

How to Teach Chinese Language and Literature under the Thought of Postmodern Education

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Abstracts: With the change and development of the social environment, China has changed a lot in educational thought compared with before, and introduced many postmodern educational thoughts. As a new and developing educational thought, it plays an important role in the real educational work. As an important part of China's education, the teaching of Chinese language and literature has been changing in teaching methods with the emergence and development of the emerging post-modern educational thought. This paper studies and discusses the connotation of postmodern educational thought, and puts forward some strategies for Chinese language and Literature Teaching under postmodern educational thought for reference.

Keywords: Postmodern Educational Thought; Chinese Language and Literature; Teaching Strategy

1. Introduction

In order to promote the development of China's education, the country is constantly deepening education reform, and more and more experts and scholars are actively engaged in the discussion and research of educational thought. With the independence of pedagogy, China's educational thought is constantly developing and enriching, which promotes the enrichment and development of Chinese language and literature teaching, and provides it with new development direction and teaching ideas. Chinese language and literature teaching plays an important role in the inheritance and development of China's traditional literature. The continuous change of educational thought also promotes the development of Chinese language and literature teaching methods to a certain extent.

2. An overview of postmodern educational thought

The inheritance and development of China's traditional literature are largely carried out through the teaching of Chinese language and literature. The rise and development of postmodern educational thought promotes the development of Chinese language and literature teaching methods and provides them with new teaching methods and development direction. The postmodern educational thought based on Chinese language and literature teaching mainly includes three aspects: the change of teachers' status, the change of teaching mode and the change of evaluation method. First, the change of teachers' status is reflected in the statement that there is no teaching center in the teaching under the postmodern educational thought compared with the traditional teaching. Teachers and students are emphasized to communicate in an equal position. Teachers change from requiring students to learn to guiding students' learning in teaching. The communication between teachers and students has increased, which has increased students' learning enthusiasm and effectively increased the quality of teaching. Second, because of the complexity of the specialty of Chinese language and literature, teachers must pay attention to teaching methods in the teaching process. Good teaching methods can increase students' understanding of literary works, and produce different interpretations of works, causing students to think about works. Postmodern educational thought advocates that teachers introduce students into the world of literature by creating situations, which can not only promote the growth of teachers' teaching level, but also make students more innovative. Third, the traditional short and long evaluation method through achievement theory will make students lose their autonomy to a great extent. The teaching under the thought of postmodern education advocates the differences between students. Different students may interpret the same work differently, which requires teachers to pay more attention to each individual student, and take targeted teaching for different individuals.

This can not only promote the innovation of teachers' teaching methods, but also enable students to think more deeply about the works and effectively improve students' autonomous ability.

3. Problems in Chinese language and literature teaching

The emergence of postmodern educational thought has promoted the progress of Chinese language and literature teaching to a great extent, but there are still many deficiencies in the actual practice process, which hinders the development of the quality of Chinese language and literature teaching.

3.1 Lack of teaching resources

Good teaching resources are also needed in Chinese language teaching, but due to the complexity of its own existence and the universality of its scope, it is impossible to provide special and targeted teaching resources. The teaching of Chinese language and literature based on postmodern educational thought is developing continuously in education, and teachers' attention to the effectiveness of classroom teaching is also deepening. On the one hand, teachers are constantly innovating and improving teaching methods, but on the other hand, the lack of teaching resources hinders this development.

3.2 Lack of innovation in teaching

With the continuous application of postmodern educational thought in the teaching of Chinese language and literature, teachers also need to keep pace with the times and make continuous innovation in teaching reform. However, in the process of practical education, the teaching effect of Chinese language and literature is not ideal because teachers lack this innovation in classroom teaching.

3.3 Teaching methods cannot keep pace with the times

With the change and development of the social environment, the society has put forward higher requirements for education. The traditional teaching methods are not enough to meet the requirements of students in learning. Many teachers do not keep pace with the times in teaching and still use traditional teaching methods to educate students, which makes students' thinking about teaching activities lack effective guidance, and the teaching quality is difficult to improve.

4. Strategies of Chinese language and literature teaching under postmodern educational thought

4.1 Adjusting traditional teaching methods based on postmodern

educational thought

For students, Chinese language and literature teaching is very important. It is very helpful for the cultivation and improvement of students' literary literacy, and can effectively promote the high-quality and all-round development of students. Teachers should attach great importance to postmodern educational thought and integrate it into Chinese language and literature teaching, so as to improve the traditional teaching mode, adjust the traditional teaching methods, and finally effectively obtain the ideal teaching effect. For example, in the teaching process, the effective communication between teachers and students is very important. Strengthening the communication between them can enhance students' interest in learning Chinese language and literature, so as to further deepen students' understanding of literary works. Teachers can intersperse the theoretical knowledge of literary books in the process of equal communication with students, so that students can learn relevant theoretical knowledge while learning with interest, and the teaching effect can be effectively increased. In the teaching process, teachers can take the lead in breaking the traditional single interaction mode with students, actively promote mutual classroom communication, and make teachers and students in the position of learners at the same time. On

the one hand, teachers flexibly schedule teaching activities and encourage students to think independently. On the other hand, students should also take the initiative to learn under the leadership of teachers, share the responsibility of teaching activities, and finally form a benign mutual aid teaching classroom.

4.2 Enriching teaching content

With the development of society and economic progress, there are more and more knowledge to learn, and the requirements for students' knowledge reserve are higher and higher. For the course of Chinese language and literature, it is very difficult to learn it well because of its complexity and wide scope. It requires students to have a very large knowledge reserve and learning ability, but it is difficult for students to be interested in it only by its unique knowledge characteristics. Therefore, for the teaching of Chinese language and literature based on the thought of postmodern education, teachers need to supplement, improve and enrich their teaching contents first, so as to make the whole teaching process more interesting and the teaching contents more diversified, and increase students' interest in learning. Second, the comparative teaching method can not only attract students' attention and satisfy students' curiosity about professional knowledge, but also enable students to effectively expand their knowledge in the process of comparison, so as to understand more knowledge related to the learned content. For example, they can compare the current and past cultural classics, and innovate and spread the content of traditional culture. While effectively inheriting traditional culture, it can also further develop the essence of traditional culture. Therefore, China's excellent traditional cultural treasures radiate a different light in the new era.

4.3 Opening teaching

In the process of traditional classroom teaching, teachers are always in the main position in teaching. Students who should be the main body are always slightly passive in the classroom, such as passively perceiving things, learning knowledge and understand content, which are not conducive to the cultivation of students' autonomous learning ability. In the new era, teachers should change their teaching methods. They can transform the dominant position of teachers in the traditional classroom into students as the main body, and Chinese language and literature textbooks into cognitive objects in the classroom. They can actively encourage and guide students to think and explore independently, cultivate students' self-learning ability and develop a good learning habit, in order to let students through perception, rough description, abstraction, generalization speculation and other ways to understand the teaching content, help students acquire knowledge and skills other than textbook knowledge, and use them in life. Teachers should not have the idea that the knowledge in the teaching materials can not be overturned and need no evidence. They should fully respect the opinions and ideas put forward by students, always have a skeptical and truth-seeking attitude towards the knowledge in the teaching materials, and do not impose teachers' personal opinions on students, in order to implement open teaching for students, encourage them to think independently, and guide them to verify and support their ideas. It can constantly supplement and improve them, and further improve students' autonomy and learning ability, so that students can develop more comprehensively and with high quality.

5. Conclusion

Under the background of the continuous progress of educational forms and the continuous development of postmodern educational ideas, Chinese language and literature teachers should keep pace with the times, constantly improve the traditional teaching mode and innovate it, so as to effectively improve students' learning interest and classroom teaching efficiency. How to reform and innovate teaching methods are the key issues that Chinese language and literature teachers need to consider at this stage. In this regard, teachers should combine the current situation and constantly reflect, effectively combine postmodern educational ideas with teaching activities, and constantly improve the interest of classroom teaching, so as to improve students' comprehensive literary literacy, and finally effectively improve the quality of Chinese language and literature teaching.

References

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