

A Study on the Selection and Use of Classical Literature in Partially Compiled High School Language Textbooks

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Abstract: Classical literature, as an important part of Chinese excellent traditional culture, is the root and soul of the spirit of the Chinese nation, and the spiritual pillar for the Chinese nation to realize great rejuvenation. The language subject belongs to mother tongue education, and the preparation of selected texts and the practical use of language teaching materials play a crucial role in further inheriting and developing classical literature. In this paper, we analyze the high school language textbooks of the Ministry of Education, explore the selection and use of classical literature in the new textbooks, try to summarize the dilemmas faced by the teaching of classical literature in the use of the current textbooks of the Ministry of Education, and discuss the contemporary value of the classical literature in the textbooks, with examples of Lu Xun's selections as the main texts. The aim is to reflect on and propose ways to encourage students to better participate in reading and learning classic literature and to pass on the classics in the context of the use of the new textbook.

Keywords: Language Education; Ministerial Textbook; High School Language; Classic Literature

1. Introduction

At present, our country is learning and implementing the party's twentieth strategic plan, in-depth promotion of the new era of the party's construction of a new great project of the major deployment of the process at the time, education carries the basic role of strengthening the foundation of the foundation of the education of a strong country to implement the implementation of the outstanding traditional Chinese culture education, the implementation of the implementation of the teaching of the language subject is imperative.

Language teaching is closely related to the excellent traditional Chinese culture, and the classic literary texts in the textbooks of the Ministry of Education are extremely important entry points. From the publication of a single text to the classics as a textbook selection and then into the classroom teaching, through the precipitation of the times and social changes, and with the content of the content is constantly given, on behalf of the Chinese people's culture of the unceasing and vigorous spiritual style.

2. Selection of Classic Literature in the Ministry's Language Teaching Materials

2.1 Definition of the concept of classic literature

2.1.1 Characteristics of "classic"

In language teaching, the textbook selection pays great attention to the classic nature of the works, Harold Bloom in his book "Western Canon" book elaborates his deep insights into the classics of Western literature, from a unique perspective, analyzes from Dante to Beckett and so on more than two dozen masters of Western literature classic works, which, for the "classic" characterization of the "classic" gives the core point of view need to pay attention to the originality of the works. "He analyzed the classic works of more than twenty masters of Western literature, from Dante to Beckett, from a unique point of view. In addition, the Italian writer Calvino, in his book Why Read the Classics, has elaborated as many as fourteen definitions of "classics", among which the well-known ones are, for example, "A classic is a work of art of which we often hear people say, 'I'm rereading the classics. I'm rereading' rather than 'I'm reading'.^[1] Prof. Tong Qingbing, a Chinese scholar of literature and art, wrote about the classics in his book "Classics". Professor Tong Qingbing, a domestic scholar of literature and art, explains "classics" as "well-known texts"^[2] Other scholars emphasize, for example, that true classics are those works that no one reads, but everyone talks about.

In summary, four main characteristics of "classic" are summarized, namely originality, interpretability, timelessness and symbolism. Originality emphasizes the author's creation and possession of the work in its original state of generation; interpretability means that the text has a huge space for interpretation; timelessness focuses on the ideological content conveyed in the text, which is usually rich in the charm of passing through space and time and lasting for a long time, i.e., transcendence; and symbolism points to the qualities embedded in the text which becomes a symbol of the national language and thought.

2.2 Definition of "Classic Literature"

Usually, people define it as the following three points: everlasting works of the world; exemplary and authoritative writings; and historically selected and valuable books. Taken together, "classic literature" can be defined as a category of works that have been baptized by the times and precipitated by history, and still have a certain social influence and representativeness.

From this, it can be seen that classic literature is extremely broad and rich in both its own characteristics and the influence it involves. For example, "The Book of Psalms" is used in ancient literature; "The Legend of Ah Q" is used in modern literature; "Red Sorghum" is used in contemporary literature. A generation has a generation of literature, and it is destined that works that transcend time and space and are passed down in history will continue to live on.

2.2.1 Selection and preparation of classical literature

Wen Rumin, editor-in-chief of the ministry's language textbooks, mentioned the key words "correctness and innovation" when talking about the selection and preparation of the textbooks. Wen Rumin. Language Reform: Keeping the Righteousness and Innovation. The so-called ^[3]"keeping" is to keep the excellent components of the Chinese language education tradition. This is more than ten years, through many times the experience of classroom reform, from the past of the old language textbook preparation of the worthy of reference things. To make good use of these resources, to absorb these experiences and to turn them into the sinews and flesh of the new textbooks is to "keep the right". Throughout the preparation of the Ministry's textbooks, it is the continuous precipitation of the experience of language reform. The Ministry's version of the textbooks was prepared in accordance with the new language standards and with reference to the Ministry of Education's general high school language curriculum standards, with special emphasis on the penetration of core values into the practice of language teaching. It is worth noting that classic literature, as an important representative carrier of excellent traditional Chinese culture, from the entry of a single article into the world, widely circulated, and becoming an exemplary work to entering into becoming a textbook text, the textbook undertakes the important task of building a cultural bridge, and the teaching of classic literature undertakes the role of nourishing and regrowing the fertile cultural soil.

3. The use of classical literature in the Ministry's language teaching materials-

3.1 The Embodiment of Classical Literature in the Language Teaching Materials of the Partially Compiled Version

3.1.1 Interpretation of classic literary elements in novels - Take "Blessing" and "The True Story of Ah Q" as examples

In Lu Xun's "Blessing", Mrs. Xianglin is a classic character whose fate is miserable, with her husband dying of illness and her son being eaten by wolves. But the tragedy conveyed in the story is not only here, but really lies in the fact that the people around her have "eaten" Mrs. Xianglin. "The most profound aspect of the tragedy is the indifference and numbness of the bystanders around her, so that what she gets from others is not the warmth of being comforted and touched by being listened to, but rather the condescending contempt of the listeners and spectators, as well as the distorted desire to hear about the tragedy of others, which will generate a sense of satisfaction. The tragedy of Xianglin's wife is superficial, and what is really pathetic is the stubborn and feudalistic thoughts and despicable and numb souls of the people around her. Individuals are constantly infiltrated by the ridiculous and absurd vision from the feudal social rites, which makes Mrs. Xianglin bound by the feudal rites without realizing it. ^[4]Throughout modern society, bystanders are everywhere. From the language teaching materials in the past to reflect the articles of the current era towards today's reality, in connection with the current events around us, we can not help but think that indifference and ruthlessness will make the temperature of this society plummet, and everyone is afraid to fight, for example, to help the unfamiliar old man to be touched by the porcelain, and to be implied by the words on the public transportation that you must give up your seat and so on. Language subjects emphasize the care of humanistic themes, pay more attention to the combination of core qualities, the course objectives ultimately point to the purpose of education. Rereading the "Sisterhood of the Xianglin" at that time, and looking back at the "Sisterhood of the Xianglin" nowadays, it is easier for modern students to combine their own understanding of the so-called modern people often say "spit", this is the case. This is what modern people often call "spitting". The task of teaching classical literature is to feel the charm of Chinese culture and to educate students' comprehensive quality, which will have a rich influence on their outlook on life and values. Combined with the interpretation of the four elements of the "classics", we will find that "Sister Xianglin" is no longer an individual character, but has become a spiritual incarnation, and has become a kind of symbolic meaning of the synonym.

The "spiritual triumph" of Ah Q is still used as a metaphor for typical characters in typical environments. For example, Q's spiritual victory, he often boasted of the past, "we used to be how ..." and often compared to the future, "my son will be much broader," and so on. No matter what kind of failure or adversity he is in, Q always has a way to make himself spiritually satisfied, rather than having a realistic perception of the real situation. When teaching and learning, do modern people often have such moments in their daily lives? In the increasingly invasive external environment, to find a reasonable excuse and breakthrough for their own unwarranted "lying flat". Reading "Ah Q" makes us feel the indifference of that time, mourn its misfortune, and be angry at its indisputability, and it also makes us look back on ourselves, and relate to more or less of our own behavior or that of others.

3.1.2 Interpretation of Literary Classical Elements in Prose Works-Taking "Remembering Liu Hezhen Jun" as an Example

In the red classic "Remembering Liu and Zhen Jun", "A true warrior dares to face up to the bleak life, dares to look at the drenching blood." A sentence that is still quoted in colloquial usage when we are faced with a special situation. Another example is "Silence, silence! If you don't explode in silence, you will perish in silence." These aphorisms are also gradually becoming words that are passed on to students by word of mouth. When teaching such expressive sentences, teachers should first realize that the author's purpose of writing is to use the power of words to awaken the numbness of the nation. Likewise, what is conveyed to the students should also be the attitude of awakening the numbness and aspiring to wake up. This is Lu Xun's attitude of always writing for the sake of shouting and criticizing the inferiority of the people even when he is at a loss. Classical literature usually has a long history and wide influence, and one of the common elements is that it is a typical example of reflecting reality by examining society from the perspective of a bystander. From a contemporary perspective, both the sentences themselves and the symbolic content they convey come from the language classroom, but can equally approach everyday life without any sense of contradiction.

3.1.3 Interpretation of Literary Classical Elements in Miscellaneous Writings-Taking "Fetishism" and "In Memory of Forgetting" as an Example

In the opening chapter of *Fetishism*, the author expresses his opinion by citing several examples of "give-and-take" ism. He thinks that from the point of view of considering the future generations, we should not simply practice the doctrine of giving away, and at the same time, he emphasizes the doctrine of bringing, that is, "both giving away and bringing in." This is what the people of the country should practise and really advocate. ^[5]It is important to note that the present times are being experienced by students and teachers alike as the "future generations" as the author of the text puts it. Similarly, the genre of the essay should be taught with attention to the characteristics of the genre itself - directness, rapidity, reflection of social events or trends. "It is typical of the genre that it is short, sharp, meaningful, and has a unique artistic impact. In the chaotic times of the past, miscellaneous essays were weapons of war; in the present era of peace-building, miscellaneous essays are mirrors for criticizing the current situation.

Re-read "in order to forget the memory" of this commemorative essays, teachers not only want students to understand the heroism of the revolutionary martyrs, experience the noble image of the martyrs, more aimed at the need to guide students to experience Lu Xun expressed in the words between the lines of the "to the feelings", as well as on the meaning of the martyrs sacrificed to the deeper rational thinking. The reason why the selection is emphasized by language teachers and becomes the main event in the reading class, exploring the special features of the text that can transcend time and space and become a timeless classic. The reason is that China at that time was as stormy as obscurity, but there was always a group of people who took the world as their own and dared to cry out and fight. Time has changed, but what remains unchanged is that there is still a group of people who remember that the rise and fall of the world is the responsibility of every man, and they still work tirelessly for it. They are the new era of teenage students, or young strugglers, or strong staff or even elderly scholars, as long as their positions continue to seek pioneering and progress, it can be said that they molded the future of the Chinese nation.

We say that the classics are usually described as "enduring", and this is true of Lu Xun's works. Because until today, no matter what kind of environment we live in, it seems that we can always find prototypes in Mr. Lu Xun's works, and the shadows that correspond to ourselves or others. They give people warning, inspiration, and encouragement, as if they were in a bag of gold in their arms.

Interpretation of Literary Classical Elements in Poetry and Drama Works - Taking "The Book of Poetry" and "Thunderstorm" as an Example. The image of a skillful and beautiful woman in the classic love poem "Name Wind - Jing Nui" is quoted by later generations even today. For example, courtesy is not important. It is often said that "poetry speaks to the will" and "poetry is about love", which all point to the fact that poetry is a way of expressing people's thoughts and feelings. In the teaching of classic poems, we need to focus on the interpretation of the content of the poem, and for the application of the present more examples of demonstration. Similarly, whether it

is the image of Dou E in the play "Dou E Grievance", or "Thunderstorm" in the character of ripples, through the changes of the times, generation after generation of literary heritage and interpretation, has been from a single character into the type of character group. The grievance can be compared to Dou E, the three collision vow most into a tragedy; extreme thoroughness can be discussed Fan Yi, dare to love and hate is typical. In teaching practice, the need for interpretation based on the text, but also the need to synthesize life experience to experience, into their own feelings to understand and enrich the typical character thinking and re-creation.

3.2 Selection of Language Teaching Materials and Education on Chinese Excellent Traditional Culture

Language education is mother tongue education, as the subject most closely connected with Chinese excellent traditional culture, it plays an irreplaceable nurturing role in promoting students to establish a correct worldview, outlook on life, values, and fostering students' understanding and inheritance of the spirit of the Chinese nation, etc. The texts in textbooks have gone through a variety of experiences. The process of textbook texts from ordinary articles to literary classics and then into the teaching practice of the basic education stage to become model texts is extremely long and tested by all parties. Not only need the precipitation of time, but also need the connotation of the continuous giving and sublimation. It can be seen that the classic nature of the selected text is particularly important, which is a very basic prerequisite for language teaching and shouldering the responsibility of cultivating students' sense of identity and respect for culture. Some traditional texts have certain classical characteristics, but they may not be suitable for secondary school students to read and learn; on the other hand, some contemporary works have many audiences, and students are interested in reading them as well as aware of their popularity, but they inevitably lack classical characteristics and may not be suitable for language teaching, so both sides need to be discussed when the texts enter into the textbooks and become selective materials.

3.3 Reflections on the use of the Ministry's textbooks for teaching classical literature in the context of the new era

In the context of education in the new era, the national policy attaches importance to strengthening the implementation of excellent traditional Chinese culture education on campus, requiring schools to adhere to the fundamental task of establishing moral education, playing the role of the main position of schools in the education of excellent traditional Chinese culture, establishing and improving the working mechanism of excellent traditional culture on campus, putting students' cognitive and educational development in the first place, and integrating the education of excellent traditional Chinese culture into ideological and moral education, cultural and artistic education, social practice education and other links in an all-round way, guiding students to inherit cultural genes, draw Chinese wisdom, carry forward the Chinese spirit, and spread Chinese culture. education, cultural and artistic education, social practice education and other links, guiding students to inherit cultural genes, draw on Chinese wisdom, carry forward the Chinese spirit, spreading the Chinese value of upward and positive campus atmosphere.

As an important carrier of Chinese excellent traditional culture in the language classroom, classical literature undeniably plays an important educational role. However, there are many problems in the current situation: on the one hand, the time constraints of high school students are contradictory to the fact that reading classic literature often requires a long time and deeper study; on the other hand, there is a conflict between the cultivation of learning interests and the completion of examination tasks. The exploration of classical literature teaching mode is imminent, but also need experts and scholars and front-line language teachers to continue to practice and explore, and in the teaching and learning interaction with the students' language life, seeking to build and innovation.

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