

An Analysis of the Construction of "Story" Classroom in College Chinese

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Abstract: College Chinese course is a universal basic course of science and culture of humanities and social sciences in colleges and universities. It should follow the law of ideological and political work, the law of teaching and educating people and the law of student growth. Based on the specific situation of our college and focusing on the unit teaching of literature reading, this paper puts forward the construction of "story" classroom. Through the analysis of the concrete implementation means of classroom teaching, from the perspective of teaching difficulties, to explore the establishment of an effective model of "story" classroom teaching, and strive to make good use of the main channel of classroom teaching.

Classroom teaching is the main front of university curriculum teaching, is the most important, the most effective teaching means, the university Chinese curriculum is also so. Most of the contact between teachers and students is in class. How to make full use of the limited time in class to achieve the teaching purpose should be the most concerned problem for teachers. As an important basic compulsory course, college Chinese has been paid much attention to some extent. However, due to various reasons, college Chinese is not effective in classroom teaching at present. With the development of The Times and the deepening of the reform, how to meet the needs of the new era, how to serve to cultivate high-quality new talents in the new era is an urgent problem for the teachers undertaking this course.

1. The background of the classroom construction of "story" in college Chinese

At present, the cognition of "college Chinese" is generally biased: one is about the teaching of "college Chinese" function, we subconsciously thought it everything, partly, at nothing, once found to have bad students express ability, understanding ability is not strong, the moral sentiment, personality, thought quality, if a problem occurs will be attributed to the teachers "college Chinese" didn't teach well, students "college Chinese" course was not good, the college Chinese course to raise a metaphysical level; Second, everyone thinks that "College Chinese" is easy to teach. Everyone thinks that they have the right understanding of "college Chinese" and can guide teachers on how to do well in this course, just like the whole people only "comment" on the Chinese paper after the college entrance examination. Some experts even equate "college Chinese" education with political education and history education, and always emphasize the need to increase the content of moral education and ideological and political education in the curriculum, which undoubtedly makes the "college Chinese" education bear too much responsibility and burden too much void function.

The reasons for this "cognitive bias" are as follows: First, the orientation of college Chinese curriculum is not clearly understood, and the difference between college Chinese education and primary and secondary Chinese education is not distinguished. Literacy and justice, fluency and expressiveness should be the problems to be solved in primary and secondary school Chinese. College Chinese should focus on the cultivation and improvement of humanistic quality, humanistic foundation and humanistic spirit. However, such education effect cannot be achieved overnight and needs long-term subtle influence. Second, the nature of college Chinese courses is not clear. Higher education has a clear goal of cultivating students and a clear career orientation. The teaching content and activities of college Chinese should focus on this focus, but the "noumenon" of college

Chinese should not be ignored, and the humanistic spirit of college Chinese should be returned. Three is don't realize is a person's cultural quality education courses give birth to the object of education of comprehensive effect, can't asking "college Chinese", "college Chinese" course should be guided by the teaching to stimulate students interest in language learning and reading, for the purpose of the national culture and culture identity.

In addition, students generally despise college Chinese courses. Compared with advanced mathematics and physics courses in the first year, students generally believe that Chinese is "relatively simple" and has little effect on their future career, so they don't need to spend too much energy and just need not to fail. And some students' cognition of college Chinese course stays in the middle school stage, some think that Chinese learning is memorizing, silent, some think that Chinese class is political lesson, the teacher always "preach" some so-called "big truth" and so on, so the classroom appeared distracted, dozing, do other course homework and so on.

Therefore, what teaching methods should be adopted in college Chinese courses, what teaching contents should be selected, what teaching objectives should be set, how to achieve the effect of "moisten things silently", and how to make excellent traditional culture accepted by students are all problems that teachers need to solve urgently.

2. The Reason of constructing "story" classroom in college Chinese

"Huainan Zi" said: "It is better to teach a man to fish than to teach him to fish." The modern popular saying is "It is better to teach a man to fish than to teach a man to fish." Confucius once said, "No one should express his admiration or teach a man nothing. All of this is based on the premise that the receiving object "listens", otherwise neither "fishing" nor "craving" will work. How to let the recipient "listen", is the first to solve the problem. Modern cognitive psychology believes that students' learning is the reconstruction of meaning, and the theory taught by teachers can only play a real role through students' understanding, analysis and conversion into internal language. That is to say, in the teaching activities of college Chinese, the teacher's "teaching" plays a leading role, and only through the play of the main role of students, can it really play a practical effect.

Although classroom teaching can use all kinds of teaching facilities, but first of all, based on the basis of class teachers "speak", rely on "speak" dominate the classroom teacher, "speak" to mobilize students' learning, students by teachers "speak" decided to "hear" and "don't listen to", determine its main body role play degree, therefore the content of the "speak" is very important. However, "story" is attractive to students both as a literary genre and as a teaching method. "A story is data with a soul." Research by Princeton University psychology professor Yuri Hazen has found that stories do indeed couple the brains of the audience with the brains of the lecturer. In terms of genre, the selected articles of the College Chinese and Literature Reading unit are divided into poems, essays, novels and dramas. Almost all the selected articles are ancient Chinese literary works, which have a certain distance from the actual life of students. The "story" has the characteristics of consistency, attraction and infectivity. Compared with the plain language expression, it can arouse students' interest in learning and is more helpful for classroom teaching.

3. Concrete measures for the construction of "story" classroom in college Chinese

3.1 "Grasp the main line" to determine the teaching objectives

An excellent literary work, its connotation must be rich, otherwise it is difficult to support its spread through the ages. In order to grasp the main line in the rich connotation and extract the core words of the works, it is necessary to start from the works themselves, carefully study the works, and determine a clear theme, which must be in line with the teaching objectives.

Teaching objectives are the top priority of a class. Teaching activities are oriented by teaching objectives and always revolve around the realization of teaching objectives. That is to say, to let the students know what content, to achieve what purpose, should be around the teaching goal. After teachers get a literary work, they should first study the requirements of the syllabus and determine

the teaching objectives. Generally speaking, teaching objectives are divided into three levels: curriculum objectives, classroom objectives, and educational attainment objectives (final objectives). Take "Shui Long Yin deng Jian Kang Pavilion" as an example, the outline requires to master the contents: first, to understand the origin and development of ci; Second, master the characteristics of the Song Ci bold and restrained school and the representative works of writers; Third, the thoughts and feelings of patriotic ci. The goal of the course is to cultivate strong reading appreciation and cultural interpretation ability, as well as excellent Chinese traditional cultural accomplishment and critical thinking through learning the basic knowledge of literature. The ultimate goal of college Chinese course is to broaden the humanistic vision, cultivate the humanistic spirit, and set up the correct outlook on life and values. Based on this, and combined with the connotation of the works, analysis and summary determine the theme of this lesson "patriotism", the subsequent teaching will be based on this as the center.

3.2 "Choose a story" to determine the content of the lesson

Regarding "story" as a literary genre, for classroom teaching, it tends to be the content of story narration itself and is generally used as material. Selection principles: first, it should conform to the theme and have teaching value; The second is to be true, "story" has real and fictional two kinds, the teacher should have a choice; Three is to highlight the characteristics, close to the actual students.

The content of the story should match the teaching objectives. If a wonderful story cannot express the theme, no matter how much teachers want to use it, they should give up, because the story should not only arouse students' interest, but also make them understand the truth contained in the story. In addition, the author, writing background, extension, recommended reading materials should be taken into account. All materials should be selected around the same theme. That is to say, choosing the content of the story to be taught not only conforms to the theme, but also has a spiritual edification effect on students. For example, the theme of this article is clear, that is, "patriotism", so the choice of all teaching materials should be based on "patriotism". The same is true for the realization of the teaching goal of "the origin and development of words". According to the screening materials, "The discovery of Dunhuang Ci" can interpret the theme, and "the development of Bold ci" can more clearly define the theme, so "the discovery of Dunhuang Ci" and "the development of bold ci" are selected as the subjects of "the story".

3.3 "Storytelling" to determine the teaching method

The teaching method of "story" is adopted. On the basis of the original text, the author's original intention is respected. Under the premise of the same theme, the original narrative mode of the text is broken and presented in the way of story, so as to attract students' attention and let students take the initiative to learn.

Generally speaking, "storytelling" does not need to describe too much psychological activities, large dialogues, scenery description, characterization of characters, etc., teachers generally do not comment on characters or events when telling stories. Use your senses when telling a story, such as what you see and hear, and minimize evaluative words like "I feel." Let the students feel the changes of the plot in the flow of language and the progress of the story. In this way, the people or things in the story will come alive without elaborating.

"Teaching story" is easy to operate and the subject of teaching can be changed. The class can be taught by teachers, students, or students and students together to change the original single narrator into multiple narrators. In the conversion of these narrators, the story is told to make the boring class lively. For example, students can be given a theme or set up a scene for play creation, stage design and role playing. In the process of creation and performance, students can deeply understand the content of the text, understand the thoughts and emotions of the characters, and then mobilize the enthusiasm of students to study the text, search for information, and interpret the characters. Encourage students based on the text bold innovation, let the boring text become visualization, figurative.

3.4 "String stories" related course content

For students, the content taught is just like scattered beads. If each bead represents a knowledge point, numerous "beads" are gathered together, which is complicated and difficult to make out a clue, making it difficult to remember. If students can find the "string" of these "beads" and "string" all the knowledge points together, it will be easier for them to remember.

"Story" focuses on the description of the development process of the event, emphasizing the vividness and coherence of the plot. For the listener, there are "memory points". Therefore, in classroom teaching, it is convenient for students to remember relevant knowledge points by connecting the course contents with stories, and then to relate other relevant contents through the coherence of "stories". For example, through the story of Xin Qiji devoted his whole life to serving the country in "Shui Long Yin • Deng Jian Kang Pavilion", the author connected Lu You, Du Fu, Qu Yuan and others with the same ambition, and then connected these articles together to inspire students to compare and analyze, summarize and summarize the similarities and differences, so as to continue to explore.

4. Conclusion

"Teaching reform" has always been a hot topic in college education reform, but the central issue of teaching reform has always been "classroom teaching", because without high-quality classroom teaching there is no quality of teaching. For teachers, in classroom teaching, we should not only impart knowledge, but also devote ourselves to the cultivation of students' ability and quality. Facing the new era, new situation and new requirements, college Chinese classroom teaching needs to set up new ideas and adopt new methods and paths, so as to make this course play a greater role and realize its due value.

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