

Research on Literature Teaching Reform of Chinese Language and Literature Major Based on Comprehensive Quality Training

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Abstract: The major of Chinese Language and Literature is the backbone and core specialty of liberal arts specialty. It is also a mature traditional specialty in China's higher education system. For a long time, it has formed its own unique teaching concept and personnel training mode. The new requirements of the times for talents are no longer professional counterparts, but require students to adapt to work quickly. Therefore, the curriculum should be able to reflect the cultivation of students' adaptability. In addition to the conservative and closed nature of Chinese, Chinese language has the ability to open and infinitely regenerate. Therefore, the cultivation of students' comprehensive quality is not only possible but also necessary through Chinese language and culture education. For the Chinese language and literature majors, it is necessary to learn to use the advantages of the "MOOC" for use, combined with the characteristics of the profession, in the new social situation, to tap the greater teaching potential and benefit the students. In the case of public compulsory courses, such as the proportion of the school, the curriculum of the Chinese language and literature major should adopt the construction strategy of "fining", "infiltration" and "deepening".

1. Introduction

Chinese Language and Literature is a course to study Chinese words, syntax, traditional poetry, prose and other literary works [1]. Language is not only the tool of thinking, but also the home of existence. The existing form of Abstraction of comprehensive quality is a series of linguistic symbols and their related emotional and emotional forms [2]. It is the internal source of the comprehensive quality of materialization. The aim is to train professional talents with noble ideology and morality, broad vision, solid foundation of traditional Chinese studies and proficient language communication skills, focusing on the cultivation of students' comprehensive quality, which makes the Chinese Language and Literature major different from other applied majors [3]. Correctly understand and objectively analyze the history and current situation of the major, actively explore and formulate new talent training programs, so that the traditional Chinese language and literature majors will renew their vitality while maintaining their original advantages. The Chinese language and literature majors at different levels and in different schools are based on their own resources and conditions. It should fully reflect the special needs and educational personality of its training objects, instead of adding a few educational courses perfunctory in the curriculum framework of traditional Chinese language and literature education. To play a better role in the current educational background should be the urgent task of the reform of Chinese language and literature majors [4].

For a long time, students majoring in Chinese Language and Literature have a narrow knowledge structure. Subject courses have been focused on modern Chinese, literature introduction, writing, ancient Chinese, ancient Chinese literature, modern and contemporary Chinese literature, foreign literature and other courses, while elective courses are concentrated on the extension and deepening of professional courses [5]. Through the course teaching reform, we have the necessary basic theory and extensive knowledge of language and literature. With strong writing ability and oral expression ability, can accurately analyze and comment on literary works to test the reaction of theoretical

knowledge. Make students benefit [6]. In addition to the multi-level theoretical knowledge reserve, school teachers also have rich practical experience. Finally, these students should master the basic principles of Marxism and the basic theories of language and literature. Therefore, the cultivation of comprehensive quality is extremely important, and it is the basis for further development and improvement of human ability in thinking, innovation, and social interaction [7]. Therefore, under the current development of the Chinese language and literature major under the comprehensive quality and the natural sciences, the contemporary students must not neglect the language cultivation of the nation while mastering the global common language and other national languages. We should not understand the global common language (English) and the national language (Chinese) from the perspective of instrumentalism, but should be based on the commonality of human spiritual civilization and the special, innermost and core existence style of the national spirit. To understand them. Therefore, the opening of the Chinese language curriculum is crucial. These courses must have clear objectives and a well-structured curriculum system [8].

2. The Importance of Comprehensive Quality of Chinese Language

The Chinese Language and Literature Major has accumulated rich knowledge and experience in professional construction due to its long history, rich research achievements of predecessors and the pioneering work of today's people. The development of disciplines is relatively mature, manifested in: solid professional foundation, strong overall strength, strong core competitiveness, many national and provincial key disciplines, no educational output. School leadership is more reluctant to spend manpower and material resources for it. Liberal arts teaching has its own particularities. In addition to professional knowledge, the lecturer can master a foreign language and read foreign books and magazines in his major. This “training requirement” is also the training requirement of the general Chinese language and literature major, plus a tail “to master scientific educational theory and methods. To accept the training of teachers' basic qualities and the training of basic abilities, we must also have a profound comprehensive quality cultivation and educational theoretical foundation, in order to present the teaching content in a simple and simple way. In school language education, if we still want contemporary students to maintain close contact with national spirit and national culture in Chinese language learning and let this spirit and culture cast into their own personality. In the curriculum setting, the same course not only has a theoretical class, but also a practical class, which abandons the traditional concepts that the past liberal arts have nothing to do with practice. However, this form of over-emphasis on the title of the course will appear in the actual teaching. Disadvantages.

As far as the purpose is concerned, the training of comprehensive quality aims at cultivating people who are active in social life, have a sense of social responsibility, and all-round development of society and citizens of the country. As far as content is concerned, the cultivation of comprehensive quality is a kind of extensive, non-professional and non-utilitarian education promotion of basic knowledge, skills and attitudes. It differs from traditional Chinese culture in that it implements national culture and spirit into language itself. It uses the method of hermeneutics to recognize national culture and national spirit. In the past, a single culture with language as its carrier is being segmented by multimedia culture with video and network culture as its main part, which requires that the Chinese talents trained by us have the ability to integrate cross-category arts. Course construction is the most basic means to achieve the training goal. If we want to achieve the training goal of improving students' comprehensive application ability well, we must aim at the practical problems existing in this major. According to the needs of social development, follow the rules of Chinese language and literature professional education and teaching, and adjust and reform the traditional Chinese language and literature professional training mode and curriculum system. The curriculum of Chinese language and literature education should consist of five sections: basic Chinese education; linguistics; speech; reading; Chinese basic culture. Integrate the online MOOC and the offline classroom teaching to improve the teaching quality and teaching effect of the Chinese language curriculum. In the era of “Internet +”, students of Chinese language and literature majors who can only work in purely written language will only become narrower and narrower in

employment choices. This is especially important for students from remote areas with relatively backward education.

Cultural linguistics has noticed that the cultural value of Chinese language is reflected not only in vocabulary, but also in phonetics, grammar, structural types of language, pedigree classification, regional distribution of language and text problems. Taking Chinese education courses as the first level and attaching importance to the subject of “Chinese pedagogy” in the first level of curriculum content is to fully reflect the characteristics of Chinese language specialty. It shows that it can cover and penetrate the whole curriculum of Chinese Language and Literature Education. For students majoring in Chinese Language and Literature, in addition to the changes in the way and content of classes, there may also be some unexpected gains in employment, which can be regarded as the “added value” of the course. Let the students register and watch the video before the classroom teaching, and put forward some questions or ideas about the content of the video. In fact, it gives students full freedom to choose the right time and place to study according to their own conditions. In the course design, the content of the course is divided into 10-15 minutes of “micro-course” form. Avoid boring, long-term teaching, but like the game, set the correct answer to complete the next step of learning, this setting greatly enhances students' ability to learn actively. The establishment of the index system is the premise and basis of the evaluation research. It is to decompose the Abstract research object into a behavioral and operational structure according to the identification of its essential attributes and characteristics, and to each of the indicator systems. The constituent elements (ie, indicators) are given the corresponding weights, and the observation points of the MOOC evaluation indicators are shown in Table 1.

Table 1 Observation Points of Evaluation Index of Mu Course

	Factor	Weight
Student Achievements index	Learning enthusiasm	0.021
	Classroom interaction	0.030
	learn	0.027
Teaching Evaluation Index mark	Continuity of learning	0.019
	Teachers'Electronic Evaluation	0.022
Teaching Content Indicators	Inter-learner Evaluation	0.025
	Reasonable Teaching Content	0.0016

3. Basic Strategies of Course Setting for Chinese Language and Literature Major

Graduates trained in accordance with the existing professional model have been difficult to adapt to the new requirements of the times, therefore, on the basis of professional basic course learning. Expanding the direction of specialty and finding the fit point between the law of specialty teaching and the market demand. Through the comprehensive quality training, we can not only serve the needs of non-professional students, but also increase the hours of the major. To provide basic support for students majoring in Chinese Language and Literature. The results of learning will be reflected in their words. Interactive links in class will naturally be more targeted, resulting in the collision of views and sparks of ideas, which is undoubtedly the best exercise for students to understand and express. Therefore, linguistics has a dominant role in “language” and “reading”, and its content is the richest, including writing, eloquence and related theoretical knowledge subjects. Recognize it and organize it by elevating the curriculum of Chinese language and culture to the internalization of contemporary students' comprehensive quality education. This type of course is not only the concept of the “Chinese language” course and the concept of the professional course of the Chinese department, but also the concept of the internalization and materialization of the overall quality of contemporary students.

Consider, recognize and comprehend the language and culture of the Han nationality and the essence of the spirit of the Han nationality. The interpretation of the original text itself is a teaching work in the sense of linguistics, not only that, but also the spiritual and cultural level of education.

In the process of internalization, students will think independently, form their own ideas and beliefs, and promote the promotion and development of comprehensive quality. Classroom teaching plays an important role in the internalization of knowledge. Emphasize the combination of theory and practice, improve students' aesthetic judgment and literary criticism writing ability. In this way, reading teaching will promote speech teaching in a deeper level and be closer to the reality of Chinese language education. Teachers can use their research expertise to offer academic topics and academic lectures. The opening of such courses and lectures can also reflect the characteristics of schools and places. Greatly changing the language teachers leaving the teachings will not analyze the status of the works, and lay a good foundation for the students of the Chinese language and literature majors. In the teaching process, the questions are effectively combined with the exercises. Each student must take the questions to class, use their own questions, classmates, collective answers, etc., using the materials, class discussion, Write a report, etc. to find the answer. By improving students' subjective initiative, they can achieve two-way learning in the classroom and extracurricular.

All valuable spiritual resources, such as contemporary and traditional, domestic and foreign contexts. On the basis of making full use of these spiritual resources, the comprehensive quality education of students will shape the spiritual personality of contemporary students. The literacy of Chinese language and literature is only a part of the overall literacy of Chinese language and literature education. For this major, the literacy of Chinese education is basic, holistic, overall, and generally speaking, the literacy of Chinese language and literature. On the basis of having the professional knowledge of a certain subject, we should also have two or more other related professional knowledge, so as to achieve the cross-integration of disciplinary knowledge and interdisciplinary knowledge. Through instructors' targeted guidance and focused training, students are encouraged to self-study consciously and their ability to acquire knowledge on their own is trained. Focus on Chinese language and Chinese literature and culture, and try to reduce other less relevant courses. The curriculum of Chinese language and literature majors should also firmly grasp the fundamentals and consolidate the academic, academic and academic foundations of the discipline. Encourage students to take advantage of the winter and summer vacations to study and exercise in the relevant business departments, or to carry out various forms of social practice activities.

4. Conclusion

This paper studies the teaching reform of literature course for Chinese Language and Literature Major based on the cultivation of comprehensive quality. Flexible strategies and corresponding concrete methods should be adopted in the course setting of Chinese Language and Literature. Respect for different ideas; Respect for each other's unique personality. Require constructive comments or suggestions on other people's reports, and revise their own reports and thinking processes accordingly. Through the transfer of knowledge and ability and the exchange of energy, a dissipative structure with self-organizing function is formed, which can improve the comprehensive quality education of Chinese language and literature majors in schools as a whole. Through the study, analysis and teaching of the characteristics of Chinese vocabulary, pronunciation, grammar and structure type of language, the spiritual culture of the Han nationality will be displayed to education. It is necessary to increase the supervision of the Chinese language course examinations, closing classes, and stipulate that the Chinese language courses are conducted in the same way as other professional courses, and students who fail the examinations need to be rebuilt. Perfect teaching management is the institutional guarantee for implementing online and offline teaching mode. Promote professional reforms with professional radiation classes. Expand professional caliber, improve curriculum structure, optimize curriculum content, and establish a reasonable knowledge structure. Students will have solid and generous basic theories and professional knowledge, as well as self-adjustment and self-development according to the changes in the talent market, constantly acquiring new knowledge and mastering practical skills.

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