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Strategies for Studying Foreign Literary Works in Chinese Language Teaching in Ordinary High Schools

Meizhi Wang

Huyi Dianchang Middle School, Xi'an 710300, China.

Abstract: With the deepening development of globalization and the continuous strengthening of cultural exchange, foreign literature has occupied an important position in Chinese language teaching in ordinary high schools. This study explores teaching strategies for foreign literary works in ordinary high schools, aiming to enhance students' multicultural understanding and humanistic literacy through literary works. The research methods include literature review, teaching experiments, and case analysis, with a focus on diversified selection of textbooks, interactive teaching, and student-centered evaluation. The results confirm that these strategies can effectively enhance students' learning interest, cross-cultural understanding, and critical thinking, and have positive significance for their overall development and response to multicultural social challenges.

Keywords: Foreign Literature; Chinese Language Teaching; Teaching Strategies; Cross-Cultural Communication

Introduction

As an important component of the world literary system, foreign literature plays an irreplaceable role in broadening students' international perspectives in the context of globalization, enhancing cultural sensitivity and cross-cultural communication abilities. However, the teaching of foreign literature in the current high school Chinese curriculum still faces many challenges, such as the selection of textbook content, innovation of teaching methods, and guidance of students' interests. Therefore, this study aims to explore more effective strategies for studying foreign literary works, with the hope of providing new perspectives and methods for Chinese language teaching in ordinary high schools.

1. The Current Situation and Challenges of Studying Foreign Literary Works in Chinese Language Teaching in High Schools

With the deepening of globalization, foreign literature has become particularly important in high school Chinese language teaching. This chapter will explore its positioning in textbooks, the challenges faced by teachers in teaching, and students' attitudes and needs towards such literature.

1.1 The Status of Foreign Literature in Current High School Chinese Textbooks

In the current high school Chinese language textbooks, the proportion of foreign literary works is relatively small. Although the education department has recognized the importance of an international perspective for student growth and attempted to incorporate more foreign literature into textbooks, due to various factors such as course time and exam outline requirements, foreign literature is often compressed to a marginal position or only appears as supplementary materials. In addition, the foreign literary works selected in textbooks often focus on certain classic works, lacking breadth and diversity, making it difficult to provide students with a comprehensive literary perspective.

1.2 Teachers' Cognitive and Practical Dilemmas in Teaching Foreign Literature

Most high school Chinese language teachers once received education in China, and their understanding of foreign literature varies due to factors such as educational resources and environment. On the one hand, some teachers may not fully recognize the importance of foreign literature in improving students' comprehensive quality and expanding their international perspective. On the other hand, even if teachers try to introduce more foreign literature teaching content, they often find it difficult to conduct in-depth teaching practices due to a lack of corresponding teaching resources, experience, or the influence of exam-oriented education models. Under the current education system, teachers often prefer safe and conservative teaching strategies to cope with the pressure of standardized exams such as the college entrance examination.

1.3 Students' Attitudes and Needs towards Learning Foreign Literature

At present, high school students generally hold an open attitude towards foreign literature, curious about foreign cultures, and eager to understand different ideological concepts and lifestyles. However, due to the marginalized position of foreign literature in the curriculum, students often lack systematic learning opportunities and in-depth understanding. At the same time, traditional exam-oriented education and cramming-teaching methods also affect students' learning enthusiasm, making it difficult for them to find enough interest and self-improvement space in foreign literature learning. More importantly, students often lack corresponding guidance and critical thinking skills when facing literary works from different cultural backgrounds, which limits their ability of deep understanding and the formation of personal perspective.

2. Exploration of Diversified Strategies for Studying Foreign Literary Works

In today's increasingly globalized world, foreign literary works not only serve as carriers of art, but also as bridges for cross-cultural communication. This chapter focuses on exploring effective teaching strategies for cultivating students' cross-cultural understanding and communication skills through foreign literature in high school Chinese language courses.

2.1 The Selection of Literary Works from a Multicultural Perspective

In the selection of literary works, the first step is to break away from the traditional Western centric perspective and introduce a broader multicultural perspective, which means we should incorporate non Western literary works, especially from Asia, Africa, Latin America, and other regions, into the textbooks to showcase the emotions and experiences shared by all humanity, while also creating literary creations with distinct regional cultural characteristics.

Teachers can choose works that resonate and have a broad international perspective based on students' backgrounds and interests. For example, one can choose works that depict themes such as immigration experiences, cultural collisions, and social changes, which are closer to people's actual lives in the context of globalization and help students form cross-cultural empathy and understanding.

2.2 Innovation in Interactive and Experiential Teaching Methods

The traditional lecturing teaching method often has limited effectiveness in foreign literature teaching. Interactive and experiential teaching methods encourage students to actively participate and engage in deep learning through practical activities such as role-playing, literary seminars, creative writing, etc.

For example, when learning a novel that describes conflicts and fusion between different cultures, teachers can organize simulation activities to allow students to play the characters in the novel, recreate cultural exchange scenes, and experience the characters' psychological journey. This immersive experience often deepens students' understanding of the theme and cultural connotations of the work.

2.3 Cultivation of Cross-cultural Sensitivity and Communication Skills

Cross-cultural sensitivity refers to an individual's ability to understand, respect, and adapt to the behavior of others in different cultural backgrounds displayed in cross-cultural communication. In foreign literature teaching, teachers need to guide students in observing and analyzing cultural elements in literary works, understanding the cultural values behind them, and cultivating students' cultural sensitivity.

Meanwhile, teachers can engage students directly in cross-cultural communication and practice their communication skills through practical communication activities such as foreign student exchanges and international video conferences. Through these direct practical activities, students can apply their knowledge in real contexts, experience and overcome obstacles in cross-cultural communication, and improve their communication efficiency and effectiveness.

Through the above-mentioned multi angle and multi-level teaching strategies, not only can students' interest and understanding of foreign literature be enhanced, but also their cross-cultural awareness and communication skills can be cultivated, which can lay a solid foundation for their future life and work in a multicultural international environment.

3. Empirical Research - Teaching Practice and Effect Evaluation

In the process of exploring strategies for studying foreign literary works in high school Chinese language teaching, the construction of theory and the application of practice complement each other. This chapter will focus on the specific design and implementation process of teaching practice, as well as how to evaluate the teaching effectiveness of the adopted strategies. The aim is to test the application effect of the teaching strategies mentioned earlier in actual teaching through empirical research methods.

3.1 Design and Implementation of Teaching Practice

In order to ensure the effective implementation of teaching strategies, it is necessary to first design the teaching content and process in detail. The design phase includes determining teaching objectives, selecting suitable foreign literary works, planning diverse teaching activities (such as group discussions, role-playing, etc.), and preparing corresponding teaching materials.

In the implementation stage of teaching practice, teachers need to teach according to the designed lesson plan, guide students to actively participate, stimulate their learning interest, and help them build a knowledge framework for cross-cultural communication. It is worth noting that teachers should flexibly adjust teaching strategies during the implementation process, and make appropriate modifications or supplements based on student feedback and teaching situations to ensure the achievement of teaching objectives.

3.2 Evaluation Methods and Analysis of Teaching Effectiveness

The evaluation of teaching effectiveness is an indispensable part of the teaching process, which is related to whether the teaching strategy has truly achieved the expected teaching objectives. There is a need to set clear evaluation criteria and indicators, such as student engagement, cross-cultural understanding, analytical and critical thinking abilities.

The evaluation methods can be diverse, commonly used include: homework and test score analysis, student questionnaire survey, teaching observation, student interviews, student self-evaluation, etc. By collecting and analyzing these quantitative and qualitative data, one can comprehensively understand the effectiveness of teaching strategies.

Based on the evaluation results, it is important to conduct in-depth reflection and analysis on the teaching strategies adopted and identify successful elements and areas for improvement. If unexpected difficulties or problems are encountered during the implementation process, teaching strategies should be adjusted in a timely manner to ensure that students' learning outcomes and interests can be more effectively enhanced in subsequent teaching.

In summary, through empirical research, we can more intuitively and comprehensively evaluate the actual effectiveness of foreign literature study strategies in Chinese language teaching in ordinary high schools, thereby continuously improving teaching methods and teaching quality

Conclusion

Through theoretical exploration and empirical research, this study clarifies the importance of foreign literature in Chinese language teaching in ordinary high schools, and proposes diversified learning strategies to address existing teaching issues. Through teaching practice and evaluation, these strategies have been proven to be effective in enhancing students' literary literacy, stimulating their interest in learning, and strengthening their cross-cultural communication abilities. At the same time, research also points out that future teaching needs to be more personalized and humanized, emphasizing the dual development of students' emotions and cognition, and further exploring teaching methods and concepts that are in line with international standards, in order to cultivate a new generation of students with international perspectives and cultural literacy.

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