

Research on Teaching Reform of Chinese Language and Literature Major under the Background of New Liberal Arts

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Abstract: China's new liberal arts construction focuses on studying China's discourse and China's practice. Improving the practicality of liberal arts is one of the aims of the new liberal arts construction. The discipline of China language and literature is an important part of the "Six Excellence and One Top-notch" Plan 2.0, which directly affects the undergraduate construction of Chinese language and literature. The construction of new liberal arts has put forward new requirements and standards for the traditional Chinese language and literature major. Specifically, the Chinese language and literature major in local colleges and universities can explore the way of reform from several aspects: first, according to the development of the times and local needs, actively seek cross-border integration between liberal arts and other disciplines, integration and integration among disciplines within the liberal arts, and adjustment of two disciplines and research directions within disciplines. Therefore, the teaching of Chinese language and literature specialty should be post oriented and achieve the rationality of training objectives; Take "class" as the core to realize the integration of class and post; Take "certificate" as the introduction to realize the integration of curriculum and certificate; Through the media of "competition", we can realize the integration of courses and competitions. Finally, we should innovate the education and teaching concept, make full use of online teaching resources, attach importance to process evaluation, tap the potential of students' independent learning, and cultivate the concept and awareness of students' lifelong learning.

1. Introduction

With the continuous development of society, how to cultivate high-quality talents and realize the connotative development of higher education is an important proposition that has been considered in higher education reform[1]. Under the appeal of this proposition, the construction of "four new" came into being. The "four new" construction provides the opportunity and development direction for the optimization of professional structure, the innovation of talent training mode, the improvement of education and teaching level, and the reform of curriculum and teaching mode in higher education. At the same time, each university and major should further concretize and put it into practice according to their own characteristics[2]. In the traditional sense of liberal arts, the construction of new liberal arts needs to reorganize the disciplines in colleges and universities, promote the intersection of liberal arts and sciences, integrate new technologies into literature and history courses such as philosophy, literature and language, and provide students with comprehensive interdisciplinary learning to meet the needs of social development. This is the basic connotation of new liberal arts. It can be seen that the new liberal arts construction in China is richer in connotation, and it is a comprehensive explanation of China's experience and local practice[3].

"The research carried out by the new liberal arts is not allowed to return to China itself. Through the understanding and interpretation of China's practice, it tries to construct its own theory, discourse and system." Local undergraduate colleges and universities assume the responsibility of serving the local area, and cultivate local teachers at the undergraduate level with comprehensive quality and professional expertise for the local area[4]. Localized teacher training is not only an

important measure to highlight the orientation and characteristics of local colleges and universities, but also an important way for most newly-built undergraduate colleges to strengthen the cumulative advantages of traditional disciplines. The major of Chinese language and literature is widely opened in colleges and universities. How to deeply reform and optimize the talent training mode and cultivate the required talents in combination with the characteristics of local demand for talents is a problem that local undergraduate colleges should consider at present[5].

Under the theme of “training local rural Chinese teachers with solid professional knowledge and qualified professional skills”, this paper discusses the construction of comprehensive quality training system for teachers majoring in Chinese language and literature. Under this background, how to realize the transformation from traditional major to applied major and achieve interdisciplinary development is an important development proposition for Chinese language and literature major. This is a systematic project, which involves not only the transformation of educational ideas, teaching models and teaching methods, but also the reform of teaching materials, teaching evaluation and the reconstruction of teaching practice[6]. Comparatively speaking, with the help of computer and Internet technology search engines, science and engineering talents can quickly obtain written information, thus having the basic ability to deal with related work; However, it is quite difficult for Chinese language and literature professionals to easily master professional knowledge in product design and processing, administration, economy, law, media technology, etc., and they will undoubtedly be at a relative disadvantage in the competition[7].

This paper attempts to study the influence of theory and teaching system on liberal arts teaching practice and the social service of Chinese language and literature major, in order to explore the practicality of this major.

2. Exploring the Application Value of Liberal Arts in the Interaction of Theory, System and Practice

2.1 Theory and Its Guidance to Teaching Practice

Analysis and theory's guidance to teaching practice involves all relevant faculty members in the construction of new liberal arts[8]. This new liberal arts construction involves professions and personnel with specificity, relying on institutions of higher learning, taking educators and young students as participants, with specialized refinement, strong purpose and high technical level, and paying more attention to the reconstruction of teaching ideas in institutions of higher learning[9]. Therefore, this activity is systematic and rational. Even if we focus on Chinese language and literature, we should pay attention to the guiding role of theory in practice. Only in this way can a scientific conclusion be drawn. Local college undergraduates generally have some problems, such as weak learning initiative, unsound professional basic knowledge, incomplete quality and outstanding ability[10].

Combined with the current situation, we have deeply considered the training concept and talent training mode of Chinese language and literature major, proposed the “three elements, two points and one center” comprehensive training system of Chinese language and literature major, and achieved the teaching effect of “soul running with wheels” through “one core, two auxiliary integration” and “one tree for truth”. “Three elements” refers to the basic framework of the talent training model for Chinese language and literature majors, namely, three dimensions and three levels in the talent training program, respectively including: dual core, six modules, and multithreading, which also constitute the core architecture layer; “Undergraduate growth tutorial system (vertical assistance and horizontal interaction)” and “Internet learning environment” constitute the environmental resource layer; The “three” five in one “excellent teacher training programs” are innovative application layers. The resources of the Chinese Department have been reallocated and integrated through such forms as planning, merging, and transferring, and the layout structure has changed. Only comprehensive universities and normal universities have Chinese Department. After a series of reforms, the Chinese Department has been incorporated into the highly centralized and unified management system and model of the country. This was mainly

influenced by the specific national conditions at that time and the Soviet Union's mode of running colleges and universities, but the harm was far-reaching, so that “learning mathematics, physics and chemistry well, and going around the world is not afraid” became a fashionable phrase of the times. As far as the direction of professional training is concerned, under the inertia of the traditional teaching mode, the ability is often not effectively improved. Although graduates have certain professional reading and writing skills, they are often reflected in literary, academic and other aspects. Their practical operation ability is insufficient, and they can not even be competent for some seemingly simple word processing jobs in their new posts, and their learning and use are seriously disconnected. Therefore, in the process of drastic social changes, we must first focus on the school running orientation, start the reform of the curriculum system, and take the initiative to integrate the Chinese language and literature major curriculum into the relevant discipline system, rather than as its subsidiary and embellishment.

At present, the research on the construction and reform of new liberal arts is divided into two main parts, namely, educational theory and specialized education. People who study the construction of new liberal arts are divided into two groups. These two types of personnel not only publish research papers, but also participate in various seminars. The first category is higher education researchers or educational administrators, who provide macro guidance for the construction of new liberal arts in combination with theory, national status quo and educational history. Taking the theoretical research of educators as the core, we can provide predictable guidance to higher education in theory. Therefore, this new liberal arts construction has rich meaning, wide scope and great influence. Both kinds of research have begun to take shape and play an irreplaceable role. The goal of the former is to implement the new teaching ideas in various disciplines, and finally serve the cultivation of socialist talents. From the perspective of actual teaching, the latter is more targeted and practical, and can be directly applied to teaching.

2.2 Revise the Training Plan for the Purpose of Practical Knowledge

Macroscopically speaking, no matter how the society develops, the Chinese Department always carries on the task of inheriting, innovating and carrying forward the Chinese national culture and national spirit, so there is no need to worry about its future. However, when it is implemented in different historical stages, especially in different schools, its development speed and mode are different. From this point of view, the main purpose of new liberal arts construction is to meet the demand of the times for liberal arts compound talents. However, “the traditional liberal arts talents training is mainly based on knowledge transmission, and the training mode is single, which leads to students' poor application ability, and the contradiction between the supply side and the demand side of talent training is prominent.” This problem is particularly prominent in the liberal arts talents training system of local universities. Therefore, the construction of new liberal arts needs to “reconstruct the training mode and system of liberal arts professionals with brand-new talent training concepts”. The school is based on the local place, and the disciplines and specialties should first meet the needs of local economic and social development, serve the local place, and take training practical talents who can meet the needs of local society as the core task. According to the training objectives of professional talents, the relevant courses of Chinese language and literature major should be scientifically adjusted, and a curriculum system with comprehensive knowledge and organic connection should be constructed.

In the context of the development of the new liberal arts, the curriculum design of the Chinese language and literature specialty should focus on promoting the transformation from “discipline” to “application”, from “knowledge center” to “ability center”, and promote the discipline reorganization as soon as possible, that is, to integrate new technologies into the liberal arts curriculum, so as to effectively improve the professional ability of students in work practice. Under the guidance of this training goal, Chinese language and literature professionals are compound talents, and the ability system includes professional basic ability and professional post ability. The professional basic ability is the core ability of the Chinese language and literature specialty, which is the landmark ability requirement of the Chinese language and literature specialty; Professional

post ability is the general post ability corresponding to the major of Chinese language and literature, which is the requirement of the extension ability of the major of Chinese language and literature. The former “mainly includes basic Chinese application abilities such as text interpretation and appreciation ability, Chinese language analysis and oral expression ability, written writing ability, scientific research practice ability”, while the latter is “professional application ability required by specific Chinese teachers, secretaries, administrative management, news, advertising and other professional posts”. Reform the internal evaluation system of teaching and scientific research, create a good learning atmosphere and scientific research atmosphere, encourage teachers to innovate teaching and scientific research methods and means, and encourage teachers and students to participate in teaching and research reform and academic research together. As long as it is conducive to the cultivation of innovative and application-oriented practical talents, it should be allowed to try first and the management team of the college should do its best to do a good job in various services.

And establish and improve various rules and regulations and quality standards of each link, earnestly put supervision in place, make rewards and punishments clear, and create a good environment conducive to striving for excellence. In line with the realization of the above-mentioned goals, scientific training programs should be used to guide practice. In terms of the construction of Chinese language and literature major, firstly, the syllabus in the training program should be partially modified from practice. Second, ensure that no less than one semester of social practice hours is set in the training program. Social practice should be arranged in a unified and centralized way by schools, and students should be placed in positions related to Chinese language and literature majors and supervised and managed by practice instructors, so as to give full play to their talents. All in all, as teachers of Chinese Department, under the background of new liberal arts, we are obliged to show the “usefulness” of this major to the society, explore its practical factors, reveal and enhance its practical ability to serve the society, and then make a modest contribution to saving the crisis of humanities.

3. The Way to Realize the Integration of “on-the-Job Competition Certificate” for Chinese Language and Literature Majors

3.1 Take “Class” as the Core and Realize the Integration of Class and Post

From the perspective of actual employment, the employment direction of Chinese language and literature major mainly includes the following aspects: first, education and teaching work, that is, employment in primary and secondary schools, education and training institutions, engaging in language and related education work; The second is secretarial and administrative work, that is, entering enterprises and public institutions and government agencies to engage in secretarial and administrative work; Third, advertising media work, that is, to engage in the network, advertising, magazines, periodicals, radio and television and other media enterprises, units, engaged in reporters, broadcasting, editing, copywriting planning and other work; The fourth is research work, learning and literary creation, that is, to be admitted to graduate school and enter research institutions to engage in theoretical research on Chinese language and literature. However, the professional attribute of language and literature determines that it is impossible to change direction and thinking as easily as science and engineering, or to obtain results through accurate measurement. This creep process characterized by human subjective qualitative change usually occurs in a state of moistening things silently. As shown in Figure 1.

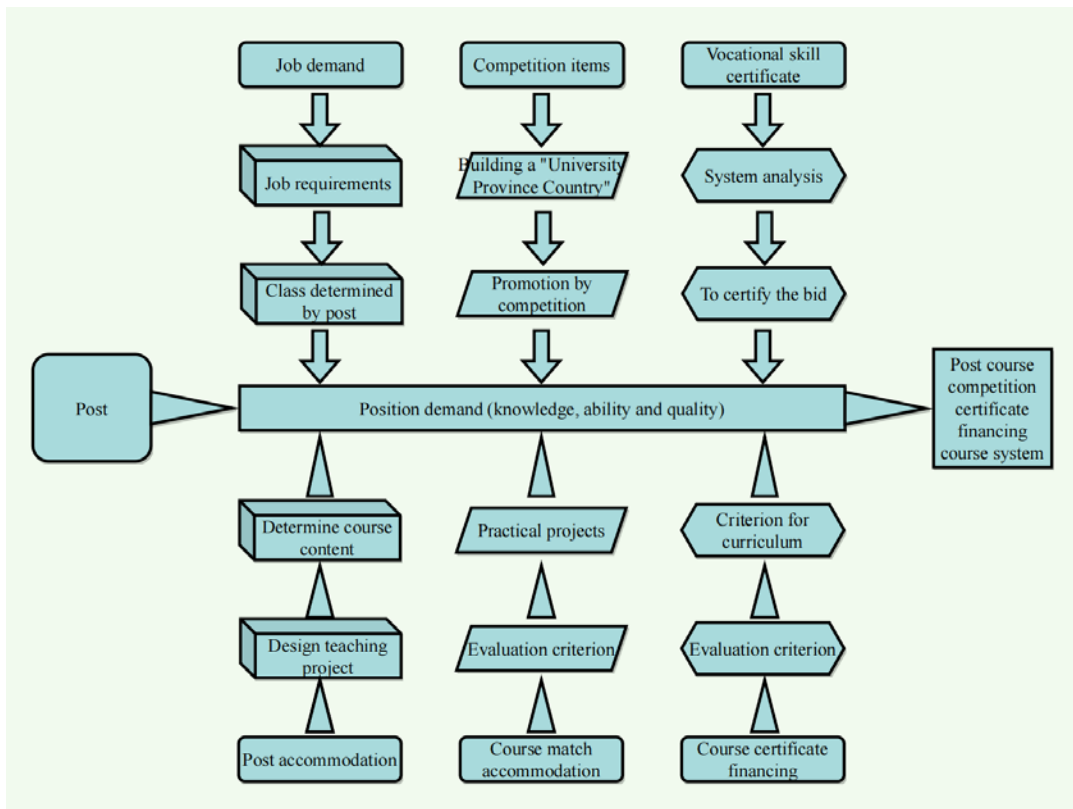


Fig.1 “on-the-Job Competition Certificate” Integrates the Path and Method of Curriculum System Construction

Promoting the reform of college Chinese curriculum system and strengthening the position of general education in majors is an important way to realize this process at present, while weakening the position of college Chinese curriculum teaching and replacing it with a more applicable writing course runs counter to it. We constantly strengthen the practice teaching, through computer training, educational probation, educational practice, educational investigation, social investigation, public welfare labor, military and political training, writing practice, multimedia teaching design and operation, classroom teaching skills and comprehensive training, teachers' oral skills training and scientific research training, constantly improve students' practical ability and comprehensive quality, and establish a strict examination system to implement practical training. For example, using Mandarin or dialect to express daily needs, using words to improve language expression ability to promote the smooth progress of interpersonal communication and project negotiation, using scientific modern Chinese to express academic thoughts and publish papers and patents, and so on.

It can be said that the basic knowledge of Chinese language and literature has been applied to all walks of life. However, due to the concealment of these effects, the “usefulness” of the profession has been questioned. This requires colleges and universities to carry out in-depth school enterprise cooperation, build a practical curriculum system that meets both common needs and gives consideration to personality development, and realize the integration of courses and posts. First of all, construct the practice curriculum system according to the “post”. Systematically analyze, classify and sort out the employment posts, invite typical enterprises to participate in the development of practical courses, diagnose and improve the existing curriculum system, construct the applied practical curriculum system of Chinese language and literature specialty according to the post, and improve the pertinence and effectiveness of practical curriculum teaching. Secondly, promote school enterprise cooperation in running schools. On the one hand, cooperate with employers to establish a diversified practice base of Chinese language and literature to meet the needs of students with different employment intentions, and improve the compatibility between practical education and students' career planning. Thirdly, the school can cooperate with the

enterprise to carry out relevant research. For example, conduct in-depth research on teachers' needs, changes in secretarial functions, and students' performance in post practice, understand the social needs for Chinese language and literature and the deficiencies in talent training, and improve the compatibility between the curriculum and post needs of Chinese language and literature.

3.2 Students-Oriented, Innovating Education and Teaching Ideas

The arrival of the Internet era has provided a new social context for the construction of the new liberal arts, and further deepened the “student-centered” education and teaching philosophy of colleges and universities. In the traditional teaching mode of higher education, teachers are always in the position of imparters. The educational concept of “student oriented” mostly stays at the level of how to better guide students to master knowledge. Students' sense of autonomy and innovation has not become the main training goal. However, in the Internet era, the ways and means for students to learn knowledge are increasingly diversified. Correspondingly, the task of teachers is no longer just to provide knowledge, but to cultivate students' abilities of independent learning, comprehensive application, innovation and discovery, emphasizing students' three-dimensional teaching objectives of “knowledge, ability and quality”, and highlighting ability based education. As shown in Figure 2.

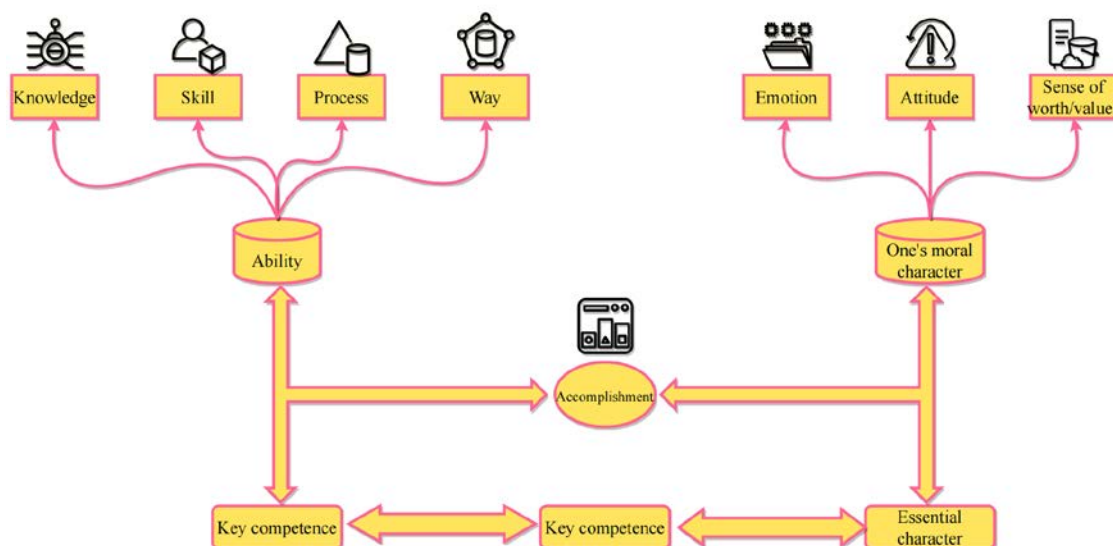


Fig.2 Three-Dimensional Teaching Map of Knowledge, Ability and Quality

According to the requirements of cultivating ability-oriented talents, we have offered a series of skills training courses for students, such as teachers' spoken language, speech and eloquence, calligraphy, etc. Through long-term systematic training, students' oral expression ability and writing ability have been continuously improved. We test the teaching effect of relevant skill training courses through Putonghua proficiency test and extracurricular activities such as speech contest, debate contest and handwritten newspaper writing, so as to improve their comprehensive application ability. Difficulties encountered in learning, the construction of China language and literature discipline with China characteristics is the meaning of the new liberal arts construction. The connotation and extension of this subject are mostly literary and linguistic elements of China, and the teaching content can best reflect the China process of higher education. Strengthening the social service ability of Chinese language and literature major, creating a professional training mode facing the needs of the country, and combining knowledge transfer with the needs of practical talents training and national construction can bring the undergraduate teaching of China language and literature into a benign ecological development. To improve the ability of Chinese language and literature major to serve the society, we can start from literary works, objectively enhance students' understanding of the society through the display of the social situation in the works, and then help them to join the social production service more calmly; Students can also improve their ability to

participate in social activities through social research.

Literature has never been divorced from the social environment. “Instructors are encouraged to carry out in-depth research on the differentiated concept of the competition and the rules of competition volume and score, summarize the resources they have obtained, turn the experience of the competition into educational enlightenment, and react on the improvement of classroom teaching.” This not only improves the level of student competition, but also plays a role in teaching reform. Finally, in the face of the rapidly changing modern society, we need to cultivate students' awareness and ability of lifelong learning. From this point of view, on the one hand, teachers of Chinese language and literature should practice by themselves, constantly learn new professional knowledge, broaden their research horizons, actively participate in the construction of new liberal arts with cross-border integration, and pass on diverse, open and innovative learning concepts to students. On the other hand, we should also form a learning partnership between teachers and students. In addition to classroom teaching time, we should always maintain a good state of learning in daily communication, and jointly explore new knowledge, new phenomena and new ideas.

4. Conclusions

As if, in China, the construction of new liberal arts has been highly valued from the perspective of national policy, pedagogy research and discipline teaching practice. To actively and effectively reform the construction of new liberal arts and push it to the climax, it is necessary to explore the innovative ideas with methodological significance, and it is also necessary for each discipline to put forward and solve their own problems. Colleges and universities should take practical action, based on their own school running orientation, promote curriculum reform, change the concept of talent training, strengthen general education based on the Chinese language and literature major, take training compound talents as the educational goal, promote interdisciplinary construction, cultivate students' innovation and creativity, and make them become talents who can meet the needs of society. Generally speaking, the construction of new liberal arts is the inevitable way to adapt to the development of the times and the reform of higher education. This development concept puts forward new requirements for discipline construction, professional development, talent training objectives, teachers' quality and ability, education and teaching concepts and curriculum teaching modes. The traditional Chinese language and literature major must base itself on this era context and innovate its ideas from all levels, so that it can rejuvenate the vitality of the era of professional development, assume its due responsibilities and realize its era value.

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