

## Research on the Construction of Research-oriented Course System of British and American Literature and Culture

Song Yunsheng

Yunnan Technology and Business University Kunming, Yunnan 651701, China

**Keywords:** British and American Literature and Culture; Research-oriented Curriculum System; Exploratory Analysis

**Abstract:** At present, a series of courses on British and American literature have been offered in many colleges and universities, which shows that British and American literature has gradually penetrated into cultural courses, but according to the survey, there are some problems. This requires the corresponding teachers to take timely strategies to solve these problems, thus laying a solid foundation for the future development of English majors.

### 1. Introduction

This paper explores and explores the construction and innovation of the curriculum system for English majors, British and American literature and culture research in Colleges and universities through a series of explorations. For the construction of the English and American literature and culture research curriculum teaching system has a corresponding implementation method, as follows.

### 2. Current Situation of Teaching English Literature and Culture in Colleges and Universities in China

In the practical teaching of Anglo-American culture and culture courses, due to the fixed thinking pattern of the traditional education in the country, the teaching of English majors in Colleges and universities in China pays more attention to the training of quantitative and efficient skills, which is often confined to the English language itself. This situation greatly affects the further understanding of the corresponding language by the students of the audience majors. Even the students have certain restrictions on the development of the corresponding language speculation, which leads to the tendency of the teaching content of college English majors to appear, and to a certain extent, the quality of the corresponding professional high-quality talents is lagging behind.

In the course differentiation of practical English majors, British and American literature and culture courses are often compulsory courses, which are of great significance to their own professional practice teaching and professional curriculum construction, as well as to the improvement of the comprehensive English ability of the audience students and the stability of the basic knowledge of English majors. At the current stage of development, the teaching of English and American literature courses is becoming more and more problematic, especially how to optimize the shaping of social and humanistic spirits and English language skills. In this regard, the corresponding English syllabus and professional undergraduate teaching quality standards have a certain trend. The qualifications, such as the choice of English majors in colleges and universities, should be based on abundance of humanistic literacy, broad knowledge horizons and a higher level of personal comprehensive literacy.

The innovation and development of our society and the prosperity and construction of our country are inseparable from the professional reserve forces with high comprehensive literacy level. As for English majors, they have only more complete linguistic knowledge and literary literacy in the coming academic year. A better cross-regional, scientific knowledge, solid compulsory basic knowledge, and a high professional humanistic spirit and language interoperability can better adapt to the current development society that keeps pace with the times.

English and American literature and culture courses are often compulsory courses for professional students. Therefore, in the process of teaching, students should be guided to develop their strong interest in language and literature, current reviews, translation and so on, and attach great importance to the shaping of their language and literature accomplishment. Guide them to be flexible and speculative and free to apply after learning through the course content. They can read, analyze and rationally evaluate the corresponding British and American literary works in a timely manner.

### **3. On the Construction Orientation of the Research-oriented Course System of British and American Literature and Culture**

The construction basis of the research-oriented curriculum system of British and American literature and culture is to strengthen the English language ability of the students majoring in audience and to enhance their basic language and literature analysis and literary comprehension ability. The specific process is often based on the past cultural curriculum and the realities of English and American literature. In the actual comprehensive curriculum system construction, the corresponding classroom design, education and teaching techniques are supplemented in a timely manner, and the required courses of the professional curriculum are reformed in a timely manner. The combination of skills training and cultural research curriculum can be effectively achieved.

The aim of the construction of the research-oriented curriculum system of British and American literature and culture is to train higher-level language professionals. For the shaping of the corresponding professionals, it is often based on our long traditional culture and knowledge of the history of international literature, especially the history of British and American countries. At the same time, it is also indispensable to have profound humanistic spirit, high-level comprehensive literacy and professional skills. In accordance with the above objectives, in the process of practical teaching, we should focus on integrating the content of the subject into the teaching at the undergraduate level to help students learn language and learning. While improving their cognitive and thinking skills, they should also actively strengthen professional skills and language knowledge. Interesting, diverging and exploring new thinking in language training. In addition, based on the corresponding subject learning, timely introduction of inquiry, study-based teaching methods, follow the normative issues and other prominent awareness, in order to better enhance the audience's critical language thinking and their own professional skills, literacy and so on.

### **4. On the Practical Construction of the Research-oriented Course System of British and American Literature and Culture**

In the practical research-oriented curriculum system of British and American literature and culture, introduction to Literature and English and American literature courses are basic professional compulsory courses, which have a great impact on the overall system of curriculum. As an initial compulsory course for English majors, Introduction to Literature enhances students' interest in literary learning by introducing basic literary views, critical approaches and reading outlines of classical literary works. In addition, through the diversified literary style category elements to understand common sense in a timely manner, it lays the foundation for the writing of the critical literature in students' basic literature. Therefore, this subject has greatly promoted the shaping of students' initial literary exploration ability.

American Literature Course is an indispensable factor in English and American Literature and Culture Course. With the deepening of information technology and the compilation of various new textbooks, the evolution of American literature and history is gradually reflected in classroom practice. Teachers often use collective teaching and divided group analysis to make students further understand the corresponding literature. The study of American Literature is conducive to the improvement of students' literary accomplishment and their language reading ability. This kind of auxiliary reading guides students to appreciate and analyze literary works, and also carries out certain normative effects on their own commentary writing. While accumulating rich reading

materials for them, it also greatly enhances their own language. Professional deep recognition and interest in literature.

In the past, the teaching of English and American literature was often confined to the solid teaching of its literary knowledge, and often neglected the cultivation of cultural and literary awareness with independent characteristics in China. This is often the lack of normalization of literature and cultural literacy with local characteristics in the context of globalization. In the process of practical teaching, while admitting the corresponding works of English literature, we should add the corresponding classical literature of our country in the same period in time, so as to better enhance the practical ability of the students to use Chinese and English, so as to lay a solid foundation for further linguistic research and translation in the future. In addition, in teaching, we should pay attention to consciously enhance the “question thinking consciousness” of the audience, and introduce more practical and practical teaching methods of inquiry and study. On the basis of the discussion of conventional English texts, we should also actively guide the teaching. Students write more foreign literary texts in Chinese to better facilitate students to optimize alignments, analysis, and commentary between different versions of texts, as well as prepare for subsequent series of activities such as reading and research on language and literature. In order to better guide students to more deeply understand the culture and classic literature between China and the West.

The compulsory courses of English, American Literature and Introduction to Literature often reflect the basic extensibility of English major courses. However, in order to strengthen the students' further understanding of literary texts and the organic improvement of their ability to explore and study, it still needs the support of other relevant specialized elective courses. The teaching of specialized elective courses often guides students to make more profound analysis and rational logical criticism of classical writers and their corresponding works, so as to catalyze and perceive students' profound analysis and Discussion on the basis of corresponding literary classics. This way, while organically expanding the academic dimensions of students, it has greatly enriched the students' English culture, literature and other academic frameworks, etc., which also contributed to their degree of postgraduate graduation to postgraduate upgrade. In-depth study provides sufficient and necessary prerequisites.

In addition to the previous several courses, the teaching of the professional platform courses related to British, American and Western cultures [1]. It also lays a foundation for students to explore the development of learning ability and improve their English professional knowledge. For example, through a series of cultural propaganda activities, students can be more systematically and completely introduced into relevant important knowledge, such as the development and evolution of Western civilization, the characteristic literary knowledge of relevant countries in Europe and the United States, the social and cultural emphasis of Britain and the United States, and the comprehensive changes of Britain and the United States in all aspects of the “five in one” and so on. Afterwards, the activities were completed with the corresponding questions, which led the students to think for themselves, so as to give full play to the subjective initiative and profoundly understand the evolution, origin and social background of the British and American literature and culture, and to better understand and rationalize on this basis. Judging the viewpoints and ideas of the figurative Anglo-American works.

## **5. On the Corresponding Means of Constructing the Course System of British and American Literature and Cultural Studies**

In practical teaching, there is often a lack of special language skills training for the students in specialized language courses [2]. Therefore, the corresponding auxiliary teaching methods came into being, and the specific corresponding analysis is as follows:

We should change the fixed teaching methods in time, give more play to the students' role as “masters”, make full use of the corresponding links before, during and after class, and strengthen the students' written explanations and the consolidation exercises of oral language communication. In addition, we should pay attention to the time-based commentary and correction of the corresponding homework and practice in the after-school links, in order to more standardize the

positive thinking and study thinking of the students, and to a certain extent, also promote their ability to express in English language learning. Upgrade.

In addition, under the research-based curriculum system of British and American literature and culture, there are also online courses and means to turn over classroom practice [3].

1) The form of web-based curriculum is an important part of the curriculum system of English and American literature and culture. It is more derived from constructive concept teaching, and it is a practical classroom teaching based on the corresponding web-based information technology. In the process of practical learning, students can carry out various discussions, assignments and auxiliary text reading according to the network carrier. Teachers can also use the network to correct students'relevant homework timely, routine tests and so on. In addition, the related literary resources in the web interface and the classic literary works in the electronic version are rich in categories, which is very conducive to the independent and independent learning of the audience students. Practice classroom teaching can also be updated and adjusted according to the interests of students in a timely manner.

2) With the diversification and innovation of teaching methods, the innovative model of flipped classroom is gradually widely used [4]. When English and American Literature and Culture Research Online Course absorbs knowledge independently, it often searches for literary works that are not involved in the relevant classroom, which creates a precondition for the practical application of the flipped classroom. The introduction of this model has effectively enhanced the subjective enthusiasm of students' participation in the classroom, and to a certain extent, strengthened the ability of students to learn independently and independently [5].

## 6. Conclusion

Through the analysis of the content and key points of the research-oriented curriculum system of British and American literature and culture, this paper puts the curriculum and literacy cultivation of English majors in Chinese universities in the context of social development, and consciously combines the language teaching of literature and culture with the relevant skills training [6]. In practice teaching, more based on the current situation of English professional characteristics, timely implementation of teacher-student interaction, open-ended research, interactive teaching, such as internal and external, online and offline, to a certain extent, enhance the foreign language application and deep interaction of the students. Communication and other abilities. However, according to the current state of social development, in order to better optimize the curriculum system for the study of English and American literature and culture, it is still necessary for the society to gradually explore and advance.

## References

- [1] He Ning, Zhang Ying. On the Construction of Research-oriented Course System of British and American Literature and Culture [J]. *Foreign Language Teaching Theory and Practice*, 2017 (4).
- [2] Tian Lu. College English Construction Strategy Based on Reconstructing Cultural Ability [J]. *Heilongjiang Education (Higher Education Research and Evaluation Edition)*, 2017 (6).
- [3] Zhao Tingting. An Analysis of the Integration of British and American Literature and College English Teaching under the Guidance of Constructivist Theory [J]. *Curriculum Education Research*, 2017 (8).
- [4] Jia Xuwei. On the Combination of College English and the Teaching of British and American Literature: A Review of British and American Literature and Teaching Research. *Journalists*, 2018, 490 (10): 107.
- [5] Jia Hongxia. On the Necessity of Constructing Hierarchical Modules of Literature Course System for English Majors [J]. *College English Teaching and Research*, 2017.
- [6] Li Ri. A Brief Talk on the Study of British and American Literature under the Cultural Awareness---Comments on British and American Literature Research Series 26 [J]. *Chinese Journal of Education*, 2018, No. 303 (07): 139.