

# Research on Innovative Practice of Teaching Chinese Language and Literature in Universities in the New Era

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**Abstract:** With the further deepening of higher education, the teaching reform of Chinese language and literature majors is further deepened. It is not only necessary to focus on the teaching of Chinese language and literature, but also to integrate aesthetic education and humanistic education, further improving the quality of Chinese language and literature teaching and talent cultivation. Chinese language and literature teachers in universities should keep up with the times, actively carry out smart teaching and project-based teaching, and stimulate students' interest in learning; Adhere to employment orientation, innovate the practical teaching mode of Chinese language and literature, and improve students' comprehensive abilities; Transforming the concept of cultivating talents in Chinese language and literature, optimizing the curriculum system of Chinese language and literature majors; Actively opening a second classroom, deepening traditional culture and aesthetic education, promoting ideological and political education in the curriculum, improving students' innovation ability, and comprehensively improving the quality of Chinese language and literature teaching.

**Keywords:** New Era; Universities; Teaching Chinese language and literature; Teaching status; Innovative practice

## Introduction:

With the increasing emphasis and return of excellent traditional culture in our country, the importance of Chinese language and literature in the field of disciplines has become more prominent. The demand for Chinese language and literature talents has been increasing year by year, injecting vitality into the reform of Chinese language and literature teaching in universities. Teachers of Chinese language and literature in colleges and universities should actively respond to the challenges of the new era, dialectically view the impact of the Internet and new media on ancient Chinese, modern Chinese, etc., optimize the teaching content of the course, actively carry out mixed teaching, build a smart teaching space, promote the connection between teaching inside and outside the class, promote Chinese and foreign classics, ancient poetry, poetry and other books for students, and further improve their literary aesthetic ability and language expression ability. At the same time, teachers should actively carry out practical teaching, introduce Chinese language teaching videos for primary and secondary schools, and online Chinese language teaching videos for foreigners, so that students can experience the role of Chinese language teachers and comprehensively improve the level of Chinese language and literature teaching.

## I. Analysis of the Current Situation of Chinese Language and Culture Teaching in Universities in the New Era

### 1. Lack of innovation in professional curriculum design

Many universities continue to use the curriculum system of Chinese language majors from well-known domestic universities, neglecting to set up the curriculum system of Chinese language and literature majors based on their own educational and talent cultivation concepts, resulting in a lack of disciplinary construction characteristics and innovative curriculum settings in Chinese language and literature majors, making it difficult to stimulate students' enthusiasm for independent learning. For example, some universities have not adjusted their professional curriculum systems and settings based on the current employment trends and talent needs of Chinese language and literature majors. The updating cycle of the curriculum system is relatively long, and identical curriculum settings cannot meet the requirements of the social market for different talents, which affects the quality of professional teaching.

### 2. Mismatch between subject content and actual needs

Chinese language and literature teaching in universities places greater emphasis on in-depth exploration and research of language, such as ancient Chinese, modern Chinese, ancient Chinese literature, contemporary Chinese literature, and foreign literature, all of which are closely related to daily life. However, some Chinese language and literature teachers neglect to collect real-life cases in their teaching, only explaining Chinese and literary knowledge step by step, and neglecting to guide students to use Chinese language and literature knowledge to analyze advertising slogans, news reports, etc. in daily life, resulting in Chinese language and literature teaching deviating from reality and not conducive to the cultivation of students' ability to apply Chinese language and literature knowledge.

### 3. Lack of innovation in teaching methods

The teaching philosophy of Chinese language and literature teachers is relatively conservative, and they are more accustomed to a lecture based teaching mode. The application of teaching modes such as blended learning, group cooperative learning, and project-based teaching is relatively limited, resulting in dull classroom teaching and a lack of attraction to students, which affects the quality of Chinese language and literature teaching. For example, in the teaching of modern and contemporary literature, some teachers explain the writing characteristics, historical background and literary appreciation skills of famous writers step by step, ignoring the use of Tiktok to introduce relevant film and television clips, and also ignoring the development of mixed teaching, which has affected the classroom teaching reform and greatly reduced the quality of Chinese language and literature teaching.

## II. Innovative Practice Principles for Teaching Chinese Language and Literature in the New Era

### 1. Goal oriented principle

Under the traditional teaching mode, the teaching of Chinese language and literature majors focuses more on knowledge impartation, neglecting the cultivation of students' practical and practical abilities in Chinese language and literature. This teaching mode can no longer meet the market's requirements for Chinese language and literature talents, and innovation in Chinese language and literature teaching is imperative. Universities should transform the concept of cultivating talents in Chinese language and literature, focusing on the cultivation of students' application ability, humanistic literacy, scientific research ability, innovation ability, and aesthetic ability, and cultivating compound Chinese language and literature talents. Based on this goal, teachers of Chinese language and literature in universities should change their teaching philosophy, increase the proportion of practical courses appropriately, construct an integrated teaching model of theory and practice, improve students' humanistic literacy, literary creation ability, and Chinese language teaching ability, while ensuring the completeness of the theoretical system of Chinese language and literature, and thereby improve the quality of talent cultivation in Chinese language and literature.

### 2. Principle of Independence

In the context of the new era, the Chinese language and literature major in universities should maintain independence, actively carry out scientific research and innovation work, improve the curriculum system, integrate knowledge of ancient Chinese, modern Chinese, ancient literature, modern and contemporary literature, and foreign literature, form an independent teaching system, coordinate the proportion of theoretical and practical teaching, attach importance to cultivating students' innovative abilities, and further improve the quality of teaching in the Chinese language and literature major. In addition, teachers should follow the principle of independence, innovate practical teaching models, introduce teaching cases and videos of Chinese language teaching in primary and secondary schools, encourage students to actively obtain teaching qualifications, and further improve their practical abilities and employment competitiveness.

### 3. Principle of uniqueness

Characteristics are the driving force for the survival and development of majors. Universities should base themselves on the educational philosophy, employment opportunities, and talent needs of Chinese language and literature majors, independently establish a curriculum system for Chinese language and literature majors, and form subject characteristics through independent construction of subject teaching, thereby improving the quality of professional teaching and talent cultivation. In the innovation of teaching Chinese language and literature in universities, we should adhere to the principle of uniqueness, clarify the characteristics and charm of Chinese language and literature, clarify the characteristics of each teaching module, and connect Chinese language and literature with online literature, new media, etc., further clarify the application of Chinese language and literature in various fields, organically combine professional teaching with social practice, and highlight the characteristics of our Chinese language and literature major.

## III. Innovative Practice Path for Teaching Chinese Language and Literature in Universities in the New Era

### 1. Transform the concept of Chinese language teaching and implement diversified teaching

Teachers of Chinese language and literature in universities should innovate their teaching concepts, actively carry out diversified teaching, and revitalize the teaching of Chinese language and literature, thereby stimulating students' enthusiasm for independent learning. Firstly, teachers can carry out blended learning by creating micro lessons based on the teaching content and sharing them on online teaching platforms to guide students in pre class preparation, laying a solid foundation for online live teaching. In online live teaching, teachers can provide detailed explanations of ancient Chinese language knowledge such as classical Chinese and ancient poetry, allowing students to understand the long-standing Chinese culture and Chinese character culture, enhancing their national pride and cultural confidence. They can also design online test questions to test students' mastery of knowledge points, facilitating precise offline teaching and improving teaching quality. Students can independently review online teaching videos and download relevant courseware outside of class, and learn targeted knowledge points and weaknesses that interest them, thereby improving learning efficiency. Secondly, teachers can also carry out group cooperative teaching, design group tasks, encourage them to complete tasks through group intelligence, and stimulate their enthusiasm for self-directed learning. For example, in the teaching of Modern and Contemporary Literature, teachers design the following group collaborative learning tasks: selecting a favorite modern and contemporary literary work for textbook drama interpretation, independently writing lines, stimulating students' enthusiasm for literary creation, and promoting communication among students. Each group can engage in "secondary creation" of literary works, independently write lines and stage actions, improve their literary appreciation and creative abilities, and exchange feedback with other groups to improve the efficiency of professional course learning.

### 2. Adhere to employment orientation and innovate practical teaching methods

Chinese language and literature teachers should adhere to employment orientation, increase the proportion of practical teaching, connect professional course teaching with job skills, and further improve students' practical and innovative abilities. Primary and secondary school Chinese language teachers are one of the main employment directions for Chinese language and literature majors. Teachers can search and gather teaching cases and videos of primary school Chinese language teachers, use these to carry out practical teaching, enable students to timely understand the teaching process of primary and secondary school Chinese language, stimulate their love for the education industry, and improve their employment competitiveness. Teachers can play teaching videos of Chinese language teachers in primary and secondary schools, showcasing the teaching process of classical Chinese, ancient poetry, modern novels and poetry, foreign classics, etc., guiding students to extract the knowledge points from these Chinese language teaching videos, encouraging them to design teaching cases

based on the videos, and improving their teaching design abilities. At the same time, teachers can also organize simulated teaching of Chinese language in primary and secondary schools, allowing students to independently choose a lesson for trial teaching, allowing them to experience the process of Chinese language teaching, helping them gain a deeper understanding of professional knowledge such as ancient Chinese and modern literature, clarifying their career plans, and further stimulating their enthusiasm for self-directed learning. For example, teachers can allow students to take turns showcasing their Chinese language lessons, supervise other students to keep good listening records, and encourage them to actively ask questions to the test students, liven up the classroom teaching atmosphere, encourage mutual evaluation among students, help them master Chinese language teaching skills, and lay a good foundation for their future employment.

### 3. Innovate the concept of curriculum design and expand the content of Chinese language teaching

Optimizing the curriculum is a measure to innovate the teaching of Chinese language and literature, and also an important guarantee to improve the quality of Chinese language and culture teaching. Therefore, universities should attach importance to the construction of the curriculum system and curriculum design of Chinese language and literature majors, expand the teaching content of professional courses, and further improve the teaching quality. Firstly, schools should analyze the employment directions and recruitment standards for graduates majoring in Chinese language and literature in recent years, adjust the curriculum system of Chinese language and literature, and set up courses that are suitable for the employment situation of Chinese language and literature, such as Chinese language teaching in primary and secondary schools, appreciation of contemporary and contemporary literature, and intelligent teaching. Further improve the curriculum system, promote the connection between teaching and employment skills in Chinese language and literature, and enable students to have a deep understanding of educational psychology, literature introduction, and appreciation of contemporary and contemporary literature, enrich their professional knowledge reserves, and improve their innovation and practical abilities. Secondly, teachers can increase the number of elective courses in Chinese language and literature, such as online literature, film and television appreciation, and foreign Chinese education, to meet the learning needs of different students, further stimulate their enthusiasm for self-directed learning, and improve their learning abilities. Students can choose elective courses based on their career plans and learning interests, further enriching their knowledge of Chinese language and literature, improving their literary appreciation ability, language teaching ability, and language expression ability, laying a solid foundation for subsequent teaching.

### 4. Establishing a second classroom to enhance students' practical and innovative abilities

Teachers of Chinese language and literature in universities should actively open second classrooms to promote traditional culture, with content such as classical Chinese studies, ancient poetry, and classical masterpieces. They should increase the practical teaching content of Chinese language and literature, innovate practical teaching models, and stimulate students' interest in learning. First of all, teachers of Chinese language and literature can collect short videos related to traditional culture on platforms such as Tiktok, Weibo and Station B, such as Henan Satellite TV's program videos related to traditional culture, to show the integration of traditional culture and modern art, and stimulate students' love for traditional culture. At the same time, teachers can encourage students to comment on these short videos, further stimulate their innovative thinking, let them feel the vitality of traditional culture, and let them shoulder the responsibility of protecting and inheriting traditional culture. Secondly, teachers can connect the second classroom with club activities, innovate the entrepreneurial teaching mode of Chinese language and literature, extend Chinese language and literature teaching from the classroom to the outside of class, and build a stage for students to demonstrate their literary foundation, writing ability, and innovation ability, further improving their comprehensive ability. For example, students can participate in calligraphy and drama club activities to understand the evolution history of Chinese characters, the relationship between calligraphy, seal cutting, and traditional Chinese painting. They can also participate in classic drama performances such as "Thunderstorm", "Teahouse", and "Dou E's Injustice" in the drama club, so that they can master Chinese language and literature knowledge in the second classroom practice activities and improve the quality of professional course teaching.

## IV. Conclusion

In short, Chinese language and literature teachers in universities should innovate their educational concepts and classroom teaching plans, actively carry out blended learning, break through time and space limitations, meet the personalized learning needs of students, improve their digital learning abilities, actively carry out group cooperation teaching, encourage them to independently design Chinese teaching cases for primary and secondary schools, organize trial lectures and practical training for Chinese language and literature courses, increase the proportion of Chinese language and literature professional training courses, and further improve students' innovation and practical abilities. At the same time, teachers should actively improve the curriculum system of Chinese language and literature, increase elective classes, open a second class of Chinese language and literature, promote traditional culture and classical literature and art, and comprehensively improve the teaching quality of Chinese language and literature.

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