered, and even extreme ideas. Based on this situation, teachers should adjust the teaching methods of modern and contemporary literature, gradually introduce the image teaching method, transform the traditional paper literature teaching into the image culture teaching, give full play to the advantages of the integration of the two, and make up for the defects in teaching. To ensure that the modern and contemporary literature teaching classroom is lively and interesting, effectively enhance the teaching effect, and promote the improvement of students' image cultural literacy [4].

## **2. Measures to improve the image cultural literacy of college students in the teaching of modern and contemporary literature**

Image cultural literacy is not composed of a single element, but is formed by combining image culture and literacy. The former originated from the field of art, but was gradually introduced into literature, history and other disciplines, resulting in a wide range of iconography and visual culture concepts. The latter is more about measuring a person's comprehensive ability. The term literacy also embodies a lot of content, which is applicable to all disciplines, but the literacy formed by different disciplines is different. Image cultural literacy mainly refers to the ability to understand, analyze, think, and communicate with image culture. Under the Internet environment, college students are in the era of reading pictures, but they have not mastered the correct learning methods, and their understanding is effective. Therefore, it is necessary for modern and contemporary literature to make use of the method of image culture, to stimulate interest in literature learning, and to enhance the ability of image culture.

### ***2.1. Strengthen the study of theoretical knowledge and improve the understanding of image culture***

College students must have a strong image culture literacy, and they must first master the theoretical knowledge, in order to better use the image culture learning method, which helps to have a deeper understanding of literary works. Based on the current learning situation of students, teachers select the corresponding content of image theory knowledge, so that students can have a deep understanding of the knowledge. In addition, let students use the knowledge they have learned to think about the phenomenon of image culture in life and learning. For example, "Image Theory" and "Visual Culture Reader" are very suitable for college students to read, among which the theoretical knowledge is very rich, which helps to lay a theoretical foundation for college students to form a strong image cultural literacy.

### ***2.2. Combine image culture teaching to enhance image culture literacy***

After students have the corresponding theoretical knowledge base of images, teachers should combine the teaching of image culture to enhance their literacy ability. For example, in the teaching of "Love in a Fallen City", students can first watch movies and dramas, and they can also appreciate the corresponding music; organize and collect the literature on the creation time of the work; combine other corresponding literary works on Shanghai, Hong Kong, etc. Regional living environment and cultural development are compared. In this way, students have prepared a lot of learning materials. When comprehending the article, each student can elaborate on the materials they have mastered, which will make the teaching classroom active. Some students will also compare the writing differences of different literary works to find out what different authors thought about Shanghai at that time. In addition, in the

process of thinking and communication, a comprehensive analysis of the work is carried out to achieve multi-angle understanding and enhance the quality of teaching.

### ***2.3. Combine the practice process to improve the cultural literacy of images***

Through the above two stages, students already have a certain image culture theory, and master a certain image reading method, they will be able to have unique views on literary works. Teachers can strengthen practical training in the teaching of modern and contemporary literature, and set up corresponding topics for discussion with the help of image narrative theory, so as to improve students' image cultural literacy. For example, in teaching "Border Town", students can find pictures and videos for the work, and even create their own illustrations or shoot their own film and television videos. You can also ask students to make a public account about the appreciation and interpretation of "Border Town", requiring both pictures and texts, and a combination of sound and color. Using this teaching mode, students can have an intuitive test effect from the image perception, narrative understanding, and text theme grasping of literary works, which not only improves the literary literacy, but also improves the image cultural literacy.

### ***2.4. Change the teaching concept, enhance the image culture consciousness***

Modern and contemporary literature is the key content of Chinese university language, and also one of the ways to inherit the excellent culture of the Chinese nation. However, the process of literature teaching is boring, and often many students do not like it, or even have no interest in it, and it is easy to affect the learning effect of students, which is not conducive to let students have image cultural consciousness. In the teaching process, many teachers also focus on text teaching, lack of understanding of the teaching environment, do not grasp the development trend of today's society, resulting in the no improvement of teaching quality, directly affecting the future growth and development of students. The emergence of this problem is mainly that some teachers' teaching philosophy is not correct, but also think that blackboard teaching is the mainstream, that it is very in line with the learning process of students. However, the teaching process of colleges and universities is far different from other educational stages. In this period, students' independent learning ability is more considered, and it is impossible to rely solely on the role of teachers. However, many teachers did not pay attention to this problem, some students did not adapt to the independent learning process in the teaching, the dominant and indoctrination teaching more love, because of its teaching number, unable to establish a good communication relationship with students, cause students interest in modern and contemporary literature decline, even began to produce weariness, this is a serious obstacle to the whole teaching process. This reason is caused by teachers do not have image culture.

Through the analysis of the development trend of social development, the literary content reflected in various forms of new carriers is more attractive, and students are more interested in it than in the complete paper form. Therefore, colleges and universities should change their ideas relative to teachers, so that more teachers can have image cultural literacy, so as to better adopt this way of modern literature teaching. Teachers should make it clear that literature and images itself is a relationship between them, many literary content can be presented with images, which shows that images is another kind of literature; under the development of science and technology, images reflect more and more forms, such as video, animation, many literary works are transmitted through various ways, which shows that images can be used as the carrier of students. After analyzing the relationship between literature and images, teachers can realize the importance of image cultural literacy.

### ***2.5. Refactor the course resources to meet the requirements of image cultural literacy***

From the analysis of the literature teaching process in modern colleges and universities, many course textbooks cannot reflect the image cultural literacy. The content of more textbooks completely depends on the text presentation, missing the image cultural elements, and often teachers cannot use this, and can only introduce extracurricular teaching resources. This teaching method is relatively complicated, which is easy to make students have wrong cognition, resulting in to more students only want to use extracurricular teaching materials, and it is difficult to have a deep understanding of literary content. Therefore, teachers should start from the direction of improving the learning image cultural literacy, recompile the content of modern and contemporary literature textbooks, add more image cultural elements, and design more curriculum resources in line with the teaching process. In this mode, teachers can use this kind of teaching materials to carry out teaching work, enhance students' interest in teaching

materials, and also actively participate in teaching thinking. Many students can master the knowledge of teaching materials, so as to achieve the purpose of improving students' image culture. However, when teachers analyze the content of teaching materials, they should pay attention to the essential relationship between images and culture, and choose the most abundant content and the most valuable content for visualization, so that students can realize the learning goal of modern and contemporary literature in the understanding of image culture.

In the current literature teaching in colleges and universities, due to the drawbacks of traditional teaching methods, it affects students' interest in learning modern and contemporary literature and reduces the overall teaching effect. This is because teachers attach great importance to text teaching, and do not realize the changes in students' learning carriers, and even have a negative impact on students' learning. The image culture hinders and criticizes, resulting in students not having a strong image culture literacy, so that the understanding of literature remains at a shallow level. Therefore, in modern and contemporary literature teaching, teachers should construct a new relationship between literature and images, attach importance to the role of image culture, and cultivate students' better image culture literacy, so as to ensure the quality of literature teaching.

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