

Research on Traditional Culture Reinnovation in Middle School Ancient Poetry and Prose Teaching from the Perspective of Cultural Confidence

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Abstract: Chinese culture has a long and rich history, and poetry and prose are brilliant and dazzling. Appreciating poetry and immersing oneself in it will naturally give Chinese people a sense of pride, which is the cultural confidence inherent in Chinese culture. The middle school Chinese language classroom not only carries the basic task of "teaching", but also bears the significant responsibility of "educating people". The ancient poetry and prose passed down from generation to generation, with its elegance, philosophy, artistic conception, etc., have left a deep impression and far-reaching influence on students, and have played an indispensable role in cultivating their moral education spirit and cultural confidence. This article, from the perspective of cultural confidence, integrates the innovation of traditional Chinese culture into the teaching of ancient Chinese poetry and literature in junior high schools. Combining the background of innovation, exploring teaching strategies, and understanding the significance of teaching, it promotes the creative transformation and innovative development of culture.

1. Introduction

Innovation is the source of eternal vitality of culture and the inexhaustible driving force to promote cultural development. Five thousand years of Chinese civilization has continued to this day. It is inseparable from the protection of generations, and it also needs to constantly push through the old and bring forth the new. In recent years, the re innovation activities of China's excellent traditional culture have emerged endlessly with the efforts of all parties, such as *Tang Palace Banquet* and *Luoshen water Ode* produced by Henan satellite TV, the Grand Canal Museum established in Yangzhou City, Jiangsu Province, and the archaeological exhibition of the *Liangzhu* civilization held by the Shanghai Museum. These activities not only inherit and carry forward the traditional culture, but also inject new vitality into its development, so that these ancient civilizations accumulated for thousands of years can enter people's vision again.

As college students in the new era, we must integrate traditional culture with the characteristics of the times, and adhere to the creative transformation and innovative development of traditional

culture, so as to better stimulate people's enthusiasm for traditional culture and promote the inheritance and development of Chinese traditional culture.

2. Analysis of Questionnaire Survey

2.1 Respondents

For the project, members collected 489 valid questionnaires in advance through the We Chat mini program *Questionnaire Star*. Among them, 9.8% were students from the 2023 level, 78.3% were students from the 2022 level, 3.3% were students from the 2021 level, and 8.7% were students from the 2020 level. The survey was widely participated in, and the results were highly credible, fully reflecting the true situation.

2.2 Contents of Questionnaire Survey

The questionnaire design mainly involves the following aspects: first, the basic situation of the respondents and their basic understanding of the excellent traditional Chinese culture in the process of education; Second, the interviewees' different views on the integration of Chinese excellent traditional culture into the teaching of ancient poetry and prose in junior high school. Thirdly, the interviewees' content of cultural confidence, the closeness of the re innovation of Chinese excellent traditional culture with the teaching content, and their acceptance of the re innovation of traditional culture in the teaching of ancient poetry and prose in junior high school; Fourthly, it involves the acquisition of teachers' teaching methods and the obstacles of secondary school education to promote the re innovation of Chinese traditional culture, and makes a preliminary assumption for the integration of Chinese excellent traditional culture elements and re innovation in their own teaching in the future.

2.3 Questionnaire Survey Results

The results showed that 32.6% of the students reflected that in the junior high school Chinese classroom, their teachers had little or no connection with the traditional Chinese culture, while 96.7% of the students affirmed that the innovation of Chinese culture had a positive effect on the cultivation of the learning of ancient poetry and prose. About 95.7% of the students believed that it was necessary to reinnovate the excellent traditional Chinese culture and integrate it into the teaching of ancient poetry, and prose in junior high school from the perspective of cultural self-confidence. This phenomenon showed the imbalance between the students' attention and demand for the integration of innovative traditional culture into the curriculum teaching and the actual situation. Only 14.1% of the students have a good understanding of the re innovation of the excellent traditional Chinese culture. Therefore, science popularization and publicity work before teaching practice is a necessary prerequisite for the innovation of junior high school Chinese ancient poetry class. To explore ways to enhance individual cultural self-confidence, 89.1% of the students believed that the school needed to strengthen the publicity of Chinese excellent traditional culture, which was more direct and effective than other extracurricular activities.

3. Strategies of Integrating Excellent Traditional Culture into the Teaching of Ancient Poetry and Prose in Junior High School

3.1 Change the Traditional Teaching Methods

At present, students' methods of learning ancient poetry are relatively single. In the traditional learning process of ancient poetry in junior high school, students mainly start from reading, understanding and recitation. Teachers' teaching methods are mostly based on the interpretation of the content of poetry. This teaching method is difficult to cultivate students' interest in ancient poetry and prose, and it is more difficult to stimulate students' interest in the traditional culture contained in ancient poetry and prose. It has not many advantages in the innovation and inheritance of traditional culture. Therefore, how to change the teaching methods and carry out innovative teaching on the traditional culture contained in ancient poetry and prose is particularly important.

Ling Zongwei said, the redevelopment of traditional culture should not only have a certain form, but also be synchronized with the times. ^[1] Now we are in the Internet age, so we should pay attention to modern Internet technology, make full use of it, this will allow traditional culture, bearing the concept of teachers' academic research, to spread online. It will also encourage the establishment of QQ groups, WeChat research groups and video and voice interaction related to it, and widely participate in cultural discussion and learning to give new impetus to the innovation and development of traditional culture. Zeng Jiangfan said, when sensitive creators intersect with the times and historical stories, their unique feelings will make them have the desire to express, so as to evaluate the historical stories from an individual perspective. ^[2] This shows that teachers can not only use various teaching methods and resources, make full use of multimedia courseware to display courseware, and carry out question and answer interaction with students, but also expand the content of relevant ancient poems and articles through online and offline teaching methods. These help students establish cultural confidence under immersive teaching, develop their cognition, understanding and identification of their own culture, deeply engrave Chinese culture in the hearts of students. The change of teaching mode and teaching method can enable students to simulate and interpret various events and scenes depicted in ancient poetry and prose, participate in the historical events displayed in ancient poetry and prose, personally understand the emotional connotation, enhance the interactivity, practicality and interest of ancient poetry and prose classroom teaching, make the form of classroom expression more flexible, and let students change from "learners" of ancient poetry and prose to "witnesses".

3.2 Creating a Situational Teaching Environment

Compared with virtual teaching situations, the reproduction of life situations is more likely to arouse students' ideological resonance, thereby arousing emotional memories, and more accurately grasping the main purpose of the article and the thoughts and feelings to be expressed. ^[3] Situational teaching combines life situations with teaching situations to drive students' reasonable associations and imaginations. It can not only stimulate students' interest in learning and improve learning efficiency, but also enable traditional culture to be developed innovatively in the classroom teaching of ancient poetry in junior middle schools. Liu Wendian, a master of Chinese studies during the Republic of China, once taught students the poem "Moon Ode". Halfway through the lecture, he suddenly lost his temper and declared that the key points would be left to be revealed "next Wednesday at 7:30 after dinner." The students couldn't help but wonder: What kind of medicine is the teacher selling in this gourd? It turned out that that night happened to be the fifteenth day of the lunar calendar, and a bright moon was in the sky. He chose to talk eloquently in such a blend of situations, which made the audience excited. This is a good example of using specific time and

space situations to implement traditional culture education in order to obtain ideal teaching effects.

In Chinese classroom teaching, if you want to create a scenario -style teaching mode, teachers may wish to let students play the characters in the article, guide students to create a classroom environment that fit the text, and let students "know the world", explore the character of the character, be human being, life, etc, optimize the details of some teaching scenarios, so that middle school students are integrated into the scene. How to properly perform role -playing, teachers created relevant situations according to the historical background, time and space environment, cultural connotation, character characteristics of character, and character characteristics in the ancient poetry to grasp the connotation of ancient poems better. In the teaching of ancient poetry, chanting is very important. Teachers can guide students to play the role of "author". With a rush or gentle speed, or soft or rigid tone, the authors' emotional changes are repeatedly chanting the content of the author's emotional changes. It performs the author's feelings and moods now. For example, "Denggao" needs to recite with a relatively slow and tragic tone, and perceive the sad and indignant feelings of the author, while "Dengfei to the Peak" is suitable for recitation with a more confident and high -pitched tone to experience the author's vigor and confidence full of life attitude.

3.3 Transforming Students from "Listeners" to "Speakers"

Inheriting excellent traditional culture and re -innovating traditional culture is an important task of junior high school Chinese classroom teaching, and the key to promoting the continuous development of China's excellent traditional culture.

Students in Chinese classes under the traditional teaching model often focus on listening and lack initiative in learning. Modern Chinese classroom teaching should innovate classroom learning forms, allowing students to change from "listeners" to "tellers", focusing on integrating traditional culture into course content, and mobilizing students' interest in traditional culture. The transformation of students' identities can activate the classroom atmosphere and improve classroom learning efficiency. For example, in "The Green Jade Case: Yuan Xi", "The sound of the phoenix flute, the light of the jade pot, and the dance of fish and dragons all night" are described in these sentences to fully mobilize the reader's vision, hearing, and even part of the sense of touch, plus a strong sense of touch. The contrast between light and dark light and shadow gives people a huge visual impact. During content analysis, teachers can ask students to talk about their impressions of the Lantern Festival, what customs there are during the Lantern Festival, etc. They can also ask students to conduct group discussions and group sharing, or they can also ask students to show what they see in their eyes through painting or writing the scene. These methods let students think actively, discuss enthusiastically, speak actively, let students "tell" what the teacher wants to say, and encourage students to become the "narrators" of the classroom.

4. The Significance of Re-innovation of Traditional Culture in the Teaching of Ancient Poetry and Literature in Junior Middle Schools

4.1 Enhance Students' National Cultural Pride

The ancient poetry class is not just about simple word explanations, verse translation, reciting and dictation, and theme revelation. It is about infiltrating students' cultural roots, edifying students' cultural feelings, and enhancing students' culture through the profound traditional cultural elements contained in ancient poetry. ^[4] In contemporary schools, Chinese language classroom, with its unique cultural attributes and cultural mission, is of great significance to the formation of students' own cultural heritage and lifelong development. Students learn ancient poems and poems in the classroom, appreciate the excellent traditional culture through their ears and eyes, feel the influence

of traditional culture, and gradually form their own cultural concepts in the process.

From the perspective of displaying my country's excellent traditional national culture, junior high school Chinese textbooks include a large number of traditional cultural chapters, which not only provide cultural materials for Chinese teaching, but also lay the foundation for the realization of cultural confidence. For example, the poetry classics handed down from ancient my country all reflect the charm of our country's excellent culture and are the crystallization of the wisdom of countless ancestors. The teaching of ancient poetry can not only cultivate students' poetic nature and understand the rise and fall of history in a subtle way, but also allow students to feel the breadth and depth of our country's traditional culture, help students establish a sense of national identity and national identity, and be edified by this culture. Among them, students can develop a love for learning ancient poetry and prose, consciously assume the responsibility of spreading the lifeblood of excellent traditional culture, and provide a strong guarantee for the cultural confidence of the Chinese nation.

4.2 Promote the Spirit of National Culture

The junior high school Chinese textbooks include some ancient poems and classical Chinese texts. These ancient poems may provide suggestions, broaden horizons, express true feelings in the world, or write eternal philosophy. They are a huge spiritual wealth and make our cultural self-confidence even more valuable, full and abundant.

The learning method that Confucius left to future generations to "learn and practice from time to time" and the attitude of "I have to examine myself three times a day" are thought-provoking; "If you gain the Tao, you will get many help, but if you lose the Tao, there will be little help", "Born in sorrow, die in happiness" are what Mencius taught us about life. The guide of the view; the famous line of the New Year's Eve, "The sound of the phoenix flute, the light of the jade pot, the dance of fish and dragon all night" is lively and lively, which is a portrayal of the traditional festival of the Chinese nation; "Don't laugh at the farmer's wax wine, because in the good years, there are enough chickens and dolphins for guests" is the Chinese The warm and simple folk customs on the land; "Whoever has never died in life since ancient times will leave a loyal heart to illuminate history" is not only the fearless spirit of the ancients who worried about the country and the people, longed to serve the country, and regarded death as home, but also the deepest and deepest respect and love for the country by all Chinese people. These all highlight the magnificence of my country's excellent traditional culture. Through the study of traditional cultural knowledge, it is not only conducive to cultivating students' moral character and personality charm, but also promoting the spirit of national culture. As an important part of Chinese culture, ancient poems and essays carry the historical memory and cultural genes of the Chinese nation. So it is necessary to guide students to learn excellent ancient poems and essays, which can more effectively combine the national spirit and the spirit of the times.

4.3 Stimulate Interest in Learning and Creativity

The ancient poems and texts in the treasure house of Chinese culture are the bearers of Chinese civilization, and they have irreplaceable cultural attributes. They have nurtured and nourished generation after generation with their unique beauty of rhythm, meaning and emotion. Ancient poems depict a large number of landscapes such as mountains and rivers, flowers and trees, expressing the love for nature.^[5] The light rain is as moist as a crisp in the streets of the capital city, and the grass color is close but there is nothing", the hazy freshness of early spring jumps on the paper; It depicts the vast and lonely background, and "the green mountains on both sides of the strait are opposite each other, and the lonely sail comes from the side of the sun". The majestic

scenery highlights a heroic and unrestrained image of Tianmen Mountain. When learning these ancient poems, students unconsciously observe the surrounding scenery, and imperceptibly learn to care for the good quality of every grass and tree, and at the same time generate a sense of appreciation and awe of the rivers and mountains on motherland.

Ancient poetry is a treasure of Chinese culture, containing rich philosophical and aesthetic values. Ancient poetry is a canon of language arts. Through the study of ancient poetry and literature, students can improve their language expression skills and literary appreciation skills. Culture confidence can make students more confident in appreciating and analyzing ancient poems and texts, and dare to express their own opinions and feelings, which is very important for motivating learning interest and creativity which are crucial. The excellent traditional culture in ancient poetry and literature not only helps to stimulate students' understanding of ancient poetry and literature. It can also enhance their sense of identity and belief in Chinese culture, so that they can have a sense of pride and belonging.

4.4 Enhance the International Influence of Traditional Chinese Culture

Through the teaching of ancient poetry and literature, it can not only impart knowledge, but also enable students to understand, inherit and carry forward the excellent Chinese traditional culture. Cultural confidence can encourage students to take the initiative to learn and pass on these cultural heritages, so that Chinese culture can be sustained and peacefully develop. Especially in the context of globalization today, with the promotion of Internet technology and the situation of world economic integration, a large number of foreign cultures have entered the Chinese market, and have won the support of a large number of young people, and even produced "admiration for foreign charm" which is a potential security hazard to the local culture.

Therefore, it is necessary to introduce traditional culture into schools and classrooms, so that students can have a more intimate contact with traditional culture. Cultural self-confidence enables students to realize the unique value and global influence of Chinese culture, thereby enhancing national self-esteem. Cultural self-confidence enables students to recognize the unique value and global influence of Chinese culture, respect and self-confidence. This self-esteem and self-confidence will motivate students to be open-minded and resilient in the face of foreign cultures. The form is sown into the hearts of each student, so that they can form a love for learning ancient poetry and cultural consciousness, cultural identity, cultural self-confidence, as a communicator, radiates local culture to the outside world, enhances the international influence of traditional Chinese culture, and achieves the effect of "transforming a strong country". As Wen Yingchan said, The re-innovation of traditional culture into the teaching of ancient poetry in junior high school can help students get more spiritual food, and to a certain extent, they can promote the construction of the national moral system and improve the country's cultural soft power^[6].

5. Conclusion

Education is the foundation of a nation and the foundation of a strong country. Culture is the soul of a country and a nation. Inherit traditional culture only by organically combining it with school education and firmly grasping the innovative inheritance of culture in education can better carry forward the excellent traditional literature and promote a country and a nation to go further and more steadily. Humanities education is the main thing that shapes students' physical and mental health. We should get out of the single mode of simple theoretical indoctrination, constantly innovate new models of cultural quality education, and pay attention to inheritance. On the basis of practice and innovation, we will continuously stimulate students' interest in traditional culture and improve their sense of traditional culture to intellectuality form a conscious understanding of

traditional culture.

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