Study on Goal Connotation and Hierarchical Orientation of British & American Literature Teaching

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Abstract: For a long time, the goal of the teaching of British and American literature is not very clear, the level of the target content is vague, and so the British and American literature teaching reform progressed slowly. The level orientation and curriculum of British and American literature teaching in the new situation were found out the. British and American literature curriculum should be achieved two breakthroughs: First, to break the limitations of professional elective courses, the second, to break the restrictions on English majors

Keyword: British and American literature teaching, target connotation, curriculum setting

1 Introduction

In the past ten years, the external environment and internal structure of higher education in our country have undergone tremendous changes. The export-oriented economy has developed rapidly. The employment of college students has changed from traditional distribution to market selection. Gradual education has gradually changed from expert education to general manager Education and graduate education become the main channel for cultivating research special talents. British and American literature teaching, which was once the main pillar course of English major, is facing more and more challenges. The main problem is that a large number of students to study enthusiasm to the market relationship is greater, contribute to the employment of practical courses, such as foreign trade English, business English, legal English, travel English and so on. The liberalization of literary lessons is an unavoidable fact.

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2 Understanding of the Connotation of English and American Literature

Teaching Objectives

According to the "Outline of English Teaching in Colleges and Universities" issued in 2000, the purpose of the course is to cultivate students' ability to read, appreciate and understand the original English literature and master the basic knowledge and methods of literary criticism. By reading and analyzing English and American literary works, to promote the basic skills of students and the improvement of human quality, enhance students' understanding of Western literature and culture. Teaching content can include: Introduction to literature; English literature; American literature; literary criticism. This statement is more general, lack of guidance teaching practice level, but for us to provide the basic framework of British and American literature teaching objectives. Combined with the specific situation of British and American literature teaching practice, we can divide the goal connotation of British and American literature curriculum into five levels.

One is the reading experience of English and American literature, which is a kind of experience level based on perceptual knowledge. Its focus is to read the process of reading English and American literature to students, so that students through the British and American classical works of classical reading experience, and gradually cultivate the interest in literature and appreciation, judgment. At the same time, by reading a large number of literary original, to improve students' English level. Second, the basic knowledge of British and American literature, which is based on a rational knowledge of the level of knowledge. Its focus is to let students understand the development of English and American literature history and context, to understand the development of British and American literature in the process of important literary phenomena, genres, works and writers, so as to obtain the basic knowledge of British and American literature. The third is the basic knowledge and method of English and American literary criticism, which is a kind of aesthetic level based on theoretical speculation. Its focus is through the introduction of the theory and method of literary criticism, through the analysis of specific literary works to help students master the basic knowledge of literary criticism and analytical methods, and thus improve the students' theoretical accomplishment and speculative ability. English and American literature is a quality training course. Students read the British and American literary works, take the initiative to participate in the meaning of the text search, discovery, creation process, and gradually develop a keen sense of ability to master rigorous analytical methods to form an accurate expression.

3 The Setup of Anglo - American Literature

At present the popular English and American literature curriculum structure, is the history of British and American literature + literary works selected. In
general, the actual teaching situation is too much emphasis on the history of English and American literature, literature theory and criticism of the method is not enough attention. This kind of curriculum system is characterized by the importance of the history of the development of British and American literature, some scholars even asked the history of English and American literature to be more comprehensive, to the first through, primary and secondary clear, clear context, the various periods of literary schools should be as detailed as possible To clarify the background and development of the situation, to clarify the interaction of various literary trends and mutual inheritance, literary clues to clarity, it is best not to leave blanks. Textbooks should also learn the latest research results at home and abroad, some the so-called mainstream or non-mainstream writers should be redefined, the differences between Chinese and foreign studies should be accountable. If you focus on the cultivation of British and American literary professionals, this highly specialized teaching ideas is undoubtedly correct. However, it is difficult to design English and American literature courses according to this requirement in the undergraduate level of English majors, because the teaching connotations and conditions of British and American literature have changed greatly.

First, with the continuous advancement of human history and the progress of foreign literature research in China, the history of foreign literature is getting longer and longer and the branches are getting smaller and smaller. Second, the research results of mainstream and non-mainstream writers at home and abroad More and more, for example, because of the feminist movement and the civil rights movement of ethnic minorities to promote the study of British and American literary classics works more and more people; Third, with the rapid social development, colleges and universities in the continuous development of new courses, 4, English majors and elective English and American literature courses of non-English majors, after graduation, most do not engage in British and American literature research or teaching, etc..

4 English and American Literature Textbooks and Classroom Teaching Methods

The traditional thinking style in the preparation of textbooks is a major factor in the lack of enthusiasm for students to study English and American literature. At present, most of the British and American literature materials in accordance with the chronological order, teaching from early poetry and other classical works began to the early 20th century or the first half of the 20th century is over, students rarely read the contemporary works of British and American literature. This is the inevitable result of arranging teaching content according to the history of literature. Early works are more difficult, or too much words, or the background is far away, or too long, the literature has often become a
language class, resulting in slow curriculum progress, and teachers in addition to the difficulties of language, is about the story of the story, Aesthetic Interpretation of the Works.

Reader’s response to criticism theory advocates, we should pay attention to the reader’s reading experience and re-creation of the text. To apply this theory to practical teaching, we should pay attention to students' participation and understanding of the works, encourage them to express their views and opinions, and share the reading experience together. Some of the students' opinions may be superficial, and may even be wrong, but only by reading and expressing the way in order to make their aesthetic ability to continue to improve. Only in this way can we make the literature class become the inspiration and inspire the development of the humanistic quality of the curriculum, in order to enable students to feel the joy of literary thinking and exchange, recognizing that literature is developing their vision and ideas. In this way, the practicality of literature has also been a certain expression. If you ignore the existing language level of students, blindly emphasize the importance of classical works, the classroom into a teacher to instill their understanding of the work of a speech, it is difficult to achieve the minds of students to open up students to cultivate the purpose of creative thinking. In order to allow students to understand the early classical works, and take the risk of literary passion, is worth the candle. Moreover, the literary classics from ancient times to the numerous, in a limited class time to choose the classic works, should follow the easy too difficult to understand the law. To abandon an early, more difficult language of the classic works, or to postpone them to the graduate stage, so that students access to more contemporary, contemporary English and American literature is a more rational choice.

5 Conclusion

The writing method of literary materials is simple, which is another important reason for teaching effect. Most of the literary materials are based on the selection of works, plus the necessary text to explain, a few thinking questions, together with the author's profile, the lack of literary theory, literary terms and literature of the basic components, that is, literary grammar Introduction. In addition to providing reading works, it is necessary to teach students how to cut text analysis. Therefore, the writing of literary materials should be reformed, only to increase the criticism theory and criticism of the introduction and training in order to grant "fishing." It is more important to grant "fish" than to "fish". Another advantage of writing textbooks is the combination of theory and text reading, and the dynamism and meaning of theory are shown in practice. Through the text analysis of literary theory, but also to avoid the theory from the actual become obscure mysterious. In short, in the era of increasingly rich knowledge and information, students want to
become a literary expert in college for four years is unrealistic expectations. But it is possible to master some of the techniques and methods of reading literature. Undergraduate stage to lay the basic skills of literary reading and criticism, so that students have interest in literature, to eliminate their fear of literature psychology, should be the basic positioning of English and American literature and goals.

References
