On the Difference and Integration of Eastern and Western Literature Teaching from the Perspective of Comparative Literature

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Abstract. In the context of globalization, the difference and integration of Eastern and Western literature teaching has become an important topic in comparative literature research. As a cross-national, cross-language and cross-cultural discipline, the core idea of comparative literature is to reveal the commonness and characteristics of different literary systems through "leapfrogging" research, and to provide theoretical support for teaching practice. From the perspective of comparative literature, this paper discusses the origin of the differences between Eastern and Western literature teaching, discusses the path of their integration, and demonstrates the possibility and necessity of cross-cultural teaching with specific cases.

Keywords: Comparative Literature; The Teaching of Eastern and Western Literature; Differences; Fusion.

1. Introduction

With the deepening of globalization, the exchanges and collisions between different cultures are increasing. As an important carrier of culture, literature teaching has its own unique harmony in the context of Eastern and Western cultures, but also faces the needs of mutual reference and integration [1]. Comparative literature, as a field that spans cultures, languages and disciplines, provides us with a unique perspective to examine the differences and amalgamations between Eastern and Western literature teaching. Through the study of comparative literature, we can better understand the characteristics and laws of literature teaching under different cultural backgrounds, and promote the diversification of literature education.

2. Differences in Eastern and Western Literature Teaching

2.1 Differences in Teaching Philosophy

The core idea of Oriental literature teaching is deeply influenced by the Confucian thought of "literature carries Tao" and the Taoist thought of "harmony between man and nature", emphasizing the social enlightenment function of literature and the view of natural harmony. For example, the teaching of Chinese classical poetry often takes "artistic conception" and "character" as the core, requiring students to understand the ethical implication behind the text through recitation and understanding, rather than simply deconstructing the text form. However, Western literature teaching is dominated by "rationalism" and pays attention to the independence of logic and individual spirit. For example, the discussion of human nature conflict in ancient Greek tragedies and the emphasis on individual value in Renaissance humanism are all reflected in the refined analysis of text form and narrative in teaching, and the influence of new criticism theory strengthens this trend.

2.2 Choice of Teaching Content

The content of Oriental literature teaching is rich and diverse, covering poetry, prose, novels, operas and other genres. In the selection of classic works, pay attention to the literary value and cultural connotation of the works. For example, the course of ancient Chinese literature will focus on explaining classic works such as "The Book of Songs", "Chu Ci", "The Analects of Confucius" and

"Historical Records", so that students can appreciate the profoundness of Chinese culture. At the same time, the teaching of Oriental literature also emphasizes the close connection between literature and history, and often interprets literary works in a specific historical background. The teaching content of Western literature is also extensive, but in the selection of classic works, more attention is paid to the artistic innovation and ideological depth of the works. From ancient Greek mythology and Roman literature to the masterpieces of the Renaissance, to modernist and postmodernist literary works, Western literature teaching covers representative works of different periods. In addition, Western literature teaching also pays attention to the cross-integration of literature and other disciplines, such as philosophy, psychology, sociology, etc., and guides students to understand literary works from a multidisciplinary perspective [2].

2.3 Teaching Practice

The teaching of Oriental literature often adopts the combination of teaching method and reciting method. Teachers explain the background, theme, and artistic characteristics of literary works in detail in class, and at the same time require students to recite classic works repeatedly to experience their beauty and artistic conception. For example, in the teaching of ancient poetry, teachers guide students to understand the meaning of poetry by explaining the background of poetry creation and the poet's life experience, and then let students recite it repeatedly to feel the charm and emotion of poetry. Western literature teaching is more inclined to adopt discussion method and research method. Teachers ask questions in class, guide students to discuss, and encourage students to express their views and opinions. At the same time, students are required to conduct independent research, write papers or reports. For example, in a novel, the teacher will organize students to have a group discussion to discuss the theme, characters, narrative structure, etc. of the novel, and then ask students to choose issues that they are interested in for in-depth research.

2.4 Differences in Teaching Objectives

Oriental literature teaching often focuses on cultivating students' humanistic accomplishment and moral sentiment. Taking China as an example, literature education emphasizes "literature to carry Tao", conveys Confucianism, Taoism and other ideas through literary works, and cultivates students' moral cultivation and sense of social responsibility. For example, in the teaching of ancient poetry, guide students to experience the poet's family and country feelings and philosophy of life, so that students can establish a correct outlook on life and values in the influence of literature. Western literature teaching focuses more on cultivating students' critical thinking and innovative ability. Western literature courses encourage students to explore and interpret literary works, challenge ideas, and offer their own opinions. For example, in Shakespeare's plays, students are guided to discuss topics such as human nature, power, and freedom from different angles, so as to cultivate students' independent thinking ability and innovative spirit [3].

3. The Necessity and Feasibility of the Integration of Eastern and Western Literature Teaching

3.1 The Need for Integration

First of all, the integration of Eastern and Western literature teaching can break cultural barriers and enhance mutual understanding and respect between different cultures. By studying and appreciating Eastern and Western literary works, students can broaden their cultural horizons and cultivate their cross-cultural communicative competence. Secondly, in the era of globalization, talents with cross-cultural literacy and global vision are more competitive. The integration of Eastern and Western literature teaching can provide students with diversified learning experiences and cultivate students' global awareness and international understanding ability. Finally, the Eastern and Western literature have their own unique charm and value. Combining the teaching advantages of the two can

enrich the content and form of literature education, and promote the innovation and innovation of literature education.

3.2 Feasibility of Integration

Although there are differences in cultural backgrounds and forms of expression between Eastern and Western literature, literature, as the expression of human emotion and the carrier of thought, has something in common. Both Eastern poetry and Western novels focus on human nature, love, life and death and other themes, which provides a basis for the integration of Eastern and Western literature teaching. At the same time, with the internationalization of education, the educational concepts of the East and the West are gradually converging, emphasizing the cultivation of students' comprehensive quality and innovative ability. This convergence of educational ideas provides ideological support for the integration of Eastern and Western literature teaching. More importantly, information technology provides convenient conditions for the integration of Eastern and Western literature teaching. Through the network platform, students can obtain rich Eastern and Western literature resources, and conduct cross-cultural exchanges and learning. At the same time, the application of online teaching tools and multimedia technology can also enrich teaching methods and improve teaching effects.

4. The Path of Fusion: The Practice of the Concept of Comparative Literature

The core spirit of comparative literature lies in "leapfrogging", which provides theoretical support for bridging the gap between Eastern and Western literature teaching. Specifically, the integration path can be carried out from the following four aspects:

4.1 Textbook Reform and Cross-Cultural Perspective

The linear arrangement of textbooks separates the integrity of literature. The reform needs to introduce the influence research of comparative literature and parallel research, and build a teaching material system with both historical depth and global perspective. For example, juxtaposing Dante's "Heaven-Hell" narrative framework with Cao Xueqin's family decay structure can reveal the different historical logics of the transition period between the East and the West. At the same time, it is necessary to break through the limitations of "Western center" or "Oriental standard" and incorporate the literary classics of marginalized regions such as Southeast Asia and Africa to form a real global literary map. In addition, cross-cultural literature courses can be offered. In the content of the comparison of Eastern and Western literature in literature courses, special cross-cultural literature courses can be offered, such as "Comparison of Eastern and Western Literary Classics", "Literary Interpretation from a Cross-Cultural Perspective" and so on. Through these courses, students are guided to compare the similarities and differences between Eastern and Western literary works, and deepen their understanding of different cultures.

4.2 Innovation in Teaching

Parallel comparison: When teaching realistic literature, we can compare the works of Stendhal, Dickens and Tolstoy to find out the commonality and cultural specificity of their social criticism. French realism focuses on the internal contradictions of the bourgeoisie, while Britain focuses on labor conflicts and refers directly to the chronic disease of serfdom. This difference reflects the modernization paths of different countries.

Interdisciplinary integration: Combining literature with philosophy, religion, art and other disciplines, such as interpreting the Zen meaning of Wang Wei's poems through Buddhist "empty view", or analyzing Eliot's "Waste Land" with the help of symbols. Combining ancient Chinese literature with Chinese history and philosophy, students can understand the whole picture of Chinese culture while studying literary works [4].

Second class practice: Through drama adaptation, comparative reading and other activities, strengthen students' cross-cultural experience. For example, colleges and universities in Guangxi use

cross-border ethnic cultural resources to compare the Zhuang epic "Buluotuo" with Vietnamese folk literature, transforming the geographical edge into an academic frontier.

Diversified teaching: Combining the teaching method and reciting method of Oriental literature teaching with the discussion method and research method of Western literature teaching, the multi-teaching method is adopted. In class, teachers can not only explain the knowledge systematically, but also organize students to discuss and study in groups, so as to stimulate students' learning interest and initiative.

4.3 The Combination of Regional Characteristics and Global Vision

Colleges and universities in ethnic minority areas can carry out comparative research on Chinese and Southeast Asian literature relying on their geographical advantages. For example, colleges and universities in Guangxi use cross-border ethnic cultural resources to explore the connection between the Zhuang epic "Buluotuo" and Vietnamese folk literature, transforming the geographical edge into an academic frontier. Such practices not only enrich the teaching content, but also provide academic support for the cultural mutual learning of the "Belt and Road". At the same time, organize students to carry out cross-cultural exchange activities, such as international literary seminars, cultural exchange camps, etc. Through communication and interaction with foreign students, students can experience the charm of different cultures and improve their cross-cultural communication skills.

4.4 Integration of Teaching Resources

Integrate Eastern and Western literature resources: Establish an Eastern and Western literature teaching resource database, integrate various forms of resources such as textbooks, courseware, video, and audio. Teachers can choose and use these resources flexibly according to the teaching needs to enrich the teaching content [5].

Use network resources: Guide students to use network resources to obtain the latest Eastern and Western literature research results and literary works. At the same time, students are encouraged to participate in the online literature community and communicate and share with other literature lovers.

5. Challenges and Reflections

5.1 Integrated Discipline System

At present, there are still disciplinary barriers between comparative literature and foreign literature. For example, although the major of "Comparative Literature and World Literature" in Chinese universities has been merged, there are still problems of theoretical abstraction and case disconnection in teaching. It is necessary to strengthen teachers' cross-cultural research ability through teacher training and curriculum design.

5.2 The Balance between Globalization and Localization

The new liberal arts construction advocates the application of digital humanities technology[6], but relying on Western theories may lead to the loss of local discourse. For example, Western academic circles ignored the value of ancient Chinese literary theory. It was not until Russian sinologists systematically translated and introduced "Literary Mind and Carving Dragons" that it was included in the list of world literary theory classics.

5.3 Future Direction: Mutual Learning and Symbiosis

The integration of Eastern and Western literature teaching is not only the innovation of theory, but also the practice of dialogue among civilizations. The translation and introduction of ancient Chinese literary theories by Russian sinologists proves the feasibility of cross-cultural interpretation. In the future, it is necessary to further promote "two-way interpretation", such as comparing the Chinese

"strength of character" theory with the Western "sublime" aesthetics, and building a pluralistic and symbiotic world literature map.

6. Conclusion

From the perspective of comparative literature, there are significant differences between Eastern and Western literature teaching in terms of teaching objectives, teaching content, teaching and teaching evaluation. However, in the era of globalization, the integration of Eastern and Western literature teaching is necessary and feasible. Through the integration of curriculum, teaching, teaching resources and teaching evaluation, we can promote the complementary advantages of Eastern and Western literature teaching and cultivate high-quality talents with cross-cultural literacy and global vision. In the future literature education, we should further strengthen the exchange and cooperation between the Eastern and Western literature teaching, and promote the continuous innovation and innovation of literature education.

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