

Research on the Public Elective Courses of the Chinese Language and Literature in Colleges and Universities

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Abstract: At present, the opening of Chinese language and literature public elective courses in colleges and universities is not ideal, and the significance and value of courses cannot be fully understood. There are some problems in the teaching staff, curriculum system, teaching mode, and teaching material construction. In this regard, some opinions and suggestions are put forward to improve the understanding of the importance of the curriculum, build a high-level teacher team, improve the teaching level, strengthen the construction of teaching materials, and provide guidance for students to select courses.

Keywords: Public elective courses; Chinese language and literature; Colleges and universities

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1. Introduction

For college students, especially non-literary students, learning Chinese language and literature courses is of great significance to improve their language expression ability, communication ability, and employment ability and plays an important role in the construction of socialist culture with Chinese characteristics.

2. Present Situation of Chinese Language and Literature Public Elective Courses in Colleges and Universities

Lack of understanding of Chinese language and literature elective courses. In universities, especially in science and engineering universities, the significance of the public elective courses of Chinese language and literature is not fully understood. With the foundation of high school can be, there is no need to study further. It is the task of Chinese language and literature students to continue to study Chinese language and literature. Students learn Chinese from childhood, and there is no need to learn the Chinese language and literature again. The significance of Chinese language and literature electives to college students, universities, and the country is not well understood. There are few courses in Chinese language and literature, and there is no clear understanding

of the nature and orientation of the course. There is no clear understanding of the relationship between Chinese language and literature and other courses. The research on the relationship between public elective courses of Chinese language and literature and Chinese language and literature major is not in place. It is not sure what courses should be offered in public elective courses and what contents should be taught. Universities and students believe that the Chinese language and literature is a dispensable course. Teachers are not active in class, and students are not engaged in class selection. Only a small number of students are interested in the course. Or think that the Chinese language and literature courses are easy to get credit to choose the course, or there are not enough public electives to choose the course, after the course learning enthusiasm is not high, learning attitude is not correct. For teachers, opening classes can increase teaching hours, improve pay, meet the school's requirements for teaching workload, help job title evaluation, but the course does not play its due role very well. The charm of Chinese language and literature has not fully played its due role in improving students' comprehensive quality, and it has not helped students improve their academic, living, and working abilities very well.

The lack of teachers, the curriculum system is not complete. In universities of science and engineering,

the number of teachers majoring in Chinese language and literature is very small. Some do not have Chinese departments, and there is no college Chinese teaching and research office. College Chinese courses are also rarely opened, and public elective courses of Chinese language and literature are seldom opened. Even if the public elective courses of Chinese language and literature are offered, the teachers are also varied. The courses are provided by other liberal arts teachers, interested teachers, counselors, and other non-professional teachers. The teaching staff of Chinese language and literature is not fixed and professional, there is no excellent professional foundation of Chinese language and literature, and there is no teaching experience of Chinese language and literature course. The teaching effect of the course is naturally not ideal. Non-professional teachers come to the public elective course of Chinese language and literature. They do not have a clear understanding of the curriculum system of Chinese language and literature, do not have a deep understanding of professional knowledge, do not have a thorough understanding of many language phenomena, do not grasp the works of literary writers, characters, works of ideological content and artistic characteristics accurately, can not guide college students to correctly understand the professional profile of Chinese language and literature, and have difficulty answering students' challenging questions. There are few Chinese language and literature courses, which cannot meet the needs of students' free choice of courses according to their majors and interests. Without professional teachers, it is impossible to form a stable team of teachers in the public elective courses of Chinese language and literature. The courses are open at random, and the teaching content is relatively arbitrary. What courses are offered and what contents are taught are not systematically planned. The curriculum system is incomplete, and the curriculum content is not systematic. The curriculum lacks long-term and continuous nature, which is mainly determined by the personal interest of the teachers in the class, and there is no feasibility demonstration and research.

Teaching mode is traditional, and the course assessment system is not perfect. The public elective course of Chinese language and literature still adopts the same traditional teaching method as that of high school Chinese learning, without considering the differences in the nature and tasks of the public elective course and high school Chinese. Teachers teach students the basic knowledge of Chinese language and literature, rather than focusing on the cultivation of students' literary literacy, do not pay attention to the improvement of students' language communication ability, do not mobilize the enthusiasm of students to participate in the construction of the curriculum

actively, less teacher-student interaction, less communication between students. Students have fewer opportunities for practical exercise and less use of situational teaching mode. The use of modern scientific and technological means in the classroom is not enough. The courseware is only limited to simple text page displays. The combination of audio, video, animation, and other technical means is not scientific enough or too much or too little. It cannot be organically combined with the teaching content, which is related to the level of teachers' informatization. Liberal arts teachers do not have much knowledge of computer technology. For the assessment of students' learning effect, since it is an elective course, most students value the easy access to credits, which is generally not too strict, and the test questions are relatively simple. Some take the form of submission of the final report for assessment, which is easier to control the score. If the examination is too difficult, there will be fewer students who choose the course, and the teacher generally gives higher scores, which is easier to pass. The school's assessment of teachers is relatively loose, and the requirements are not strict. The assessment requirements and forms proposed by general teachers can be passed. There is no strict assessment system and indicators in the curriculum, and the assessment is random. For students, scores are not easy to truly reflect the students' curriculum learning, and the degree of differentiation is not enough.

Less teaching materials, less practical, targeted is not strong. There are many textbooks for Chinese language and literature majors. It is not easy to choose a suitable textbook for Chinese language and literature majors from many textbooks. But there are very few textbooks for non-Chinese language and literature majors. The textbooks for public elective courses apply to various majors. The students' foundation is uneven. They cannot be as systematic, comprehensive, and profound as professional textbooks. They must be easy to understand and arouse students' interest. Due to the lack of a unified teaching syllabus and teaching materials, teachers can only choose some content according to their ideas. Teachers have greater freedom. Some topics are too esoteric, students learn very hard and difficult to understand, some topics are too shallow, and some are repeated with middle school textbooks. The course content lacks practicality. One of the purposes of public selective courses is to help students better integrate into society and work, study, and live better. The course content is too professional, practical is not strong, can not be achieved through ancient and modern, ancient for today's use, teaching content and the actual combination is not close. The students who choose the course are from various departments and specialties, and the pertinence is not strong. Each region and the school

also have its own cultural characteristics, and the needs of each unit for talents are also different. The pertinence of the Chinese language and literature elective courses needs to be further improved.

3. Countermeasures of Chinese Language and Literature Public Elective Courses

Universities should improve their understanding of the importance of offering public elective courses in Chinese language and literature. University leaders, relevant departments, and departments should fully realize the significance and value of the public elective courses of Chinese language and literature and truly realize its importance and necessity. For students, it can improve their comprehensive quality, enhance their literary accomplishment, improve their language expression ability, improve their working ability, enhance their taste of life, and better grow into compound talents. In the fierce social competition, it can better show their talents, better stand out, better realize their own life responsibility, realize greater life responsibility, and better contribute to life wisdom for the society. For colleges and universities, more comprehensive and high-quality students entering the community can also improve the reputation of colleges and universities, establish a good reputation of colleges and universities, better attract high-quality students, and realize the higher level of development of colleges and universities. For the country, it can better inherit the excellent traditional Chinese culture of 5,000 years, is conducive to the popularization and promotion of mandarin in the country, is conducive to more in-depth and more efficient to promote the construction of socialist culture with Chinese characteristics in the new era, realize the further prosperity of culture, and enhance the influence of Chinese culture in the world. Colleges and universities should further strengthen the investigation and research on the establishment of public elective courses of Chinese language and literature, organize relevant departments and experts to do a good job of argumentation, clarify the nature of the curriculum, syllabus, curriculum content, and build a good curriculum system so that students can have more curriculum choices to meet the diverse needs of students' growth.

To further strengthen the construction of teaching staff of Chinese language and literature public elective course. Whether the Chinese language and literature elective course can be opened well or not depends on establishing a competent and efficient high-level teacher team. Universities should establish a compound and stable faculty team with superior professional skills, scientific and reasonable structure, and rich practical experience. As an elective course teacher of Chinese language and literature, on the one hand, we should master solid professional

knowledge of Chinese language and literature, and on the other hand, we should understand the needs of students, and it is best to have relevant work experience and knowledge reserves, which can effectively combine the professional knowledge of Chinese language and literature with the actual needs of students, teach in a targeted manner, guide in a targeted manner, make it easier for students to accept and master, and effectively improve the teaching quality and effect of the course. Knowledge is interlinked, only a comprehensive grasp of the relevant expertise, with a broad background of professional education, to better understand the knowledge point, to better understand and master knowledge from different perspectives, from the perspective of each other to see the problem, standing at the starting point of each other to understand the curriculum. It is necessary to provide policy support for teachers of Chinese language and literature elective courses in terms of professional title evaluation and welfare treatment so that teachers of elective courses can be reassured by the teaching of elective courses, give full play to the enthusiasm and initiative of teachers of elective courses, creatively teach, and build excellent courses.

To improve the teaching level, before class, we should prepare lessons carefully, be familiar with the course content, and prepare the courseware carefully. The courseware should not only be written but also be interspersed with charts, photos, audio, and video data. We should make full use of multimedia technology and should not adopt a superficial attitude. The traditional one-way teaching mode of teachers' speaking and students' listening can not be fully embraced. It is necessary to strengthen classroom interaction, let students participate in classroom teaching, listen to students' opinions and suggestions on classroom teaching, and improve communication between teachers and students. After class, we should arrange a special period for answering questions, answer questions raised by individual students, guide students and strengthen the effect of classroom teaching. To establish and improve the curriculum evaluation system. It is necessary to enhance the inspection and guidance of the classroom teaching of public elective courses. The teaching affairs department and the teaching and research department should analyze and inform the classroom situation, summarize the experience, find out problems, strengthen guidance on the weaknesses existing in the course teaching, help teachers improve their teaching level, and give timely recognition and reward to excellent public elective teachers with good teaching effect. The evaluation of students' course performance can take the traditional examination paper test method, can also submit the closing report, paper, can also take the organization of classroom discussion, speech, etc., can adopt

the percent system, can also adopt the grading system. By establishing a scientific and perfect course evaluation system, the teaching effect of public elective courses is further improved.

To further strengthen the construction of teaching materials, make good use of public elective textbooks. It is necessary to establish a compilation group of teaching materials, which is composed of Chinese language and literature teachers, relevant personnel of the departments where the students are located, and relevant personnel of the teaching office. Through various ways such as seminars, questionnaires, and opinion boxes, it is necessary to solicit opinions from all aspects extensively. According to the actual situation of each school and each department, it is necessary to study and determine the types of teaching materials and teaching syllabus and scientifically compile the teaching materials suitable for the public elective course of Chinese language and literature. Public elective textbooks should be easy to understand, humanistic, aesthetic, interesting and innovative, and practical. The teaching materials should introduce the basic knowledge of language and literature closely related to students' study, work and life. Advanced language and professional literature knowledge does not need to be involved. The teaching contents should be selected carefully, the works that are most beneficial to students' growth and development should be selected carefully, and the works should be scientifically analyzed so that students can naturally improve their literary literacy while appreciating the works. Only when the teaching material is close to reality and life can it be more conducive to improving students' social practice ability and integrate into society. The construction of teaching materials should be combined with local and school characteristics and be compatible with local and school culture. Textbooks play an important role in standardizing teaching and improving the teaching effect. Teaching materials can reduce the intensity of teachers' work, make teachers have more time, organize and impart their feelings to students so that public elective courses can be more stable and long-term.

Strengthen guidance on student selection. College counselors, department teaching secretaries, and teaching affairs offices should provide students with particular course selection guidance and select public elective courses suitable for them according to their actual needs. The school should build a good course selection system, prepare a course selection guide, give course name, course content description, introduce teachers' qualifications, research direction, and other related situation,

make students easier to judge which course is more suitable for themselves, choose their favorite courses. At the same time, it is necessary to strengthen the guidance of students so that students can fully understand the significance and value of the Chinese language and literature to themselves, so that students are willing to choose elective courses of Chinese language and literature, and can seriously study after elective courses, and effectively improve their comprehensive competitiveness. For teachers, they should not only teach well but also spare no effort to promote their courses so that students can know and understand their courses, attract more students to choose the Chinese language and literature public electives, accelerate the process of socialist cultural construction with Chinese characteristics in the new era, promote Chinese culture to further prosperity and better play a role in the forest of the world's nationalities.

In short, in view of the problems existing in the teaching of Chinese language and literature public elective courses, it is necessary to further improve the current situation of curriculum teaching and meet the needs of students, universities, and countries for the cultivation of compound talents and cultural construction.

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