

Research on the Reform of Chinese Language and Literature Teaching Model Based on CBI Teaching Concept

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Abstract: By analyzing the current curriculum situation of Chinese Language and Literature Education Major, this paper puts forward a research on the reform of Chinese Language and Literature Teaching Model based on CBI (Content-based Instruction). This paper mainly introduces the theory on which the reform of Chinese language and literature teaching mode is based, and puts forward new teaching requirements for the Chinese language and literature course according to the goal, structure and content of the reform of teaching mode. At the same time, it also reveals the problems existing in the curriculum of this specialty, and puts forward the Countermeasures for the curriculum reform of this specialty through the analysis of the causes of the problems, so as to provide some references for the further reform of the curriculum of this specialty.

1. Introduction

CBI originated from the intrusive teaching method adopted by teachers in the kindergarten experimental class in Montreal, Canada in the late 1960s. It is a teaching method that achieves the goal of second language learning through subject content teaching. It focuses on learners' real experience and needs in the process of learning, with the background of subject knowledge, in order to achieve the goal of improving the ability of target language use and subject knowledge use. CBI teaching concept is not a specific teaching method, its various modes are student-centered, and suitable for the context of second language. It can combine content learning with language learning, and master language skills through learning content. Therefore, based on CBI teaching concept, this paper studies the reform of Chinese language and literature teaching mode [1].

Whether the teaching system of Chinese Language and Literature is perfect or not will directly affect the training quality of new-type Chinese teachers. At present, there is still a certain distance between the curriculum system of this major and the requirements of Training New-type Chinese teachers. Therefore, it is necessary to further reform and improve the curriculum system of this major and study the reform of teaching mode of Chinese Language and Literature based on CBI teaching concept. Through the analysis of the current situation of the curriculum of Chinese Language Education, this paper puts forward the reform countermeasures.

2. Contents of Chinese Language and Literature Course

Traditionally speaking, writing ability can be divided into two categories: literary writing ability and practical writing ability. Literary writing ability refers to the ability to write literary works such as poetry and fiction, while applied writing ability refers to the ability to write documents frequently used in daily life for a specific purpose. Through investigation, it is found that many teachers only want to improve their teaching subjectively, but they do not optimize the teaching process and can not give proper writing guidance according to different teaching contents. Generally, teachers will let students finish writing after class, teachers and students comment in class, and students revise after class. This is a teaching plan that teachers usually use. However, in the face of different writing content, if teachers are limited to this program, it is easy to let students produce slack mood [2].

The teaching course of Chinese Language and Literature Writing under CBI teaching concept pays more attention to students'views on ancient Chinese teaching. In the past, the teaching curriculum will be limited by the classroom time, and the communication between teachers and students is limited. Therefore, in view of the disadvantages of the original basic curriculum, we should put forward specific reform objectives, which are omni-directional [3].

In terms of curriculum, we should change the tendency of only emphasizing knowledge imparting in the course of Chinese Language and Literature Writing, emphasizing active learning attitude, so that students can acquire basic knowledge and skills and become the process of learning and forming correct values at the same time [4]. In the early stage of the reform, there are some problems in setting curriculum objectives in our country, such as social and political standard, neglecting to cultivate learners'innovative quality, emphasizing unity and ignoring students' active learning attitude. Therefore, in view of the problems existing in the curriculum structure and content of Chinese language and literature, this paper puts forward some suggestions.

(1) In terms of curriculum structure, we should follow the principles of balance, comprehensiveness and selectivity of CBI teaching concept and adjust the structure of Chinese language and literature writing. On the one hand, we should change the lack of comprehensiveness and practicality of traditional Chinese language and literature writing course, and add a comprehensive learning board of Chinese language and literature. On the other hand, in order to meet the needs of diverse talents in society, we should make it possible for students to learn Chinese language and literature comprehensively. Students have the right to choose [5]. In addition, it is a new idea of Chinese language and literature teaching reform to add comprehensive learning blocks and elective courses and strengthen the cultivation of practical and innovative abilities. Through the above adjustments, the teaching mode of Chinese language and literature has been further optimized, which is more conducive to improving students'literary literacy in an all-round way and cultivating their practical and innovative abilities in Chinese language and literature.

(2) In terms of curriculum content, although there is no specific curriculum content of Chinese Language and Literature before the reform, in the compilation of teaching materials, the author puts forward suggestions on the selection and safety of curriculum content, requests that the arrangement of content should highlight the key points, aiming at improving students'literary literacy, the selection of essays should be both contemporary and exemplary, and should be closely related to students' actual life, so as to promote students'self-determination. Major, inquiry learning.

3. Tasks of Chinese Language and Literature Course

Teaching materials are the core part of students'learning using the teaching platform of Chinese Language and Literature. In the process of applying CBI teaching concept, teachers only play the role of guidance and guidance. Teachers can not teach more than 30% of the time. The rest of the

time is for students to complete writing tasks under the guidance of teachers. Teachers are the proponents of tasks, so in classroom teaching, the most important task is to organize students, guide students to innovate, and strive to explore [6].

In the setting of situational tasks, on the one hand, we should start from the specific work, on the other hand, we should consider the practical problems around students, so that students are more interested in the initial task, so as to effectively stimulate the initiative of students, actively participate in it, and complete the specific practice. In CBI teaching concept, more attention is paid to group cooperation, which can help students create better works in the process of cooperation. At the same time, it also has an unexpected effect on training students' team consciousness and spirit of responsibility. In the final analysis, CBI teaching concept is student-centered, which is to fully mobilize the enthusiasm of students to participate in learning. Therefore, in the reform of Chinese language and literature teaching mode, students' learning methods will directly affect the success or failure of teaching reform to a certain extent. According to the research of relevant theoretical experts, one's learning approach includes hearing and vision, but the learning content that one can master through different learning approaches is limited. It can be seen that only by making good use of writing approaches can one obtain better learning effect [7].

CBI teaching concept re-orientates the nature and cultural ownership of Chinese language and literature writing course. Chinese language and literature is not only a knowledge course, but also a cultural content with Chinese language and culture as its main content. Its basic curriculum nature is human nature. Its main task is to purify students' humanistic feelings, cultivate students' humanistic spirit, train students' ability to use native language and culture and explore it. Ability. In CBI teaching concept, three-dimensional education thought has been put forward, which clearly stipulates that Chinese language and literature must pay attention to the guidance of emotions and values, cultivate students' noble moral feelings and aesthetic interests, and form correct values and positive attitude towards life. According to the task of teaching reform and the needs of students, teachers should design curriculum objectives from both knowledge and ability, and strive to reform curriculum structure and implementation mechanism.

4. Practice of Chinese Language and Literature Course

From the teaching practice of Chinese language and literature writing, we should link basic education with students' life, renew the content of writing and return to life. The curriculum practice view emphasizes that teaching should return to the life world. It holds that students' life forms include not only cognition, but also understanding and experience. Only by setting up a dynamic teaching concept can we prevent the teaching activities from being limited to one-sided teaching of theoretical knowledge and turn to practical teaching which pays attention to the free development of human beings. As for the design of Chinese language and literature curriculum content, we should try our best to be close to life, connect with basic education, combine with students' actual life, regularly update the curriculum content, make the curriculum content closely linked with basic education and modern life, and find more suitable materials for students' psychological characteristics and development needs.

Firstly, teachers should change part of the curriculum content, some Chinese language content is too deep, there is a situation that only pay attention to academics and despise teachers, therefore, teachers should regularly update the curriculum content [8]. It should be noted that while imparting subject knowledge, we should also pay attention to the cultivation of teachers' abilities such as teaching methods and teaching design. In the teaching content of writing course, we should not emphasize students' mastery of advanced creative theory, but should require students to master general creative knowledge, learn to write in various styles, so that students can understand how to

use subject knowledge to write in this process.

Secondly, when conducting professional research and teaching, teachers should eliminate those curriculum contents which are divorced from students' life and the development of the times, pay close attention to the characteristics of students' interests at all times, add some curriculum contents reflecting the characteristics of the times and life. In the compilation of textbooks, teachers should try their best to combine students' professional characteristics, change the situation of paying attention to interpretation, and properly add some case scores in textbooks. Contents of analysis. In the presentation of textbooks, we should pay attention to the physiological and psychological characteristics of College students, and better guide students to study and explore by themselves. The curriculum practice view of returning to life emphasizes students' subjectivity and difference, advocates giving full play to students' learning initiative, at the same time, it also requires that students' subjectivity be highlighted in the curriculum teaching and stimulates students' subjective initiative in learning.

Then, under the guidance of modern teaching theory, the curriculum of Chinese Language and Literature Education has changed the traditional teacher-centered teaching mode, which is bolder and more innovative. In theoretical teaching, no matter what kind of teaching, we must pay attention to practical application, so that students will have more profound insights in the process of learning. For example, when sketching, it is not only the teachers who can convey their scientific research results to students, but also on the basis of students' collection of materials, let students analyze and explore according to certain literary theories, in this process. Middle school students will have more unique reading experience and perception.

Finally, students and teachers can appreciate the text, so that students can master the theory of literary appreciation in the process of perception, and improve the level of literary writing. In practical teaching, we should stick to highlighting the students' subjectivity and follow the principle of pluralism in teaching methods. For a long time, teachers do not pay much attention to teaching methods. They usually use teaching methods in teaching, while foreign teaching pays more attention to the application and innovation of teaching methods. Therefore, teachers need to advocate independent and cooperative learning on the basis of traditional teaching methods, and scientifically adopt case teaching method and theoretical teaching method according to the teaching content. Only in this way can we improve students' professional quality and promote their all-round development.

5. Conclusion

To sum up, the reform of the teaching mode of Chinese Language and Literature has posed many challenges to the curriculum of this major, which requires that the curriculum objectives and structure be closer to students' lives. In order to solve the problems in the curriculum of Chinese Language and Literature Education, it is necessary to carry out the corresponding curriculum reform. The basic theory of the reform is to develop the educational theory and return to the curriculum practice of life. Only in this way can we cultivate students' innovative consciousness and literary accomplishment.

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