

Course Reform of Chinese Classical Philology under the Background of New Normal Education

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Abstract: Under the background of “New Normal Education”, Chinese normal major should pay equal attention to both knowledge and ability, and cultivate high-quality Chinese teachers in primary and secondary schools who can adapt to curriculum reform. Chinese Classical Philology is of great significance to the teaching of Chinese normal major and the introduction of excellent traditional culture into the campus. Chinese Classical Philology Course in Chinese normal major should be adjusted to help students develop continuously.

Keywords: New Normal Education; Chinese Classical Philology Course; Chinese normal major

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1. The significance of Chinese Classical Philology Course

Chinese Classical Philology is not only “a subject to study the generation, development, arrangement and utilization of traditional documents”,^[1] but also a subject to guide people how to search and how to read documents. The course of Chinese Classical Philology is of great significance to the teaching of Chinese normal major and the introduction of excellent traditional culture into the campus under the background of “New Normal Education”.

1.1 Chinese Classical Philology Course is beneficial to “New Normal” talent training

Under the background of “New Normal Education”, normal major of Chinese education needs to make corresponding adjustments to train primary and secondary school Chinese teachers who are more suitable for the new era. Students of Chinese normal major should not only master professional knowledge of Chinese language and literature and Chinese teaching knowledge, but also have the ability of lifelong learning and sustainable development. This requires that relevant courses should not only teach students theoretical knowledge, but also pay attention to the cultivation of students’ practice and research ability.

Chinese Classical Philology has strong theoretical and practical characteristics. For Chinese normal students, the theories of catalogue, edition, and textual criticism can improve their professional quality and teaching skills. The practice such as cataloguing, usage of reference books and electronic documents retrieval can solve practical problems and improve research ability. In addition, the research content of Chinese Classical Philology covers various disciplines such as literature, history and philosophy, which plays an important fundamental role for liberal arts majors. For Chinese normal students, it can help them understand the logical relationship between Chinese and history, politics and other disciplines, and integrate interdisciplinary knowledge into Chinese teaching knowledge.

1.2 Chinese Classical Philology Course promotes the excellent traditional culture into the campus

China has a long history and civilization, and its fine traditional culture is extensive and profound. The introduction of excellent traditional culture into the campus is one of the important contents of current school education and teaching, on the premise of improving teachers’ traditional cultural accomplishment.

Chinese culture has a long history, and abundant ancient books are the most important carriers to record excellent traditional

culture and national spirit. Chinese Classical Philology is a discipline specializing in the study of traditional books, so it is also a discipline directly studying excellent traditional culture. In Chinese language and literature major, courses such as Ancient Literature, Ancient Chinese Language and Ancient Literary Theory take the works of outstanding ancient Chinese writers as the research objects. However, the above courses focus on the text content, and do not pay attention to the formation and transmission of these classics. Learning Chinese Classical Philology can enable students to have a comprehensive understanding of the generation and circulation of classics, so as to have a more three-dimensional understanding of the traditional culture and national spirit recorded in classics, rather than just the understanding of words.

Chinese normal students are the main force of primary and secondary school Chinese teachers, and they are also important lecturers and disseminators of excellent traditional Chinese culture. Based on the close relationship between Chinese Classical Philology and traditional Chinese culture, the course of Chinese Classical Philology is an important way to realize excellent traditional culture into the campus, and is of great significance to cultivate and improve traditional cultural literacy of Chinese normal students.

2. The problems of Chinese Classical Philology Course

2.1 The course is not valued

Chinese Classical Philology course has important theoretical and practical significance, and has strong basic and instrumental effect in the curriculum of Chinese major. But in the Chinese normal major, in addition to the core courses of Chinese major, it is also necessary to learn pedagogy, psychology, teaching methods and other normal courses. In the case that the total class hours cannot be increased, Chinese Classical Philology course can only be opened as an elective course, or it cannot be opened due to the lack of professional teachers. As a professional elective course, this course is usually only offered for one semester., the class hours are very limited.

Many students who major in Chinese normal do not understand Chinese Classical Philology before choosing courses, lack interest or fear of difficulties, and have little enthusiasm for learning. Because of different languages and times, it is difficult for most students to read and learn ancient works. Therefore, many students dare not choose this course , but are more willing to learn the courses those have a direct relationship to the future work.

2.2 The course content is not reasonable

The course of Chinese Classical Philology covers a wide range of contents, in addition to the three core contents of catalogue, edition, and textual criticism.

For undergraduates and postgraduates majoring in Chinese Classical Philology, the training goal is to cultivate professional scholars researching and collating ancient documents, while for normal students majoring in Chinese, the course of Chinese Classical Philology aims to expand their knowledge of traditional culture, improve their scientific research ability in reading and interpreting classical works, and thus enhance their teaching ability of classical works and traditional culture knowledge. Therefore, the teaching content of Chinese Classical Philology in Chinese normal major doesn't need to cover all aspects. Some theoretical teaching contents make students feel boring and think that it is not helpful to the future teacher's career development, thus affecting their learning interest.

3. Curriculum reform strategy of Chinese Classical Philology course

3.1 Set the right course objectives

The course of Chinese Classical Philology in Chinese normal major is to guide students how to read and solve problems. Specifically, at the knowledge level, students are required to systematically understand the theoretical methods and disciplinary systems of Chinese Classical Philology, master the basic concepts and theoretical methods of catalogue, edition, and textual criticism and other branches of Chinese Classical Philology, understand the production, circulation, collection and utilization of Chinese Classical Philology. In terms of ability, students are required to internalize the theory and knowledge into the methods of reading and analyzing ancient classics, have the ability of documents retrieval, improve the ability of reading and analyzing ancient books, and be able to apply it to daily reading of ancient classics and the teaching of Chinese and traditional culture in the future. In terms of literacy, by giving play to the value contained in ancient Chinese classical literature, students can deepen their understanding of traditional culture, consciously inherit excellent traditional culture, and enrich the path and method of Chinese discipline education.

3.2 Select the appropriate course content

Chinese Classical Philology course of Chinese normal major should focus on spreading traditional cultural knowledge and improving students' teaching skills, appropriately reduce theoretical knowledge teaching, and increase the cultivation of philology

practical ability. Such as collecting lost works, distinguishing forgeries, unearthed documents and other theoretical or more specialized contents, the teaching goal is to understand the main, can be appropriate to reduce the teaching hours, or provide students with materials for self-study. Collections, genealogy, local chronicles, Si Ku Quan Shu and other contents closely related to traditional culture can be emphatically explained. For example, the collection and distribution of books in the past dynasties can make students understand the difficulty of the transmission of traditional cultural classics, and the cherishing and protection of books by book collectors in the past dynasties can enhance students' awareness of the protection of books.

3.3 Enrich teaching methods to improve students' teaching skills

Because Chinese Classical Philology course is a course combining theory and practice, the teaching methods should not be based on a single classroom teaching, but should be combined in a variety of ways to enhance students' learning interest and efficiency.

For example, in bibliography, cataloging books on the basis of bibliography theory is an important practical content. The author sets up a practical task for this point: compiling personal bibliography for the student's own book collection. Because the compilation of catalogue requires the sorting, classification, description and evaluation of books, it is not only a process of applying theoretical knowledge to practice, but also a process of re-understanding and thinking about one's own reading interests. Students generally reflect that in this process, they have deepened their understanding of bibliography, consolidated their knowledge and skills of book classification, improved their hands-on ability.

Modern multimedia technology has been widely used in teaching. However, the teaching of classical documents cannot achieve the best effect by only relying on multimedia resources, such as document materials, ancient book binding, printing and other contents. If teachers can provide physical objects for students to see and touch, they can achieve better learning outcome. For example, regarding the binding of ancient books, teachers can provide physical explanations in lectures, and students can also make an ancient book by themselves to experience the process of making ancient books.

The use of practical operation, physical display, group cooperation, flipped class and other teaching methods is useful for the cultivation of teaching skills of Chinese normal students. As the future Chinese teachers, Chinese normal students should not only master the systematic and solid knowledge of Chinese and traditional culture, but also possess comprehensive teaching skills and the ability to transform knowledge into teaching contents. If they have practice and experience in the process of learning knowledge, they can not only understand and master knowledge more deeply, but also internalize knowledge, and design the teaching plan that conforms to the knowledge content.

3.4 Cultivate philology awareness to help sustainable development

Under the background of "new normal", Chinese normal university students should adapt to the requirements of curriculum reform. In order to effectively cultivate the professional core quality of normal university students, teachers should not only treat professional academic as academic, but also treat teaching as academic. In teaching, they should not only disseminate knowledge, but also study how to disseminate knowledge more effectively and improve teaching quality.^[2]

The basic and applied characteristics of Chinese Classical Philology course are of great help to Chinese normal students to improve their academic research ability. Classical Philology not only contains rich traditional cultural knowledge, but also many research methods commonly used in the fields of literature and history. For example, bibliography was regarded by ancient people as the "gateway to reading and learning". Document retrieval can help students obtain research materials more accurately and quickly, improving research efficiency.

4. Conclusion

Under the background of "New Normal Education", the training of Chinese normal students has higher requirements than before. Chinese normal students are not only the main force of Chinese education in primary and secondary schools, but also the inheritors and disseminators of excellent traditional Chinese culture. The natural connection between Classical Philology and Chinese excellent traditional culture, as well as the knowledge and practice of the course itself, will certainly play a positive role in the training of excellent Chinese normal students and the development of Chinese education.

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