

Research on the Countermeasures of “Classic” Teaching of University Chinese under the Idea of Ideological and Political Course--Take the Teaching of the Book of Songs as an Example

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

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ABSTRACT. A “classic” is a work that still contains the brilliance of this morality and has great historical and practical significance after a long period of historical inspection. Inheriting “classics” is one of the important teaching goals of college Chinese courses. This thesis is guided by the concept of ideological and political course, and takes the teaching of related chapters of The Book of Songs as a research example to explore the feasibility of college Chinese “classic” teaching.

KEYWORDS: Ideological and political course, College chinese, Classics, The book of songs, Countermeasures

1. Introduction

According to the Origin of Chinese Characters, Si Category, “The original meaning of “Jing” is “the longitudinal thread of woven products”, and later it refers to the silk thread used for binding books.”The original meaning of “Jing” is the silk thread arranged vertically when weaving cloth, and the thread that is tied to the shuttle and crosses the warp thread horizontally is called the weft thread. The warp thread and the weft thread are intertwined, and various patterns of cloth can be woven. By extension, “Jing” refers to the overall framework and core structure of a certain thought.

“Dian” is written as “” in oracle bone inscriptions, with the character “book” on the top and two hands underneath, as if reading a book while holding a book. According to the Origin of Chinese Characters •Ji Category, it is a book of the Five Emperors. The word “” is on the word “”, which means noble. Zhuang Du said that “Dian” represents a glorious chapter. Erya Annotation also said: “Dian means classic.” The original meaning of “dian” refers to “jing”, which is an important document and book. Therefore, when reading, it is important to put the book on top of several cases to express dignity. Now the “jing” and “dian” are used together, which collectively referred to as “classic”. It also refers to works that have been tested for a long period of time in literature, history, philosophy and other disciplines that still contain moral brilliance and have great historical and practical significance.

Five thousand years of splendid Chinese civilization gave birth to countless classic works. The sub-collection of classics and history and the four masterpieces, carries the history and culture of the Chinese nation for thousands of years, contains the moral concepts with benevolence, righteousness, courtesy, wisdom, and trust as the core, the concept of a world of great harmony that “the world is shared by all”, the patriotism that “before the people of the world are worried, I feel worried, after the people of the world are happy, I feel happy.”, and the struggle of “the universe keeps moving, and people should imitate the world and move forward forever”... The great national spirit and ideals and beliefs in the traditional Chinese classics are reflected in the current ideological and political curriculum concepts advocated, and the “classic” education is carried out with the college Chinese courses of ordinary universities as the carrier, which can improve the humanistic quality and humanistic spirit of college students, cultivate sentiment, improve the personality of college students, and even assume the historical mission of inheriting the excellent traditional culture of the Chinese nation. However, due to the richness and diversity of college Chinese courses, the limitation of class time, and the problems of teachers and students, the students' learning and acceptance of “classics” are often difficult to achieve the expected results.

In view of the above, the author combined his own thinking and summary in the process of college Chinese teaching, and guided by the current new concept of “curriculum ideological and political”, taking as an example the teaching of The Book of Songs, which is known as the first among the classics, so as to explore the effective method of college Chinese “classic” teaching.

2. What is “Curriculum Ideology”?

“It is necessary to insist on cultivating moral talents as the central link, and ideological and political work throughout the whole process of education and teaching, ... It is necessary to make good use of the main channel of classroom teaching, ... It is necessary to enhance the affinity and pertinence of ideological and political education to meet the growth and development of students’ demands and expectations. At the same time, other courses must guard their own fields and take corresponding responsibilities, so that various courses and ideological and political theory courses can go in the same direction and form a synergistic effect.”The speech of General Secretary Xi Jinping at the National College Ideological and Political Work Conference in December 2016 pointed out the direction for the concept of “Ideological and Political Courses”.

In December 2017, the Ministry of Education issued the Implementation Outline for the Quality Improvement Project of Ideological and Political Work in Colleges and Universities, which clearly put forward the requirements of “Ideological and Political Courses”, that is, “it is necessary to vigorously promote class teaching reform with the goal of ‘Ideological and Political Courses’, optimize curriculum settings, revise professional textbooks, improve teaching design, strengthen teaching management, sort out the ideological and political education elements contained in each professional course and the ideological and political education functions carried, and integrate them into all aspects of classroom teaching, so as to realize the organic unity of ideological and political education and knowledge system education.” It can be seen that “Ideological and Political Courses” integrates ideological and political education into professional courses and general education courses. It is an educational practice activity that includes teaching and assessment, which guides students to practice the core values of socialism in a subtle and silent way, so as to achieve the goal of imparting knowledge and the “positive energy” of ideological and political education. At the same time, it also has a very high importance for teachers' ethics and style of “adhering to the unity of teaching and educating people, persisting in the unity of preaching and example, persisting in the unity of academic concentration and attention to society, and uniting academic freedom and academic norms”. Therefore, it is a new educational concept.

As the first collection of poetry in China, The Book of Songs opened the source of Chinese poetry realism. The tradition of “expressing ambitions in poetry” has brought vitality to the development of Chinese poetry for thousands of years. Confucius once said: “Students, why don't you learn poetry? Learning poetry can inspire enthusiasm, improve observation, unite the masses, and express dissatisfaction. From a micro level, you can serve your parents, and a macro view, you can serve the king. At the same time, you can also know more names of birds, animals, plants and trees.”The chapters in The Book of Songs can be divided into love poems, patriotic poems, war poems, corvee poems, farming poems, sacrificial poems, Zhou Dynasty ethnic epics and so on according to their content. They can not only cultivate students' outlook on love, motherland, outlook on life, and values, but also can enhance college students’ knowledge and understanding of traditional Chinese culture, and improve their humanistic qualities. Moreover, their emotional expression of “joy but not indulgence, sorrow but not pain, resentment but not anger” can also be used to cultivate emotions and build a healthy personality. Therefore, the content of The Book of Songs is in line with the concept of “ideological and political courses”. However, in the current college Chinese class teaching, due to various reasons, classics such as The Book of Songs are not paid enough attention, so that they cannot play their important guiding function of “cultivating moral talents”.

3. The Countermeasures of College Chinese Classics Teaching

3.1 Scientifically Determine the Teaching Objectives of College Chinese Classics

In the current “classic” teaching of college Chinese, the formulation of teaching objectives is often based on a single selection, which essentially only sets the teaching objectives for a single selected essay, rather than the entire classic. This leads to the duplication of teaching objectives and middle school teaching goals, which makes it difficult to obtain the ideal teaching effect. Therefore, the teaching objectives of classic books should stand for the entire book. For example, the teaching objectives of The Book of Songs can be: to understand the writing of The Book of Songs and the compilation style of its three sections; Comprehensively grasp the content of The Book of Songs and the artistic characteristics of exposition, comparison and affective image in accordance with agricultural poems, love poems, war and corvee poems; Recognize the poetic tradition of The Book of Songs that “the sadness or happiness in real life is derived from specific events, which is very gentle and honest”; Understand the historical and cultural status of The Book of Songs as “the leader of the Five Classics” and “the source of literature”. In this way, students’ knowledge and understanding of The Book of Songs will not be limited to the most famous poems such as Cooing and Wooing and Reeds and Rushes, so as to understand and understand the The Book of Songs and the ritual and music of the pre-Qin period in China, as well as the understanding of cultural systems and historical living conditions will be more comprehensive and clear.

3.2 Topic-Expanded Teaching Method

Although the current college Chinese textbooks generally cannot cover all the content of traditional Chinese classics, and the selected textbooks are only the most famous chapters of a certain classic, teachers should not be limited by the texts selected in the textbooks during the teaching process. Instead, they can extend them to other works by taking the texts in the textbook as the entry point, and conduct the topic-expanding teaching from a basic level to a large standard. For example, the college Chinese textbook selected by the author's school is edited by Xie Weiping and published by China Machinery Industry Press. There is only one piece of *The Book of Songs* selected in this textbook called *Bin Feng • Dongshan*. This poem describes a protagonist who has been away for a long time, has the honor to return home, and is fortunate that he has been spared from death and injury. The protagonist feels gratified on his way back home, and feels worried about his hometown on the way home. From the perspective of the subject matter, this should be classified as war and corvee poems. This type of poem reproduces the wars experienced by the Western Zhou Dynasty for hundreds of years and the social, cultural and historical picture scrolls in the war from multiple perspectives. It not only covers the mental suffering of being far away from home and being unable to honor parents due to year-round labor and military service abroad, such as *Tang Feng • Baoyu*, *Weifeng • Boxi*, *Bei Feng • Drumming*; There are also painful poems that convey the thoughts of husbands who go out to war and serve by describing the scenery around them, such as *Wang Feng • A Gentleman at Service*; There are also complaints that the ruler's corvee system is strict, and the heavy burdens of the heavy corvee are brought to the people, such as *Zhaonan • Xiaoxing* and *Wang Feng • Yangzhishui*; Of course, there are also the national self-confidence and pride manifested in fighting the enemy, giving up one's life, and defending the country during the war, such as *Qin Feng • Wu Yi* and *Xiaoya • June*. In the process of teaching, teachers can extend the explanation of a poem *Bin Feng Dongshan* and concentrate on explaining the same types of themes in *The Book of Songs* so that students can understand the ancient military service and corvee system in the context of history and culture, as well as the ancient people's family and country feelings.

The topic-expanded teaching method can also make the teaching content not limited to the only classic *The Book of Song*. As the source of Chinese poetry, *The Book of Song* has nourished a large number of literary works in later generations. With the theme of war and corvee poems, teachers can expand the content to various types of poems after *The Book of Song*. For example, *Fighting South of The City* and *A Wife Longs for Her Husband in Yuefu Poetry*, *Trudging On and On in Nineteen Ancient Poems*, and the themes of patriotism, guarding borders, homesickness and nostalgia in Tang poems *Song verses*, there are both the poet's ambition and lofty ambition to make contributions and defend the country, but also the pain and helplessness of thinking about relatives and others.

In this way, a literary space-time network with the theme of war and servitude with the help of *Bin Feng Dongshan* can be constructed, so that students can not only understand *The Book of Song*, but also possess a clear understanding of the entire Chinese literature of the same type. At the same time, it can also give students the emotional education of patriotism, love of family, and love of others, and practice the fundamental task of "cultivating moral talents" advocated by the concept of "ideological and political course".

3.3 Reform the Assessment Method

The purpose of the teaching of the classics of college Chinese is to allow students to understand the world, know themselves, and build an independent and sound personality in the study of the classics, so as to improve their personal moral cultivation and form the consciousness and ability to think independently and analyze problems. In the past, our assessment criteria only required memorization, and the knowledge of literary history and the way of dictation of famous sentences were examined during the examination, which obviously could not meet this demand.

Therefore, at the beginning of the course, students can be required to read a classic during the semester and write reading notes every week, with 2-3 students speaking each time in class to exchange their reading experience. At the end of the semester, a book meeting is held to introduce the works read and personal thoughts and so on. The above-mentioned content can be recorded in the students' usual grades. In the final exam, it is supposed to focus on current hot topics in society, allowing students to express their opinions and opinions based on their own experience of reading classics. For example: After explaining the love-themed poems in *The Book of Song*, students can be required to think: In this era of "appearance first", can a beautiful face lead to perfect feelings? Does the "appearance" of the romantic partner matter? Is it true that the concept of love and marriage that is similar to "love that is not for the purpose of marriage is hooliganism" and "I would rather sit in a BMW car and cry than laugh in a bicycle" is really correct? This kind of subjective topics can not only cultivate students' logical thinking ability, expression and writing skills, but also embody students' understanding of classics and their concern and thinking about reality.

4. Conclusion

All in all, classic books are treasures in Chinese culture, the crystallization of the wisdom of the ancestors, and an important teaching content of university Chinese courses. However, due to the lack of attention by schools and students, the imperfect content of textbook compilation, the instability of the teaching staff, and the outdated teaching methods of teachers, “classics” cannot play their due role in college Chinese class teaching. The new concept of “ideological and political course” has pointed out the way out and direction for the teaching of college Chinese classics. That is, it is important to establish the teaching objective of the “classic” as a whole, adopt an expanded teaching method, reform the assessment method, as well as start from the students' existing knowledge storage and life experience, integrate the classics into real life, and pay attention to the practical application of classics in the real life of today's society, so as to enhance the humanistic quality of college students, cultivate sentiment, and allow the classics to be inherited and continued in the new generation of young Chinese.

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