

On the Integration of Local Cultural Resources into Ancient Literature Teaching in Colleges and Universities

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Abstract: With the rapid development of social economy, students' life and learning activities have changed a lot compared with the past. Many students will lose interest in the boring ancient literature course and are unwilling to actively learn ancient literature knowledge, which greatly reduces the teaching effect of ancient literature course in China. Based on this, this paper studies the integration of local cultural resources into the teaching of ancient literature in Colleges and universities. Through expert interviews and questionnaire survey, this paper concludes that the integration of local cultural resources into the teaching of ancient literature in Colleges and universities should start from the selection of local cultural resources, choose the appropriate local cultural resources, and first select the representative local culture (The proportion is 19.38%), followed by local culture close to life (accounting for 17.7%), popular image is also an important aspect (accounting for 22.3%), and then from the form of local culture, select important literature works (accounting for 18.9%) and places of interest (25.3%). Finally, through appropriate teaching methods, these local cultural resources will be integrated into college literature teaching.

1. Introduction

Chinese ancient literature has experienced a long development process, which is closely connected with Chinese history and culture, and has the characteristics of nationality, times and inheritance [1-2]. In terms of content, each ancient Chinese literary work tells a history and shows the great tension of ancient Chinese characters [3-4].

All kinds of local culture, after years of polishing, will always leave some traces. Therefore, not all the local cultural resources can be integrated into the teaching of ancient literature. It is necessary to choose the typical contents that supplement the ancient literature research syllabus [5-6]. The teaching form of ancient literature embedded in local cultural resources can not only deepen and enrich the teaching content of ancient literature, but also carry forward the characteristics of local culture [7-8]. Integrating local cultural resources into the ancient literature curriculum reform in Colleges and universities can greatly improve students' learning desire and enable them to actively explore ancient Chinese literature knowledge, which is of great help to the improvement of students' literature cultivation and course teaching quality [9-10].

This paper begins with the introduction of local cultural resources, to understand the main content and important role of local cultural resources, to understand the current situation of literature teaching in Colleges and universities through questionnaire survey, and to summarize the ideas and teaching methods of integrating local cultural resources into ancient literature teaching in Colleges and universities through expert interviews.

2. Introduction to Local Cultural Resources

2.1 Contents of Local Cultural Resources

(1) Literary works

When the characters were not flourishing, the legends of Fuxi and Nuwa showed the primitive poetic wisdom of the ancient people. In the book of songs, "no clothes", "Gongliu" and other chapters shape the distinct image of Zhou and Qin ancestors. In the grand chapter of the history of

ancient Chinese literature, literary works radiate a dazzling light.

(2) Cultural relics

As a witness of history, cultural relics and historic sites have experienced the grinding and precipitation of time. For example, the Jingchuan Daling site in the Paleolithic age marks the beginning of ancient culture in Gansu Province. The achievement of copper smelting in Qijia cultural site marks the great progress of ancient production technology.

(3) Folk customs

With its unique local customs and national color, folk customs add infinite charm to Chinese culture. Specific performance in agricultural production, daily life, clothing tourism, customs, folk songs and dances, weddings and funerals.

2.2 Positioning of Local Cultural Resources in Ancient Literature Teaching in Colleges and Universities

(1) Interpretation of ancient works

The best way for students to understand the ancient literature resources is to visit the local cultural relics. These places of interest are full of traces of ancient literati. They chant poems, compose poems, dance and paint here. Therefore, these places of interest are the best way to understand the works of ancient writers.

(2) The bearer of Humanistic Quality Education

In some cases, local cultural resources can play the role of humanistic quality education. For example, through the combination of local existing cultural resources, let students into the cultural life of the ancients, learn from similar scenes and cultures in modern life, and let students feel the literary life of the ancients.

3. Research Method

(1) Questionnaire survey

In this paper, through the questionnaire survey of teachers and students in many colleges and universities, we understand the current situation of cultural teaching in Colleges and universities, sort out and analyze the contents of the questionnaire, and summarize the problems existing in the teaching of ancient literature in Colleges and universities.

(2) Expert interview

In order to study the integration of local cultural resources into the teaching of ancient literature in Colleges and universities, this paper specially interviewed several experts of ancient literature research to understand their views on the integration of local cultural resources into ancient literature teaching in Colleges and universities, and then sort out and analyze the ideas and methods of integrating local cultural resources into ancient literature teaching in Colleges and universities.

4. Countermeasures of Integrating Local Cultural Resources into University Culture Teaching

4.1 Analysis of the Current Situation of Ancient Literature Teaching in Colleges and Universities

Based on the questionnaire survey of teachers and students in many colleges and universities, this paper understands the current situation of cultural teaching in Colleges and universities, sorts out and analyzes the contents of the questionnaire, and summarizes the problems existing in the teaching of ancient literature in Colleges and universities. The specific analysis is shown in Figure 1.

It can be seen from Figure 1 that the main problems existing in the teaching of ancient culture in domestic colleges and universities are as follows:

(1) The lack of attention to the aesthetic and literary features of ancient literature accounted for 21.6%

In the teaching of ancient literature, teachers seldom guide students to read, ponder and comprehend ancient works. It is also rare to guide students to take a holistic view of the text of a

certain writer or a certain era. They are used to abstract the writer's creation and literary thoughts into several items, break down the integrated text into pieces, and then give them to students one by two, three or four. For the students' actual mastery effect, literary literacy and aesthetic appreciation, few people go to inquire.

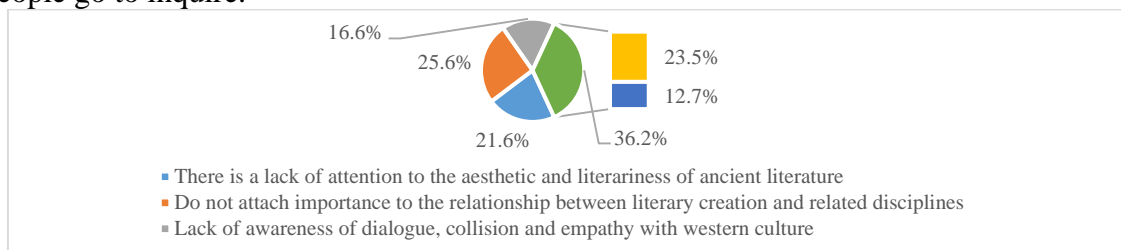


Figure 1. Analysis of the current situation of Ancient Literature Teaching in Colleges and Universities

(2) 25.6% did not attach importance to the relationship between literary creation and related disciplines

After modern times, due to the increasing division of labor in society and the one-sided development of human beings, the division of literature, history and philosophy and the weakening of multi-functional role of writers have become more and more prominent. This situation not only causes a great decline in the comprehensive information bearing capacity of literary texts such as aesthetics, customs, philosophy and politics, but also fails to produce encyclopedia like western "Homer's poetry history" and "four classical masterpieces" in China.

(3) Lack of awareness of dialogue, collision and empathy with western culture, accounting for 16.6%

As an important part of Chinese literature, ancient Chinese literature is also influenced by western culture with the development of contemporary society. In the teaching and research of ancient Chinese literature, we also lack the consciousness of taking the initiative to observe Chinese literature with western philosophy, aesthetics and literary theory.

(4) Insufficient understanding of students' subjective role, accounting for 23.5%

In the traditional teaching of ancient literature in Colleges and universities, teachers pay attention to the their teaching, exert too much force on the theoretical knowledge, and the students mainly study "listening, memorizing, memorizing and testing". Because of the lack of appreciation and understanding of the works themselves, the students cannot feel the aesthetic feeling of literature. At the same time, the practical training of literature is not enough, the improvement of students' writing, analysis, problem-solving ability is not satisfactory, both teaching and learning are relatively passive.

(5) Teaching methods are relatively backward, accounting for 12.7%

With the rapid development of information technology, students can rely on a variety of different ways to obtain the information they need and master the ancient literature information, which is no longer limited to obtaining information from books. The tutors of ancient literature major in Colleges and universities are basically older, they know little about network information technology, so the limitations of teaching methods have become a difficulty in ancient literature teaching.

4.2 Thoughts and Methods of Integrating Local Cultural Resources into Ancient Literature in Colleges and Universities

In order to study the integration of local cultural resources into the teaching of ancient literature in Colleges and universities, this paper specially interviewed several experts of ancient literature research, understood their views on the integration of local cultural resources into the teaching of ancient literature in Colleges and universities through interviews, and then came to relevant conclusions through sorting and analysis. The specific information is shown in Table 1 and Figure 2.

Table 1. Ideas and methods of integrating local cultural resources into ancient literature teaching in Colleges and Universities

Thinking	Method
Choose positive and representative local cultural factors	Widely use multimedia network materials and first-hand audio and video materials
Choose the most realistic local cultural elements	To promote the interaction between Chinese ancient literature and local culture through extensive cohesion in and out of class
Choose the most vivid and popular local cultural elements	Applying local cultural resources to teaching practice with embedded mode
The introduction of handed down literature resources	Pay attention to multidisciplinary extension
Exploration of cultural sites of interest	Highlight interaction and change teaching concept

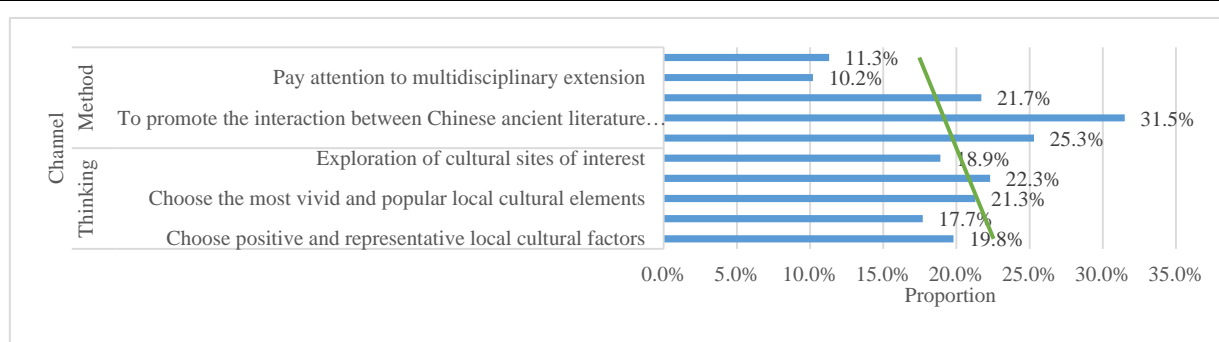


Figure 2. Ideas and methods of integrating local cultural resources into ancient literature teaching in Colleges and Universities

It can be seen from Table 1 and Figure 2 that the integration of local cultural resources into ancient literature teaching in Colleges and universities is mainly through the selection of local cultural resources, the selection of appropriate local cultural resources, and then through the appropriate teaching methods into college literature teaching.

(1) On the integration of local cultural resources into ancient literature teaching in Colleges and Universities

1) Positive and representative local cultural factors were selected, accounting for 19.38%

One party, firm and indomitable, also creates a brilliant culture of one side. That cultural tenet that contains people's persistent pursuit, perseverance and soul is the one that should be taught and passed down.

2) Choose the local cultural elements that are the closest to reality, accounting for 17.7%

Today's college students have a strong sense of the times, and few people are willing to review the long history of folk customs. If teachers choose the cultural factors which are gradually away from each other, they may not only fail to attract students' attention, but also make the classroom atmosphere further fall into the freezing point.

3) Choose the most vivid and popular local cultural elements, accounting for 22.3%

Vivid images can stimulate students' interest and further thinking, which is one of the reasons why exhibition halls and museums are always more attractive than classroom. The introduction of local culture should focus on finding and reflecting a clear image.

4) Introduction of handed down literature resources, accounting for 18.9%

Many colleges and universities are located in famous historical and cultural cities. For ancient literati, they often leave many masterpieces, no matter where they live or where they roam. Therefore, colleges and universities can make full use of the ancient cultural resources in their areas.

5) Exploration of cultural sites, accounting for 25.3%

Historical sites and literature are closely related and often complementary. Where there are

places of interest, there is literature, and the spread of literature contributes to the spread of places of interest. Therefore, in the practice teaching of ancient literature, the excavation of cultural sites and historic sites is an important part.

(2) Methods of integrating local cultural resources into ancient literature teaching in Colleges and Universities

1) Extensive use of multimedia network materials and first-hand audio and video materials, accounting for 25.3%

In order to enhance the vividness and interest of the class, we can widely use video, audio and other network materials. In recent years, great achievements have been made in promoting the protection and collation of local culture. These achievements can be used as visual data display in the classroom.

2) Extensive in class and in class cohesion was carried out to promote the two-way interaction between ancient Chinese literature and local culture, accounting for 31.5%

To promote the understanding of ancient Chinese literature by local culture, and grasp the influence of ancient Chinese literature on local culture. Through the cultural activities of docking in and out of class, local culture can constantly improve its height, and ancient Chinese literature can also examine itself in a variety of cultural atmosphere, and constantly explore and revise it.

3) Applying local cultural resources to teaching practice in embedded mode, accounting for 21.7%

Embedding mode is to integrate the local cultural resources into the current teaching of ancient literature and embed and implement them in the original teaching plan. The embedded method does not need to modify the curriculum thoroughly, but only needs to compress the teaching time and appropriate curriculum reform.

4) Focus on multi-disciplinary extension, accounting for 10.2%

As for the course of ancient Chinese literature, it is related to art, aesthetics and other disciplines, such as appreciating the artistic value of ancient literature through the relevant theories of aesthetics. Therefore, in practice teaching, teachers can also organize students to learn the knowledge of other similar disciplines. On the one hand, it can mobilize students' enthusiasm, on the other hand, they can also expand their knowledge and promote the development of students' creativity.

5) Highlight interaction and change teaching concept, accounting for 11.3%

The teaching reform of ancient literature course in Colleges and universities should follow the law of teaching activities, highlight interaction and guidance, and realize the change of teaching concept. Teachers must attach importance to students' subjectivity, stimulate students' potential to the greatest extent, encourage them to actively explore and think actively, and then form cognition and discover significance.

5. Conclusion

Through the thinking and exploration of integrating multi local cultural resources into the teaching of ancient literature in Colleges and universities, this paper sums up that in the face of the current cultural environment, in this traditional and ancient literature subject, we are absolutely necessary and should try our best to integrate the relevant knowledge of local culture into the teaching, so that our ancient literature teaching course radiates more brilliant light.

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