

Research on the Penetration and Teaching Strategies of Jiangyou Culture in Junior High School Chinese Classrooms

Qin He^{1,a}, Yuran Zhou^{2,b}

¹Nationalities Middle School of Yongning District, Nanning, Guangxi, 530000, China

²Nanchang Normal University, Nanchang, Jiangxi, 330032, China

^a821110803@qq.com, ^b752911260@qq.com

Keywords: Jiangyou Culture; Junior High School; Strategies; Chinese Teaching

Abstract: Jiangyou culture is a type of traditional Chinese culture, a regional culture created by the Jiangyou ethnic group, and is in the same line as the Central Plains culture. In junior high school Chinese teaching, teachers can permeate Jiangyou culture, enabling students to master textbook knowledge while also getting acquainted with traditional folk culture in our country. This article will be based on the inheritance and development of Jiangyou culture and conduct research on the infiltration strategies of Jiangyou culture in junior high school Chinese classroom teaching. And it respectively proposes three strategies: infiltrating Jiangyou culture in poetry teaching, in reading teaching, and experiencing Jiangyou academy culture in situational teaching.

Since the Tang and Song dynasties, the Jiangnan region has gradually differentiated into two distinct cultural areas, Jiangzuo and Jiangyou, which together form the main body of Jiangnan culture. From the perspective of current geographical research, the Jiangyou cultural circle and Jiangzuo cultural circle can roughly be indicated by the Gan dialect area and Wu dialect area. Jiangyou culture is mainly distributed in most of Jiangxi, the northeastern part of Hunan, the southeastern part of Hubei, the northwestern part of Fujian and the southwestern part of Anhui. This culture takes "literature, chapters, integrity and righteousness" as its core essence. It can mainly be divided into several categories such as "porcelain culture, academy culture, Gan opera culture, Gan architectural culture and Gan language culture". In junior high school Chinese teaching, teachers can permeate Jiangyou culture in the Chinese classroom to enable students to have a deeper understanding of Jiangyou culture and let traditional Chinese culture take root and sprout in students' hearts.

1. The Infiltration of Jiangyou Culture Values in Junior High School Chinese Classrooms

With the continuous reforms of junior high school education by the Ministry of Education, the infiltration of traditional culture in junior high school Chinese teaching has emerged as a significant concern. It pertains to the cultivation of students' Chinese literacy, the formation of cultural identity, and the inheritance of the national spirit.

1.1 Enhancing Students' Chinese Literacy

Each volume of the junior high school Chinese textbook incorporates a considerable number of classic ancient literary works, such as poetry, prose, and classical Chinese prose. These works embody rich literary techniques and cultural connotations. Through the study of these classic works, students can acquire more vocabulary, grammar, and rhetorical skills, enhancing the accuracy and vividness of their language expression. Simultaneously, with an in-depth exploration of Jiangyou culture, students' comprehension of the imagery in literary works will be more profound, enabling them to cultivate a passion for and appreciation of literary art. They can better appreciate the aesthetic beauty of artistic conception, emotions, and language in literary works during reading, thereby elevating their aesthetic level and cultural literacy. Thus, cultural infiltration in Chinese language teaching not only focuses on students' acquisition of Chinese language knowledge but also places emphasis on the cultivation of their thinking ability, innovation ability, and critical thinking ability to achieve all-round development[1].

1.2 Strengthening Cultural Identity

Jiangyou culture, as a component of traditional culture, is a gem of the Chinese nation. Through the study of these works and acquaintance with the artistic achievements and wisdom of ancient culture, students can have a deeper understanding of the regional history and enhance their sense of identity and pride in Jiangyou culture. This sense of cultural identity holds significant implications for the subsequent cultivation of students' patriotism and social responsibility. It is also in alignment with the requirements of the new curriculum standards for Chinese language education and will facilitate a better integration into quality-oriented education.

1.3 Inheriting and Propagating Traditional Culture

Traditional culture constitutes the spiritual pillar and soul sustenance of the Chinese nation, and regional cultures emerging from different regions exert a particularly notable influence on the local populace. Ancient literary works encompass profound life philosophies and moral concepts, such as the classic works "The Analects of Confucius", "The Great Learning", and "The Doctrine of the Mean". Through the study of these works, students can draw upon the wisdom and life experiences of ancient sages and form correct worldviews and values. Therefore, by permeating the value of Jiangyou culture to students in the classroom and achieving a subtle cultural inheritance, and then through students' practice, the effect of promoting traditional Jiangyou culture can be attained. In this manner, education forms a closed loop, and cultural values can truly permeate the masses.

2. Teaching Strategies of Jiangyou Culture in Junior High School Chinese Classroom Instruction

2.1 Infusing Jiangyou Culture into Poetry Teaching

The Jiangyou Poetry School was the first literary school in Chinese history to have an official name and was highly renowned in the poetry circle. It took Du Fu as its founding father and Huang Tingjian, Chen Yuyi, and Chen Shidao as its leading figures. It mainly focused on depicting the life in the study and attached great importance to the refinement of language. The theory of "transformation and refinement" advocated by this school was once widely popular in Jiangxi Province and was the most influential poetry school in the Song Dynasty. In junior high school Chinese teaching, teachers can infuse Jiangyou culture by analyzing and explaining the works of the

main members of this school, enabling students to understand the cultural connotations through their poems and deeply appreciate the unique charm of Chinese knowledge.

For example, taking the poem "Looking at Mount Tai" from the compulsory textbook for seventh-grade Chinese as an example. "Looking at Mount Tai" is a work by Du Fu, the founding father of the Jiangyou Poetry School. The goal of this lesson is to enable students to appreciate the magnificent and mysterious scenery of Mount Tai. Through the study of this lesson, students can have a sense of the poet's vigorous spirit and lofty aspirations. When teaching this lesson, teachers can lead students to analyze the poem line by line, allowing them to understand the poet's style through the use of rhetorical devices such as rhetorical questions, metaphors, parallelism, and antithesis, as well as the writing techniques such as the combination of reality and imagination. This enables students to appreciate the poet's love and admiration for the country's mountains and rivers. Thus, students can not only understand the Jiangyou poetry culture but also deeply appreciate the unique charm of Chinese knowledge, achieving the effective infusion of Jiangyou culture into junior high school Chinese teaching.

2.2 Infusing Jiangyou Culture into Reading Teaching

In junior high school Chinese teaching, teachers can infuse Jiangyou culture by extending the teaching of reading materials. For instance, taking the compulsory textbook for eighth-grade Chinese "The Village Opera" as an example. The village opera is a folk art form of performing plays to worship the local deity and has the significance of praying for blessings and cultural entertainment. It is popular in regions such as Shaoxing, Huanggang, and Anshun. When teaching this lesson, teachers can appropriately extend the teaching to introduce the Jiangxi opera, which is also a traditional Chinese opera. For such traditional cultures that require intuitive perception and are presented in long prose, teachers can use modern teaching methods for cultural infusion, such as micro-lectures, PPTs, audio, and video. Teachers can play videos related to village operas and Jiangxi operas for students. Through the comparison of the two types of operas, students can not only master literary knowledge but also have a deeper understanding of Jiangxi culture. By using these teaching methods, the teaching of traditional culture can be made more vivid, visual, and interesting, thereby better attracting students' attention and stimulating their interest. Thus, achieving the effective infusion of Jiangyou culture into junior high school Chinese teaching[2].

2.3 Experiencing Jiangyou Academy Culture in Situational Teaching

In addition to Jiangxi opera and poetry culture, Jiangyou's academy culture is also widely renowned. In over a thousand years of ancient Chinese history, the influence of Jiangxi academies was far greater than those of other provinces. In the 1980s, Ji Xiaofeng and over a hundred scholars conducted a national census of ancient academies and found that among the total of over 7,300 academies, Jiangxi had 990, ranking first among all provinces. Among them, the White Deer Cave Academy on Mount Lu and the Ehu Academy in Shangrao were respectively the venues for the debates between Confucianism's rationalism and idealism. The White Deer Cave Academy, Xiangshan Academy, Ehu Academy, and others have produced a large number of talented young people. Among them, Zhou Dunyi, the author of "The Love of Lotus," and Zhu Xi, the author of "The Collected Commentaries on the Four Books," are typical representatives. The "Love for Lotus" is included in the compulsory junior high school Chinese textbooks. Teachers can introduce the background of the author and explain the work to help students understand the Lianxi Academy which has a connection with him. For instance, teachers can inform students that the Lianxi Academy was established in memory of Zhou Dunyi, a famous thinker and the founder of Neo-Confucianism in the Northern Song Dynasty. Also, teachers can let students know the

academic ideology of integrity and uprightness advocated by the academy. By combining the noble qualities of the lotus that the author aspires to have in the text, teachers can enable students to learn about Jiangyou Academy culture while learning the poem. This effectively integrates Jiangxi culture into junior high school Chinese teaching[3].

3. Notes on the Teaching of Jiangxi Culture in Classroom Instruction

3.1 Focusing on Students' Subjectivity

During the process of integrating Jiangyou culture into teaching, teachers should pay close attention to and respect students' subjectivity, taking into consideration their learning needs and interests. Instead of merely imposing cultural infusion through personal output, they should stimulate students' learning interest and initiative, enabling traditional culture to permeate students' inner selves in a subtle and imperceptible manner. This would promote students' understanding and inheritance of Jiangxi culture. For example, presenting knowledge of Jiangyou academy culture during breaks or organizing students to collect and research academy culture in groups before class can stimulate students' learning enthusiasm and assist them in better comprehending the character traits of students influenced by academy culture and the literary connotations in their works.

3.2 Focusing on the Effectiveness of Teaching

When teaching content and teaching methods complement each other, teachers should also pay meticulous attention to whether the actual effect and outcome have reached the anticipated goals, ensuring that the effect of Jiangyou culture infusion can be effectively manifested. Teachers should enhance the effectiveness of teaching by formulating explicit teaching objectives and plans, adopting scientific teaching methods and approaches, and conducting timely teaching feedback and evaluation. For instance, setting cultural infusion goals before class, actively guiding students to establish cultural connections during class, and assigning relevant cultural tests after class. Concurrently, as facilitators, teachers should also actively reflect on their teaching after class and maintain relevant records to accumulate experience for the effectiveness of subsequent teaching[4].

4. Conclusion

To sum up, traditional culture is an artistic gem of the Chinese nation. It is the unshirkable responsibility and mission of every teacher to inherit and carry forward traditional culture and cultivate outstanding socialist successors. At present, in Chinese teaching in junior high schools in China, there is a situation where teachers attach too much importance to students' grades while ignoring the cultivation of their cultural learning. Cultural learning is not only the true meaning of learning but also a key approach to enhance students' core literacy in Chinese. Meanwhile, this is in line with the requirements of the current new curriculum standards for junior high school learning. Therefore, teachers should transform their teaching concepts and adopt diverse infiltration methods such as infiltrating Jiangyou culture in poetry teaching, reading teaching, and situational teaching, so as to inherit and promote Jiangxi culture. Thus, students can get rid of the traditional concept of only learning textbook knowledge and acquire more knowledge of traditional culture. While expanding students' horizons, it helps students deeply appreciate Jiangyou culture, making traditional culture a deeply rooted part of students' knowledge system and implementing the teaching concepts of the new curriculum standards. At the same time, teachers should also pay attention to issues such as students' subjectivity and the effectiveness of teaching to achieve the effective infiltration of Jiangyou culture in junior high school Chinese teaching.

Acknowledgments

1) The 2023 Jiangxi Province Basic Education Research Project: "Research and Application of Integrating Jiangxi Culture into Comprehensive Practical Activities of Chinese Language in New Era Compulsory Education" (SZUNSYW2023-1169)

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