



# How to study Chinese language and literature under the thought of post-modern education

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**Abstract:** as society progresses , Gradual increase in economic level , Our society has gradually entered the era of pluralistic thinking , People's ideas are changing .,where the The Next generation of educational ideas is most obvious , for their educational ideas , concept , Way, and so on, has changed a lot. # current , in various modern educational trends , after My educational thoughts as a new , system's , Scientific teaching Pan wants to get extensive attention , and actively applied in the education process . Postmodern education ideas to the inlet Language literature teaching has a greater impact , This article analyzes the general situation of post-modern educational thought , and expounds the unique literary advantages of the braided language literature , also details Introducing the teaching of Chinese language and literature under the postmodern educational theory .

Keywords : Postmodern education idea ; Inlet language literature ; Teaching

## Introduction

with the deepening of our education reform , Various modern educational concepts are gradually get a wide range of applications , The influence of postmodern education thought is far-reaching , to Chinese speech literature Teaching has a positive effect , for the teaching of Chinese language literature : New methods ,; Post-modern education thought plays an important role in many educational ideas . , it not only criticizes traditional education patterns , also innovative ideas for education The text will be described in the following Overview of modern educational ideas , the unique literary advantages of Chinese language and literature , at the same time To analyze the teaching of the Chinese language and literature under the postmodern educational thought .

## 1. Overview of Postmodern educational ideas

### 1.1 Teaching Ideas

the thought of teaching in postmodern education is go to center Equality Teaching ideas for in the traditional teaching process the idea of teaching is teacher-centered , but postmodern education The idea of advocating equality of teaching . in the course of teaching , against teacher control and teaching control , against teachers , discipline Knowledge as the center of Thought , advocating building teacher-student equality , Interactive relationships in postmodern education thoughts , the role of teachers in the teaching process ,, status , The role of has been redefined as a combination of equal democratic teaching concepts

### 1.2 Teaching Method

The teaching method of postmodern education is Dialog Teaching Method , this teaches Learning Way is the core of postmodern education thought "" The teaching method of promotes The relationship between teachers and students in the teaching process < to open , equal to , Create and rich more Meta Value dialog Relations . The Teaching method of the dialog helps promote students and teachers The formation of a good teaching atmosphere between , helps foster students and teachers ' mutual respectHeavy , Mutual understanding of ideas , help improve student personalization development , Benefits on implementing equality teaching ,; The concept of teaching in accordance with one's aptitude .

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### 1.3 teaching Methods

The teaching method of the post-modern school of thought is interpreted as an interpretive method , Students accept Teachers education ft] Premise , with optimistic ,positive mind widening seven ways of learning , progressively , Guide students into the truth of the situation in the postmodern teaching process , interpreter Use of learning, will enable students to learn to read their own life experiences and teaching texts , fully embodies the creativity of teaching , also benefit students ' imagination , observant ,Note Culture of the Force <sup>[1]</sup>;

### 1.4 Teaching Evaluation Method

The teaching evaluation method in the post-modern educational thought is the autobiographical teaching evaluation method , because of the Student Individual Differences, in the course of teaching , Teachers cannot use the unified evaluation ruler to measure different students ,; in postmodern education thought , Teaching evaluation to evaluate The complexity of the The price standard , , dynamic and ambiguous , Teachers want to send students as a knowledge of the hair : Current person , Explorer .

9 word Gouli Flfi Vertical Cutting heat is currently , G Chinese Language and literature is a variety of glyphs composed of various literary forms , : novel , prose , paper etc , at the same time , and Chinese-specific poems , Word , song fu Rhyme Form Chinese language literature has unique literary advantages , not only A rhyme with Chinese traditional cultural characteristics , also with Chinese characters unique pictographic sex . Chinese language and literature in China has a strong traditional cultural background , same time , has a Chinese The Literary sample of national traditional culture or the , object shape has a perfect knot with ideographic close . unique Chinese literature , with cultural features , One -syllable , Wordhas unique properties , gradually bred poems , ,,, , Assignment , its tone ups and downs , rich and far-reaching , To realize the beauty of Chinese language and literature andharmonized combination of rhythmic beauty

## 2. teaching of Chinese language and literature in postmodern education

### 2.1 reform of the teaching plan

Traditional teaching considers , before teaching action , to make a teaching plan , is not Change this teaching plan in fact, it is the control of teaching and classroom , studentacceptance of knowledge is passive under the influence of postmodern teaching thought , Chinese language text Learn teaching should be set " go to center" "" Equality education idea , for teachers , student , Lesson Three aspects , Develop cooperative teaching Plan teaching plan should be in the teaching activity generate , and make adjustments at any time ; Teaching plans have certain variability , so to flexibly use unexpected events in the teaching process ; , teaching plan to have practical application , Gradually improve students ' practical ability , to full foot demand for Chinese language and literature professionals in today's Society , to achieve Chinese language and literature The versatility of professionals .

### 2.2 Change in classroom teaching mode

The classroom of Chinese language and literature should realize the interaction between teachers and students , Multidimensional teaching mode , actively promote teachers and students , Interaction between students and students . Teachers should locate themselves . for learner , thinking , Ling Listening and dispatchers and exclusions , in the teaching process , Flexible transfer teaching activities , excluding instructional barriers , implementing Chinese language classroom teaching \_ work s Students should position themselves as thinking , Talking , questioner , in the learning process Take the initiative to learn , and take a certain part in teaching activities M Responsibility Interactive teaching pattern Form , teachers to teach in an equal teaching environment , Motivate students to learn active activity , Initiative ; at the same time , Teaching should be fully trusted and encouraged students , let ( ) [] it thinks independently , and communicate effectively with teachers .

### 2.3 to implement teaching openness

in the teaching process of Chinese language and literature , to determine students as the teaching body , with Teaching Text to i People aware object , Teachers Guide students through the sense , judgment , inference methods Real mastering The knowledge of the textbook , and gain some skills by learning about knowledge , and when combined into life d teaching of Chinese language literature should be open , student not Only learn and hold the knowledge of the textbook , also form a personal view .

## 2.4 Exploratory approach to teaching

in the teaching of Chinese language and literature, teachers are required to carry out the law of Chinese language Evolution The recognition of and the cultivation of literary attainment , Exploratory teaching method , will give students a good Good learning habits , and have certain ability to explore <sup>[4]</sup> .

Summarize

with the development of the Society , education reform in depth , Post-modern educational thoughts on Teaching plays an important role , in the teaching process of Chinese language literature , to be taught by read , Teaching Way , teaching methods and many other aspects of the use of the text in the Overview of Postmodern education ideas , This paper expounds the unique text of Chinese language and literature Learning Advantage , at the same time, it analyzes the teaching of post-modern education in Chinese language and literature , believes through implementation of specific measures , Pan promotes the development of Chinese language and literature major , continuously to promote students to Chinese language literature \_ master , Continuously promote teachers ' teaching of Chinese language and literature Learn

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