

Research on Experiential Teaching Reform of the Humanities and General Studies course “Analysis of Chinese and Foreign Literary Classics”

Xinmeng Li

Xi ‘an Peihua College, Xi ‘an, Shaanxi 710199, China

Abstract: With our country’s educational reform policy in depth and continuing to promote, the humanities and general courses in the universities “Analysis of Chinese and foreign literature Classics” also faces teaching mode and educational theory reform. The traditional teaching mode has been difficult to meet the development needs of modern colleges and universities. Students are required to have a deeper understanding of the educational connotation and the value of fish and human beings in this course through experience. This paper deeply analyzes the important value of experiential education in the course of “Analysis of Chinese and Foreign Literary Classics”, as well as the current teaching situation, and puts forward targeted measures to improve it. It provides a new research perspective for the innovation and reform of the teaching mode of the humanities and general courses “Analysis of Chinese and Foreign Literary Classics” in colleges and universities, so as to help the high-quality development of the humanities and general courses in colleges and universities.

Keywords: Universities; Liberal arts courses; Analysis of Chinese and Foreign Literary Classics; Experiential teaching

Introduction

Analysis of Classical Works of Chinese and Foreign Literature plays an important role in cultivating students' humanistic quality, aesthetic ability and critical thinking. Through the interpretation of literary classics, this course can help students deeply understand the connotation of literary works and improve their cognition and understanding of culture^[1]. For a long time, the teaching method of this course often focuses on the traditional teaching mode, that is, teachers explain and students listen to the lecture. This mode lacks interaction and experience, which makes it difficult for students to truly understand and feel the charm of literary works. In the traditional teaching mode, students are often in a passive state of acceptance and lack of active participation and thinking opportunities. This teaching method is not only difficult to stimulate students' learning interest, but also may limit students' thinking development and innovation ability. Therefore, it is particularly important to carry out experiential teaching reform of the course "Analysis of Classical Works of Chinese and Foreign Literature". Experiential teaching is a teaching method that emphasizes students' participation and experience^[2]. Through creating specific teaching situations, it guides students to actively participate in and experience, so as to deeply understand and master knowledge. The introduction of experiential teaching in the course of "Analysis of Chinese and Foreign Literary Classics" can help students feel the emotion and artistic conception of literary works more directly, and improve their aesthetic ability and critical thinking.

1. The important value of experiential teaching reform of "Analysis of Chinese and Foreign Literary Classics" in universities

1.1 Enhance students' interest in learning

In the traditional teaching of the Analysis of classical Works of Chinese and Foreign Literature, the teacher's unilateral teaching is often the main, and the students are in a state of passive acceptance of knowledge. For example, in the analysis of A Dream of Red Mansions, if only the teacher explains the relationship between characters, plot context and theme, students will easily feel bored^[3]. Experiential teaching is different. Teachers can organize students to play roles. For example, let the students play Jia Baoyu, Lin Daiyu, Xue Baochai and other characters respectively, simulate the scenes in the book to have a dialogue. In this process, in order to better play the role, students will take the initiative to deeply study the character characteristics, language style and so on. This hands-on approach can greatly increase students' interest in the course, moving them from passive learning to active exploration.

1.2 Enhance students' literary appreciation and aesthetic ability

Experiential teaching enables students to enter more deeply into the world constructed by literary works. Taking Hamlet as an example, traditional teaching may only carry out theoretical analysis from the aspects of revenge theme and character. But through experiential teaching, teachers can lead students to perform a drama or read aloud in different roles. When students read Hamlet's classic soliloquy "To be or not to be, that is a question worth considering", they can more truly feel the contradictions, struggles and sufferings in Hamlet's heart, so as to have a deeper understanding of the connotation of the work, rather than just staying at the surface understanding.

1.3 Cultivate students' comprehensive literacy

In the experiential teaching process, students need to think deeply and analyze literary works. For example, when analyzing Lu Xun's *Diary of a Madman*, teachers can organize students to have group discussions to discuss the multiple meanings of the madman image and the criticism of the work on the feudal society. In the process of discussion, students will put forward different viewpoints, such as some students may interpret madmen from the cultural level, and some may analyze from the perspective of social change. This collision of different viewpoints helps to develop students' critical thinking^[4].

Many experiential teaching activities require students to work in groups, such as rehearsing a short play adapted from a classic Chinese and foreign literary work. In this process, students need to work together, some are responsible for script adaptation, some are responsible for performance, and some are responsible for prop production. Through such activities, students can learn to communicate and cooperate with others and improve their teamwork ability.

1.4 Promoting cultural inheritance and exchange

The *Analysis of Chinese and Foreign Literary Classics* covers excellent literary works of different countries and nationalities. Through experiential teaching, students can better appreciate the charm of different cultures. For example, in the study of ancient Greek mythology, teachers can ask students to create a modern version of the story based on the mythology. In the process of creation, students will deeply study the god system and values of ancient Greek culture, which will help promote the inheritance of ancient Greek culture in modern society^[5]. At the same time, when learning classical Chinese literary works, such as the *Book of Songs*, teachers can guide students to sing the poems in combination with modern music, which is also a way of cultural inheritance and innovation, and can promote the exchange of Chinese and foreign cultures.

2. Current experiential teaching status of "Analysis of Chinese and Foreign Literary Classics" in universities

2.1 Teachers have insufficient understanding of experiential teaching

Some teachers, bound by traditional teaching concepts, think that the teaching of literary classics is the transfer of knowledge, ignoring the experience and feeling of students. They lack a deep understanding of the concepts, methods and values of experiential teaching, and fail to recognize the positive impact experiential teaching can bring to students. For example, some teachers still explain the *Notre Dame de Paris* in the traditional way, from author introduction, story outline, character analysis to the theme idea one by one, and do not try to use experiential teaching methods to help students better understand the contrast between beauty and ugliness in the work.

2.2 Insufficient development and application of teaching resources

The course schedule of colleges and universities is often tight, and the class time of the course "Analysis of Chinese and Foreign Literary Classics" is limited. Experiential teaching activities often require more time to prepare and implement. For example, to organize students to rehearse a complete production of *Thunderstorm*, it takes a lot of time from the selection of the script, the assignment of roles, rehearsal to the final performance. But in actual teaching, it is difficult for teachers to have enough hours to carry out such activities^[6].

Experiential teaching sometimes requires a specific spatial environment. For example, for students to experience the artistic conception of ancient poetry, they may need a space with a classical cultural atmosphere, such as an ancient garden or an antique classroom^[7]. However, many universities have limited teaching space and it is difficult to meet such demand.

2.3 Students' own participation is unbalanced

In experiential teaching activities, some students often participate actively, while some students participate less. Take group discussion as an example, some extroverted students with a good literary foundation may lead the discussion, while some introverted or relatively weak literary literacy students may become onlookers. For example, when discussing the feminist thought in *Jane Eyre*, some students can talk with confidence, while others are afraid to express their own views, resulting in the effect of experiential teaching can not be fully brought into play.

2.4 Lack of effective evaluation system

At present, the evaluation of the course Analysis of Classical Works of Chinese and Foreign Literature in colleges and universities is mainly based on examination results. It is difficult to fully measure students' gains in experiential teaching. For example, a student who has developed a deep understanding of a character in a literary work in a role play may not be able to fully reflect this in a traditional exam. There is also a lack of scientific evaluation criteria for teachers' experiential teaching effect, which affects teachers' enthusiasm to carry out experiential teaching to a certain extent.

3. Effective measures of experiential teaching reform in Analysis of Chinese and Foreign Literary Classics

3.1 Create situations and guide students to in-depth experience

3.1.1 Multimedia context creation

Make use of multimedia resources to create vivid literary situations for students. For example, when explaining "The Old Man and the Sea", teachers can play film clips, so that students can intuitively feel the thrilling scene of the old man fighting with sharks in the sea^[8]. At the same time, with background music, such as the sound of waves, wind, etc., to create a feeling of being in the scene. Then, the teacher can guide the students to analyze the image of the old man, and the students will have a deeper understanding of the tough spirit of the old man under the infection of this situation.

3.1.2 Physical situation creation

For some literary works with physical descriptions, the situation can be created by showing physical objects. For example, when learning the "breaking the willow to send off" in ancient poetry, the teacher can show the willow branches in the class, so that the students can feel the situation when the ancients sent off. Then guide the students to analyze the parting feelings contained in the image of "willow" in the ancient poetry, which can make the students more deeply understand the artistic conception of the ancient poetry.

3.2 Organize group activities to improve students' participation

3.2.1 Group Discussion

Organize group discussions with students while analyzing literary works. For example, when learning One Hundred Years of Solitude, teachers can ask some enlightening questions, such as "What is the root cause of the loneliness of the Buendia family" and "the concrete embodiment of magical realism in the work". Then divide the students into small groups for discussion. To ensure that every student can participate, the teacher can stipulate that each student has his or her own opinion, and that the group records and organizes each member's opinion^[9]. Finally, each group selects a representative to report. This allows each student to actively participate in the analysis of the work, while also promoting the exchange of ideas among students.

3.2.2 Group creation

Organize students to create literature in small groups. For example, after learning a series of foreign myths, teachers can ask students to work together in groups to create a new story that incorporates elements of different myths. In this process, students need to deeply study the characteristics, plots and cultural connotations of different mythological stories, and then carry out creative conception and creation. This can not only improve students' literary creation ability, but also deepen their understanding of foreign mythological cultures.

3.3 Carry out practical activities to enhance students' sense of experience

3.3.1 Adaptation and performance of literary works

Adapt literary classics into short plays and perform them. Taking Dou E Yuan as an example, teachers can guide students to make appropriate adaptations of the play to make it more suitable for modern stage performances. Then the students rehearse and perform in groups^[10]. In this process, students need to deeply understand the characters, plot development and theme ideas in the work, but also consider the performance skills, stage layout and so on. Through the performance, students can more deeply experience the emotional and cultural connotation of the work.

3.3.2 Field visits and research

For some literary works related to regional culture, students can be organized to conduct field trips. For example, when learning Border Town by Shen Congwen, teachers can lead students to take field trips to western Hunan. Students can personally experience the local customs of western Hunan, feel the landscape and folk customs described in the novel. Then, students are asked to re-analyze the characters and cultural connotations of Border Town in combination with the feelings of field investigation, so that students can have a more intuitive and in-depth understanding of the work.

3.4 Establish multiple evaluation system to comprehensively evaluate teaching effect

3.4.1 Evaluation of students

The traditional evaluation method of the course Analysis of Classical Works of Chinese and Foreign Literature is mainly conducted in the form of written examination, which only requires a lot of memorization and memorization of students to get high scores, but it is difficult to unify the ability to comprehend the ideological connotation, literature, art and aesthetic aspects of classical works of Chinese and foreign literature. In addition to the traditional test results, the new evaluation model increases the evaluation of students' performance in experiential teaching activities. For example, students' performance in group discussion can be evaluated from the aspects of participation, innovation of ideas, teamwork ability, etc. Students' performance in the adaptation and performance of literary works can be evaluated from the aspects of understanding of the works, performance ability and creativity. These evaluation results are combined with examination results to form a comprehensive student learning evaluation system.

3.4.2 Evaluation of teachers

In the past teaching evaluation, teachers measured a student's mastery of Chinese and foreign classic literary works by the score of the written examination. In fact, such an evaluation model can hardly reflect the true level of students. The evaluation mode of experiential teaching needs to be closer to students' actual life and thoughts. Only by understanding and applying it in daily life can we better understand students' theoretical understanding and practical application level of the course Analysis of Chinese and Foreign Literary Classics. The evaluation criteria of teachers' experiential teaching effect can be established. It can be evaluated from the aspects of the achievement of teaching objectives, the participation of students, and the learning harvest of students. For example, students' satisfaction with teachers' experiential teaching can be understood through questionnaire survey, and teachers' teaching effectiveness can be evaluated through students' works (such as literature works created by groups, short plays performed, etc.). In this way, teachers can be encouraged to improve experiential teaching methods and improve teaching quality^[11].

3.4.3 Student mutual evaluation

A good evaluation system can better promote the rapid development of experiential teaching mode. In humanities and general studies courses, students should help each other to improve each other's learning ability. In order to further improve the diversity and comprehensiveness of evaluation, students' mutual evaluation mechanism is introduced to increase students' active participation and sense of responsibility in the evaluation process. At the end of the experiential teaching activities, students can evaluate their peers based on their performance in the activities, including but not limited to their creative thinking, team spirit, problem solving ability and leadership. By setting up specific evaluation standards and anonymous feedback methods, students can be more realistic and objective in mutual evaluation^[12]. This evaluation not only helps students understand how they are perceived by others, but also encourages them to learn from the strengths of their peers, thereby improving individual and team performance as a whole. At the same time, this mutual evaluation mechanism can also enhance students' self-reflection ability and help them better adapt to the teamwork environment in their future study and work.

4. Conclusion

In the new era of college education, the reform of teaching methods is an inevitable trend. The experiential teaching reform of the humanities and general Studies course "Analysis of Chinese and Foreign Literary Classics" is of great value. Through the study of Chinese and foreign classic literature works, students can broaden their horizons and improve their self-awareness. Although there are still some problems in the reform process of experiential teaching, effective measures such as creating situations, organizing group activities, carrying out practical activities and establishing multiple evaluation systems can continuously improve the quality of experiential teaching, so that students can enjoy the charm of Chinese and foreign literary classics in a richer and deeper experience, and improve their comprehensive literacy.

References

- [1] Li Yunpeng. Experiential Teaching of General Courses of Public Art in Colleges and Universities from the perspective of aesthetic education Infiltration [J]. Fashion Design & Engineering, 2024, (05):73-75.
- [2] Tan Y Y, Tok L, Lam L, et al.Enhancing entrepreneurial competencies through experiential and reflective learning: a comparative study of the BETA module at Singapore polytechnic[J].Entrepreneurship Education, 2024, (prepublish):1-30.
- [3] Newman R J, Hughes D.Pearls of Wisdom from Teaching Rounds: Reconceptualizing "See One, Do One" as Social Learning[J].Medical Science Educator, 2024, (prepublish):1-7.

- [4] Monllor J, Michels N, Adderley S. Pivoting an Entrepreneurship Experiential Learning Module Online: Applying a Concrete Experience Framework[J]. *Entrepreneurship Education and Pedagogy*, 2024, 7(4):416-438.
- [5] Liang Y, Gao W. A Practical Study of Experiential Teaching Mode in Psychological Education Courses for College Students[J]. *Applied & Educational Psychology*, 2024, 5(6):
- [6] Yufei D. The Application of Experiential Culture Teaching in Teaching Chinese as a Foreign Language[J]. *Studies in Linguistics and Literature*, 2024, 8(3):
- [7] Nguyen T M, Mai A H, Tran T T. Dataset of Vietnamese preschool teachers' readiness towards teaching mathematics through experiential education[J]. *Data in Brief*, 2024, 55110670-110670.
- [8] Pan S. Research on Teaching Strategies of Immersive Experiential Teaching for Collaborative Learning in Elementary and Middle Schools Based on AI and VR[J]. *Advances in Educational Technology and Psychology*, 2024, 8(5):
- [9] Pereira E, Carvalhinho L, Baptista V A. Experiential learning in sport tourism curriculum: A case study at the university of the Algarve[J]. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 2024, 35100510-100510.
- [10] Du Lin, Zhang Ahan, Song Junyan, et al. The application of online and offline experiential teaching in Ideological and political education of Introductory nursing course [J]. *Journal of Nursing Science*, 2024, 39(12):72-75. (in Chinese)
- [11] Wang Haili. Research and practice of experiential teaching of Public Art from the perspective of aesthetic Education in the new Era [J]. *Art Education*, 2024, (06):274-277.
- [12] Lai Zhijie. Research on the application of experiential Teaching in Higher Vocational Art Education [J]. *Journal of Jiamusi Vocational College*, 2024, 40(04):67-69.

About the author: Xinmeng Li (1995-03 -), female, Han nationality, Tai 'an, Shandong Province, master, teaching assistant, Xi 'an Peihua University, research direction: Literary theory and criticism.