

# Discussion on the Innovation and Practice Strategies of Teaching Mode of Chinese Language and Literature Education Major in Colleges and Universities

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**Abstract:** With the development of the times and the progress of society, the reform in the field of higher education is gradually entering a new stage. In my country, Chinese language and literature education, as an indispensable part of the liberal arts field, has always played a vital role in improving students' literary literacy, language skills and cultural cognition. However, with the rapid development of information technology, the acceleration of globalization and the increasing diversification of social needs, the traditional Chinese language and literature education model and its talent training system are facing unprecedented challenges and are in urgent need of innovation and transformation.

**Keywords:** Chinese Language and Literature; Education Major; Teaching; Innovation; Information Technology

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## Preface:

The "Overall Plan for Deepening the Reform of Higher Education" issued by the Ministry of Education pointed out that it is crucial to comprehensively improve the quality of talent training, especially in cultivating high-level applied talents who can "serve society and serve the economy". The plan calls for breaking through the limitations of traditional disciplinary education and encouraging interdisciplinary learning and the growth of compound talents. In addition, the "Action Plan for the Revitalization of Higher Education in the New Era (2020-2025)" further emphasizes that colleges and universities need to reform their talent training model, strengthen the connection between knowledge and technology, and enhance students' practical skills and innovation capabilities. Especially in the field of humanities and social sciences, it is advocated to implement the teaching method of "combining literature and science, integrating industry, academia and research" to improve the practical operation ability of graduates in these fields in science and technology and industry. In view of the rapid expansion trend of the cultural industry, the existing academic framework of literary research and its teaching methods no longer fully meet the market's demand for literary professionals with practical work ability and multidisciplinary background.

## 1. The current situation of the teaching model of Chinese language and literature education major in colleges and universities

The establishment of Chinese language and literature education major in colleges and universities aims to cultivate a group of compound talents who have a solid foundation in language and literature, a broad cultural vision and strong practical operation ability. Through in-depth study of core areas such as linguistics, literature and cultural studies, students can build a comprehensive and profound academic theoretical foundation. The course covers literary knowledge from ancient to modern times, the basic principles of linguistics and cultural heritage, etc., aiming to cultivate students' critical thinking ability and innovative spirit, enable them to independently analyze and evaluate literary works, and deeply understand the cultural significance behind various literary schools. In addition, this major also emphasizes the combination of social changes and the characteristics of the times to explore literary phenomena, so as to achieve a deeper understanding and judgment of them. At the same time, enhancing students' practical skills is also one of the key points of teaching, especially in the fields of literary creation, media communication and cultural management, in order to meet the rapid development of the cultural industry and the social demand for high-quality education talents.

Faced with the growing demand for cultural literacy and language skills in society, Chinese language and literature education plays a key role in improving students' literary appreciation, language application ability and cultural heritage inheritance. However, the teaching system of many higher education institutions is still deeply influenced by traditional educational concepts and teaching methods, and there are deficiencies in adapting to the rapidly changing social environment and educational needs. In terms of course arrangement, the setting of

Chinese language and literature majors in most universities still focuses on traditional subjects such as classic literary works, basic linguistics theory and history and culture. Although these contents constitute the basic framework of the discipline, they fail to fully cover emerging fields such as modern literary trends, contemporary cultural dynamics and cross-cultural exchanges.

## **2. Problems in the teaching model of Chinese language and literature education majors in colleges and universities**

### **2.1 The course content is too traditional and lacks timeliness**

The course setting of Chinese language and literature education majors in colleges and universities mainly revolves around classic literature, ancient literature and basic linguistics, forming a relatively stable and traditional teaching system. Although this teaching model that focuses on traditional textbooks and content helps students to deeply understand and master the basic knowledge of classical literature and linguistics, its limitation is that it is difficult to fully adapt to the new needs of current cultural and social development. With the advancement of Internet technology, the acceleration of globalization and the increasing diversity of culture, new cultural forms and communication media are emerging in an endless stream, but these changes have not been fully reflected in the existing curriculum framework.

Although some colleges and universities have begun to try to introduce more modern teaching content, such as new modules such as contemporary literature and cross-cultural communication, these courses account for a relatively small proportion of their overall teaching plans and are often not deeply integrated into the curriculum design. Instead, the focus of education still tends to be on the analysis and research of traditional literary works. This situation not only limits students' ability to understand current cultural trends, but also prevents the cross-influence between literature and other fields such as sociology, science and technology, and economics from being fully demonstrated, resulting in students' narrow vision when understanding literature.

### **2.2 Single teaching methods, lack of interaction and innovation**

At present, the teaching methods in the field of Chinese language and literature education mainly rely on the traditional classroom teaching model, in which teachers are still the dominant players in the process of knowledge transfer. By explaining textbooks and classic works, teachers guide students to learn and master relevant knowledge. However, the biggest disadvantage of this method is its one-way and passive nature, which leads to students often only passively receiving information in class and lacking the opportunity to actively explore and think. Although this teaching method can effectively impart basic knowledge, it is difficult to stimulate students' interest in independent learning and the development of their critical thinking ability, and is not conducive to promoting students' innovative spirit.

At the current stage, some higher education institutions in my country have begun to gradually adopt methods such as group discussions, case studies, and classroom interactions, aiming to break the traditional one-way knowledge transfer teaching model. However, from an overall perspective, the degree of interaction in classroom teaching activities still seems insufficient. In particular, in most courses, students have relatively few opportunities to participate in in-depth discussions, and the communication and interaction between teachers and students often lacks sufficient breadth and depth.

### **2.3 Theory and practice are out of touch, and students lack practical application ability**

In the field of Chinese language and literature education in colleges and universities, the connection between theoretical learning and practical operation is more prominent, which has led to many graduates encountering considerable challenges when entering the workplace. One of the key factors is that students lack sufficient opportunities to effectively apply the knowledge learned in class to practical situations, thereby accumulating relevant experience. Although some colleges and universities have realized this and tried to make up for this deficiency by opening social practice activities or arranging internships, these measures are often short-lived, lack of rich content, and relatively single forms, and it is difficult to significantly improve students' application skills.

At present, theoretical courses in Chinese language and literature education tend to focus on the imparting of knowledge, and pay insufficient attention to the combination of theory and social practice. Although students are able to master basic concepts such as literary the-

ory and language analysis skills, they lack the opportunity to apply this academic knowledge to practical work. Many course designs fail to fully integrate social practice activities, and students' practical experience is often limited to extracurricular book reading and classroom discussions, and they have little actual participation in work environments such as literary creation, cultural communication, and media editing. This disconnect between theory and practice causes graduates to find that they lack the necessary application skills to cope with challenges in the workplace when they first come into contact with the workplace.

### **3. Innovative Practice Strategies for the Teaching Model of Chinese Language and Literature Education Major in Colleges and Universities**

#### **3.1 Update the Curriculum System and Incorporate Contemporary Literature and Cultural Hotspots**

The curriculum system of Chinese Language and Literature Education Major in colleges and universities needs to keep pace with the times and closely connect with the latest developments in the current literary and cultural fields to enhance its sense of the times and appeal to the student group. Although the traditional curriculum system can lay a solid literary foundation for students, it is not flexible enough in responding to the development trend of modern literature. In order to better meet the cultural needs of the new era, the connection between course content and contemporary cultural phenomena, social changes and emerging literary forms should be strengthened.

With the widespread dissemination of Internet technology and the development and growth of new media platforms, online literature has become an indispensable part of modern literature. More and more colleges and universities have begun to offer relevant courses to explore this phenomenon. However, these courses often stay at the surface level of introduction and fail to dig deep into the cultural roots, aesthetic characteristics and social influence behind it. Therefore, it is necessary to deepen the research on online literature and combine it with film and television works, cross-media cultural products, etc., to cultivate students' literary appreciation and innovation ability in the context of today's era. At present, various social issues in the fields of environmental protection, globalization, and cultural diversity are gradually becoming the focus of public discussion, and these issues have also profoundly affected the direction of literary creation. For example, the emergence of ecological literature, the exchange and integration of different cultures under the background of globalization, and other phenomena have provided writers with novel perspectives and rich sources of inspiration. By integrating contemporary social hot topics into teaching content, it can not only promote the development of students' critical thinking ability, but also inspire them to reflect the characteristics of the times in their writing practice.

Higher education institutions should promote interdisciplinary collaboration and build a curriculum system covering multiple fields. Through in-depth integration with fields such as media research, cultural industry management, and art design, a series of elective courses that combine classical literature with contemporary culture can be developed to provide students with a broader knowledge perspective. For example, setting up courses on cultural and creative industries can help students recognize the actual role of literature in today's economic environment and cultivate their ability to think about problems from multiple perspectives.

#### **3.2 Promote interactive and inquiry-based teaching to enhance student participation**

Although traditional lecture-based education can effectively convey knowledge, it is often difficult to fully mobilize students' enthusiasm and stimulate their innovation and critical thinking. In contrast, interactive and inquiry-based teaching methods can stimulate learning interest and promote the process of active exploration of knowledge by enhancing communication and interaction between teachers and students and between students. In this model, the role of teachers changes from a simple knowledge disseminator to a guide and supporter, encouraging students to participate in learning activities with their subjective initiative. For literature courses, teachers can organize group discussions or debates on specific literary works to encourage students to analyze and understand the meaning of texts from multiple perspectives, thereby improving their critical thinking and expression skills.

#### **3.3 Strengthen social practice links and cultivate applied talents conducive to social practice**

At present, the separation of theory and practical operation is common in the Chinese literature education system of many colleges and

universities. This phenomenon makes it difficult for graduates to effectively transform the theories they have learned into practical skills after entering the workplace, thereby increasing the difficulty of finding employment. In view of this, strengthening practical teaching links, aiming to cultivate applied talents that can better meet market needs, has become one of the important directions of current education reform.

First of all, social practice links should be integrated into the entire education process, not just as part of internship when graduation is approaching. Schools can design a series of social practice projects with literary creation, editing and publishing, and cultural communication as the core to encourage students to actively participate in them during their studies. In addition, the design of social practice courses should be closely integrated with the current development trend of the cultural industry, so that students can deeply understand the practical significance of literary education and its social application value. In view of the rapid development of the cultural industry, the connection between literature and the industry is becoming increasingly close. Therefore, in addition to mastering a solid literary theoretical foundation, students should also be familiar with the operation mode, market demand and industry standards of the cultural industry. Furthermore, by organizing social surveys and cultural promotion activities, students can better understand the social demand for literature and the social responsibilities of literature. These practical activities can not only enable students to experience the close connection between literature and society, but also enhance their sense of social responsibility and mission, while improving their ability to adapt to society and their professional quality.

### **3.4 Explore the “1+N” path and build a new multidimensional teaching model**

As a novel teaching strategy, the “1+N” model aims to establish a flexible and multidimensional learning framework by integrating basic courses (i.e. “1”) with a variety of elective subjects (i.e. “N”). This approach not only helps enrich students’ knowledge system, but also encourages personalized growth and enhances their ability to adapt to a wide range of social needs. In the field of Chinese language and literature education, the adoption of the “1+N” teaching path not only strengthens core subject education, but also expands students’ cognitive scope, enabling them to face various challenges in their future careers more effectively.

“1” refers to the core part of basic education, which mainly involves basic theoretical knowledge of Chinese language and literature, such as ancient literature, modern literature, and linguistics. Such courses are crucial to cultivating students’ basic literary literacy, and systematic and comprehensive teaching is required to lay the academic foundation of students. On the other hand, “N” covers a wide range of elective courses, which span multiple fields, including but not limited to online literature, cultural industry, cross-cultural communication, and cultural creativity. Such a course setting gives students greater flexibility to explore their personal interests and make learning choices based on the needs of future career development. By participating in a variety of “N” courses, students can not only strengthen their professional skills, but also broaden their horizons in a wider range and promote the improvement of interdisciplinary capabilities.

The “1+N” education path emphasizes the importance of individual choices of students and the need for their personalized development. Compared with the traditional teaching model, which is often limited to fixed course content, the “1+N” model meets students’ diverse interests and career planning goals by introducing more elective courses and interdisciplinary research. This model encourages students to independently choose courses that suit them according to their personal interests and development directions, thereby stimulating their enthusiasm for learning and promoting the development of independent thinking and self-driven learning skills, which will have a positive impact on their better integration into society in the future. In addition, elective courses also provide students with the opportunity to combine theoretical knowledge with practical operations, such as opening some practical courses for specific industries, such as “Cultural Industry Management” and “Cultural Communication Project Design”.

## **Conclusion**

In summary, in order to adapt to the needs of cultural and educational development in the new era, the teaching model of the Chinese language and literature education major in colleges and universities needs to be innovated. The current traditional curriculum system is too conservative and lacks the characteristics of keeping pace with the times. The teaching methods are relatively single, and the interactivity and creativity are insufficient. There is also a certain gap between theory and practice, which leads to students’ relatively weak practical operation ability and adaptability to the social environment. In order to solve the above problems, schools should be committed to updating the curriculum structure, integrating contemporary literature and cultural hotspots into it; promoting student-centered teaching methods, such as discus-

sion-based learning and research-based learning, so as to enhance students' learning participation and the depth of their thinking. In addition, the teaching links combined with social practice should be strengthened to enable students to apply the knowledge learned in the classroom to solve practical problems, thereby cultivating compound talents with a strong sense of social service.

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