

The Dissertation of Reform and Development of the Chinese Language and Literature Teaching of Sergeant Students under the New Situation

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Abstract: The new situation has put forward the new requirement for the teaching of the Chinese language and Literature of sergeant. According to the development of the education of sergeant, in addition to cultivating students' ability of literature appreciation, the Chinese language and Literature of sergeant must also take up new tasks of cultivating students' eloquence expression and applying writing ability. We must actively confront and conduct research, then explore new teaching content and effective teaching method, to seek space for the survival and development of the Chinese language and Literature of sergeant.

The Chinese language and Literature of sergeant belongs to the category of Humanities and Social Sciences, which has the basic characteristics of the unity of humanism and instrumentality. It plays an important role in cultivating students' humanistic spirit, which is the foundation for learning other courses well. It is also the basis for the comprehensive development and lifelong development of the cadets. In the current situation, the textbooks and teaching methods of the Chinese language and Literature of sergeant have been forced to change. Only with the change of the Times, the Chinese language and Literature of sergeant can survive and continue to play its role in the talent cultivation of the schola school.

1. The Current Situation of Teaching of the Chinese Language and Literature of Sergeant

The education of sergeant belongs to the education of Military of Vocational Technology, which has the double attributes of technical education and Vocational education, cultivating the talent of "knowledge-based" and "technology-based". Therefore, the practical and professional courses attract much attention, but the course of the Chinese language and Literature of sergeant, which is good at spreading knowledge and cultivating sentiment, is not valued and its status quo is worrying.

1.1 The Status of this Course is Common, and the Enthusiasm of Teachers Suffer Setbacks

The Chinese language and Literature of sergeant is a basic course of culture, which is generally used as the examination class in the teaching system of the sergeant school. Compared with the professional courses which occupy an important position, the Chinese language and Literature of sergeant is in a marginal position and is not valued. In this way, the teacher's pride and pride in the discipline were dealt a heavy blow. In addition, the cultural basis of the cadets is weak, the teachers can't get a sense of achievement from teaching. After a long time, the teachers lose the motivation to make progress and keep innovating. Therefore, the level of the teaching of the Chinese language and Literature of sergeant is difficult to improve. Thus, this course is not taken seriously and difficult to develop.

1.2 The Teaching Material is Obsolete, Which Can Not Meet the Real Needs.

Under the goal of winning the information war, military personnel training must focus on the overall quality of personnel to enhance, especially oral expression and application writing ability. In this aspect, the content of the teaching material of the Chinese language and Literature of sergeant is obviously too old. Obviously, the teaching material should take into account the students' listening, speaking, reading, writing and so on, has never included mandarin, eloquence expression,

applied writing and other subjects. At present, the content of the teaching materials is still mostly based on appreciation of literary works, some of which also overlap with the texts of the teaching material of high school. This objectively also affected the enthusiasm of noncommissioned officers in learning the Chinese language and Literature of sergeant. In the absence of conditions to set up eloquent expression, the application of writing courses, the Chinese language and Literature of sergeant needs to take up the task of cultivating students that write ability.

1.3 Teaching Method is Rigid, Student Enthusiasm is Not High

The Chinese language and Literature of sergeant encountered all sorts of embarrassing situation, but also with teaching methods. The teaching methods of the teachers saying and the students listening have failed to mobilize the enthusiasm of the students. The students are mostly graduated from high school, and even junior high school, primary school graduates, whose cultural foundation is weak. If the teacher only care about "talk", regardless of whether the students can understand and keep up, then over time, learners enthusiasm will be frustrated. As a result, students in the classroom can easily distracted, or play mobile phones, or sleep, or do other disciplines. Therefore, teachers need to calm down to conduct self-reflection, conduct more communication and exchange with students, adjust teaching ideas, improve teaching methods, strengthen interaction between teachers and students, and strive to involve students in the classroom so as to create a "teacher-led and student-centered" approach Efficient classroom.

2. New Tasks Faced by the Teaching of the Chinese Language and Literature of Sergeant

In order to continue to survive and play a role in the new situation, the Chinese language and Literature of sergeant must face the reality and actively undertake the new task of teaching. According to the development of the education of sergeant, in addition to cultivating students' ability of literature appreciation, the Chinese language and Literature of sergeant must also take up new tasks of cultivating students' eloquence expression and applying writing ability.

2.1 Improve the Oral Ability of Students

It is necessary to improve students' eloquence to adapt to the construction of troops and information war. In real life, both normal and wartime, regardless of training or combat, sergeant students have to complete the appropriate task. As usual, education, military theory study, job placement, roll call, etc, all of these can't be separated from speech, and they all need to have good oral expression ability. In order to cultivate good eloquence, it is necessary to practice mandarin and eliminate communication barriers caused by dialect slang. On the basis of this, it is necessary to train the students' military speaking ability, so that they can play a role in the daily life and work of the students.

2.2 Strengthen Students' Writing Abilities

Application is a common style widely used in various fields and industries, and it is also a common practice in the daily work of the troops. Business scope is very broad, sergeant students should first master those which apply the most commonly used style of writing, such as business applications, daily application of text, promotional applications, social etiquette and application of technical essay. Secondly, we must master the writing of applied style that is closely related to the work of troops, such as reports, briefings, minutes of meetings, work summary and so on. Only by using this weapon proficiently can we promptly and accurately convey instructions from higher levels, exchange information and sum up experiences.

Only by grasping the students' ability to read, write and write, the students will find this course useful and the school will take this class seriously. The Chinese language and Literature of sergeant can win a good teaching atmosphere and play a better role in the cultivation of the schola.

3. The Construction of Language Teaching Materials Based on New Tasks

In the face of the new situation of the new tasks in the Chinese language and Literature of sergeant, the text textbooks of the official languages are urgently needed to adjust and reform accordingly. Specifically, we can proceed from the following aspects:

3.1 Break the Traditional Content Pattern and Add New Modules

The textbook needs to change the traditional pattern of literary works as a single content, and the teaching module should be added to the new task. There have been some successful experiences, for example, the Chinese language and Literature of higher vocational course. (Luo shuang, mechanical industry press, September, 2010.) This book broke the "literary appreciation" of the unified model, constructed by "masterpiece appreciation", "eloquence training report", "writing", and "hard-pen calligraphy" system of four modules, highlight the practicability and practicality. The Chinese language and Literature of higher vocational course newly organized (Yang dezhong/zhang wenqin/song yong-fang, Beijing normal university press, 1st edition, August 2011), which is constructed by the "Chinese characters and writing", "oral expression", "the article read" and "practical writing" four modules constitute the content of the system, focus on training students "listening, speaking, reading and writing" four aspects.

3.2 Highlight the Content of Oral Training and Application Writing

It is the inevitable choice of the teaching materials of the Chinese language and Literature of sergeant in the new situation to highlight the expression of the students' eloquence and the ability to apply the writing ability. In terms of content, the training of mandarin and oral competence should include dialect correction training, standard pronunciation training of putonghua, military speech training, etc. The application writing training should include the application of the service, daily application, publicity and application, social etiquette, military combat instrument, propaganda and agitation instrument, etc.

3.3 Emphasize the Humanistic and Interesting Nature of the Teaching Material

We emphasize that the training of students' speaking and writing ability is not to abolish literary appreciation. The content of literary appreciation is not only indispensable, but should be carefully thought and carefully crafted. First, the content must have humanistic connotation. Humanistic connotation is a kind of universal human self-care, which manifests itself as the dignity, value, maintenance, pursuit and concern of human beings. Therefore, on the choice of teaching material content we will tightly around the "people", from a person's emotional catharsis, image characteristics, rational thinking, moral sentiment and compassion to edit the corresponding text, literature to enhance the power of the soul to students. Second, the selected content must have a strong interest. For example, some short, interesting and profound fables, some beautiful and interesting short stories, some humorous language, and strong dramatic productions, can be selected to enhance their interest in Sergeant Language Courses and learning motivation.

4. Exploration of the Teaching Method of the Chinese Language and Literature of Sergeant Based on New Mission

To improve students' eloquence expression, the application of writing ability, only the reform of teaching materials is not enough, but also must explore the appropriate teaching methods.

4.1 The Literature Appreciation Section is Devoted to Thematic Teaching

No matter what kind of teaching materials of the Chinese language and Literature of sergeant, the selected literature works basically follow the development of literature history. Each text is one of the most representative and literary works of the era. Based on this, teachers can take history as the key link and writers as the center to give special lectures on selected works. Through a writer and a work piece, students can gain an insight into the history of literature so as to form a holistic understanding and lay the foundation for autonomous learning in the future.

For example, our college Chinese textbooks use ideological content as the main line and are

supplemented by language tool forms. The first thing people see is ideological content. The instrumentality is through unit common sense, thinking inquiry (exercise), and the final appendix "Other Common Knowledge in College Chinese." "Reflected. Starting from the ideological content, we have arranged eight topics such as persuading students to learn reasoning, patriotism and concern for the people, determination to forge ahead, strategic warfare, true love and affection, speculative wisdom, harmony between heaven and man, and transcendent contentment. Common sense issues such as speaking and writing are presented as unit common sense, and other common sense in college Chinese is presented as an appendix. "Aloof contentment" is a spiritual realm that many Chinese literati have pursued since ancient times. For this special topic, we have carefully selected classic works, such as Zhuangzi's "Getaway", Tao Yuanming's "Return to the Garden", Li Bai's "Will Enter the Wine", Wang Wei's "Autumn in the Mountain", Liu Zongyuan's "Beginning of the Xishan Ban", Ouyang Xiu's "Answer to Yuanzhen", Su Zhe's "Huangzhou Kuai Kui Ting Ji", Liang Shiqiu's "Yasher", and Wu Boxiao's "Little Garden Garden". Although the authors of these articles are distributed in different times, the ideological connotations of the works are consistent, that is, the pursuit of transcendent life.

Most of our non-commissioned trainees are born in the post-90s generation. They have a good cultural foundation and active thinking. Therefore, the thematic teaching of literary appreciation should reduce the proportion of lectures. You can adopt the method of flipping the classroom and first ask a few programmatic questions. Trainees preview, discuss, report and communicate in advance. Teachers can add relevant knowledge points in time to help trainees answer their questions. For example, "Gui Yuan Tian Ju", we can let students conduct collaborative explorations: What information does the title tell us? Which word is the inscription? Where does the poet's expression come from? Why come back? Where does it go? How about returning? Progressive, guide students to continue to explore, take the initiative to find answers, and turn into their own knowledge reserves.

4.2 The Oral Training Exercises the Integration of Theory and Practice

Oral training courses have little theoretical knowledge and practical content. The teacher must take the initiative and creativity of the students to arouse their strong desire for self-expression. Therefore, traditional "irrigation" teaching methods are not suitable for lectures and oral lectures. The oral training session can be taught by the teacher to help students reserve the basic theoretical knowledge. Eloquence training can be divided into four steps, namely, teachers teaching(help students to reserve the basic theory of knowledge), case study,(let the students to exercise the ability to analyze and solve problems), classical speech video clips (let the students learning, imitation, indirect experience), students' practice (training students' language ability, psychological ability, interpersonal skills). In the training process of step growth, students can speak and speak the language requirements.

We can also learn from task-driven teaching methods. Tasks are used throughout, tasks are used to elicit theoretical knowledge, and theoretical knowledge is used to guide students to complete tasks. For example, the topic of self-introduction, we can set the task as follows: If you just arrived in a new unit, everyone at the tea party will introduce themselves. How can you use 1 minute to introduce yourself subtly and let everyone remember you? Participants first practice through group collaborative learning and group representative presentations. Teachers make timely comments based on the situation. Students also evaluate each other to promote their own growth. Finally, the main knowledge points of this lesson are summarized. The whole class is mainly composed of students and instructors, so that students can enrich their theoretical knowledge in the process of practice, promote collective writing, and show their personal talents.

4.3 Application Writing Training Methods Diversified

The application of writing training should adopt flexible and diversified methods, pay attention to reduce the indoctrination of pure theoretical knowledge, and strengthen practical training and guidance. The focus of the class is to allow students to practice in time, and teachers can guide them in time. We can also use class time writing, the way students read and summarize each other. We

can also use after-school writing, peer review in the classroom, and the way teachers are evaluated. Teachers should also encourage students to actively participate in various activities of the school, so that they can write and exercise in activities, and then communicate in the classroom and so on. For excellent exercises, we can show them on a regular basis, so that we can observe and learn, so as to achieve a good result that rewards advanced and motivated.

4.4 Try to Create an Oral Training Opportunity

The oral training is related to the students' daily work and interpersonal communication. The teacher must pay more attention to this subject and make every possible effort to create a training opportunity for students. One is the first ten minutes of speaking practice. According to the register, a student makes a short speech about ten minutes before the formal class. Content can be chosen by itself without having to set a theme. Students can review a book, an article or a quotation. They can comment on the current politics hot spot, and for some phenomena in the life. They can tell a little story, review a sport and so on. In short, students can talk about what they are most familiar with and want to communicate with others. At the end of each speech, the teacher asked the students who listened to the lecture to comment on the merits and shortcomings of the speech. The teacher should make a summary, so that students can gain something after each speech. The second is to hold a regular class of students and a number of professional teams to exchange skills and promote each other. Thirdly, teachers should design some topics that can arouse the enthusiasm of discussion, arouse students' participation in the debate, and improve their oral expression in the process of elaborating individual opinions.

5. Conclusion

In a word, the new situation has put forward new requirements for the Chinese language and Literature of sergeant. We must actively face and conduct research to explore new contents and effective teaching methods so as to seek room for the survival and development of the Chinese language and Literature of sergeant.

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