

The Problems and Solutions of Story Teaching Model in the Application of Chinese Education in Colleges and Universities

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Abstract: The development of market economy promotes the change of social demand for talents, thus promoting the reform and perfection of educational objectives and teaching modes in Colleges and universities. In traditional teaching mode, due to the rigid teaching method and single teaching content, students' learning enthusiasm and initiative are reduced. In this context, the story teaching mode has aroused the attention and discussion of the educational circles. In this regard, this paper takes college Chinese education as the main research object, and summarizes the characteristics of story teaching mode. By analyzing the problems of story teaching mode in practical teaching, this paper puts forward relevant improvement strategies, so as to promote the reform and improvement of Chinese education in Colleges and universities.

1. Research background

1.1 Literature review

Lu Ji scholars put forward the idea of using story teaching method reasonably in combination with students' physical and mental characteristics, and transforming students' interests into learning motivation, so as to improve the quality of teaching (Lu, 2015). Zhao Jing scholars have done a lot of research on how to apply story teaching in class, such as putting forward practical application skills such as theory display help and effective reading assistance (Zhao, 2015). Jiang Wen scholars intuitively pointed out the problems existing in the application of Chinese education, and explained the practical phenomena of poor effect of traditional teaching mode and students' weariness of learning. The times are progressing and education is reforming. The use of story teaching method will effectively enhance the classroom atmosphere, which has great practical significance for the application of story teaching method in language (Jiang, 2015). He Yong Scholar explained the problems facing college Chinese from a broad perspective. Market economy has affected the running of College Chinese. Under this background, College Chinese has gradually been marginalized. The existing teaching materials and methods can not meet the needs of the current market. It is urgent to reform and put forward some solutions (He, 2013).

1.2 Purpose of research

The continuous development of Chinese society has impacted the traditional teaching mode. Many college students have lost their interest in learning and only study for the sake of learning. Under such circumstances, story teaching mode can better meet the diverse learning needs of students and effectively improve the quality of teaching. However, the author combs the research results of domestic scholars on the application of story teaching mode in Chinese education in Colleges and universities, and finds that most scholars take primary and secondary schools as examples to study one-sidedly. Based on this, this paper makes a comprehensive analysis of the problems existing in the application of story teaching mode in College Chinese education, and puts forward some solutions, in order to provide reference for college Chinese education in story teaching.

2. On the teaching model of stories

2.1 Meeting the Learning Needs of Contemporary Students

With the rapid progress of contemporary society, based on the era of multimedia, the traditional teaching mode has been insufficient to cope with the current teaching mode. In the electronic age, maybe only primary school classes have vitality. Middle school classes and college classes only study for the sake of learning. Because in the primary school classroom, children are naive, there are many stories and games in the classroom, they like to learn. There is a sharp contrast between the classroom in Colleges and the classroom in elementary schools. At present, all the classes in Colleges and universities are for graduation study, especially for such written subjects as Chinese education. Most of the Chinese teachers in Colleges and universities teach by inculcation. College students are adults with their own ideas. They think they have their own opinions and do not need or accept such teaching (Li, 2017). Instillation education has no practical effect. With the help of story teaching mode and the attraction of story plot, college students can actively listen and think. It can achieve better educational effect.

2.2 Achieving “Beyond Textbooks and Use Live Textbooks”

College students are still receptive to Chinese. Every article is a story, and behind it is also a story. So as soon as the textbooks are in the hands of the learners, the students will immediately look through the textbooks and find the articles they are interested in. So the dilemma that college teachers are facing now is the students who don't look at the textbooks and those who listen to the lectures but don't study. Students have seen the textbooks and let teachers read them again. Most college students are not interested in the textbooks, which will only make Chinese education more and more difficult. But the difference of story teaching mode is reflected at this time. According to the stories compiled in the textbooks, integrating the teaching objectives into the content of the stories, replacing the important and difficult points of teaching with story plots, we can truly transcend the textbooks and use live textbooks.

2.3 Vivid plot and strong interaction

The whole story needs a main line of development, that is to say, a complete story. The Chinese classroom in Colleges and universities needs good teaching effect. The use of story teaching mode will make teaching ideas and objectives clear, and there will be no mistakes in teaching. Stories originate from life. The stories told by Chinese teachers in Colleges and universities are adapted according to our life. There is a lot of room for choice. The ups and downs of the plot can correspond to the difficulties in the teaching content, and the plot will be more autonomous. In teaching, the story teaching of university teachers will enable students to participate in teaching, greatly promoting students' active learning.

2.4 Return to life and realize “life education”

Stories are the epitome of life and a form of life. In our life, stories are screened and integrated, and stories which are similar to the teaching objectives and have certain educational significance are selected. The teaching with the teaching content will have a good teaching effect. Because stories are all around our lives, close to students, can make students' spiritual resonance, trigger their thinking about life, trigger their thinking about teaching problems, thus indirectly realizing the purpose of life education.

3. Problems in the application of story teaching model in college chinese education

3.1 Conflict between Story Selection and Teaching Objectives

At present, when using story teaching method, college teachers choose stories at will. Even some stories are temporarily thought of by teachers in the course of class, without specific story planning. There are four main situations of conflict between story selection and teaching objectives. Firstly,

the content of stories chosen by university teachers is not related to the teaching objectives, but simply to “refresh” students by telling stories. Such a situation is more common, students love to listen to stories, teachers tell stories, but teaching objectives can not be achieved. The second situation is that the selected stories do not take into account the students' age and cognitive level. College students are cognitive adults in higher education. When choosing stories, they should choose the stories according to their specific needs, and the stories of college students should be chosen rigorously, which is in line with their cognitive level. Thirdly, the selected stories are not suitable for the teaching objectives and deviate from the theme. Teachers choose stories that are in line with the teaching objectives, so they copy them mechanically. The fourth is that the selected story is not close to the reality of life. As mentioned above, the story originates from life. Life creates stories. The stories you tell do not intersect with the students. How can the students pay attention to and listen to them.

3.2 Overuse and Single Use of Story Teaching Model

Teachers teach students to understand and master knowledge. Some college teachers deviate from the understanding of story teaching mode. They regard story teaching as storytelling to students. They lead students to immerse themselves in their stories and turn the classroom into a “story meeting”. The goal of the course is to let students learn. Simply using story teaching mode will make students think that they don't need to learn and listen to stories. Such excessive and single use of story teaching mode, will make students out of the track of language learning, only the thought has no external ability to reflect. After such a long time, the students' union can not be separated from the story, lack of thinking, and the classroom learning loses the rules, which is not conducive to achieving the teaching objectives and cultivating students' interest in learning.

3.3 Lack of or inappropriate use of language

In story teaching mode, the lack of language use activities and inappropriate setting are common problems in story teaching. In fact, the mode of story teaching is to point Chinese teaching to language use. In the whole story teaching mode, the task of language output is designed for the content and plot of the story. Some are more obvious, such as the dialogue and confession of the story characters. Some are latent, such as the psychological activities of the characters. However, after story teaching, there are still many cases of the lack of language use activities. For the lack of language activities, many college teachers simply add stories to the teaching process, retell and perform stories, and some do not set up language use activities at all. On the other hand, inappropriate language settings refer to that in the process of narration, language use activities are not related to stories, and the language used by students has no effect at all. Sometimes, it will exceed the students' cognitive level, causing puzzlement and incomprehension and losing the pleasure of learning. Some teachers also set up language use activities in stories and after stories, but the theme and language of the activities are not relevant enough to the subject and language of stories, and the task of language output is quite different from the theme and language of stories, which will make students confused about language output and do not know what to say.

3.4 Paying too much attention to details of stories and teaching too long stories

When choosing or compiling stories, some teachers will set up relatively large ups and downs in the plot, which will be lengthy in content. This requires a lot of time and energy to tell stories, which affects the quality of teaching and loses teaching objectives. There are also teachers who describe the details of the story in too detail, and the details of the story unrelated to the teaching content are discussed with the students in class, which not only delays the research and narration of other teaching content, but also wastes valuable teaching time. Teaching focus is not prominent, students can not specifically grasp what you require them to master. Teachers do this because they lose their teaching objectives, focus only on stories, but forget the original intention of story teaching. Teachers violate the principle of allocating time reasonably to complete teaching tasks from the primary to the secondary in the teaching content. The unimportant teaching content consumes a lot of time, and the focus of learning can only be rushed through. According to this

principle, the key and doubtful point in teaching is the thought-provoking plot in the story, and the minor content can be described as the narration of the story. If such mistakes exist for a long time, students will gradually abandon the attraction of such teaching mode. In the end, the teacher thinks that “story teaching mode is a failure” and the students think that “story teaching mode is useless”.

4. Improving strategies of story teaching mode in college chinese education

4.1 Choosing stories according to teaching objectives

When choosing or writing stories, university teachers should set story outlines according to teaching objectives, and stories should not deviate from teaching themes. There are two qualities to a story. The first nature is pertinence. The main line of the story told by the teacher is the syllabus. It is necessary to narrate the story with the teaching content. The process of telling the story is simple and clear. The purpose of storytelling is to bring students' ideas into a new knowledge environment, so that students have psychological needs for what they will learn. The second nature is enlightenment. What is the purpose of story telling? Starting from the students' cognitive ability, the method of setting suspense and asking questions is adopted. Starting from thinking, the students are allowed to go from the surface to the inside, from the cause to the result.

4.2 Make story structure according to the advantages of other teaching methods

For the University Language curriculum, it is divided into several different teaching links, and the content of teaching is not single. If university teachers only use story teaching method in the course of teaching, it is not only not targeted for students, but also ineffective. Therefore, in the process of teaching, teachers, as the guide of stories, should use story teaching method and other teaching methods together, so that they can coordinate with each other, so that they can play a good role and make the teaching quality more superior.

4.3 Establishing a teaching plan review group to conduct story review

To avoid the occurrence of complicated stories and situations that do not meet the teaching objectives, college teachers suggest that special stories be written. And the story used in the course of qualification review, it is best to set up a professional review team to review the story. We should compile or find stories that are close to the theme in the textbook, integrate the reasonable story plot with the syllabus, highlight the teaching focus and the climax of the story, solve the teaching difficulties and arouse students' thinking about the plot. Choosing reasonable stories can not only arouse the enthusiasm of students, but also make students develop in an all-round way.

4.4 Choosing appropriate stories and allocating teaching time reasonably

There are three ways to control teaching time. The first is teacher domination, the second is student domination, and the third is teacher-student co-domination. In order to control these time, university teachers should carefully plan, arrange teaching time and construct appropriate time control system before teaching. In order not to delay teaching tasks and waste students' time, the stories that college teachers choose or compile should also be reasonable in time and appropriate in length. If the story is lengthy, it should be condensed and refined to ensure the completion of teaching tasks.

5. Conclusion

To a certain extent, story teaching mode promotes the development of Chinese in Colleges and universities, and promotes the realization of teaching objectives. However, in the current context, there are still many problems in the story teaching mode. If these problems can not be solved, I believe that the story teaching mode will be eliminated soon. Based on this, I sorted out the problems existing in the application of story teaching mode in Chinese education in Colleges and universities, and put forward relevant solutions, hoping to provide some reference for Chinese education in Colleges and universities.

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