

Research on Foreign Literature Teaching Reform from the Perspective of Comparative Literature

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Abstract: Comparative literature and foreign literature have great similarities in connotation, content and methods in the specialty setting of universities. Foreign literature and comparative literature are compulsory courses for liberal arts majors in colleges and universities. However, due to many factors, foreign literature courses in colleges and universities are facing various contradictions and difficulties. In Chinese teaching, comparative literature and foreign literature education should be reformed on the basis of keeping proper distinction between them, and comparative literature should be used as an important conceptual basis and method in the teaching and research of foreign literature. With the development of the information age and the formation of economic globalization, it is increasingly important to understand and recognize multiculturalism. This paper mainly discusses how to combine comparative literature with foreign literature in class, how to take effective measures to improve the teaching effect of foreign literature, and truly integrate comparative literature into the discipline system of foreign literature.

1. Introduction

Comparative literature rose in Europe at the end of the 19th century. Comparative literature and foreign literature have great similarities in connotation, content and methods in university specialty setting [1]. Foreign literature and comparative literature are compulsory courses for liberal arts majors in Colleges and universities. However, due to many factors, foreign literature courses in Colleges and universities are facing various contradictions and difficulties [2]. Facing the new situation of subject merger, the teaching of foreign literature in the Chinese department needs to be reformed and the teaching contents and teaching ideas need to be adjusted to realize the natural connection between the professional courses in the undergraduate stage and the master stage and realize the best effect of subject merger [3]. Theoretically, comparative literature seems to be an integral part of world literature. But in fact, comparative literature still lingers outside the classroom of foreign literature, and the method and consciousness of comparison have not really penetrated into the teaching of foreign literature [4].

In College Chinese teaching, the education of comparative literature and foreign literature should also be reformed on the basis of maintaining the appropriate distinction between the two, and apply comparative literature as an important conceptual basis and method to the teaching and research of foreign literature, so as to further adjust the teaching content, teaching ideas and teaching methods and promote the healthy development of the discipline [5]. With the development of the information age and the formation of economic globalization, the understanding and recognition of multiculturalism is becoming more and more important. Through effective teaching methods to arouse students' interest in foreign literary works, master the methods of reading foreign literary works and expand students' vision are the difficult problems to be considered and solved in College Chinese Teaching [6]. For a long time, the teaching of College Chinese and foreign literary works has been criticized, and excellent foreign literary works play little role in the cultivation of students' literary literacy [7]. In view of the current situation of foreign literature teaching mode, this paper mainly discusses how to combine the classroom of comparative literature and foreign literature, how to take effective measures to improve the teaching effect of foreign literature, and really bring comparative literature into the discipline system of foreign literature.

2. The significance of the research method of comparative literature in the teaching of foreign literary works

2.1. Deepen students' understanding of the works

Using the method of cross-cultural comparison of comparative literature to interpret and analyze texts can broaden our horizons. Cultivate self-conscious comparative thinking ability, enhance learning enthusiasm, improve reading and analysis ability of articles, and improve imagination and expression ability of compositions. It can break through the traditional routine that needs to be reformed urgently in the current college Chinese teaching. Applying the research method of comparative literature to the teaching of foreign literary works in college Chinese, by comparing Chinese literary works related to foreign literary works, teachers can build a learning bridge for students [8]. It narrows the distance between students and foreign literary works. Traditional foreign literature teaching emphasizes appreciation and neglects historical knowledge, and generally introduces writers' works. Teachers generally explain writers' works according to the train of thought of teaching materials. As long as they are familiar with the plot of the works, they can retell stories vividly, analyze characters and summarize characteristics. This kind of teaching can also be welcomed by some students. Let students use familiar Chinese cultural background, characters and themes to compare foreign related contents, and let students discuss and communicate to find out similarities and differences, which can not only reduce the difficulty of learning and stimulate students' interest in learning, but also deepen students' understanding of the works through a series of discussions and exchanges, form their own unique opinions and explore the cultural value, aesthetic value and social value contained in the works in comparison. Some students once introduced the study of foreign literature at the junior college stage. The teacher gave a very vivid lecture, and his feelings were completely devoted. The emotional department would burst into tears, and the students were very impressed.

2.2. Improve reading ability and Chinese literacy

Comparative literature was once an independent discipline in Chinese universities, with its distinctive research objects, research methods and research contents. However, comparative literature is not only a discipline, but also a literary research method. For college students, teachers should not only make students understand the main contents, characters, writing features and other related contents in foreign literature works they have learned in class, but also learn how to master these knowledge. Literature is connected, and the culture and literature of any nation or country are not isolated. Its formation and development are the organic links and components of the overall human civilization, and are influenced by other countries or other cultures [9]. Teachers can use Chinese literature as a bridge and use comparative methods to teach children to explore the characteristics of foreign literature. In the process of studying foreign literary works by using the research method of comparative literature, students' Chinese literacy can be improved in an all-round way.

Foreign literature includes the cultural essences of different regions, countries and nationalities, and reflects the cultural history and development process of different nationalities and countries in both the content and writing style of the works. These excellent works are the crystallization of the wisdom of human society. Literature teaching does not mean that teachers simply explain writers' works according to teaching materials, especially college literature teaching. If teachers are only familiar with the plot of the works, repeat the storyline in the works vividly, and constantly analyze the characters in the works or summarize the characteristics of the works themselves, it is far from achieving the purpose of literature teaching. In the process of studying foreign literary works by using the research method of comparative literature, students' Chinese literacy can be improved in an all-round way.

3. Foreign literature teaching reform

3.1. Adjust teaching ideas

Teachers adjust their teaching ideas and infiltrate comparative literature in their teaching. Everything in the world is interrelated with other things around them, and isolated things do not exist. In China's language and cultural environment, taking Chinese literature as a reference standard can naturally narrow the distance between Chinese and Western cultures, so Chinese literary works and literary phenomena can be appropriately added. Through the practical application in class, the research methods of comparative literature are gradually taught to students. In the traditional teaching mode, it is roughly carried out in this order, first introducing the historical background, literary thoughts and representative writers' works of this period, and then appreciating the works of key writers. To subvert this teaching mode, from the perspective of influence research and parallel research in comparative literature, we can see that in the same historical background, different countries have emerged a common literary tendency [10]. When teaching foreign literature, teachers should adjust the traditional teaching mode and use the method of comparative literature to teach. This can not only broaden students' horizons, but also reduce students' strangeness in foreign literature. In the teaching of foreign literature, the intervention of comparative literature is not only conducive to re-examining the literary advantages and disadvantages of our nation, but also can cultivate students' open mind, which is a basic quality that a contemporary college student must possess.

3.2. The implementation of the concept of Comparative Literature

In essence, the teaching and research of foreign literature cannot be separated from the consciousness of comparative literature. Without comparative awareness, the understanding of Chinese literature or foreign literature is limited to a certain range, and the conclusions are often unscientific. In recent years, some scholars have published books about oriental literature, oriental aesthetics or comparative literature between the east and the west, but their contents are mostly in the middle generation of the east, lacking the vision of oriental literature, the vision of world literature and the correct consciousness of comparative literature, and the conclusions they often draw are untenable. From the perspective of practical teaching in colleges and universities, it is also feasible to combine comparative literature with world literature. I'm afraid it's unrealistic to change this pattern in a short time, and it's not a simple matter to change disciplines. At the same time, although there are some problems in the current disciplines, it's not necessary to change them. In the teaching reform of foreign literature, we should make full use of the ideas and methods of comparative literature, enhance the teaching effect of foreign literature and promote the development of foreign literature. Figure 1 is a typical model of foreign language and literature teaching research.

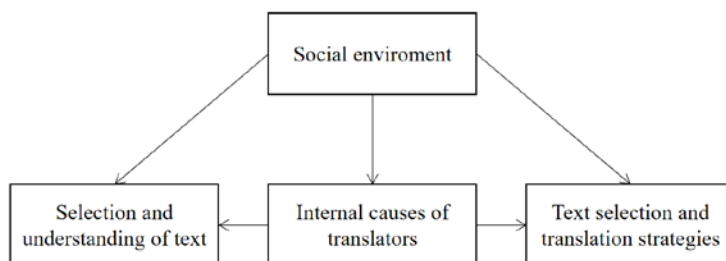


Figure 1 Overview model of translator research

The quality of the translation that students first come into contact with is directly related to their understanding of writers. Therefore, it is instructive for teachers to recommend good translations for students on the basis of reading and research. In poetry teaching, some foreign poetry translations are not poetic, which destroys the aesthetic feeling of the original text and will directly affect students' evaluation of poets. At this time, the introduction of a good translation plays a key role. In teaching ideas, the ideas and methods of comparative literature are infiltrated into the teaching

process. Teachers use the method of comparative literature when teaching foreign literature, which not only helps students broaden their horizons, but also alleviates students' strangeness in foreign literature. Among all the nationalities in the world, there are flood myths, creation myths, and people's creation myths. If we learn from the achievements of comparative literature research, we should explain the ancient Greek and Roman myths, the myths of the two rivers, the Hebrew myths and the Indian myths together. Among them, the striking similarities and cultural differences will certainly arouse students' great interest and enthusiasm for exploration. The research method of comparative literature is applied to the teaching of foreign literary works. Comparing two related Chinese and foreign works can greatly enrich the classroom content and arouse students' learning enthusiasm.

4. Conclusions

With the advent of the globalization context, under the background of diversified world cultures, the exchanges between Chinese culture and world culture are becoming more and more frequent. Only by re-examining the literary exchanges between China and foreign countries under the background of world literature can we find our own position in the world literary family. In the teaching of foreign literature, the intervention of comparative literature is not only conducive to re-examining the literary advantages and disadvantages of our nation, but also can cultivate students' open mind, which is a basic quality that a contemporary college student must possess. The introduction of comparative literature into college Chinese teaching practice is bound to provide a new perspective for quality education and bring a brand-new understanding horizon for college Chinese teaching. Contrastive literature exists widely among the literature of various countries and nationalities. As the theoretical accomplishment of comparative literature is increased in the teaching, it is also beneficial to the interaction between teachers and students and improves the teaching quality. Therefore, it is of practical significance to combine comparative literature with foreign literature. Infiltrating comparative literature into the teaching reform of foreign literature is a systematic and long-term process, which requires the joint participation and efforts of teachers and students to continuously enhance the attraction of foreign literature to college students and promote the discipline construction and development of foreign literature.

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