

Teaching Reform of Writing Course for Chinese Language and Literature Major

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Abstract: The study of basic Chinese course plays an important role in improving students' ideological and moral quality, aesthetic quality and humanistic quality. However, for a long time, there have been many problems in the teaching of writing course in Chinese Language and Literature Education. The main reason is that teacher education can't meet the needs of students. This paper expects to change the traditional teaching mode through curriculum reform. At the same time, this paper provides a new perspective for the training of Chinese Language and Literature applied talents. This paper first analyses the problems in the teaching of writing courses, and then puts forward some measures.

1. Introduction

The major of Chinese Language and Literature is one of the key majors in comprehensive and normal universities in China, and its enrollment history is generally long. Faced with the new educational concept, especially the Chinese Language and Literature major, how to cultivate professional talents with solid basic theoretical knowledge and strong professional practice ability has become a widely discussed issue in recent years. Writing course is the core course of Chinese Language and Literature. In the process of teaching, we also need to face the reality and make corresponding adjustment and transformation. Writing ability is one of the core abilities of students, and it is also the basic requirement of Chinese language and literature professionals. Therefore, colleges and universities often offer some courses of students' writing skills, such as basic writing, advertising writing, news interview and writing.

2. Curriculum structure -- taking Southwest University as an example

The curriculum of Chinese Language and Literature in Southwest University has five curriculum modules, including general education curriculum, basic subject curriculum, professional development curriculum, practical teaching link and independent innovation learning. These five modules constitute the overall framework of the profession. And the function of each module is different. The course structure and credit ratio are shown in Table 1.

Table 1: The course structure and credit ratio

Course Categories	Course nature	Credit	Percentage (%)
General education curriculum	Required course	38	30.07
	Elective courses	8	
Basic subject curriculum	Required course	51	33.33
Professional development curriculum	Required course	16	23.53
	Elective courses	20	
Practical teaching links	Teaching Practice	8	11.76
	Classroom teaching skills test	3	
	Dissertation	6	
	Social practice	1	
Independent and innovative learning	Scientific research	1	1.21
	Skill 153	1	

3. Main problems in the current teaching of writing courses

A total of 1000 questionnaires were distributed and 904 valid questionnaires were recovered, with a recovery rate of 90.4%.

3.1 Attitudes towards the role of professional writing courses

Writing course for Chinese Language and Literature Major plays an irreplaceable role in professional quality, professional ability and professional acquisition. According to the survey results, students are very dissatisfied with writing courses, especially credit arrangement, practical model and professional writing courses curriculum, accounting for 71.4%, 65.3% and 61.2% respectively. The detailed results are shown in Figure 1.

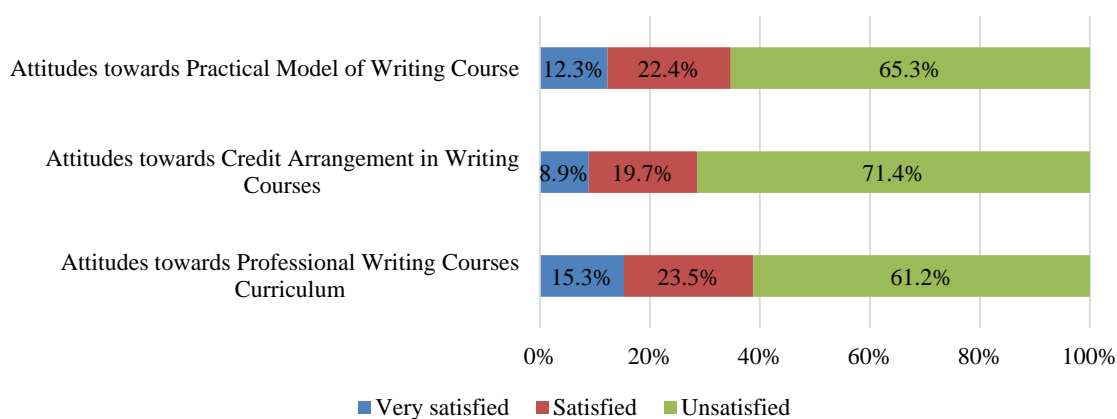


Figure 1: Attitudes towards the role of professional writing courses

3.2 Single teaching mode reduces teaching quality

Writing courses are mainly based on traditional teaching methods and theoretical teaching. The teaching of writing courses still remains in the traditional teacher-centered teaching mode. Students think that this teaching mode leads to many problems. According to the survey results, students think that the biggest problems are Monotonous content and form, Classroom divorced from life,

Formulaization of training and Theory divorces from practice, accounting for 84.9%, 83.9%, 73.2% and 70.8% respectively. The detailed results are shown in Figure 2.

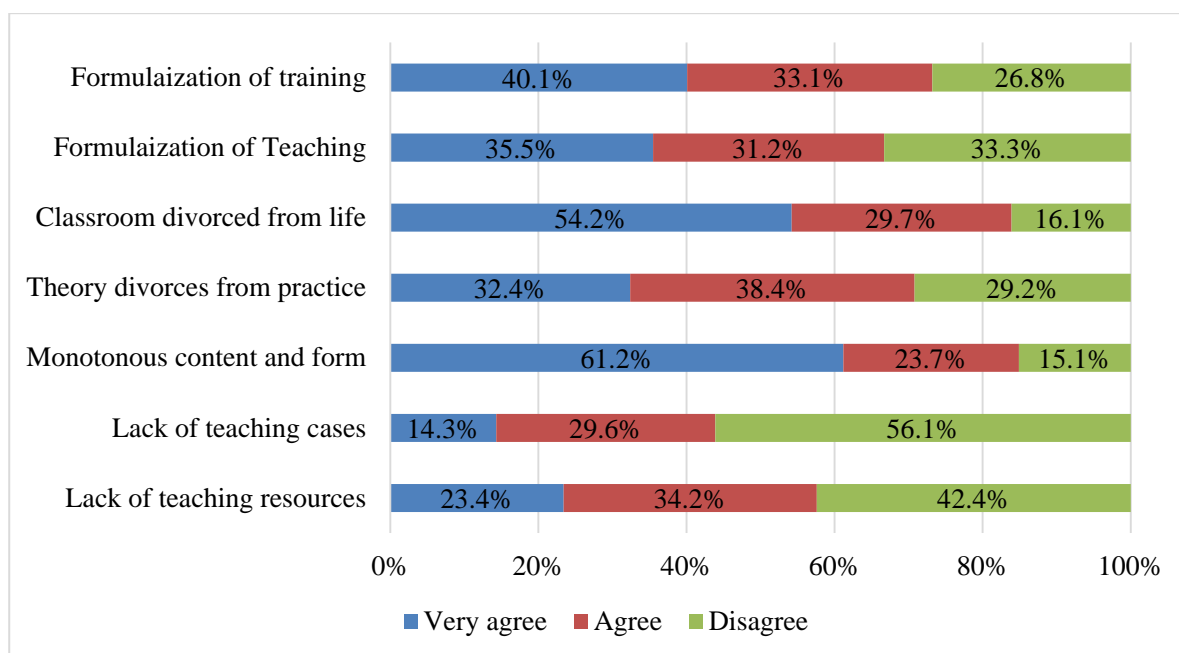


Figure 2: Single teaching mode reduces teaching quality

4. Measures to Teaching Reform of Writing Course

4.1 Increase the hours of writing courses

Colleges and universities should pay attention to training students' professional skills. Most of the Chinese Language and Literature majors offer practical courses, such as applied writing, news interview and writing, advertising copy and writing, etc. However, many teachers tend to reduce the number of hours in writing courses. In the formulation of training programs, the proportion of writing class hours is relatively small. Therefore, we must improve students' practical writing ability. By adjusting the personnel training program, colleges and universities can increase the proportion of writing courses. Only in this way can students have good writing ability.

4.2 Set up Intensive Training Course of Writing

In order to strengthen the students' writing ability of Chinese Language and Literature major, colleges and universities should offer different kinds of centralized practical courses, such as comprehensive practical training, applied writing, internal journal editor and news editor. These centralized training courses can change the traditional teaching ideas and modes. Through the practice of writing course, students can understand the ability requirements of future jobs in advance. For example, universities and enterprises unite, enterprises provide editorial positions, and students participate in the editorial work of internal journals of enterprises. Through this joint training mode, students can better exercise their reading, writing and editing abilities.

4.3 Reform the Teaching Method of Writing Course

With the development of the times, students' access to information has become increasingly

diversified. Therefore, the traditional single teaching method can not meet the students' learning needs. Therefore, we need to use a variety of modern teaching methods, such as emotional perception method, case analysis method, subject practice method, teacher-student discussion method, theme discussion method, field style and so on. By cultivating students' aesthetic ability, teachers can guide students to think, understand and comprehend the charm of literature. Teachers can inspire students to explore contemporary literary phenomena. Through the theory of life connection, we can cultivate students' ability of integrating theory with practice.

5. Conclusions

There are still many problems in Chinese language and literature education, especially in writing courses. But we firmly believe that, with the government and society's attention, research, support and participation, universities will find a training program to train applied professionals. Through the teaching reform of writing courses, Chinese universities will surely cultivate more professionals suitable for the needs of society.

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