

The Exploration of "Research Teaching" Mode in Applied Undergraduate Literary Theory Course

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Keywords: Applied Undergraduate Program; Literary Theory Course; Research Based Teaching; Reform and Innovation

Abstract: In the process of teaching mode reform in colleges and universities, research-based teaching, as an important symbol of reform, is a great challenge for professional teachers to establish a connection with applied undergraduate literary theory course teaching. On the basis of practical teaching, this paper attempts to purposefully strengthen the teaching of literary theory under the educational mode of application-oriented undergraduate education, which will help students to use theoretical tools to carry out language expression, literary writing, and even academic research, and help students to form an independent thinking mode, so as to further explore the reform and innovation of literary theory teaching in colleges and universities.

1. Introduction

In the early stages of officially launching research-based teaching, the aim was to effectively combine undergraduate teaching content with scientific research within university campuses with abundant academic resources, and to utilize the advantages of original academic teaching. At the undergraduate education stage, attempts were made to cultivate students' enthusiasm and ability for scientific research, establishing a good academic research foundation. As the main position of talent cultivation in China, optimizing the internal education structure and constantly reforming the education model and teaching content is the most important teaching policy at present. Starting from focusing on research teaching, colleges and universities have established a teaching strategy integrated with the applied undergraduate literary theory curriculum.

The significance of applying the research teaching mode to the applied undergraduate literary theory course

Based on the "Several Opinions on Further Strengthening Undergraduate Teaching in Higher Education Institutions" issued in 2005, which focuses on the importance of research-oriented teaching and promotes it to become the main development direction of teaching in key domestic universities. With the continuous development of the domestic market economy and the continuous changes in the internal economic structure, the teaching models and directions of various universities are constantly being reformed and innovated. At the same time, the continuous improvement of the internal credit system and the more rational teaching reward mechanism have undergone formal changes.[1] Adopting a research-based teaching model cannot become the mainstream of key research-oriented universities, Instead, it is the idea of transforming into a reform of teaching models in a large number

of non key universities that mainly promote the development and improvement of students' abilities. And influenced by the direction of social development, the focus of domestic teaching has shifted more towards the direction of applied talents, while research-based teaching is a key object of in-depth exploration. It has gradually shifted research teaching towards a new model and implemented it in daily basic teaching activities to effectively implement it.[2] The new research-oriented teaching mode is also particularly applicable to the second and third universities where the academic strength is not strong enough. It is used to supplement the daily theoretical basic discipline teaching, which helps to improve the research-oriented teaching mode, and plays a role in achieving the goal of transformation in the applied undergraduate literary theory teaching.

2. The current difficulties faced by teaching

The teaching of literary theory is one of the basic courses for Chinese language and literature majors in colleges and universities. At the same time, because of its high academic degree, it has become one of the courses difficult for undergraduate students to tackle. Generally speaking, conducting theoretical teaching in literature is typically a teacher led new teaching model that focuses more on improving academic literacy. However, due to the influence of the cultural theory curriculum system in domestic universities, it is necessary to deeply explore the relevant topics of the development of Chinese and foreign literary history, which undoubtedly brings significant difficulties to the teaching of contemporary teachers.[3]

Around 2010, Beijing Normal University relied on its own advantages in subject teaching to launch a series of specialized textbooks on the teaching of literature and art. In this batch of textbooks, the teaching strategies of literary theory are recorded in detail. Among them, the more famous New literary theory has been sought after by major universities all over the country. Especially after the completion of the college teaching reform meeting, it has become popular in the literary theory teaching class of major universities in China. Against the backdrop of this learning experience, with the continuous emergence of various excellent teaching practices in recent years, it does not fail to truly reflect the unprecedented difficulties faced by China's cultural theory. As far as the actual teaching situation is concerned, the applied undergraduate Chinese language and literature majors in ordinary colleges and universities pay attention to the practical teaching mode. Compared with the domestic academic teaching mode, the difference is large. However, due to the lack of attention, the literary theory course in the actual teaching is gradually reduced to the dilemma of abstract concept illustration due to the poor academic nature. More serious is the lack of teaching objectives, As a result, teachers in some colleges and universities only pay attention to students' scores, and treat literary theory courses as interdisciplinary elective courses. In the teaching of the whole literary theory curriculum system, except that the important basic content is compulsory, the rest are elective courses, which directly reduces the students' requirements for mastering the course content.

In view of the current education form, on the basis of ensuring that the core teaching content of literary theory is not completely removed, a more effective set of applied undergraduate literary theory teaching mode is explored and implemented into practical teaching activities. From a holistic perspective, the purpose of conducting research-oriented teaching in applied undergraduate education is not to enhance the research level of research-oriented teaching itself. More importantly, it is based on the training objectives of applied talents, combined with the specialized teaching facilities provided by the state to carry out applied undergraduate education, and to comprehensively implement a series of basic theoretical teaching courses related to applied undergraduate education, Enable students to practice and improve practical skills from theoretical knowledge in a true sense, rather than simply restricting their thinking through theoretical teaching, which can have an impact on their development. This article will discuss the practice of multiple teaching courses in Chinese

language and literature major in colleges and universities, and how to summarize and guide the ability of applied undergraduate students in all aspects in the teaching of literary theory in the teaching of individual phenomena. The teaching objectives to be achieved in the teaching of applied Chinese language and literature major usually focus on students' oral expression ability and written writing ability, On the basis of realizing this teaching goal, we should properly ignore the in-depth cultivation in academic aspects, pay more attention to the cultivation of students' thinking ability to solve practical problems, and realize the further establishment of the teaching mode of applied undergraduate literary theory.

3. Carrying out practical teaching activities based on "transposition"

The unique research-oriented teaching model proposed in teaching is the dominant position of its application. It not only emphasizes that students, under the guidance of the teacher, can be guided to deeper and innovative research-oriented learning activities by proposing targeted questions, but also includes educators positioning the strategies and directions of research-oriented teaching from the perspective of actual teaching effects, so that students can participate in Chen's theoretical teaching, Eliminate the current situation of students passively receiving support in traditional teaching, and launch teaching together to guide students as the main body of teaching activities, and actively, actively, and autonomously participate in teaching activities, analyzing and creating good teaching results. This article mainly focuses on the practical conditions of application-oriented undergraduate teaching. In implementing research-based teaching activities, in addition to emphasizing the effective exercise of research ability, it is also equipped with a structural influence that can overturn traditional teaching behavior, that is, to completely abandon the physical space or time limitations of traditional teaching models and intangible teacher teaching materials in research-based teaching activities The limitations of teaching resources make "teaching" and "learning" no longer separate individuals, but integrate them into a comprehensive teaching form. Teachers and students are two important parts of the same teaching activity, each responsible for their own teaching behavior, namely the education implementer and the education receiver. During the teaching process, the two work together in the opposite direction to complete the teaching task. The modified part not only allows students to change from a passive state of receiving knowledge to an active state of receiving knowledge, but more importantly, in the teaching activity, Students and teachers should switch between the identity of dual themes and class questions, in order to truly complete the so-called "transposition" in teaching behavior, and guide students to start mastering their learning tasks, understand the skills they need to learn and accept, and teachers should also empathize with students' true experiences when facing learning, and put forward demands related to learning. Judging from the positive side of the teaching effect, the so-called communication and common is the best interpretation of the transformation from abstract literary theory to specific practical teaching of literary application to achieve the ideal teaching effect. In consideration of this factor, the application of research-based learning in the teaching activities of applied undergraduate literary theory, and the link of practical teaching, must be carried out in accordance with the above teaching methods, so that students and teachers can establish a multi role "transposition" teaching environment.

In teaching based on "transposition", combined with Taylor's teaching principle, teaching methods are constrained through teaching content. When there are changes in teaching content and teaching methods are not reformed, it will seriously restrict the effectiveness of teaching. Among the various teaching modes designed in combination, the focus is on opening the "self-study and exploration teaching mode". Teachers will focus more on cultivating students' ability to learn independently, allowing them to gradually establish their ability to think independently during learning. And on this basis, let students be the main body of teaching, and exercise them in a "teaching aid" teaching mode,

allowing them to independently plan their learning tasks and problems that need to be considered. This is the true teaching mode of practical teaching, while unifying teaching objectives, content, and methods. Since the teaching content of literary theory is diversified and abstract, the introduction of inquiry based teaching methods into classroom teaching mainly revolves around four links, including "problem orientation", "case analysis", "argument discussion" and "summary thinking". Among them, "problem oriented" requires students to raise questions based on the theme of this lesson, indicating the focus and topic center of this lesson; Case analysis "guides students to conduct detailed analysis based on their actual reading experience; Argument exploration requires students to combine their accumulated knowledge, express unique insights, and brainstorm the issues to be explored; "Summing up and thinking" is the final summary of the course, to stimulate students' interest in learning literary theory, and to appropriately extend the relevant topics.

4. The stability of research teaching mode in applied undergraduate literary theory course

In the practical teaching activities for application-oriented undergraduate graduate students, in theory, we should start teaching activities with application-oriented as the main training goal, and find out a more suitable teaching model in the process. Teachers should give priority to breakthrough. In the traditional pure literary theory teaching classroom, application-oriented undergraduate students who lack theoretical literacy are troubled, and call on students to try to imitate, and truly practice autonomy Positive learning habits encourage students to try the boundaries of cross disciplinary literature teaching, and exaggerate the creation of uncommon or even unreasonable problems in traditional teaching classrooms. Then, teachers encourage students to actively share personal ideas and unique insights with a more tolerant attitude, which is beneficial for students to meet the psychological characteristics of individuality and publicity, and cultivate the habit of thinking independently and solving problems, Develop more persuasive and influential oral expression skills, while improving the level of written writing. In general, in the practical activities of carrying out research teaching in applied undergraduate literary theory courses, it is necessary to summarize it as an "experiential" teaching model, which at least contains the following requirements:

4.1. Freedom

Although we have validated the research-based teaching model, it is a representative "problem centered" teaching model, similar to conducting research-based teaching in universities. It is a teaching method where teachers create specific situations and propose corresponding questions to guide students to combine their basic academic research skills. However, in combination with the actual situation, the teaching of application-oriented undergraduate course itself has a strong academic problem of pure literary theory, which has brought a certain degree of difficulty to students' understanding. The problems created by teachers should not only ensure that students' ability in academic exploration is strengthened, but also mobilize students' enthusiasm for literary learning to the greatest extent within the range of difficulty that students can accept. Therefore, some teachers will give up the operation of creating problems and instead share the right to create problems with students. Students can independently ask questions based on their actual learning situation, and teachers do not intervene too much to maximize the protection of students' enthusiasm for actively participating in classroom teaching.

4.2. Experiential

Although in the process of teaching reform, students have always been the main body of teaching, in the actual teaching, teachers are still the leaders of teaching behavior in almost all undergraduate

literary theory teaching courses in China. Due to factors such as theoretical knowledge and the proportion of knowledge mastered by teachers and students, this course may break traditional teaching models in the process of applied undergraduate practical teaching, allowing students to truly experience autonomous learning. Emphasis should be placed on highlighting students as the main body of teaching and demonstrating the significance of developing teaching.

5. Conclusion

To sum up, although the domestic applied teaching mode in applied undergraduate literary theory is not yet mature, especially in the content of combining theory with practice, in order to further match with the students' ability level and the basic learning situation of applied undergraduate theoretical courses, we should start from clarifying the application oriented training objectives, by means of the "exchange" of roles between teachers and students, and through a variety of free classroom settings, This has generated an "experiential" model that can best maintain students' learning enthusiasm and literary interest.

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