

The Target Connotation and Hierarchical Positioning of English and American Literature Teaching

Yanqiong Zhang

Lanzhou University of Finance and Economics, Lanzhou, Gansu, 730070, China

Keywords: Target Connotation, English and American Literature, Hierarchical Position

Abstract: With the continuous development of the market economy and curriculum reform, as the pillar course of English major, the teaching of English and American literature faces unprecedented pressure and challenges. A new analysis and positioning of the target connotation of English and American literature teaching is not only an objective requirement for the in-depth development of the market economy and curriculum reform, but also an important measure to enhance the teaching level and enhance the comprehensive English strength of students. This paper starts with the current situation of English and American literature teaching, and elaborates on the specific content of its target connotation and hierarchical orientation, and puts forward specific suggestions on the future development path and direction of English and American literature teaching.

1. Introduction

The teaching of English and American literature is the key content of the curriculum reform of English majors, and it is also the key course for the overall optimization and improvement of students' English professional knowledge. Effectively carrying out English and American literature teaching is not only conducive to improving students' English language skills, but also plays an active role in improving students' English general awareness.

2. The current situation of English and American literature teaching

With the development of curriculum reform and the changes in market economy demand, the goal orientation of English and American literature teaching in colleges and universities is becoming more and more vague, and the process of educational function is hindered. (I) Single course, boring content The educational function of English and American literature is mainly to guide students through reading English and American literary works, effectively grasping the deep content of language, motivating students to obtain more effective information and knowledge from literary works, and promote English knowledge level. And the overall improvement of capabilities. However, from the current situation of English and American literature teaching, there is a widespread problem of single curriculum and boring teaching content, which is difficult to stimulate students' interest in reading English and American literature. (II) The focus of teaching is not clear. Although some English and American literature teachers in some universities have realized the goal of teaching, they have not formed a correct understanding of the related content such as hierarchical positioning. They simply believe that the main task of teaching is to guide students to develop reading. The habit of neglecting the students' evaluation and learning of the connotation and spiritual value of the works, the student's learning state is only in the passive stage, and it is difficult to form an active inquiry consciousness for literary works.

3. The content of the teaching objectives of English and American literature and the specific content of the hierarchical positioning

The newly promulgated literary teaching curriculum standard points out that by guiding students to read literary works, they can deepen their understanding and reading of the connotation and spiritual value of literary works, thereby improving understanding, empathy and expression.

Anglo-American literature is a key course in English majors and an important way to improve students' comprehensive English literacy and abilities. The specific content and curriculum standards of the comprehensive English and American literature courses can be divided into five progressive levels:

This is the foundation of English and American literature and an important stage in laying the interest and enthusiasm of students. The development of reading habits is long. If you can develop good reading habits at the beginning and gain a good reading experience, you may stimulate students' desire to explore the depth of English and American literature.

On the basis of the reading experience, we must advance to the collection and accumulation of basic reading knowledge. Every British and American literary work is a huge humanistic system. In the process of reading, if there is no reading knowledge to support, it is difficult to receive the desired effect. Basic reading knowledge is a level of rationality. Its main purpose is to guide students to understand the development history of British and American literature and the specific literary phenomena that emerged in special historical periods, so as to gain more general knowledge of English and American literature and lay a foundation for knowledge for wider reading.

After completing the above two levels, the students collected a considerable amount of information. In the process of collecting this information, they are constantly updating and reorganizing their knowledge systems. When knowledge and information are accumulated to a certain extent or students are reading. When I started to have some unique insights or opinions, I entered the third level of literature teaching, that is, summarizing and summarizing the basic reading methods. The basic conditions for the realization are the improvement of students themselves and the pursuit of efficiency and breakthrough consciousness. form.

Behind every literary work, there is a culture and national character that belongs to that region or country. To some extent, literary works are like a window. When it is closed, we can only pass its shape. Let's look at its structure and form, but when we have a basic understanding of it and know how to open it, we can see another world behind the window. This is the role of English and American literature teaching. After students have mastered the connotation and spiritual value of related literary works, they can use this to refine the British and American culture and national character, and deeply analyze the human history of a country.

The final goal of the teaching of English and American literature is to cultivate and enhance the humanistic feelings of students. When students have a deep understanding of a country's human history and national character, their savvy and insights will be enhanced, enriching their life knowledge and understanding of life, and ultimately achieving the goal of improving comprehensive human feelings and sentiments and promoting comprehensive literacy. .

4. English and American literature courses

To realize the five goals of English and American literature teaching, the questions that must be considered are: What courses do we need to open? At what stage should a course be opened? Which ones can be set as compulsory courses and which ones can be set as elective courses? Does the humanistic quality, speculative ability, and aesthetic taste raised by us have to provide a special history of literature? How should the undergraduate literary history textbook be written, should it be similar to the research monograph? Master of undergraduate knowledge of literary history What are the different requirements for graduate students? What level should the undergraduate literature course reach? Which questions can be reserved for graduate students? The current British and American literature curriculum is popular in colleges and universities. Generally speaking, the actual teaching situation is too much emphasis on the history of English and American literature, and insufficient attention is paid to literary theoretical knowledge and critical methods. This kind of curriculum system is characterized by the emphasis on the history chain of the development of British and American literature. Some scholars even require that the textbooks of English and American literature should be more comprehensive, and they must be "first, consistent, clear, and clear, and each literary genre of each period should be as Explain in detail the background and development of the literary trends, and explain the mutual influence and mutual inheritance of

various literary trends. The clues of literary history should be clear and clear. It is best not to leave blanks. In addition, the textbooks should also draw on the latest research at home and abroad. The results should be redefined for some so-called mainstream or non-mainstream writers, and should be accounted for in the study of Chinese and foreign studies (Cheng Aimin et al. 13). If you focus on cultivating English and American literature professionals, this highly specialized teaching method is undoubtedly correct. However, it is difficult to design an English and American literature course in accordance with this requirement in the English undergraduate stage, because the teaching connotation and conditions of English and American literature have changed a lot.

First, with the continuous advancement of human history and the progress of foreign literature research in China, the history chain of foreign literature is getting longer and longer, and the branches are becoming more and more detailed. Second, the research results of mainstream and non-mainstream writers at home and abroad are more and more. The more people, such as the feminist movement and the minority civil rights movement, the number of scholars studying the works of classic writers in Britain and the United States is increasing. Third, with the rapid development of society, universities are constantly developing new courses, leaving The number of compulsory courses for literature courses has been greatly reduced, and will only be less and less. Fourth, undergraduates majoring in English and non-English majors taking English and American literature courses, most of them do not engage in English-American literature research or teaching after graduation. Professional work.

5. The Connotation of the Teaching Objectives of British and American Literature and the Effective Ways to Realize the Hierarchical Positioning

In view of the problem of “single course and boring content” in teaching, first of all, the curriculum should be redesigned to effectively enhance the richness and diversity of literature courses, allowing students to access more different types of literature and works, broaden their horizons and read for students. The foundation for the accumulation of knowledge and the effectiveness of collection. In order to enhance the effectiveness of the curriculum, teachers should be able to fully integrate the students' interest preferences when selecting courses, and ask their opinions to ensure the integrity of the entire teaching. Secondly, the curriculum should also meet the requirements of the curriculum standards, try to cover the objective requirements hidden in the curriculum standards, and comprehensively consider the students' comprehensive and effective development. Finally, it is the effectiveness of the introduction of the bibliographic reading bibliography. After the end of the teaching, the teacher recommends some related bibliography for students to read according to the specific teaching content, consolidate the teaching effect, and expand the reading range of the students.

With the advent of the information age, there are more and more ways for students to obtain effective information. If teachers only adopt old and rigid teaching methods, they cannot meet the learning needs of students. In view of this, it is recommended that teachers can innovate teaching methods and methods according to the specific content of teaching, comprehensively apply a variety of teaching methods, improve course tension, create a good teaching atmosphere, and promote students' good absorption of reading knowledge. For example, in terms of situational teaching method, in order to deepen students' deep understanding of literary works and background, teachers can first simplify the literary scenes, design key parts into short and concise scenes, and organize students. Perform a scenario simulation. This will not only greatly stimulate students' enthusiasm for literary works, but also express abstract literary content through concrete forms, assist students to better understand the deep connotation of the works, and their language expression ability, organizational ability and scene resilience. In terms of improvement, it can also play a positive role. Teachers can also organize students to conduct appropriate cooperative learning, and through group discussion, guide students to brainstorm ideas, continuously expand the original reading knowledge, and promote their mutual learning and mutual encouragement. The effective application of the cooperative teaching model, in addition to creating a good literary atmosphere for students, can also play a role in cultivating students' sense of unity and cooperation.

6. Conclusion

The teaching of English and American literature is the key content of the teaching reform of English majors in colleges and universities. It is also the key course for the overall optimization and improvement of students' English professional knowledge. The analysis and positioning of the target connotation of English and American literature teaching is not only an objective requirement for the in-depth development of the market economy and curriculum reform, but also an important measure to improve the teaching level and promote the increase of students' comprehensive English strength. The main purpose of English and American literature is to guide students to grasp the deep content of language through reading works, to encourage students to obtain more effective information and knowledge from literary works, and to promote the overall improvement of students' English knowledge level and ability. As far as the goal and level of English and American literature are concerned, it mainly includes five levels: one is to lay the basic reading experience stage for students' reading interest and enthusiasm; the other is the basic reading knowledge gathering and accumulation stage; the third is the basic reading method. The conclusion and induction stage; the fourth is to deepen the cultural connotation and the promotion stage of the national character through literary works; the fifth is the improvement stage of the overall humanistic quality and quality of the students. In view of this, it is suggested to better carry out the teaching goal orientation of English and American literature from the following aspects, improve the quality of course teaching, and promote the all-round development of students.

References

- [1] Yu Qinghuan. On the Teaching of College English and American Literature and the Cultivation of College Students' Humanities Quality[J]. Overseas English, 2013(5): 69-70, 83.
- [2] Mao Yanhua,Xu Xiaoxia. Analysis of Critical Theory Intervening in the Research Teaching of English and American Literature[J].Journal of Qinzhou University,2013(1):68-71.
- [3] Liu Min. The auxiliary role of English film in the teaching of English and American literature in college English [J]. Overseas English, 2013(2): 3-4.
- [4] Cao Liqun. On Cultural Teaching in English and American Literature Courses——Taking Franklin's Autobiography as an Example[J]. Journal of Shaoxing University of Arts and Sciences (Educational Research), 2013(1): 48-
- [5] Tian Jing. Research on the Cultivation of English Majors' Humanities Quality in English and American Literature Teaching[J]. China Electric Power Education, 2013(19): 225-226.