

A Study of Ancient Chinese Literature Teaching Based on the Literature Appreciation and Close Reading

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Abstract

Literature appreciation and close reading are two main mental activities of ancient Chinese literature, both of which play their own important and necessary part in the teaching course of Ancient Chinese literature. In the course of ancient Chinese literature teaching, we often treat close reading as the core, supplied with the literature appreciation. So we are supposed to deal with the relationship between them in a proper way. To establish the concept of the literature appreciation and close reading, it's important to highlight the necessity for cross-reference approach, insist on the scientificity and carry out the researching teaching.

Keywords: Literature appreciation, Close reading, Ancient Chinese literature, Course teaching

Introduction

Ancient Chinese literature teaching is the compulsory course in university and college and also the selective course of journalism, presiding and so on. At present, with the development of the modern videos, this course is faced with the typical challenge. Many of them have been changed into films and television programs. As a core curriculum in colleges and universities, Ancient Chinese literature, playing an important role in inheriting human civilization, establishing the students' moral standards and training their various abilities, is valued by many experts and scholars. Correspondingly, the method of Ancient Chinese literature teaching has also become the focal point of the college education workers, along with a lot of relevant works endlessly. With the arrival of information age and the popularization of multimedia education technology, some scholars have argued to use the literature appreciation method in Ancient Chinese literature teaching, leading the students to study classical versions through the film and television works. Such as, Cao ZuKang, whose work "*the Exploration of Teaching in Chinese Language and Literature Film and TV*", has advocated teaching film and TV in-class and off-class. Xiao ZhiCheng, whose work, "*On Adaptation Film and Television Works in the Usage of Modern Ancient Chinese Literature Teaching*", has explored some problems about adapting film and television works in modern literature class. TianYing, whose work, "*the Quality Education in English and American Literature and Film and Television Teaching*", has emphasized that quality education, should permeate to the whole process of film teaching.

Certainly, the similar cases are numerous and endless. There is no denying that this method has strong intuitiveness and interestingness which can attract students' attention and arouse their enthusiasm and initiative, to a certain extent, having received a good effect. So it is adopted by many colleges and universities. However, what should be pointed out is that, due to there being deeper understanding estrangement and more reading disorder between the text form of classical works and film and television, when using this method in specific teaching process, many students often focus on film appreciation and ignore the text, or even only appreciate film and television, which will result in the fading of the students' disability of independent reading text and the weakening of literature education function, deviating the colleges' purpose from the literature course. Considering this, this paper, based on the investigation of the relationship between text reading and literature appreciation, is going to study how to combine the two parts organically in literature teaching, and develop some feasible methods for education workers.

1. Establishing the concept of literature appreciation and close reading

At present, Ancient Chinese literature teaching in university and college has been faced with out-of-date and uninteresting problems. And almost all the students think this course to be boring, without interest to learn. For this situation, one of the important reasons is that we pay no attention to the video resources. As we all know, in our current times, the video times and the videos take up our life, playing a leader role in our life. The literature works have been colonized by the videos step by step and many classical works have been thrown onto the screen. We can appreciate them on films or TV. Of course, compared with the films and TV shows, almost all the students like the modern spreading style. In other words, they prefer to enjoy the works in the cinema rather than listen to the teachers in class. So it is a typical challenge for the traditional ancient Chinese literature teaching. In order to arouse the students' enthusiasm of learning Ancient Chinese literature and promote the efficiency and implication of class teaching, we ought to break the old traditional teaching ways and composite the characters, sounds, videos together, exploring the modern, cross-reference teaching approach of films appreciating and close reading, which is the inevitable choice of Ancient Chinese literature teaching and the necessary requirement of the reality.

2. Understanding the relationship between the literature appreciation and the close reading

Along with the development of the culture industry, more and more involved texts in literature course were adapted into film and TV, which provided great convenience for the teaching by using "film appreciation method". Moreover, film and TV works, having broken through the language understanding barrier via its unique mode, audio and video, being able to let different level students understand relevant main content of the text rapidly in a short period, were popular with the teachers and students. However, in colleges and universities, for the class time of using literature education is fixed, how to determine the time proportion of literature appreciation and text reading have become an important problem faced by education workers. To solve this problem well, clear analysis of the relationship between literature appreciation based on the adapted TV plays and movie works and text reading has become the top priority.

Generally speaking, literature appreciation and text reading have their own advantages in university literature teaching course. On the one hand, as a separate literary style, films and televisions, being provided with the interesting characteristics, concreteness, visual and vivid, that is senior to those works existing in the written language, can highly concentrate the grand, numerous and abstract literature content in a one or two hour period, rapidly arouse student's interest and grasp their attention, making them, in a short time, understand the basic content of text and master its theme. Moreover, to a certain extent, to form emotional experience which shares joy and anger with the film characters, produce ideological resonance and cultivate taste, thus completing literature education task, and realize higher institutes cultivate students function partly. Therefore, we should not put movies and novels in the same position but as the novels' parasites or

accessories. On the other hand, the literature's own characteristics are beyond the grasp of the film and television works. Literary works have characters of polysemy whose readers are from different ages, regional, social ethos, with individual accomplishment, producing the different cognition in the same text, and it is also the classic literature's unique charm without declining for thousands of years. Yet, those films, adapted from the original works, are only one of the many literary interpretations whose directors and screenwriters are just "readers". It is unavoidable to have subjectivity and misreading expressing their understanding with audio and video. So, if the students are used to understanding the literature too much relying on film appreciation, and going on the literature education, it will obviously bring understanding deviation to films reading, thus to weaken the literature's charm and rigidify the literature education.

Therefore, though the appreciation of films has been an indispensable part of literature teaching course in colleges and universities. However, because of its own characteristic and education's actual limitation, this method can only be a supplement to help students to complete text reading and in no way to replace the text and weaken the subjectivity of reading literature's status.

3. Practical operating means using close reading and literature appreciation

In addition to the above, the current situation of the higher education also requires that the text reading must be given first place in literature course teaching. As the education has become the industrialization step by step, for years of expansion, the higher education has changed greatly from the traditional elite education into mass education, thus, to a certain extent, causing the students' uneven level and the quality descending as a whole. Moreover, with the development of society and technology, the knowledge capacities that higher education imparts to students are increasing rapidly, which also cause the colleges and universities to compress the traditional literature course's total hours limited by the condition of fixed-class time. As a result, there is contradiction between students' quality and teaching object as well as teaching course and teaching content. To solve this contradiction, the literature teaching course must properly handle the relationship between film appreciation and text reading, and to guide the students to have a learning idea of regarding the text reading as the core and taking the film appreciation as supplement.

Then how to guide the students to read the text? This needs to investigate the reading concept itself in detail. In accordance with the "New Criticism" says: a text is a closed inner structure, whose significance cannot be reflected unless the reader's close reading. The so-called 'close reading' is to study and comment carefully on the work. The close-readers advocates studying the original work seriously, prudently and carefully, grasping and explaining the original work and significance from the word, phrase, meaning and relationship, thus to interpret the organic unity of the structure and meaning of works, namely, forms of content. Therefore, we can carry on the close reading of classical literature from the following aspects in the process of literature teaching.

3.1 To combine interaction and monologue.

According to the theory of pedagogy, "interaction" is a group interaction between teachers and students and "monologue" is an individual interpretation in classroom teaching. In close reading, the teacher will first determine the object according to the text content and student's characteristics, and then require students to direct reading text, to explore literature's charm. And then let students have their own ideas to communicate and discuss with teachers and other students in classroom, by the means of "interaction" to preliminary complete close reading. Then, the teacher will evaluate and guide students' experience, letting the students to realize their advantages and shortages in this way of "monologue", training students to grasp literature criticism and research methods, cultivating their problem consciousness and expanding their thinking space. It should be pointed out that, in the process of close reading "interaction" and "monologue" are closely unified together. "Interaction" can let students or teachers' "monologue" to fix the apprehension, to control the classroom condition. Besides, "monologue" can also improve cognitive ability and get the deeper

understanding of aesthetics through the “interaction”.

3.2 To assign the after-class task of reading and appreciation reasonably

Because of its huge capacities for the literature teaching in colleges and universities, it is very difficult for the teachers to finish the teaching task only by classroom teaching. Besides, because of students' individual differences, it is not easy for them to produce immediate interest at the first sight of some writers and works, which requires teachers to consider how to make full use of the student's extracurricular time reasonably. Teachers may arrange some tasks such as the extracurricular reading, films appreciation and so on, based on the syllabus, teaching progress and students' specific quality circumstances and to write out their understanding of reading and appreciation, and check if they have done it. This method can fully mobilize students' interest, fade fear and exercise their thinking, writing and creative ability. Gradually possess the ability of close reading while learning in order to better complete the professional talents training target, to fully realize literature's educational function.

3.3 To penetrate flexibly film appreciation into each link of close reading.

To plan an emphasis on the importance of close reading is not to completely ignore the educational role of film appreciation. In the process of the literature's practice teaching, according to the films' characteristics, the teachers had better penetrate them into each link of close reading. They can let students enjoy video clips in interactive teaching, contrast the text content and discuss their similarities and differences. They can also play a specific selective movie in monologue teaching, and make students understand the general idea of a long text in a short time. Moreover, teachers also can have the students appreciate a series of movies after class to help them comprehend the text and deeply percept literature's charm.

To sum up, although literature appreciation and close reading are both effective teaching methods, the film itself only belong to a kind of misreading which determines its auxiliary function and subservience status. Thus it requires universities literature's teaching practice course should highlight the text's subjectivity status, to completely change the realization of desiderating superficial cognition received from film appreciation to replace the text feel heart shock understanding, to guide the students to take the research-oriented learning attitude and to enforce their thinking, expression and writing ability by hard close reading, cultivating their creative spirit, meeting the need of applied, innovative talented in order to build a “harmonious society”.

4. To insist on the scientificity of literature appreciation and close reading in ancient Chinese literature teaching

In the process of ancient Chinese literature teaching, based on the cross-reference between literature appreciation and close reading, we had better arrange the classes scientifically according to the teaching factors, not pursuing the methods definitely because the different characters of course have different methods of dealing with the cross-reference of literature appreciation and close reading. For those compulsory courses, we should choose some videos companying the text while teaching to let the students follow the classical works intuitively and more easily. The teachers must take control of the contents, time, method, rhythm, and quantity of cross-reference in classes, not letting the students have the feeling of ornament and overflowing of cross-reference.

5. To insist on the consecutiveness of the literature appreciation and close reading in the process of the ancient Chinese literature teaching.

It is necessary for us to stick to the literature appreciation and close reading at the same time in ancient Chinese literature teaching. To keep on doing like this, we must use them both through the whole class. On the one hand, we had better let the students read the text before class, learning the main idea of the works. On the other hand, in class, we can play videos making the students know the works better, combined the

literature appreciation with close reading well. For example, “*Qu yuan*” is a famous works in China, and this work has also been thrown on the screen as a TV show. Many undergraduates have read the text and seen the Tv show. During the teaching, if we play the fragments of the TV show, the students will be more interested in the works, and we will yield twice the result with half the effort.

6. Paying more attention to the innovation of the literature appreciation and close reading in the process of the ancient Chinese literature teaching

During the literature appreciation and close reading, it is essential to insist on the innovation of teaching, especially the research teaching, which aims at cultivating the students to explore the new knowledge, having an eye for new problems, and putting forward the new views, but not listening to the teachers and text indefinitely. As a result, the students will improve their own cognitive development and understanding for the ancient literature. Taking the famous and classical works in China, *The Book of Songs*” for example, it has strong literature character, bringing us the appreciation of eyes. Besides we should have a close reading, at the same time, we can enjoy the wonderful pictures, the interesting plots, the colorful persons by using the modern videos. By means of these, the students can follow the works more easily.

Conclusion:

It’s necessary for us to use both Literature appreciation and close reading in studying ancient Chinese literature. Only establishing a reasonable relationship between these two methods in the course of ancient Chinese literature teaching, treating close reading as the core and supplied with the literature appreciation, can we overcome the embarrassment we have met in teaching ancient Chinese literature.

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