

The Application of Cultural Relics Resources in the Teaching of Chinese Literacy in the Department

Su Ruiqin

Shaanxi Xueqian Normal University, Shaanxi Xi'an, China 710100

Keywords: Cultural relics resources; departmental editing language; literacy teaching

Abstract: The editorial literacy teaching follows the scientific nature of Chinese characters and the cognitive rules of children, and pays more attention to the inheritance of Chinese character culture. The use of cultural relics resources in literacy teaching can intuitively reflect the configuration of Chinese characters and promote students' self-exploration of learning Chinese characters. The construction of compound literacy teaching mode with cultural relics resources, combined with informational teaching methods, and the development of literacy courses based on museum cultural relics, can improve the literacy efficiency, practice the comprehensive learning of primary Chinese, inherit the Chinese character culture, and improve cultural confidence.

1. Introduction

Literacy teaching is an important part of Chinese teaching in primary school. The literacy teaching of the Chinese textbooks is more scientific, and it is manifested in fully grasping the science of Chinese characters, following the rules of children's cognition, and integrating socialist core values and Chinese excellent traditional culture education into language and language education^[1]. How to use the textbooks compiled by the Ministry to implement the literacy teaching objectives in the Compulsory Education Chinese Curriculum Standards (2011) (hereinafter referred to as the "Course Standards"), and to develop the core literacy of students' language is an important content of the current Chinese teaching. Cultural relic resources are one of the ways to carry out literacy teaching.

Cultural relics are culturally valuable things left over from the development of human society, including "historical objects, works of art, literature, manuscripts, books, materials, representative objects, etc."^[2], and "culture Sites, ancient tombs, ancient buildings, cave temples, stone carvings, murals, important modern historical sites and representative buildings, and other immovable cultural relics"^[2]. The Compulsory Education Language Curriculum Standard (2011) states that cultural heritage can be a resource for language courses.

2. The value of the application of cultural relics resources in the editing of Chinese literacy teaching

2.1. Using cultural relics resources to visually reflect the laws governing the formation of Chinese characters

Chinese characters are ideograms that originate from pictures. When the original word-creator creates the word symbol for the language, it is an image thinking, which uses the specific image of the thing as a symbol to record the meaning in the language, and the abstract meaning is represented by the figurative form. The pictographic word is used as the basis for the word-making method. The word-making method is to depict the outline of the object and highlight the characteristics of the object. Although the word is abstract, most of the words are still based on pictograms and additional symbolic symbols. The ideograms use pictographic components to express the feelings of people and themselves in the two ways of taking forms and meanings. The shape of the word is expressed in relation to the specific thing. The four physical structures are based on pictographs, which are "If you see and understand what you see, you will analyze it according to what you see and understand. If you can't see it, analyze it in a similar situation". The images include astronomical geography, animal plants, human relatives, and palace devices. The unearthed cultural relics, especially the cultural relics of the pre-Qin period, are an objective reflection of the image taken by the creators. For example, in the oracle's related artifacts, "the oracle bones of the oracles refer to the shape of the object or the word of the object in a combination of shapes and sounds", "a total of 100"^[3].

The four forms of Chinese characters have evolved from ancient times to the present, and there is still continuity. Taking pictograms as an example, most of the 121 high-frequency pictographs in (Modern Chinese) are pictographs (89), not too complicated, the glyphs are relatively simple. The latter words (18) seem to have a tendency to be complicated, but in fact it is caused by the increase of the ideogram. That is to say: the main character of the pictograph and its subsequent words is shaped and expressed. Like the simple.^[4] Although the ideographicality of Chinese characters has been reduced, the basic law of its abstract meaning in the form of figurative features is still continuing. The use of cultural resources can more clearly and intuitively reflect the configuration of Chinese characters. Take the 64 commonly used radicals in the appendix of the first-grade Chinese textbooks as an example. Among them, there are "Factory, Broad, Acupoint, Baoer, Pound, Car, Bow, Gold, Bamboo silk、 Knock", etc., which are related to cultural resources. " Factory, Broad, Acupoint, Baoer" are related to the way of living in ancient times. "Pound、 Car、 Bow、 Gold、 Bamboo silk、 King" are related to ancient artifacts. "Knock" is related to the behavior of the ancients. These radicals can use archaeological excavations. The resources intuitively reflect its structural characteristics.

2.2. Using cultural relics resources to promote students' independent study and study of Chinese characters

The editor-in-Chinese textbooks are more scientific in terms of literacy and writing, paying attention to the choice of absorbing and translating Chinese cognitive rules and attaching importance to the characteristics of students' psychological thinking^[5]. The thinking characteristics of children in primary school are mainly based on specific image thinking. The medium of thinking is the image of matter, and then through the perception of objects to the abstract thinking. The use of illustrations in the textbooks of the Department is based on the characteristics of the students. In the second grade, the text of the book "The Story of Bei" is used in the section "Looking at the picture, guessing the side of the word and relating to what". Taking the illustrations of bronze

mirror and jade ornaments to guide students to understand the meaning and reason of the "mirror" and "bead" shape, it just reflects the advantages of using cultural resources for literacy teaching.

Cultural relics, especially physical relics and image relics, have the characteristics of intuitive image and are compatible with the thinking characteristics of primary school children. First of all, to improve students' interest in learning, fully stimulate students to learn to explore the subjective initiative of Chinese characters, and promote students' independent inquiry and learning. Secondly, to promote students' in-depth understanding of Chinese characters, students observe cultural relics resources, and use cultural relics resources that reflect the laws of Chinese characters as a medium, from image thinking to abstract thinking, to form the integration of thinking methods, to understand the nature of Chinese characters, and the laws of conformity. The shape of knowledge, to achieve the effective connection of the meaning of Chinese characters, so that the strokes of Chinese characters are integrated into the image of the image. Again, improve the overall language literacy of students. The use of cultural relics reflects the unity of Chinese instrumentality and humanity, can promote the accumulation and standardization of language and characters, and ultimately improve students' language literacy.

2.3. Using cultural relics to inherit Chinese culture and enhancing cultural self-confidence

The textbooks emphasize the inheritance of excellent traditional culture. The literacy textbooks are presented in the form of literacy. For example, the current Chinese characters, ancient characters and pictures corresponding to ancient characters are listed in the "Sun and Moon Water Fire" and "Sun Moon Light", so that students can understand the characters by combining pictures and words. The above mentioned "The Story of "Bei" is a text that reflects the culture of Chinese characters. The concept of the ancient Chinese character "Oracle" is introduced in the text; it shows the difference between ancient and modern life, and promotes students' understanding of "Bei" as a side expression. The reason of the meaning of money; the setting of after-school exercises also fully reflects the cultural nature of Chinese characters.

Chinese characters are an important part of Chinese traditional culture. They are not only expressed in the culture of Chinese character records. For literate students, it should be perceived that Chinese characters are a kind of culture, and Chinese characters carry rich cultural information, including spiritual culture and material. culture. When it comes to the Chinese character culture, it pays more attention to spiritual culture and neglects material culture. The figurative nature of the initial configuration of Chinese characters is closely related to the objects. The use of cultural resources can well inherit the material culture of Chinese characters. While viewing cultural resources and understanding and writing Chinese characters, they can feel the great civilization of China and enhance cultural self-confidence.

3. The application strategy of cultural relics resources in the teaching of Chinese literacy in the department

The textbook has a variety of literacy methods. In addition to literacy and literacy in the Chinese texts, there are many columns under the floor of the language garden, such as "Literate Gas Station", "Fun Literacy", "Word Use" and "My Discovery". Inoculation of various literacy methods. "Literature Gas Station" "Family Literacy" uses contextual literacy method to focus on understanding Chinese characters closely related to life situations; "Word Sentence Use" usually combines the theme of each unit, and has the analysis and application of literacy content such as pinyin, structure and shape near words. "My Discovery" focuses on guiding students to explore and further understand the rational knowledge of Chinese characters such as radical, structure, and ideology, including methods such as radical literacy and literacy; "accumulation" accumulates

Chinese knowledge and cultural content. At the same time, literacy is carried out using the literacy method. "The new textbook intentionally arranged the content of 'multiple literacy', that is to say, it does not rely entirely on pinyin to recognize words, but also to recognize words through glyphs, structures, radicals, etc." [6]

How to write a variety of literacy methods Using cultural resources for literacy teaching in textbooks?

3.1. Constructing a compound literacy teaching mode with cultural relics resources

All kinds of literacy teaching methods have their own strengths, and use the comprehensive multi-literacy teaching methods of cultural resources to build a compound literacy teaching mode. Taking the "册" as an example, the first use of the literacy method first presents the oracle bones of


the "Book" word , and combines the Western Han Dynasty "Kangju Wang Herald Book" wood syllabus (Figure 1) to explain the "book" word oracle bone form; and explain the current Chinese character "册". The relationship between the book and Oracle is changed. The two short horizontal lines on the top of the book and the long ones below are the simple ropes in series. The other parts of the font are bamboo slips. The ancient Chinese and modern shapes are used to restore the strokes of the book. The cultural relics in the image; combined with this glyph can understand the source of the meaning of the quantifiers in the "One book", and also understand the "Volume" in the "Read large amount of book." Secondly, using the literacy method of the radical parts, combined with the word "book" to explain the Chinese characters related to the "book", such as the deletion, the code and other words. In conjunction with Figure 1, it is pointed out that when the ancients modified the text, they could only use the knife to delete it in the booklet. At this time, the word "Delete" was understood in conjunction with Bai Shouhan's mover (Figure 2). The first half of the "Code" is also the word "Book", as if someone used both hands to read the book. Again, learn the idiom "from the word to the word". In conjunction with Figure 1, the "Edit" is the strip or rope of the bamboo slips. Confucius loved to read "Book of Changes" in his later years, and turned over and over to read, so that the leather strip was broken many times. Finally, the history of changes in writing materials can be properly interspersed, from the initial writing on the oracle bones, to the later writing on bamboo slips, silk crepe, and today on paper. In combination with the Han Dynasty's essays in the Han Dynasty (Fig. 3), the interpretation of the "Paper" is "Bamboo silk" because the ancient book is composed of bamboo slips, among which the singer calls the paper", and at the same time, the shape of "Simple" can be explained. The reason for the "Bamboo" is next.



Figure 1: The Western Han Dynasty "Kangju Wang Herald Book" Wood Slip [7]



Figure 2: Bai Shou Han Ting Knife Pen [7]



Figure 3 Han Dynasty Scripts Juyan Unearthed [8]



Figure 4 Tang Yuegong Bronze Mirror [7]



Figure 5 Song Yaotai Moon Mirror [9]

Another example is the use of literary literacy in the "increase in the days", in which "Gulang Yuexing" has "Yaotai Mirror", "Wang Dongting" has "No wind in the pool, mirror without Grinding", can show the Tang Dynasty Moon Palace bronze mirror (Figure 4 And the Song Dynasty Yaotai moon mirror (Figure 5), guide students to grasp the meaning of words and ancient poetry, while understanding the "Mirror" font next to the "Gold", "View" for the ancient bronze mirror, so there is "taking copper as a guide, can It is the crown of the garment; the ancients can be used as a guide, and it can be known that it is a substitute for others".

3.2. Combining cultural relics resources with informatization teaching methods for literacy teaching

The application of cultural relics to literacy teaching must be student-centered and pay attention to the subjective status of students. The design and application of information-based teaching

methods should fully enhance students' interest in learning Chinese characters, and encourage students to explore the subjective initiative of Chinese characters.

In the teaching process, teachers can use the multimedia technology such as ppt courseware to present cultural resources pictures or small videos. These cultural relics can be either cultural relics in museum collections or historical relics in the fields. For example, the wells and sacred characters can be used to present the Hemudu ancient cultural relics well (Fig. 6), so that students can understand the stiles in the stencils and ruins. Correspondence. On the other hand, you can also use the Internet+ to learn about the cultural relics related to the Chinese characters you learn through pre-class and post-class expansion through new media channels such as WeChat, Weibo, and Webcast. For example, after explaining the "Gold" of the "Mirror", students recognize that with the change of objective things in social development, some Chinese characters retain the historical information at the time, and the ideographic function is weakened in modern society. Teachers can search for such Chinese characters in Chinese characters, such as money, bowls, cups, etc., so that students can use the Internet platform to find cultural relics resources to explore the connection between Chinese characters and meaning.



Figure 6: Hemudu Ancient Cultural Site Water Well

3.3. Develop literacy courses based on museum cultural relics

Recently, the "Opinions on Strengthening the Protection and Utilization of Cultural Relics" issued by the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council clearly pointed out that the important way of "innovative cultural relics value dissemination and promotion system" is to "incorporate the common sense of cultural relics protection into the primary and secondary education system." An important way to integrate into the primary and secondary education system is to "strengthen the integration with subject teaching"^[10]. Language is an important subject in primary and secondary education. Literacy teaching is the basis of Chinese teaching. It is necessary to develop literacy courses based on museum cultural relics. In the teaching process, the teacher must first combine the literacy teaching objectives to carry out in-depth understanding of the museum cultural relics resources, and then carry out specific teaching design around the cultural relic resources and teaching objectives. Under the premise of full preparation, the classroom can be placed in the museum to guide students to understand Chinese characters in the museum; or they can be designed as practical surveys, so that students can explore the museum before and after the course. Construct a literacy course centered on the classroom and combined with the museum's practical activities to cultivate students' active learning spirit.

4. Conclusion

In short, using the cultural resources as a clue to comprehensively apply the multi-literacy teaching, the composite teaching literacy teaching model is not only an effective literacy method, it is also possible to realize the unification of language instrumentality and culture by words and words, as well as literature and culture. The application of modern information-based teaching

methods and the development of literacy courses based on museum resources, combining teaching methods with the times, teaching content and practice, and fully implementing the comprehensive study of Chinese courses.

References

- [1] [5] Wen Rumin. *The Concept, Characteristics and Use Suggestions of the Chinese Textbooks of the "Compilation" [J]. Courses. Teaching Materials. Teaching Methods, 2016, 36 (11): 5, 11.*
- [2] Standing Committee of the National People's Congress. *Law of the People's Republic of China on the Protection of Cultural Relics [Z].2017.*
- [3] Zou Yuan. *Research on Oracle Bone Artifacts [D]. Southwest University, 2007: 14.*
- [4] Zhang Yumei. "Chinese Culture Self-confidence" from the Perspective of Linguistics[J].*Social Scientist, 2018(04):145*
- [6] Wen Rumin. *How to Make Good Use of the "Compilation" Primary School Chinese Textbooks [J]. Courses. Teaching Materials. Teaching Methods. 2018 (02): 7.*
- [7] The picture is taken from the National Pavilion's Weibo: <https://weibo.com/chnmuseum>.
- [8] The picture is taken from the Master of Cultural Relics and Museum of the Chinese Academy of Social Sciences Zhang Boli's Weibo: <http://photo.weibo.com/5225732554/wbphotos/large/mid/4109098997261183/pid/005HEDKWly1ffqkjz0hj7j30k00g7dia>.
- [9] Wang Xing. *The Millennium Moonlight in the Bronze Mirror [N]. Baoji Daily, 20110921.*
- [10] Wang Guoyun, Shi Maoping. *School-based Curriculum Development Based on Museum Resources[J]. Teaching and Management, 2018(20): 23.*