Research on Introduction to Famous Works and Cultivation of Humanistic Quality in the Teaching of British and American Literature Based on Network Information

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Abstract. Classics reading can significantly improve our cultural literacy, It is the main content of British and American literature teaching in the classroom. But due to some teaching ideas, many universities in the process of curriculum and teaching practice rejection of British and American literature teaching content. Now few people can calm down and deep reading, the reading atmosphere also gradually lost humanities, this article expounds the defects of traditional British and American literature teaching mode, and how to overcome these disadvantages, looking for solutions, innovative ideas and make full use of big data under the environment of network resources for classics reading, to cultivate people's humanistic quality.

Keywords: Network Environment, British and American Literature Teaching, Introduction to Famous Books, Humanistic Quality

1. Introduction

The teaching and learning of English and American literature is a process of accumulation and cultivation of sentiment, which cannot be achieved by listening to the teacher explain the textbook in class. In order to cultivate students' literary appreciation ability and improve their humanistic quality, we must let them widely read the classics. Let them in the excellent cultural atmosphere to roam, play, think and absorb digestion. Mr. Lui Shuxiang once stressed that "it is necessary to read a lot in literature study - it is not too much to memorize 800 to 1 million words in the semester". Herzen, a Russian writer, said: "The whole of human life leaves its mark on books in an orderly way: RACES, groups, countries disappear, while books remain. Books grow up with human beings. All the doctrines that shocked the intellect, all the passions that moved the heart, were crystallized in the book. There were written the grand confessions of the wild life of man, the grand autobiography called the history of the world." There is no doubt that reading extensively will increase our knowledge and improve our literary attainment.

2. Current situation of reading classics in the teaching of British and American literature
2.1. Current situation of British and American literature teaching

As one of the main courses for undergraduates in foreign language departments, The Course of British and American literature plays an important role in the teaching plan of foreign language majors in various universities. The research shows that the traditional English and American literature teaching has some disadvantages that cannot be ignored. Cheng Aimin, Xu Jin, Nanjing Normal University. Ke, Tang Xiaozhong et al. (2002) on the survey of British and American literature teaching in colleges and universities, according to many respondents believe that influenced by the pragmatic teaching ideas, many colleges and universities neglect in the curriculum and teaching practice, exclusion of British and American literature teaching content, it is also one of the reasons for students' humanities quality decline[1]. English and American literature have many advantages, as shown in the Figure 1.

![Figure 1. The advantage of English and American literature.](image)

In recent foreign language seminars, many professors have expressed concern about the humanistic quality of current foreign language majors. They are clamoring for strengthening the cultivation of college students' humanistic qualities. Zhu Gang, a professor from the English department of Nanjing University, believes that cultural accomplishment and humanistic quality are one of the important aspects that distinguish students majoring in foreign languages from those majoring in other fields. Professor Sun Youzhong of Beijing Foreign Studies University (2012) pointedly pointed out that English education should not be satisfied with merely teaching students the language skills of listening, speaking, reading, writing and translating. Even if these skills are combined with specific application fields, such as business English, it is still not enough. In the end, English education must enable students to observe the words and deeds of human beings, understand the spiritual life and emotional world of human beings, and reflect on the value orientation and cultural demands of human beings. Therefore, the course of literature is less important than the foundation.

The utilitarian understanding of this skill is an obstacle for foreign language majors to improve their quality. In addition, the survey shows that British and American literature courses also exist in terms of teaching content, methods and means. For example, classical writers' works are more than modern and contemporary writers' works. Teaching methods are obsolete and unitary; It is also one of the reasons why college students majoring in foreign languages are tired of literature classes and lack
of in-depth reading of classics.

Figure 2. Classroom ecological model.

2.2. Status quo of reading classics
The author made a questionnaire survey on 200 professional English students in the Department of Foreign Languages and Literature in Hetao College, and analyzed the data from several aspects. There are 128 students who read extra-curricular books and 54 students who like extra-curricular books. The total number of the two is 182, which is more than half of the total number. It seems that most students prefer extra-curricular books. But really calm down to read extracurricular books how many? To this question, only 33 students answered "read often" and 122 "read occasionally". What books are the students reading? Among them, 124 read magazines such as Reader, Youth Digest and Maxim, 26 read biographies, 32 read novels, 8 read ancient prose, 4 read ancient poetry, 4 read modern and contemporary prose, and 2 read modern and contemporary poetry.

Among these readings, 36 have read "Water Margin", 32 have read "Romance of The Three Kingdoms", 61 have read "Journey to the West" and 28 have read "A Dream of Red Mansions". Classics, modern and contemporary literary works reading is not ideal, such as read MAO dun's "midnight" only 1 person, read ba jin's "home" "spring" "autumn" only 3 people, read lu xun's "diary of a madman" only 22 people, read Lao she's camel appearance of 17 people, read only of qian zhongshu's fortress besieged... For foreign literature, the situation is even less ideal, for example, 14 have read Jane Eyre, 18 have read The Quixote, 17 have read the Count of Monte Cristo, 8 have read Gulliver's Travels, and 9 have read a Tale of Two Cities. Read "Here the Dawn is Quiet" only 1...

What are the main reasons for this phenomenon? Our investigation is as follows: "Most of the extracurricular classics are not easy to read. A total of 35 people (C) chose "not interested", while 24 chose "not interested". That is to say, if there is no instruction to students' reading, they will not be left to their own devices.

Those who achieve good reading results will not achieve the goals of "reading more" and "reading more deeply". Then, how to guide the reading of classics? With what method can 'make the student like to read classics, read classics more?"
3. Implementation steps of the teaching reform of Anglo-American literature

3.1. Carefully design and innovate the teaching mode of British and American literature

The teaching of British and American literature is divided into in-class modules (4 class hours) and after-class modules (N class hours). Where, in-class module = teacher lecturing (2 class hours) + student presentation (2 class hours). Extracurricular module = reading on network platform + reading on paper books. Take the Renaissance in English literature for example. In-class module = teacher lecturing (2 class hours)+ student presentation (2 class hours).

The teacher teaches an overview of the historical background of the Renaissance in about 10 minutes, text appreciation in 35 minutes, problem solving and assignment in 5 minutes. Student presentation: Divide students into three groups, each group consisting of 3-4 students. They were respectively responsible for the introduction of three important writers of the period Shakespeare, Bacon and Milton's life, writing style, creative ideas, major works, etc., accounting for about 35 minutes, teacher comments, about 10 minutes. Extracurricular module = reading on network platform + reading on paper books. Online reading: Students enjoy the adaptation of Shakespeare's Hamlet on mobile phones, ipads or TV. Paper book reading: The famous play "The Revenge of the Prince" has caused a heated discussion among students. The teacher took the opportunity to encourage them to find the original work and deeply read the paper text of "Hamlet", especially the classic fragments.

The Course of English and American literature has changed from being filled with teachers to being student-centered. In order to show their courseware perfectly and show their best side in front of classmates, students made a lot of effective preparation before class, such as: division of tasks: reading a lot of relevant materials, including electronic materials. Reading also includes reading paper texts: courseware making; Character analysis, and so on, all this work not only greatly enhanced the students' interest in learning. At the same time, it also improves their operational ability and autonomous learning ability. Since each presentation was completed by 3-4 students, their sense of cooperation and team spirit were also improved.

3.2. Exploration and practice of "Film and TELEVISION resources and introduction to a large number of Classics in the Network Environment"

Constructivist learning theory makes it clear that all truth should be acquired by the student himself, or at least rebuilt by him through his rediscovery, rather than imprudently taught to him. Therefore, learning should not be a matter of teachers simply passing on knowledge to students, but of students constructing the meaning of knowledge by themselves. That is, let students actively and independently carry out inquiry learning, and make use of the necessary learning resources with the help of others (including teachers and learning partners) in the specific context that is social and cultural background.

Material. By means of meaning construction. The amount of knowledge acquired depends on students' ability to construct the meaning of knowledge based on their own experience, not on students' ability to memorize and recite what teachers have taught.

The content is not easy to determine. British and American literature works are diverse and rich in content. In addition, students have different interests and hobbies, so it is difficult to cater to all tastes. Second, the process is not easy to control. It is impossible to finish the reading of a masterpiece in one or two classes, and students need to spend a lot of time outside the class, several months or even half a year. Third, the effect is not easy to detect.

We found out through the investigation. Students' "extra-curricular reading" is in need of "guidance". Therefore, under the guidance of the spirit of class reform, we make use of the film and television resources in the film learning website to conduct a practice exploration on the reading of "classics", so as to cultivate students' interest in reading classics.

With the development of curriculum reform, the integration of network teaching and discipline provides us with new ideas. The integration of networked teaching and subject is to integrate the
theory and practice of subject teaching with information technology as consciousness, concept, content, method and means. Network information technology will text, voice, image perfectly together, realize the digitization, this makes the audio and video resources, network resources can be more convenient access to the classroom: it produces, with pictures and audio-visual blend function is more advantageous to stimulate students' interest in learning, make students produce strong desire to learn, to form the learning motivation. And in this interactive learning environment.

Students can choose the content they want to learn according to their own learning basis and interest. In such an interactive teaching environment, students can take the initiative to participate in it and give full play to the main role of students.

Masterpiece, its thought content is often more abstruse, the story plot is more complex, the development clue is often more than -, this brings great difficulty to the student to read. Some British and American literature, in particular, for students to study might also don't see eyes, coupled with the names of some foreigners and longer, the students in this case, X can be read on the interest, not to mention, British and American literature writer religion, in its work, like reference religious texts, it is even more.

The students can't go on reading. However, the teaching of British and American literature through network resources can overcome the deficiencies in the traditional teaching mode. Students will be more interested in network resources with real and vivid images. Such literature teaching attempts not only arouse students' interest in reading the classics.

4. Conclusion
Through our attempts, we have come to realize the importance of network resources in the life of modern college students. Our practical exploration is just the beginning, yet. Constant innovation is required. As teachers of literature course, we should make full use of network resources in the future and further rely on network teaching platforms set up by well-known universities at home and abroad to make them become not only foreign language majors, but also an important means for all modern college students to cultivate and improve their humanistic quality.

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