

# Research on Innovative Development Ideas of Literary Education based on Aesthetic Appreciation and Creation of Literary Works

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**Abstract.** With "aesthetic appreciation and creation" becoming an important part of Chinese core literacy, attaching importance to literature education based on core literacy requirements has become a new trend in Chinese education. Literary appreciation is a process in which people feel, understand and appreciate literary works. It is a coordination and unity of perceptual and rational activities. Non-Chinese majors in colleges and universities generally offer literature appreciation classes to educate students in literature. The goal is to cultivate students' ability to appreciate and evaluate literature, and to cultivate aesthetic feelings, interests and abilities. The ability of aesthetic appreciation is the ability to distinguish, recognize and evaluate the beautiful things as a whole. It is a high-level aesthetic activity with relatively prominent rational factors on the basis of more profound and unique aesthetic feelings, imagination and experience. Literary appreciation is the process of people's feeling, understanding and aesthetic activities for literary works. It is the coordination and unity of perceptual and rational activities.

**Keywords:** Aesthetic appreciation, Literary works, Innovative development.

## 1. Introduction

Literature is the cultural representation of life experience, while literary works are the aesthetic expression of the life of the times, implying thinking about life, value orientation and specific ideology. However, with the increase of accumulation, students gradually form their own unique opinions when appreciating the works and directly talk with the works when interpreting the works. In the long run, students will form their own unique ideas [1]. The external dissemination of culture is the cultural exchange and cooperation between countries led by the government and various agencies in the government [2]. The supplement of literary history knowledge does not require students to make efforts to read through literary history. Teachers can make a brief history of literature into courseware and use it in class, or find some concise introductory articles as supplementary materials for students to learn [3]. Literature is an important branch of humanities. It is very necessary to enhance students' literary quality to cultivate their comprehensive quality. Reading is a student's personalized behavior. Teachers' analysis cannot replace students' reading practice. Only through students' personal reading can they form their own judgment [4]. Attention should be paid to students' initial reading experience. Students are required to read the original text directly without using reference materials. The aim of literary education for students is to cultivate students' ability to appreciate and evaluate literary works, to cultivate aesthetic feelings, taste and ability, to form their own constructive opinions in reading, to further develop personality and to perfect human nature.

## 2. Individualized Aesthetic Interpretation of Literary Works

At present, literary education based on aesthetic appreciation and creative accomplishment should not only be guided by literary appreciation, but should start with literary appreciation that cultivates acceptance and end with literary creation that cultivates expression. In the process of students asking questions, help students sort out their thinking and express the thinking process in a systematic way [5]. On the other hand, students should put forward their own questions and opinions on the basis of previous reading. Teachers should screen the questions raised by students, and choose those questions that are related to the text's general purpose and are of great value to

students' application of knowledge. No matter whether it is a poem, a novel or an essay, it is an organic whole, and our appreciators' aesthetic perception can only be based on the overall grasp of style to understand literary images and discover artistic beauty.

To improve the ability of mastering a language usually needs to be carried out in a certain cultural background. Only by being familiar with the particularity of language culture can we grasp the method of learning a language as a whole. Literary works are often regarded as written language which is quite different from the daily communication language. The language form is more complex, and the cultural meaning and style are obscure to non English native language learners. The cultural accomplishment and humanistic quality of college students are very important to the cultivation of their comprehensive quality. The key point of humanistic quality education is to improve their cultural self-cultivation. Excellent writers create literary works from the whole to the part, with each part to form an organic whole of the works, to express the theme. Some parts of some works, unique feelings deep in the description of scenery. In the practice of literature teaching based on computer network, network provides valuable help for teaching. In the process of literature teaching, students can analyze and express their opinions through discussion with their classmates or teachers, which greatly promotes the improvement of their independent thinking ability and critical thinking ability.

In the process of literature education, students should be guided to read the works as a whole, to understand the contents of the works and to perceive the images through literature as the content and image carrier. When reading foreign literature, correctly understanding the meaning of the original text is the key to translation. If the original text is misread, misinterpreted or not fully understood, various problems will inevitably be exposed in translation. The above factors related to translators are not isolated from each other, but are interrelated and influence each other. Figure 1 is a general model of translator research.

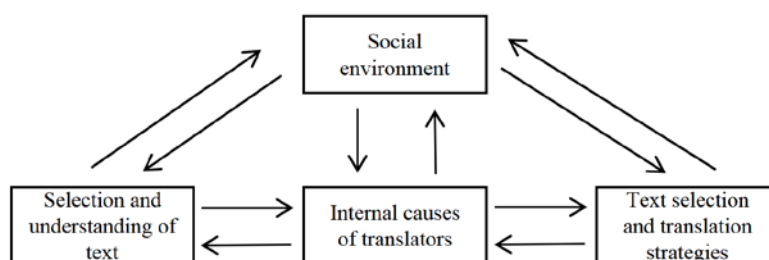


Figure 1. Translator research overview model

In the past, literature education was the education of aesthetic appreciation. Literature knowledge and Chinese skills were acquired from literature aesthetics, which was also permeated with the edification of morality and humanity and the edification of temperament. In appreciation, students should be encouraged to express their own experiences and opinions, carry out personalized aesthetics, and advocate diversified interpretation of works. The path of literary aesthetic appreciation and cultivation of creative accomplishment includes: creation promotes appreciation, appreciation promotes creation, appreciation and creation jointly promote learning [6]. From the practice of literary appreciation, "understanding" is multi-level and can be divided into superficial understanding and deep understanding. The superficial understanding is the literal understanding of the work and the external understanding of the article. The current literature education pays more and more attention to the participation of readers. On the basis of perceiving and experiencing the beauty of literature language, image and emotion, it should be able to identify and evaluate works of different times and styles [7]. After the students ask questions and discuss, the teacher should discover and ask questions from the discussion. Teachers' questions should either play the role of finishing the students' understanding of the article or play the role of expanding students' thinking. Whether it is instructive, discovery or thinking, the principle of asking questions by camera should be followed. While cultivating aesthetic emotion, taste and ability, students must be guided to taste

and understand the deeper theme of the works, deeply understand the writer's humanistic feelings, and enrich and perfect their own human nature.

### **3. Innovative Development Ideas of Literature Education**

#### **3.1 Cultivate Aesthetic Sensibility**

All outstanding literary works are imbued with the author's strong thoughts and feelings. Literary appreciation must permeate emotional education, stimulate interest with emotion, and guide learning with emotion. Paying attention to the correlation between aesthetic appreciation and aesthetic creation, and bringing aesthetic appreciation and creation back into the discourse system of Chinese core literacy, reflect the deepening of Chinese curriculum reform and the development of literary education. Curriculum assessment has many functions such as diagnosis, development and selection [8]. The focus of curriculum assessment is to discover problems in time, improve teaching, and then promote the improvement of students' comprehensive quality, stimulate students' desire to learn actively, help students build confidence and help students develop good learning habits. Reading works, only when students discover the author's personal feelings and the author's special way of thinking, can they enter the field of the author's "personality" and get aesthetic feelings. Teachers should create appropriate aesthetic situations for students, so that they will naturally be influenced by aesthetic objects and emotions conveyed by teachers, resonate with works, and gain aesthetic experience and pleasure.

The accumulation of experience, the sharpening of thinking and the development of expression are all based on appreciation on the basis of cognition and understanding. Only through constant precipitation, chewing and taste in literary appreciation can language expression develop from normative and appropriate expression to individual aesthetic creativity. In literary aesthetic teaching, literary works in Chinese textbooks as aesthetic objects are the condensation of the author's feelings and personality [9]. Literary works are created by the author. The author injects his own ideas, consciousness and emotion into the works. Restoring the author's original intention is the most traditional and basic method to interpret the article. Therefore, exploring the original meaning of the author has become the first step for classics reading. Literature education under the background of core accomplishment opens the door to the transformation from paying attention to appreciation of beauty to paying attention to creation of beauty expression. Fundamentally speaking, the defects in the curriculum standard design of the experimental edition result in the lack of expressive power in literary education, which also limits the in-depth understanding of literary beauty. In literary appreciation, only by creating a kind of environment atmosphere for students to perceive beauty, understand beauty and create beauty can students' mind enter the country. This kind of atmosphere is a prerequisite for understanding, appreciating and tasting beauty. Therefore, literary aesthetic teaching should guide students to discover writers' different writing styles and personalities.

#### **3.2 Cultivate Aesthetic Appreciation**

The thoughts, feelings, spirits and qualities expressed in the works will enable students to be nurtured and infected by beauty, shape the soul of students in subtle ways, enrich and purify the feelings of students, thus improving their ability to appreciate beauty. You can read in different forms according to different styles. For example, reading in poetry teaching is usually done by reading aloud. The lyricism and unique rhythm of poetry determine the singing characteristics of poetry. Personalized language is often intentionally used by writers when conveying feelings and meanings. Once a literary work enters the social circulation system, it has its own independent life and meaning and should not be diverted by the author's wishes. In literary education, the ponder of the effect of language expression, appreciation and creation of literary works cannot be separated from the guidance of values and all need to serve the growth of human beings [10]. In personalized literary creation, individuality enables language to develop and evolve, and individuality enables individual understanding of language to blossom into colorful colors. Especially literary language, its expression and understanding are full of individuality. The recitation of poetry can be repeated

until it can be recited, so as to help students better understand the artistic conception of poetry. The reading method of the novel can be silent reading, which is helpful for students to think while reading and better understand the article. The works have profound cultural connotation and rich aesthetic taste. Only by teaching students to discover beauty, feel beauty, appreciate beauty, pay attention to accumulation, and cultivate aesthetics in the ocean of literature can they have higher aesthetic appreciation.

The process of teaching and learning itself is an interactive process. If teachers only provide one-way information and do not attract students to participate in online teaching activities, it will greatly affect the teaching effect. In some parts of his works, there are not only the meanings of the theme related to his parts, but also the meanings of his independent expression, which are often meaningful. Literary works can improve students' Humanistic Quality in College English teaching. Excellent literary works can improve students' basic language knowledge and skills, as well as their reading and imagination. In the process of teaching, teachers should encourage students to actively express their views and opinions, dare to ask questions if they have doubts, and fully mobilize students' thinking ability through reading and discussion. In education, we should pay attention to analyzing the economic and political conditions at that time in combination with the specific historical environment. When it comes to the development stage of literature, the important literary thoughts and schools, the creative thoughts of the representative writers and the theory of literary appreciation, it is mainly taught by teachers. In order to improve students' interest in learning, teachers can prepare some recommended articles to guide students in research-based learning. For students' problems, teachers should make records and explain them uniformly. So as to promote students' understanding of relevant knowledge and achieve better teaching effect.

### 3.3 Cultivating Aesthetic Creativity

Imagination and association are wings of works of art, and are also creative thinking activities that are deeply and extensively considered. Teachers should guide students to enjoy literature reading so as to lay a foundation for the cultivation of excellent mother tongue expression. This includes three steps: experience and perception, understanding and appreciation, expression and innovation. Teachers should encourage students to use their spare time to read the original works. Based on the fact that students are less motivated to read after class and even most students cannot read long works, teachers can retell the outline of the story. The direct observation of life is full of interest, which improves students' interest in learning, not only experiencing life experience, but also gaining aesthetic experience. In teaching, students' knowledge and life accumulation should be mobilized to chant and associate freely, hearing and seeing vivid images from silent and colorless words, as well as flesh-and-blood characters, as if they were on the scene or even broader.

In the long course of history, human beings have created various social laws to restrict human behavior, so as to maintain the survival and development of groups, groups and social organizations. As shown in Figure 2, it is a generalized model of literary appreciation in the context of aesthetic thought.

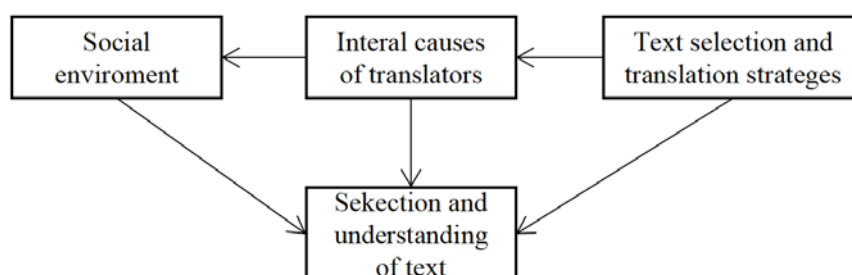


Figure 2. Overview model

The interpretation of literary works should not neglect the status of readers. Although the text of the work has meaning, it is only a potential meaning, which can only be revealed through reading

by readers. Teachers should actively interact and develop with students in the teaching process. To deal with the relationship between knowledge dissemination and ability cultivation, we should pay attention to the cultivation of students' independence and autonomy, and guide students to question, investigate and explore. Appreciation of beauty is closely related to creation of beauty [11]. After being nurtured by beauty, students naturally have the desire to yearn for and create beauty. In the aesthetic teaching of literature, the teaching materials as aesthetic objects express the ideological content through language and writing. Therefore, to understand the content, the aesthetic subject must understand its meaning through the perception of language. Students record their thoughts, put forward the hypothesis of the problem, collect information with the aid of tools, process the information deeply, and try to solve the problem. After the assignment of tasks, the participation of learning subjects and the development of activities, the results of the activities are finally formed.

#### 4. Conclusion

There are many ways to create beauty. You can also use classroom discussion and writing exercises. The individualized aesthetic interpretation of literary works focuses on the inner world of human beings and individual differences. In this process, it pays attention to the development and promotion of the individual's aesthetic perceptual quality, and on the basis of it, stimulates the individual to consciously achieve the goal of emancipating the mind and freely constructing personality. Teachers should encourage students to find problems, ask questions, and actively collect relevant information to solve problems, form their own views, and write articles to show the results of learning. Literature is rooted in culture and expresses a nation's way of life, way of thinking and values through literary works. Although the ways of expression in the literature of various nationalities and times show different forms due to different environments. However, these different forms of literature show the core and inner spirit of the national culture. The difference between comparative literature and film and television works in terms of theme expression and characterization. The teaching of appreciation and creation guided by "aesthetic appreciation and creation" is an important way to realize the value of literature education. We should combine the background of this core accomplishment and link literature appreciation with literature creation to improve students' core accomplishment.

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