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Teaching Strategies for Ancient Chinese Poetry in Senior High Chinese from the Perspective of Cultural Confidence

Fangwu Liu*

Lianjiang Experimental School, Zhanjiang 524400, Guangdong, China

****Author to whom correspondence should be addressed.***

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Abstract: Based on China's fine traditional culture, exploring the connotations of ancient poetry to foster firm faith and beliefs among senior high school students and ignite their enthusiasm for Chinese learning is a long-term, arduous task. Judging from the current state of ancient poetry teaching, numerous problems still exist, such as students' lack of initiative and inappropriate learning methods, which require in-depth research by educators to put forward better teaching plans. Meanwhile, it is necessary to adopt modern technology and artificial intelligence to restructure online and offline teaching modes, enabling students to gain a better understanding of ancient poetry and truly master Chinese poetry and the Chinese language. Therefore, this paper discusses practical teaching strategies for ancient Chinese poetry in senior high schools from the perspective of cultural confidence, so as to provide references for frontline teachers.

Keywords: Cultural confidence; Senior high Chinese; Ancient poetry teaching; Current situation; Teaching strategies

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1. Introduction

The new era calls for innovations in educational thoughts, concepts and models, placing stricter and more detailed requirements on Chinese-language education. How to deliver quality basic education and realize the goal of "cultivating talents from childhood" merits our in-depth exploration and practice. From the perspective of cultural confidence and in combination with the Compulsory Education Curriculum Plan, breaking disciplinary boundaries to optimize and improve the teaching module of ancient poetry, integrating knowledge with students' daily lives, and establishing in-depth connections between ancient poetry and philosophical thinking, science, and culture will surely enlighten students' wisdom and lay a solid foundation for their sound growth and all-round development. In teaching, framework-compliant activities should be designed to focus on fostering students' Chinese-language competencies and overall qualities. Within the limited time of one class, one semester or an academic year, we can enhance the value of Chinese-language education and formulate scientific plans for ancient poetry teaching strategies.

2. Overview of cultural confidence and ancient poetry teaching

2.1. Cultural confidence

Cultural confidence serves as the foundation for the development of a country and nation. Only with cultural confidence can a lasting driving force be obtained. Ancient poetry constitutes an indispensable part of China's fine traditional culture and a constant source of cultural confidence for Chinese people. In senior high education, ancient poetry can mobilize students to participate in inheriting and promoting Chinese culture, which exerts a positive effect on cultivating their cultural confidence [1-3]. Through independent thinking and inquiry, students can extract patriotism, noble moral character and aesthetic taste from poems. Through group research and online exploration, they can find suitable and enjoyable learning approaches, which will definitely improve their Chinese literacy and comprehensive abilities. Learning ancient poetry allows people to traverse through time and experience the profound Chinese culture, empowering cultural confidence—an endeavor well worth pursuing.

2.2. Ancient poetry teaching

The practice of ancient poetry teaching is an indispensable component of Chinese classes. Such teaching should not only be vivid, but also adopt innovative methods aligned with the cultivation of cultural confidence, breaking the traditional mode limited to recitation and literal paraphrasing. Against the backdrop of new-era education, cultivating cultural confidence stands as one of the objectives of senior high Chinese teaching, especially when implemented in ancient poetry courses, which makes teaching more advanced and contemporary. Teachers shall create unique teaching scenarios for students to understand the ideological value of poetry and immerse themselves in the beauty of the Chinese language and sincere emotions expressed in works [4]. Meanwhile, teachers can compare patriotic poems and analyze their spiritual connotations to help students grasp the continuity and contemporaneity of the Chinese national spirit. Poetry creation contests can also be held to arouse students' passion and make them realize the close bond between cultural inheritance and personal growth, encouraging them to engage in cultural promotion. As a powerful carrier for consolidating cultural confidence, rethinking the teaching and learning of ancient poetry in senior high schools is of vital importance.

3. Current problems in senior high ancient poetry teaching

The teaching of ancient Chinese poetry in senior high school occupies a vital position in the Chinese curriculum system, serving as a knowledge module that every student must master proficiently. In practice, however, the current state of teaching and learning ancient Chinese poetry is far from satisfactory. From the teaching perspective, rigid teaching modes fail to arouse enthusiasm among most students. On the other hand, students have a poor command of proper and advanced learning methods, with many still trapped in the outdated misconception of rote memorization, which calls for urgent adjustments [5]. Specifically, classroom teaching tends to be monotonous and dull. Teachers start by introducing authors, then paraphrase and translate verses, summarize main points, and extract central ideas, gradually falling into stereotyped teaching routines. They neglect the artistic conception created by ancient poems themselves, as well as open-ended interpretations reflected in the saying "a thousand Hamlets in a thousand people's eyes". Over time, students develop rigid thinking patterns and struggle to find suitable room for personal growth in learning ancient poetry. Improper learning approaches constitute another problem: students' understanding of ancient poetry

remains superficial, as do their learning methods, preventing them from truly entering the inner world of poets. Students passively accept externally imposed standard answers, interpret poems in isolation from their historical contexts, and slip into the trap of mindless question-drilling merely for exam-taking purposes. They learn in a mechanical manner, understanding individual phrases yet failing to grasp the essence of poems. Consequently, the learning of ancient poetry is reduced to a tool and a fixed routine rather than a powerful force to enlighten students' minds and strengthen their cultural confidence. It severs the inherent bond between students and traditional culture, and prevents them from becoming inheritors and promoters of fine traditional Chinese culture and national spirit. This is regrettable, and it is imperative to break this deadlock through renewed teaching philosophies and reconstructed teaching methods [6-8].

4. Teaching strategies for ancient Chinese poetry in senior high from the perspective of cultural confidence

4.1. Integrate and systematize teaching resources

Abundant Chinese teaching resources can be sorted and optimized with the rational application of modern technology and intelligent platforms to facilitate ancient poetry teaching, pass on fine cultural ideas in poems and shape students' values for future growth. Teachers shall break the confinement of textbooks and build a three-dimensional resource library oriented toward core literacy and structured around cultural context. First, dig deep into internal cultural connections within textbooks, and group scattered poems across different grades and units by thematic images, emotional tones and historical backgrounds. For example, link the patriotism and prosperous age depicted in frontier poems, or contrast the delicate melancholy of Ci poetry with the spiritual outlook of scholar-officials in the Song Dynasty, presenting the evolutionary logic of Chinese culture from a macro perspective. Second, introduce a wide range of extracurricular resources including ancient poetry critiques, authoritative interpretations, historical documents and modern academic research findings, as well as cross-art materials such as calligraphy, painting and music. This expands poetry teaching beyond textual explanation to all-round cultural immersion. During this process, teachers shall maintain sharp cultural discernment to select classic works and auxiliary materials that embody the Chinese national spirit and stimulate cultural identity, eliminating outdated interpretations inconsistent with mainstream values to ensure the purity and contemporaneity of teaching resources. Rich resources allow students to perceive the depth of Chinese culture and subconsciously consolidate cultural confidence, making ancient poetry a nourishing source for their spiritual world.

4.2. Create immersive cultural scenarios

Creating cultural scenarios can build immersive, pleasant learning environments, enabling students to delve into textual connotations and gain insights relevant to personal growth and national social development. In teaching, teachers shall adopt verbal description, musical rendering, visual presentation and other approaches to construct atmospheres matching poetic conception, guiding students to travel back thousands of years and experience the desolate "desert solitary smoke" or tranquil "small bridges flowing water", as well as the sorrow of shedding tears at blooming flowers or the boldness of raising a glass to ask heaven. Such scenario construction must be rooted in profound cultural foundations, accurately grasping ritual systems, folk customs, philosophies and other cultural elements behind poems to avoid superficial, entertaining scene design [9]. When teaching Su Shi's works, for instance, teachers shall not only display the magnificent scenery of the

Red Cliff, but also reconstruct the demoralized state of Song literati and the integration of Confucianism, Buddhism and Taoism, helping students understand that Su Shi's optimistic spirit "wearing straw raincoats through mist and rain" originates from the tenacious character of Chinese culture. Furthermore, scenario creation shall feature interactivity and generativity. Students can take part in role-playing and deliver inner monologues or impromptu creations to resonate with ancient emotions, cultivating a sense of belonging and pride toward national culture[10-11]. Such embodied learning transforms abstract cultural concepts into tangible life experiences, letting cultural confidence take root amid spiritual touches, turning poetry classes into cross-temporal cultural pilgrimages.

4.3. Carry out cooperative inquiry learning

From the perspective of cultural confidence, cooperative inquiry shall move beyond superficial discussion on vocabulary and main ideas to in-depth research on cultural propositions, aesthetic paradigms and spiritual values behind poems. Teachers can design challenging, open-ended research topics such as "Cultural Evolution of the Moon Image in Tang and Song Poetry" and "Connection Between Gentleman Personality in Ancient Poems and Modern Civic Literacy", assigning group tasks for data collection, argument analysis and reasoning construction. In group work, students shift from passive knowledge recipients to active cultural explorers. They listen to others' viewpoints while reflecting on their own cognitive limitations, clarifying the core and extension of traditional culture through idea collisions [12]. This inquiry process not only improves collaboration and communication skills, but also cultivates a rational perception of Chinese culture, helping students realize that cultural confidence is not blind arrogance, but is based on a thorough understanding of cultural origins, development, and contemporary value. Teachers act as guides and facilitators, adjusting research directions in a timely manner and introducing diverse perspectives. Students are encouraged to question rigid traditional interpretations and rediscover the contemporary significance of ancient poetry with a modern vision, upgrading poetry classes and enabling every student to master suitable learning methods.

4.4. Expand practical application activities

Students should not only comprehend poetic connotations, but also apply acquired learning experience, making expanded practice vital. In senior high ancient poetry teaching, teachers guide students out of classrooms to internalize fine virtues and transform them into creativity and innovative thinking. Teachers shall build extensive practical platforms and organize diverse after-class activities, including campus poetry galas, ancient poetry recitation performances, classical literature journals, and traditional culture exhibitions. During preparation and participation, students experience the artistic charm and social value of poetry. Meanwhile, students are encouraged to integrate poetic elements into modern creation, such as rewriting ancient poems into songs, producing ancient-style music and short videos based on poetic scenes or designing cultural and creative products, realizing the creative transformation and innovative development of traditional culture [13-15]. Students can also go outside schools for cultural surveys and volunteer services, visiting scenic stone poems at historical sites and reciting ancient poetry for community residents to promote poetry popularization in rural cultural revitalization, serving as a cultural bridge linking schools and society. In these practices, students act as both cultural consumers and disseminators and creators, demonstrating their love and confidence in Chinese culture through actions. All students are encouraged to participate and communicate with peers and teachers to understand poetry and achieve harmonious common growth.

5. Conclusion

In short, the teaching reform of ancient Chinese poetry in primary schools from the perspective of cultural confidence is imperative. Front-line Chinese teachers must recognize existing problems such as insufficient depth in current ancient-poetry teaching and students' improper learning methods, and remedy the misalignment between teaching and learning rhythms. To this end, this study puts forward several effective improvement strategies: integrate teaching resources to enable students to preview and study independently, so that they can fully understand ancient poems and the cultural background of their eras; adopt cooperative inquiry to achieve "harmony in diversity". It is not only about drawing essence from ancient poems for self-empowerment, but also about finding personalized learning approaches through cooperation… and many other similar measures. Certainly, teaching should not be confined to rigid formats. Every student ought to experience ease and joy, and thereby develop a natural fondness for learning ancient Chinese poetry. Ultimately, the connotation of cultural confidence will be deepened, achieving twice the educational effect with half the effort.

Disclosure statement

The author declares no conflict of interest.

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