

## Research on the Docking of Chinese Education and Chinese Language and Literature Education Based on Modern Educational Thought

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**Abstract:** Since ancient times, Chinese teaching has been the focus of every teaching stage. Modern educational thought, as a scientific and systematic educational thought, has received extensive attention in the process of social development. Especially in the way of education and the concept of education, it also has an impact not only on the compulsory education stage of Chinese education, but also on the mode and system of Chinese language and literature education in colleges and universities. Therefore, based on modern educational thoughts, the author conducts research and analysis on the connection between Chinese language education and Chinese language and literature education. The result of the analysis is that under the guidance of modern thought, the teaching of Chinese language and literature should establish a cooperative teaching plan, reconstruct the teaching standards of the subject curriculum, and innovate the teaching methods of Chinese language and literature.

### 1. Introduction

Language is the main way to express human thinking. It has strong correlation with human psychological and physiological performance, and has a distinctive social communication brand [1]. Chinese language and literature education is an in-depth study of Chinese language, which can improve students' comprehensive level of Chinese language. It has an important influence on the cultivation of excellent Chinese language teachers in China. Chinese language and literature education and language education are interrelated [2]. However, due to the influence of China's test-oriented education system, there has always been a gap between Chinese language and literature education and Chinese education. As far as the content of education is concerned, Chinese language and literature education involves various literary creation modes and content appreciation, such as ancient poetry, songs, Fu, etc. [3]. Therefore, in the process of language education, there is a lack of cultivation of students' literary literacy and practical ability of language use, but more energy is put on the study of basic theoretical knowledge of Chinese [4]. However, the imperfection of our education system, the deep-rooted examination-oriented education color and the idea of blindly responding to examinations make people focus more on the study of Chinese language and literature, and Chinese teaching has not received due attention [5]. In the past teaching mode, the development of Chinese language and literature curriculum is dominated by teachers, and students can only passively accept knowledge. This way greatly limits the development of students' personality. Therefore, the transformation of educational ideas should be taken as the key content of curriculum reform and construction [6].

The Chinese Language and Literature major has its own characteristics of Chinese traditional culture. Developing this specialized course is conducive to inheriting and carrying forward the traditional culture. We should be clear that the real purpose of language education is to cultivate talents with comprehensive language ability. The language of communication in life is spoken language, which belongs to the natural form of language and has the characteristics of sound. After the emergence of literary concepts, words have become one of the languages, that is, written language [7]. In the teaching practice of our country, influenced by exam-oriented education,

teachers in Chinese education only pay attention to the improvement of students' performance, and can not conduct in-depth research on each knowledge point [8]. Therefore, students can not accurately grasp the knowledge points of Chinese language and literature, lack of the connection between Chinese education and Chinese language and literature education, students' literary accomplishments can not be effectively improved [9]. In terms of the nature of the discipline, the internal connection between the two in the process of docking is not fully explored. From the perspective of the discipline penetration theory, the two fail to effectively combine the students' comprehensive quality training objectives in the process of docking. The teaching of Chinese language and literature under the guidance of postmodernism emphasizes the interactive dialogue between teachers and students, and its teaching process can be seen as an activity of reflection, imagination and open discussion [10]. The focus is not on what knowledge students acquire, but on the language and language skills that students use to develop the methods taught by teachers.

## 2. The Necessity of Chinese Education

First of all, language is an important tool for human communication and the main symbol of human being distinguishing from animals. It serves as the mission of information transmission. But in the practice of Chinese teaching in our country, influenced by exam-oriented education, students' comprehensive level of Chinese is not high, and the docking with Chinese language and literature education is difficult to achieve. There are no overlapping knowledge points in the docking of Chinese language and literature education and Chinese education. They interact with each other and can become an organic whole, which has a positive significance for improving the quality of education. 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, in the process of human communication and communication, language is a tool to transform its inner psychological performance and physiological activities into external communication language. It is a reaction to human thinking. The realization of the connection between Chinese education and Chinese language and literature education can encourage students to understand the foundation of Chinese language and literature in Chinese learning and deepen their understanding of Chinese language and literature. In the process of learning Chinese language and literature, we can also use the basic knowledge of Chinese language more flexibly to lay a foundation for the country to train excellent language teachers. However, there is a clear gap in the content of teaching between Chinese language and literature education and Chinese education.

The author analyzes the teaching plan of a college Chinese language and literature education major. At the same time, the author also conducted a questionnaire survey on the curriculum structure of the major. The survey is shown in Table 1.

Table 1 Survey of curriculum structure

Adjustment problem	Percentage of each item (%)		
	A	B	C
What do you think of the proportion of elective courses offered in this major compared with compulsory courses? A. Big B. SuiTable for C. Small	20%	53.4%	27.6%
In the courses offered in this major, what kind of courses do you think need to be enlarged? A. Notification Course B. Subject Professional Course C. Education Professional Course	A	B	C
	19.5%	24.6%	55.9%
Your views on the participation of students majoring in normal education in educational practice are: A. Important B. Not Important C. Necessary	A	B	C
	27.6%	35.4%	37%
Do you think the number of hours for practical teaching, such as educational internship, internship and employment internship, is appropriate? A. SuiTable B. General C. Not SuiTable	A	B	C
	31.6	29.7	20.7

Chinese education and Chinese language and literature education are interrelated and mutually reinforcing. In the process of Chinese teaching, students can exercise their thinking and expression

skills through language communication. A good language expression ability is an important prerequisite for improving students' thinking activity, and can promote their intellectual improvement and development at a certain level. Therefore, the realization of the connection between Chinese education and Chinese language and literature education can not only improve students' learning level of Chinese knowledge, but also promote the enrichment of Chinese language teachers resources and further promote the development of Chinese education. Chinese language teachers in primary and middle schools fail to transfer the language and literary knowledge in Chinese language and literature to students in a comprehensive and systematic way, and realize the effective connection between Chinese language and literature education and Chinese education. Through the docking of Chinese language and literature education and Chinese education, we can optimize the use of teaching resources, and promote the improvement of education content. Based on Chinese education, Chinese language and literature education can be more stable and comprehensive development. Generally speaking, in the education of Chinese language and literature, we should take the post-modern educational thought as the guidance. In this way, we can promote the development of higher education, the comprehensive development of talents' ability and thinking, and the inheritance and dissemination of Chinese language and literature and traditional culture. Therefore, Chinese education is a lifelong education, which runs through the beginning and end of our daily life.

The results of the survey on the teaching methods of College Chinese course and the teaching methods of College Chinese course students hope can be found in Tables 2 and 3.

Table 2 The Current Teaching Method of College Chinese Course

Teaching method	Number	Percentage
Teaching mainly	357	37.75%
Combining lecture with discussion	514	45.24%
Problem-based Inquiry Teaching	169	14.26%
Discussion centered	28	2.75%

Table 3 Students hope that the teaching methods used in College Chinese course

Teaching method	Number	Percentage
Teaching mainly	136	11.36%
Combining lecture with discussion	575	49.69%
Problem-based Inquiry Teaching	324	34.74%
Discussion centered	33	11.36%

### 3. How to Realize the Docking of Chinese Education and Chinese Language and Literature Education

In the education of our country, Chinese education runs through all the time. From primary school, junior middle school, senior high school to university, Chinese education is the key content. Only a deeper study of Chinese education in universities has turned into Chinese language and literature education. In order to realize the connection between Chinese education and Chinese language and literature education, we should also pay attention to the cultivation of students' autonomous learning ability and enrich the teaching form of courses. Students are the core of classroom teaching, teachers are the representatives of teaching, open teaching programs are launched, new teaching methods are introduced, and more learning resources are collected for students. To realize the connection between Chinese education and Chinese language and literature education, teachers should pay attention to the relationship with Chinese language and literature education in the teaching process. In the course of teaching, language should be used as the nourishment of learning, so that the deep cultural connotation contained in the literature can penetrate the students' minds. Over time, students can express strong literary and rational light and enhance their humanistic cultivation and character. . In addition, the interface between language

education and Chinese language and literature education requires the use of advanced teaching techniques. Only in this way can we provide a reliable guarantee for maintaining close contact between teaching content. Therefore, to a certain extent, the effect of moral education in Chinese language and literature education is improved.

The new curriculum reform proposes that teachers should pay attention to the combination of theoretical knowledge and practice in the teaching process to improve students' practical ability. Including video programs, educational channels, course videos, etc., to organize more teaching resources for students, around the language course teaching content, to include more multimedia courseware that meets the nature and characteristics of the course. It mobilizes students' interest in learning and stimulates their autonomy in learning, which in turn enhances students' application ability and realizes the connection between Chinese teaching and Chinese language and literature education. Of course, teachers need to give students the correct guidance and help, deepen and consolidate the teaching methods, and through the examples and knowledge expansion, the students' knowledge structure is supplemented and improved. From the current situation of Chinese teaching, the existing teaching model and teaching objectives can not meet the needs of teaching, and its role in promoting teaching activities has been very limited, so it is necessary to innovate teaching models and methods. In addition, if we want to change the traditional Chinese education, we need to integrate the language and literature into Chinese education in order to give full play to the function of Chinese language and literature in practical language application and to impart students' knowledge flexibly. Therefore, in teaching practice, teachers should pay attention to the teaching of students' basic knowledge of Chinese, use multimedia teaching methods to stimulate students' interest in learning, and provide more opportunities for students to practice. Thus, they can combine theoretical knowledge with practice to realize the connection between Chinese language and literature education.

#### **4. Conclusion**

In summary, the ultimate goal of both Chinese education and Chinese language and literature education is to deliver professional application talents to the society and improve students' comprehensive literacy and practical ability so that they can better adapt to social needs. In the teaching, the teaching mode of the flip classroom should be applied, which not only promotes the students' English achievement, but also improves the teacher's classroom teaching level and quality. Under the background of the current development of Chinese education, in order to enhance the effect and level of Chinese teaching, we must pay attention to the ideological moral education in Chinese education, and the emphasis on practical ability in Chinese teaching. This requires a reasonable connection between Chinese language and literature education and Chinese language education in Chinese language and literature teaching, and further integration of excellent ideas and ideas in Chinese language and literature into the current Chinese language education. In the process of learning, heavy homework and pressure of entering school will make students lose their enthusiasm for learning. To improve the enthusiasm of learning, Chinese teachers' teaching level is increasingly demanded. Only by using interesting teaching methods to attract students' attention and let students actively participate in the classroom, can we improve the teaching effect. The major of Chinese Language and Literature should innovate its thinking, adjust its teaching plan, change its teaching mode, and both teachers and students should explore the meaning of the textbook and make effective use of the knowledge.

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