

Research on the Teaching Mode of Ancient Poetry in Universities Based on HIBL

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Abstract: The teaching of ancient poetry is an important teaching content of the public course and elective course in colleges and universities. Under the guidance of inquiry teaching concept, this paper analyzes the main problems existing in the teaching of poetry in college Chinese course, and demonstrates the feasibility of applying the inquiry teaching method to poetry teaching. This paper sums up the concrete attempt of inquiry teaching method in poetry teaching from the content of teaching, teaching methods, teaching evaluation mechanism and so on, combined with teaching practice. At the same time, discusses on the integration of classical poetry education and the ideological and political education of college Chinese course. On the whole, the article summarizes examples, can be strong. In order to broaden the practice space of inquiry teaching method, and to promote the teaching reform of college Chinese and humanities courses.

1. Introduction

The teaching of Chinese classical poetry is not only an important part of the teaching of Chinese majors in universities, but also an important part of public courses and elective courses to cultivate the humanistic qualities of college students. It has always been a hot topic for realizing the teaching purpose and function of poetry in universities and academic circles.

It can be seen from the research on poetry teaching in the past 10 years, and the main research contents can be roughly divided into three categories: research on the goals and functions of ancient poetry teaching, research on ancient poetry teaching strategies and methods, and research on literary inquiry-based teaching. The research unanimously believes that ancient poetry has played a huge role in improving college students' aesthetic feelings, establishing correct values, and inheriting excellent traditional culture, but there are problems in practical teaching, such as utilitarian tendency, rigid and single teaching mode, "one-word hall", and low interest of students. In this regard, scholars have carried out multi-angle and multi-level discussions and research, such as establishing an interactive teaching model and improving the evaluation mechanism of poetry teaching courses, and put forward insightful views. Individual studies refer to inquiry-based teaching, mainly dealing with the teaching of humanities courses, and poetry teaching is sandwiched between them, which is not specific or in-depth.

Research-based education (HIBL), called "study through practice" in China, is widely used in various disciplines at home and abroad, mainly used in other disciplines in China, only a few articles are used for literature or language research, and there are fewer related research on ancient poetry teaching, so HIBL still has a lot of room for practice. At the same time, as an important role of classic poetry in the formation of talents in universities in the new era, it is necessary to explore research-based interactive teaching methods under the concept of HIBL education and fully explore the important value of poetry courses.

Taking the practice of university Chinese teaching as an example, under the guidance of the concept of HIBL, this paper constructs a new poetry teaching mode that takes students as the main body and takes problems as the core, stimulates students to learn actively, analyze and solve problems independently, and explores effective ways to improve the educational function of poetry.

2. Theoretical Basis of Research-based Teaching (HIBL Concept)

Research-based teaching, also known as inquiry-based and discovery-based teaching, was first proposed to use inquiry methods in teaching by John Dewey of the United States. Since then, many scholars have analyzed research-oriented teaching and learning from the perspectives of philosophy, sociology, education, psychology, etc. Among these theories, there are mainly Bruner's theory of cognitive psychology, Rogers' humanistic learning theory, and Witrocke's constructivist learning theory.

Cognitive psychological theory advocates discovery methods in teaching, focusing on guiding students to discover and gain new understandings by themselves. Humanistic learning theory puts forward the "student-centered" educational principle, that everyone is born with the motivation to learn, and can determine their own learning needs, the main task of the teacher is to provide students with a variety of learning materials, and create an atmosphere to encourage learning, help students carry out appropriate learning activities by choosing how to learn, teachers are "learning facilitators" and "convenient learning people"; The constructivist pedagogy theory further develops Piaget's teaching concept of structural education, adheres to the teaching concept of knowledge structure, attaches importance to the subjective position of learners, emphasizes the teaching process, attaches importance to cooperation and consultative conversation, etc. It mainly focuses on how to train learners to analyze and solve problems in the teaching process, so as to cultivate their creative spirit.

3. The Feasibility of Applying HIBL to the Teaching of Poetry in Universities

3.1. The Main Status Quo of Poetry Teaching in Colleges and Universities

1) The purpose of poetry teaching tends to be utilitarian, mostly aimed at simple memorization, ignoring the inner spirit of poetry. This is mainly following the utilitarian thinking of studying poetry in middle school for the college entrance examination.

2) Teaching is still a traditional teaching mode, teachers and professors are the mainstay, focusing on knowledge transfer and ignoring the cultivation of students' innovative thinking and ability. Taking classical poetry as an example, most teachers mainly explain the meaning of words and sentences, and interpret works in isolation, which is very easy to take out of context and cause misinterpretation.

3) Neglecting the explanation of poetic grammar. A story on the faintness of the consciousness of grammar teaching in poetry teaching. Second, it is difficult for teachers to connect courses such as ancient Chinese and phonology well with the teaching of classical poetry. Three textbooks are missing vocal knowledge in the compilation of teaching materials.

4) The evaluation method of poetry teaching is relatively single, highlighting knowledge memory in purpose and ignoring ability cultivation; In terms of method, emphasis is placed on final closed-book examinations, and procedural (usual) assessments are underestimated. It is easy to dampen students' interest in learning and is not conducive to the cultivation of students' diversified learning methods. [1]

5) The learning process of students is mainly individual, independent participation in the classroom, independent completion of homework, lack of atmosphere and awareness of teamwork learning, which is not conducive to the cultivation of students' teamwork spirit and ability.

Therefore, the biggest deficiency of the traditional poetry teaching mode lies in the deviation of the identity positioning of teachers and students in teaching, teachers are guides, leaders, organizers, students are the subject, all-round active participants, rather than subordinates, passive recipients; Secondly, the improper teaching organization in the teaching process leads students to become "ducks" who passively accept "knowledge feeding", lack the awareness and ability of active learning, ignore the exercise of teamwork and competition awareness, and regardless of the improvement of poetry aesthetic ability and innovation ability.

3.2. The Importance of Inquiry-based Teaching in Poetry Teaching

Poetry education in universities is to teach people methods to fish, and its purpose is to carry forward the humanistic spirit carried by poetry and explore the energy of poetry to inspire people. According to the HIBL educational thought, according to the phenomenon of poetry education, inquiry-based classroom teaching can add fresh vitality to poetry education [2].

1) Inquiry-based teaching can make the classroom atmosphere more active, break through the sluggish state of "one word", guide students to think deeply, and let students actively participate in classroom teaching, rather than passively accepting the indoctrination of the teacher; It can stimulate students' manual brains, prompt students to consult materials, help cultivate students' hands-on ability, and promote students' thinking [3].

2) It can effectively connect the classroom learning of poetry teaching and extracurricular learning, teachers raise relevant problems in the classroom, guide students to solve them independently outside the classroom, and can organically unify the classroom and extracurricular learning, so as to give full play to the linkage of the first and second classrooms, gradually cultivate students' independent learning awareness and ability, and form a long-term learning mechanism.

3) The way of working in groups to complete tasks is conducive to cultivating students' team spirit, competition and cooperation; After-class preparation and classroom sharing and display are conducive to exercising students' comprehensive inductive ability, expression ability and enterprising spirit.

4) It is conducive to guiding students to think and analyze the same problem from multiple angles, avoiding similarity or single views, helping to cultivate students' innovative thinking perspective and space, gradually realizing teacher-student interaction, and jointly promoting the teaching reform of poetry courses.

4. Take "University Language" as an Example to Explore Research-based Interactive Teaching Practice.

"University Language" is a public basic course taken by non-Chinese undergraduate students in the second or third semester, with 3 credits and a total of 51 class hours, which is an extension and expansion of the secondary school Chinese course, focusing on cultivating students' comprehensive application ability and aesthetic appreciation ability of language and literature knowledge, and guiding students to develop good reading habits and independent learning awareness and ability. At

the same time, it will cultivate college students in the new era with high literary accomplishment and cultural heritage, strong ability to continue learning and practical innovation, and cultivate qualified builders and successors for the country. Taking the teaching practice in the past three years as an example, I will summarize and reflect.

4.1. Clarify the Purpose of Poetry Teaching and Jointly Select the Learning Content (Independent)

The purpose of poetry teaching in colleges and universities is to inherit the humanistic spirit carried in poetry, and to explore and understand the power of people in poetry. As a public elective course, university Chinese is based on cultivating students' comprehensive literacy, improving students' aesthetic ability and comprehensively improving students' overall literary attainment. As far as poetry teaching is concerned, it is mainly to enhance students' interest, perception and appreciation of classical poetry. Teaching is not to cultivate poetry creators, nor to cultivate poetry researchers, but to "comprehend". Let students understand that poetry is not only a tangible symbol, but also a gesture of life, a way of looking at the world. We must slowly learn to pay attention to life with a poetic eye, and everywhere around us is full of poetic beauty, so as to realize the interconnection between poetry and life. Poetry teaching is not to let students remember a few writers or works, but to arouse students' interest and enthusiasm for poetry, students who study poetry may not become poets, but can inherit the heart of poetry, continue the "long flow of life that stretches and feels" [4] in poetry.

Therefore, it is necessary to choose first-class poetry works to read and teach in teaching. Of course, it has certain criteria about really excellent works, such as ideological, artistic and literary value, but the best poems are these words that naturally flow in the poet's heart, and sometimes it is difficult to measure by standards. [5] Therefore, at the beginning of the school year, students choose their favorite Tang and Song poems 1-2, and teachers will sort them out and classify them into corresponding topics, such as love, farewell, history, etc., and group students in the form of topics to carry out teaching. At the same time, teachers can combine experience and appropriately replace and subtract, such as Du Fu's works, in addition to classic masterpieces such as "Ascending" and "San bie", such as "Eight Guards" and "Moon Night", etc. Maybe these subject matters are not so tall, the skills may not be as good as the classics, but they point directly to people's hearts. The more daily life and simple emotions tend to arouse, the more emotional resonance in students and stimulate enthusiasm for poetry.

4.2. Cooperative Teaching in Teaching Methods: Teacher-led, Student-Led (Cooperative)

Classical poetry should be taught to fish, not fish. It is necessary to explain the works of representative writers in depth, let students master the method of reading and comprehending classic poetry in a limited class time, and let students have "imitable" examples. For each given poetry topic, teachers should select 1-2 works to teach, try Ye Jiaying's poetry teaching, know people and discuss the world, interpret works from the three aspects of author, work and era, and guide students to pay attention to chanting and appreciate the beauty of poetry; peruse texts and interpret imagery; Touching emotions and righteousness, drawing inferences from one example, and moving with excitement is "precise talking" [6].

At the same time, each group interprets the adopted works in groups. Each team member shares a portion of the task. Collaborate on the production and modification of PPT after class, go to the stage at the agreed time to explain their tasks, and the rest of the students should preview the content of others in advance. In class, teachers motivate other students to comment carefully on what is being said in a variety of ways. The tasks completed by the division of labor are supervised

and coordinated by the team leader selected by the students themselves. At the beginning of the school year, teachers should determine the sharing rules and requirements, timely urge students to complete the teaching content, and guide students to complete PPT and handouts anytime and anywhere, and answer questions in a timely manner; In class, students will be guided to discuss the content of their explanations, and the topics will be expanded and solved in a timely manner. Finally, teachers and students jointly review and decide the usual results of each group of people, and the teachers record them, which is the usual results of the "sharing" session.

4.3. Open and Diversified Methods of Student Performance Assessment (Open)

Compared with professional courses, elective courses have relatively loose requirements for knowledge system, and assessment methods tend to be more flexible. The final evaluation of students' achievements adheres to the realization of educational values and goals as the basis, and formulates a more open and diversified evaluation system and specific assessment measures on this basis. Operation Summary: We have abandoned a single assessment method, and gradually formed a comprehensive evaluation system with knowledge and skills, learning attitude, self-evaluation and mutual evaluation, and performance evaluation as the main body in all aspects of the course. For example, the usual grades pay more attention to the process assessment, group sharing, reading completion, class Q&A, class review, etc. can be quantified as scores, teacher records; For the final assessment, it can be more diversified, for students who really find problems in learning, they can try to solve problems, they can write papers as final grades, they can also form teams to apply for college student innovation and entrepreneurship plan projects, or other activities with the nature of teaching practice; Those who are willing to recite "Long Hate Song" or "Spring River Flower and Moon Night" can recite it as an assessment score, or they can take the final exam. Each student's final grade is converted into 40% of the usual grade and 60% of the final grade, which can generally reflect the student's usual effort. Such diversified choices can not only avoid students' fear of difficulties from course selection, but also maintain a relatively harmonious teacher-student relationship in teaching [7].

4.4. Set up Problems Linkage between Class and Class (Innovation)

In order to motivate students to expand their reading horizons and improve their literary literacy, teachers in the classroom set corresponding questions according to the content of the poems explained by each group, and guided students to actively consult literature and extend reading after class, such as the similarities and differences between the love poems of Yuan Shu and Li Shangyin in the love topic and the reasons; At the same time, it recommends books that students can pay attention to, so that students can integrate comprehensive thinking and comparison, deepen understanding, cultivate academic awareness and thinking, and exercise students' hands-on ability on the basis of completing the original content.

4.5. Explore the Construction of an Open and Diversified Student Assessment Mechanism (Diversification)

The evaluation of students' performance is to test the learning effect of students, and the second is to supervise and guide students' learning. In reality, the assessment of humanities courses often highlights two main points: the goal highlights knowledge memory and ignores ability training; The method emphasizes the final exam and despises the process assessment. Therefore, when constructing a new assessment mechanism, on the basis of comprehensively considering the objectivity and fairness of assessment, the operability of practice and the relationship between cost

and benefit, we should try to establish diversified assessment objectives and diversified assessment methods, adhere to the combination of summary evaluation and formative evaluation in the process, and pay more attention to the process of students' course learning.

As far as university language teaching is concerned, diversification is adopted in the assessment objectives, first of all, in the setting of assessment content, the content of memorization is reduced, the content of practical problems is analyzed, especially the content of knowledge points related inside and outside the classroom, and the proportion of non-fixed answer questions is increased. Even set up content in combination with real life, such as reading or writing on topics related to the epidemic, so as to increase the assessment of students' quality and ability. Second, enrich the content and methods of ordinary performance assessment. Closely integrating students' daily life with teaching activities, such as participating in poetry recitation competitions, classic literature reading salons, and creating improvised poems, etc., can be included in students' daily course achievements, so as to guide students to actively participate in school teaching activities and strengthen the cultivation of students' practical operation ability and innovation ability.

In terms of assessment methods, as diverse as possible. The assessment of students' grades generally consists of ordinary grades and final grades, the proportion of traditional evaluation is 20% and 80%, or 30% and 70%, and now it has gradually become 40% and 60%, and may eventually be half of the usual and final grades, and the methods will become more and more diversified, more in line with the reality of student learning.

Finally, establishing a more reasonable system combining summative evaluation and formative evaluation. Although the way of student performance assessment is generally the same, but the recording and implementation of the usual results reflecting the process assessment are very different, often single or empty desk, no implementation, only the process is practical and detailed, the student's ordinary performance can truly reflect the process evaluation.

4.6. The Practice of Poetry Education in University Chinese Courses

University Chinese teaching should also adhere to the fundamental purpose of cultivating morality and cultivating people, giving full play to the role of the baton of educational evaluation, cultivate college students in the new era with high literary accomplishment and cultural heritage, strong ability to continue learning and practical innovation, and cultivate qualified builders and successors for the country. Therefore, giving full play to the educational function of classical poetry is an important content of ideological and political education in current university language courses.

China is a country of poetry, but also a promised land with a long tradition of poetry, and classical poetry has a close symbiotic relationship with traditional culture. The humanity, warmth and beautiful spiritual values contained in poetry run through ancient and modern times, and have been precipitated as the life background of Chinese culture. Confucian "poetry" emphasizes the relationship between poetry and political morality and social ethics, and has been admired by successive generations. In addition to the function of aesthetic education, poetry education plays a role that cannot be underestimated in promoting the value identity of college students, cultivating family and country feelings, and inspiring students' pioneering spirit of struggle and sense of responsibility, and is also an important cultural resource for ideological and political courses in colleges and universities.

Regarding poetry, I agree with scholar Fang Changan's view: "All behaviors that educate people on the basis of poetry works, propagate concepts such as 'gentleness and generosity' and 'innocence', regulate people's words and deeds with etiquette, maintain political and ethical order, and enable the orderly operation of the social organism belong to poetry." [8] Integrate "poetry education" into university language classroom teaching, realize the integration of traditional poetry education and

contemporary humanities education, and give play to the educational function of poetry education.

Classical poetry contains rich ideological and political resources such as patriotism, national feelings and positive and optimistic attitude to life, and has unique advantages in students' value guidance and cultural self-confidence.

4.6.1. Deep Patriotic Feelings

In the splendid history of ancient literature, many great writers emerged, such as Qu Yuan, Du Fu, Yue Fei, Xin Qiqiang, Su Shi, Wen Tianxiang, etc., who created a large number of patriotic poems, and they used poetry to write patriotic aspirations, inspiring generations of Chinese descendants to strive for governance, love the country and the people. Integrate these vivid and vivid poetry works into university language classrooms to guide college students to cultivate patriotic feelings and strengthen cultural self-confidence.

4.6.2. Broad-minded Life Attitude

The purpose of poetry teaching is to inherit the humanistic spirit contained in poetry, and to discover and feel the exciting and moving power of poetry. Classical poetry shows in a unique way the rigorous principles and wisdom of the sages in life. Nourished by the three schools of Confucianism Buddhism and Taoism, the ancient literati formed their own unique life cognition and understanding, which had a profound impact on themselves and future generations, which is the first to recommend Su Shi. As the lord of the literary world of the Song Dynasty, although Su Shi had a smooth path, he encountered three times in his life, from Huangzhou all the way south, once far away, which had a deep impact on his life. But Su Shi wrote: "Ask Ruping about his life achievements, Huangzhou, Huizhou, Danzhou." "Although helpless and frustrated, I can face the sudden blows and tribulations of life, but I can face it calmly. It is very inspiring and enlightening to read. In the teaching of university Chinese classrooms, combined with the study of poetry texts, it is necessary to guide college students to draw nutrients from Su Shi's open-minded and optimistic attitude to life, dare to face the setbacks and frustrations encountered in life, pamper and not be shocked, deal with them calmly, enhance their resistance to setbacks, and gradually form an open-minded and optimistic attitude to life.

4.6.3. Clear Code of Ethics

Literature is anthropology. Literature comes from life and is the externalization of the life experience of writers, reading literary works, understanding the life experience of writers, and obtaining humanistic care for the value of life. There are many essences in ancient poetry, which are conducive to standardizing personal writing standards, establishing moral self-cultivation, and cultivating a good gentleman's personality. [9] For example, the Analects advocate honesty and integrity in being a man: "A gentleman is frank, and a villain is long." Li Bai sang the praises of the hero's heavy love and righteousness: "Three cups of Turannuo, five mountains are light." Guiding students to savor it carefully is conducive to the cultivation of good behavior norms of college students and to improving the humanistic qualities of college students.

In addition, the appreciation of classical poetry is also an intrinsic need to shape the perfect personality of college students. Poetry education can to awaken college students' nostalgia for "poetic dwelling" to a certain extent can bridge the problem of "personality split" that may arise in the economy and society, because poetry education is aimed at perfect personality quality" [10].

5. Conclusion

In summary, the research-based interactive teaching model to be constructed is that teachers grasp the overall teaching process in all aspects of teaching, and let students participate in the discussion and thinking of course content in the form of groups, and link up and after class. This teaching method learns some practices of foreign implicit curriculum models and classical interpretation models, and also absorbs the characteristics of dialogue education in ancient traditional academies, which not only focuses on inquiry and reflection, but also has the connotation of cooperative teaching. In class, teachers guide students with questions or topics to encourage students to consult literature and read books after class; Pay attention to students' awareness of problems and innovative thinking, and encourage students to read a lot of texts, have a broad reading vision and accumulation, and only when discussing related issues can they draw inferences and different opinions.

Inquiry-based interactive teaching is conducive to realizing the educational value of poetry teaching, activating understanding with poetry, feeling the beauty of excitement and emotion with the heart, and guiding students to deepen their thinking about life and life, so as to obtain positive emotional experience. At the same time, the interactive teaching mode is conducive to establishing the dual subject status of teachers and students, and stimulating the innovative consciousness of teachers and students. But we must also see that the practice and implementation of this model needs to overcome a lot of resistance, college students should correct their attitude to learning, teachers should also be willing to pay more time and energy, which requires higher enthusiasm and strong internal driving force for dedication to education, which undoubtedly requires multi-party coordination.

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