

Research on the Teaching of Chinese Language and Literature under the Postmodern Thought

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Abstract: The post-modernism education thought has too many similarities in the concept and goal post-modern education, which infinitely enlarges people's horizons and brings a new revolution to people's thoughts. The development of higher education in our country has also undergone a revolution in this wave. The post-modern educational thoughts cannot be completely used on the basis of modern education, nor can we abandon the unformed ideas together with the breeding hotbed. Learning from post-modern teaching thoughts has a revolutionary significance for promoting the development of Chinese language and literature in Chinese universities. To this end, this paper studies the teaching of Chinese language and literature under the post-modern education thought.

1. Introduction

Everyone is equal and removes the center. Taking the role of curriculum and teachers as the starting point to consider, postmodern teaching vigorously puts forward the "decentralized" equal teaching model. The "decentralization" mentioned here is not in favor of one subject knowledge, teacher-centered, anti-teacher authority, teaching control, and agrees to the equal interaction between teachers and students in teaching. The American curriculum and teaching research expert, William E. Dole, believes that in the process of reflective construction of teachers and students, teachers should not reflect their authority in educational practice, and teachers require students to work with teachers. Conduct research and jointly create knowledge and discover new ones in the process of inquiry. Dole mentioned that teachers are undeniable in the process of education as a leader, but merely as a leader in learning equal membership, as the "chief of equality" does not mean ignoring the role of teachers, but The teacher's role is reorganized, from the external and the student's situation to the coexistence of the situation, and the authority also enters into it. The teacher should be the leader of the situation design, not the authoritarian of the student class.

2. The significance of modern Chinese education thought to guide the teaching of Chinese language and literature

The educational concept in post-modern education thought has important significance and effect on the development of modern higher education in China. First of all, post-modern education advocates the humanization and individualization of education that is, paying attention to people's living environment and personality development, enabling people to take the initiative to improve themselves and their surroundings. Chinese language and literature has unique cultural characteristics, and individualized education methods can stimulate students' potential and reveal the characteristics of Chinese language and literature. Secondly, post-modern education advocates question-based and dialogue-style education. This kind of teaching method can close the relationship between teachers and students. At the same time, students' thinking can be stimulated in one question and one answer, which leads students to further study Chinese language and literature. Thinking. Thirdly, postmodern education advocates the development of education democratization. This concept is conducive to the formation of a relaxed and pleasant learning atmosphere, laying a good foundation for the in-depth study of Chinese language and literature. Finally, post-modern education advocates innovative ideas. Innovation is the main driving force for the development of

economy, science and technology, culture, etc. Post-modern education thought puts the cultivation of creativity and innovative thinking in a prominent position, and cultivates students' innovative ability. It is conducive to promoting the development and development of Chinese language and literature. In general, in the education of Chinese language and literature, modern education thought should be used as a guide to promote the development of college education, promote the all-round development of talents and thinking, and promote the inheritance and dissemination of Chinese language and literature and traditional culture.

3. Main points of postmodern educational thought

The post-modern educational thought mainly refers to the influence of the postmodernist curriculum concept on the teaching operation concept and mode, and it is a new concept compared with Taylor's modern curriculum concept. From the principle of chaos, William Dole, the main representative of the post-modern education curriculum concept, absorbed Piaget's biological world view and the uncertainty principle, nonlinear viewpoint and Du Wei empiricism in the natural sciences. The framework of modernist curriculum theory. In the postmodernist curriculum view, knowledge is dynamic, open, and self-regulating. The researcher is not external but internal to the cognitive process. The main ideas of the postmodernism curriculum are: (1) openness. Taylor's concept of curriculum is based on scientism and is an external view of control. The post-modern curriculum view believes that teaching cannot ignore the existence of various unexpected factors. Teaching should be regarded as an open system, which can be based on various Make flexible and versatile arrangements for situations or unexpected factors, and see this external stimulus as a source of reform and progress. (2) Intrinsic spontaneity. The traditional concept of curriculum is centered on the theory of goals, but it has been criticized and questioned by postmodernism. Postmodernism believes that the goal is to be prior to experience, and that learning under the guidance of the goal is the result of control. The presupposition of the goal also reflects the externality of the goal. Dewey believes that learning is the product of activity and is an inherently spontaneous cognitive process. When learners learn to return to themselves and establish their own meaning world, it is a process from the inside out, not the other way around. (3) Diversity. Postmodernism believes that the world is pluralistic, and that each student is a subject that cannot be copied. People engaged in educational work cannot measure the level of students' learning with an absolutely uniform scale. Taylor emphasizes identity and unity. In Taylor's principle, students will become pre-set by society, schools and teachers. Their growth is involuntary. Education limits and hinders their individuality to some extent. Formation. School education is cultivated in a uniform and non-discriminatory manner. (4) Regression. Regression refers to the way a person forms a sense of self through the reflective interaction with the environment, with others, and with culture. Return to repeating differently. Repetition is designed to promote predetermined performance, its framework is closed; and regression is designed to develop capabilities - the ability to organize, assemble, explore, and inspire the use of something, its architecture is open. Reflecting on the positive role in the return emphasizes that people construct their own righteous world in dialogue with texts, textbooks and knowledge.

4. Ways to carry out Chinese language and literature teaching under the guidance of modern educational thoughts

Adjust the teaching plan. Traditional teaching activities are carried out in full accordance with the teaching plan, lacking flexibility and practicality. The classroom rhythm is completely controlled by the teachers. In this case, students can only accept knowledge in a passive form, and the teaching effect is poor. The content of Chinese language and literature is complex and has a strong artistic nature. Therefore, in order to fully display its characteristics, teachers should adjust the teaching plan according to the guidance of modern educational thoughts. The teaching plan should be flexible and should be adapted to the actual teaching activities rather than allowing the teaching activities to cater to the teaching plan. The formulation of the teaching plan should proceed

from the three aspects of professional characteristics, students and teachers, and make comprehensive considerations.

Change the teaching model. The Chinese language and literature major covers a wide range of content, including poetry, novels, songs, prose, etc. It is difficult for students to understand the profound meanings of the Chinese language and literature. Therefore, teachers should change the teaching mode and adopt a one-way output mode. It is transformed into a two-way interactive mode, interacting and exploring with students in the classroom. Through communication, students can actively think about relevant issues, stimulate students' thinking, and have a deeper understanding and understanding of Chinese language and literature, making it seem The boring literature class has become lively and lively. In addition, face-to-face communication and inquiry can enhance the relationship between teachers and students, deepen mutual understanding, and lay a good foundation for the development of teaching work.

Clear the meaning of the textbook. The teaching materials are the basis for the development of teaching activities, but in the actual teaching process, although the students have comprehensively interpreted the contents of the teaching materials, they did not link the knowledge in the teaching materials with the actual life, especially the Chinese language and literature majors. Most of them are poems, songs, novels, essays, etc. Students often do not realize the relevance of these literary works to themselves and the reality of life, so the actual ability and quality of students cannot be effectively improved. Under the influence of post-modern educational thoughts, teachers should study the teaching materials in the education and teaching of Chinese language and literature, clarify the practical significance of the content setting of the teaching materials and link the students' ideology, real life and teaching materials to make them unified. In this way, students can realize the importance of Chinese language and literature knowledge in life, thus improving the enthusiasm and initiative in professional learning.

4. Effective use of knowledge. The purpose of education and teaching is not only to let students understand knowledge, but more importantly, to enable students to use knowledge and improve their actual quality and ability. Teachers should let students learn how to use knowledge. Students should thoroughly explore knowledge, cultivate students' interest in learning, and enable students to develop learning habits so that students can actively participate in the study of Chinese language and literature knowledge. Chinese language and literature cover a wide range of content. It is difficult to make students fully understand the professional knowledge only by classroom teaching. Therefore, students need to make effective use of classroom knowledge and extend the class to the class.

Diversity and methodological perspective. In the practice of teaching practice, the choice of teaching methods reflects the diversity of cognition. Postmodernism believes that the choice of teaching methods should not be single and rigid; instead, appropriate methods should be chosen according to appropriate appropriate scenarios.

The right purpose. Postmodernism pays more attention to the interpretation of teaching methods, not only the use of teachers and professors, but also the adjustment of their mentality, paying attention to students' exercise of creative thinking.

Regression and evaluation. Based on regression, Dole emphasized the importance of teaching evaluation in teaching practice. Teaching evaluation is not only an evaluation of the learning effect of students, but also a feedback on the teaching methods and effects of teachers. Through these feedbacks, we will continue to reflect on and improve the teaching methods and teaching content, so as to better promote the improvement of teaching effects, thus forming a virtuous circle. At the same time, the concept of evaluation should shift from "knowledge center" to "focus on people", from the memory, understanding, judgment, synthesis and simple application of knowledge to the evaluation of human subjectivity.

5. Conclusion

It is very necessary and important to carry out Chinese language and literature education under the guidance of modern educational thoughts. The development of education, students and Chinese language and literature is inseparable from the guidance of this idea. Chinese language and literature majors should innovate educational thinking, adjust teaching plans, change teaching modes, and teachers and students must thoroughly explore the meaning of teaching materials and

make effective use of knowledge.

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