

Classical Education Spreads Fine Culture to Common Households

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Abstract: There is no doubt about the importance of classical reading, but because there are often many difficult and obscure contents in the classics, there is a certain threshold to understand the classics. Classical education aims to build a dialogue bridge between classic works and ordinary families. Through the combination of school education, community education and family education, online education and offline education, through carrying out reading activities such as "inheriting classic good books and reading together -- Encounter classics", it opens up a new channel for the inheritance of classics, so that the excellent culture in ancient and modern classics at home and abroad will no longer be put on the shelf. It can truly "fly into the homes of ordinary people". This article will start from the classical education policy guidance and social requirements, on the basis of sorting out the relevant research, the reform path and research objectives of the future classical education are prospected.

Keywords: Classics; Classical Education; Excellent Culture; Cultural Inheritance.

1. Introduction

The so-called "classics" refer to those exemplary and authoritative works in all fields of knowledge, especially those with great originality and foundation. Calvino points out in *Why Read the Classics*: "A classic is a book that you often hear people say 'I am rereading' rather than 'I am reading'." He argues that "the classics are books that come to us with the peculiar atmosphere of previous interpretations, dragging behind them the footprints of their passage through cultures or cultures (or just languages and customs)", while classical education is the development of the classics through popular, popular reading and academic interpretation and innovation of the classics. To realize the construction of modern classical reading system or transmission system. Through academic interpretation and popular interpretation of the classics, it will be more and more understood and accepted by the public, and then the ideological value contained in the classics will be creatively transformed and innovatively developed, thus laying a solid cultural foundation for the construction of socialist new culture.

Through reading the classics, one can know oneself. Through comparing the characters in the classics with the inner sub-self, one can know oneself more clearly. Reading classics can shape one's spiritual core and verify and pursue the true meaning of life, which often contains the real road of life. In addition, we can get profound thinking on philosophical issues in the spiritual field by reading classics. Therefore, there is no doubt about the importance of reading the classics, but because there are often many difficult and obscure contents in the classics, there is a certain threshold for understanding the classics. Classical education aims to build a dialogue bridge between classics and ordinary families. Through the combination of school education, community education and family education, and the combination of online education and offline education, the reading activities such as "Inheriting classic good books and reading together -- Encounter classics" are carried out to open a new channel for the inheritance of classics, so that the excellent culture in ancient and modern classics at home and abroad will no longer be put on the shelf. And truly realize "flying into the

homes of ordinary people". This article from the classical education policy guidance and social requirements, on the basis of combing the relevant research, put forward the basis of the topic of classical education. Based on the general situation of previous studies, this paper uses the literature review method to sort out and summarize the important research results in many aspects, such as the research on the development course of classical education, the research on the current situation and problems, and the research on the analysis of reasons and suggestions. On this basis, combined with the historical background of the popularization of classical education and the inheritance and promotion of excellent culture, the reform path and research objectives of classical education in the future are prospected.

2. Basis for Selecting the Topic

(1) Policy guidance for classical education

In recent years, the "Government Work Report" of The State Council has repeatedly proposed to advocate and promote national reading. National reading is not only related to personal cultivation and quality, but also related to national cultural soft power and core competitiveness. The majority of primary and secondary school students are an important group of national reading, so promoting primary and secondary school students to participate in national reading, safeguarding and promoting children's reading is the focus of national reading work. In 2016, the Central Publicity Department proposed in the National Reading Development Plan for the 13th Five-Year Plan Period that we should strengthen the construction of bookish campus culture in primary and secondary schools, improve campus reading facilities such as primary and secondary school libraries, and carry out various forms of campus reading activities. In October 2020, the Central Publicity Department issued the Opinions on Promoting the Work of National Reading (2020 No. 16), which clearly proposed to actively promote youth reading and family parent-child reading, while promoting ladder reading and establishing a ladder reading system according to the physical and mental development of minors of different ages.

(2) The current situation of society reflects the people's

urgent demand for classical education

The country and society pay more and more attention to classical education, so that the frequency of classical education in the political and social level has gradually increased, and the problems existing in Chinese classical education in real life have gradually exposed to the public. Reading plays an important role in promoting the growth of primary and secondary school students. Young people and children are the hope and future of the country, and the quality of young people and children is related to the overall quality of the Chinese nation in the future, and to the future of the country and the destiny of the nation. Young people are in a critical period of the formation of their world outlook, outlook on life and values. Reading is of great significance for improving their ideological and political quality as well as scientific and cultural literacy. However, from the perspective of the international students' academic ability test in recent years, due to the practice of exam-oriented education, Chinese students' basic knowledge and basic ability test scores are in the forefront, but the number of reading is relatively insufficient, and the reading ability needs to be improved. This requires further play the role of classical education, cultivate students' reading interest and reading habits, promote students to find problems and think about problems in systematic reading and in-depth reading, so that students can increase their knowledge and improve their literacy in classical education.

Secondly, there are many kinds and huge quantities of books on the current market, which makes primary and secondary schools, parents and students at a loss. Classical education recommends few but precise excellent works from ancient and modern works at home and abroad, which can guide students to read good books and classics, and provide scientific guidance for college and primary school students to read according to age and study period. According to the physical and mental development characteristics of college and primary school students and the law of education, classical education activities of different contents and levels are carried out, which solves the problem of difficult choice for schools, parents and students, and enables students to improve the efficiency and quality of reading in a limited time.

3. Overview of Previous Research

(1) Research on the development of Chinese classic education

With the development of social culture and technology in the past hundred years, the changes of classical education have also shown obvious stages. According to the development course of classical reading education in schools after the founding of New China, its development path can be sketched out.

In the following, I will analyze the development process of classical education in China from four different stages.

1. Classical Education in the Transition Period (1919-1949)

A hundred years ago, China was in the period of the transition between the old and the new and the fierce collision between Chinese and Western cultures. In the field of culture and education, many unprecedented new works appeared, breaking the old tradition of reading Confucian classics such as the Four Books and the Five Classics as the main content and noting the classics without writing them, and forming a number of new classics including the classics of Western learning. In the school teaching contents at that time, the

traditional classics accounted for only 27.1 percent, while the new knowledge education such as mathematics, physics and chemistry accounted for 72.9 percent. Influenced by the slogans of "Down with Confucius" and "Throw thunder-bound books into the latrine" as well as the trend of thought of the New Culture Movement, young students, especially primary and middle school students, received a greatly reduced level of classical education in school.

But on the other hand, during this period, the influence of family classic education and social classic education on students was greatly enhanced, so students had more opportunities to read classics outside of class. It was also a period of vigorous development of sinology as a discipline of modern higher education. The Institute of Sinology of Peking University, the Institute of Sinology of Tsinghua University, the Institute of Sinology of Yenching University and the Wuxi Institute of Sinology were founded one after another. Hu Shi's slogan of "Sorting out national Heritage and reconstructing civilization" made many young people turn to the study of traditional culture again. Some famous scholars in society, such as Liang Qichao, Hu Shi, Zhang Taiyan, Gu Jiegang and Lu Xun, often recommend traditional classics to middle school students and young people. According to relevant statistics, from 1919 to 1937, scholars listed 41 kinds of traditional Chinese classics, such as The Book of Songs, The Analects of Confucius, Mencius, The Records of the Grand Historian, Zi Zhi Tongjian, Lao Zi, Zhuangzi, Xunzi, Han Feizi, Chu Ci, Wen Selection, Zuozhuan and other books were widely recommended in the social classic education.

At the same time, with the closer communication between China and the world, there were not only the promotion of traditional classics in education, but also the translation and introduction of Western classics. The publication of the Commercial Press's Ancient books series, series and "Chinese Translated World Classics" can be described as one of two wings. On the one hand, it provided high-quality and cheap ancient books for the reading of traditional classics; on the other hand, it introduced new knowledge and shaped a batch of Western classics, laying the foundation for the future education in Western classics.

2. Classical Education during the period of high ideological unity (1949-1979)

Classical education in this period was influenced by a high degree of ideological unity. The publication of classical books was strictly planned, and the publication of traditional and foreign classics was either blocked or supervised by censorship. After 1949, many Chinese classics were regarded as poisonous grass and were no longer respected and encouraged, and most of the foreign classics were red classics of the Soviet Union and other socialist countries. However, during this period, a number of red classics that were in line with the mainstream ideology and reflected the revolutionary historical content were formed, such as The Sun Shines on the Sanggan River, The Storm, The Song of Youth, and Red Rock. The foreign classics were mainly the revolutionary literature of the Soviet Union and other countries. Gorky's many works represented by How Steel Was Tempered deeply influenced the young readers of that period. In this period, the classical themes of public reading concentrated on Marxist-Leninist theory works, red theme works and Soviet literature works, and classical education reflected the high unity of political ideology.

In terms of classical education in schools, three main Chinese teaching syllabi for middle schools were

promulgated, namely, the Junior Middle School Literature Teaching Syllabus (draft) issued in 1955, the Senior Middle School Literature Teaching Syllabus (draft) issued in 1956, and the Full-time Middle School Chinese Teaching Syllabus (draft) issued in 1963. From various aspects of the reading teaching in the junior and senior high school, the provisions are explained, and the prototype of "classic reading teaching" is outlined. The school reading teaching in this period emphasized "extracurricular reading", stipulated the number of books to be read, and the leading role of teachers in the reading process, but there were no clear instructions and requirements for the content and scope of reading. Therefore, Chen Guang believes that this stage can be regarded as the germination and preparation of the teaching of classic reading in middle schools.

It can be said that any book can not be compared with its large print volume and deep influence. On the other hand, in the "underground reading movement" of the intellectual youth group during this period, various classics were widely read, such as the banned books which were used as cultural criticism at that time, the gray books and yellow books which were used as "internal reading books" for the study of "senior cadres". Most of them were famous works of western political science, philosophy, ideological history and literary history.

3. Classical Education during the period of Ideological Emancipation and Great Cultural Development (1979-2000)

In general, the classical reading teaching in this period had a further development compared with the previous stage, which is mainly reflected as follows: First, the concept of "classic reading teaching" developed from the embryonic form to gradually clear, "classic reading" entered the curriculum system, and the teaching of classic reading took a substantial step forward. Second, the indicators of the teaching of classic reading are gradually specific. In terms of reading quantity, not only the number of classic reading parts in each academic year is specified, but also the total number of words is required. Third, the teaching of classics reading from the extracurricular to the classroom transition, gradually into the classroom, "classics reading teaching" has become an important part of the elective course.

During this period, in terms of classic education in schools, the competent authorities issued several syllabi on Chinese teaching in middle schools. The main ones include the Chinese Teaching Syllabus for full-time 10-year Schools in 1978, the Chinese Teaching Syllabus for full-time junior Middle Schools in nine-year Compulsory Education (Preliminary draft) in 1988, the Chinese Teaching Syllabus for Full-time Middle Schools (Revised version) in 1990, the Chinese Teaching Syllabus for full-time Ordinary Senior High Schools (for experimental use) in 1996, and the Chinese Teaching Syllabus for full-time ordinary Senior High Schools in 2000. Nine-year compulsory education Full time Junior High School Chinese Teaching Syllabus (Revised version) and other documents. These syllabi put forward further requirements for the teaching of classical reading, and the relevant provisions in the syllabi are closely related to the teaching of classical reading.

In the aspect of social classic education, within ten years of reform and opening up, the society's pursuit of classical classics once formed a "Luoyang paper expensive" situation. At the beginning of the 1980s, the popularization and dissemination education of classical works with traditional Chinese culture as the theme received great attention from the

society. On the other hand, since the 1980s, series of books and library publishing projects introducing Western thought and theory have been popular among readers, such as *The Birth of Tragedy* by Nietzsche and *Being and Time* by Heidegger, etc. Foreign classic education has become the common knowledge memory of a generation. Since the 1990s, with the development of market economy and mass media, the trend of stratification of social reading has become more and more obvious. During this period, reading became more secular and practical. In the field of reading, there emerged "Jin Yong fever", "Yu Qiyu fever" and "Qiongyao fever" -- some secular classical education was established accordingly.

4. Classical Education under the prevalence of mass culture and consumerism (2000 to present)

In this period, the classical reading education in schools gradually matured, mainly in the following aspects: First, the classical reading teaching began to truly enter the formal classroom teaching sequence, becoming an important part of middle school Chinese classroom teaching. Secondly, the teaching of classic reading developed from the initial emphasis on fragment and fragment reading to the real reading of the whole book. In addition, the classroom teaching strategies and teaching techniques of classic reading are becoming more and more mature day by day. The teacher has changed from the original leader to the leader of the class, and the students have gradually become the protagonist of the class. After the promulgation of the Chinese Curriculum Standards for Full-time Compulsory Education (Experimental Draft) in 2001, the classic reading test first appeared in the middle school examination papers in Nantong, Jiangsu Province, and then in the middle school and high school examination questions in many provinces across the country, the classic reading test questions also appeared, and the score has a rising trend, which indicates that classic education and exam-oriented education are gradually linked.

The education system began to call for the return of classical education. In China, since the beginning of this century, Tsinghua University, Fudan University and other universities have launched a series of classical reading education programs, and many universities have also set up a course of "Selected classics reading" in professional education, emphasizing the close reading of classic texts, so that professional researchers can understand the academic source of the discipline. In recent years, while pursuing the frontier, academic research has also set off a "retro" trend of thought, attaching more and more importance to the classics of the discipline, such as the evaluation system of the classics of the research discipline, the translation and dissemination of foreign classics, and so on. Reading classics has become the basic skill of academic research.

In the aspect of social classic education, with the prosperity of publication, information overload, the downward movement and popularization of knowledge, classic reading education has gradually lost. Under the popular cultural trend of entertaining to death, the traditional classics gradually become secularized. However, with the government and society attaching importance to traditional culture and paying more attention to reading, the reading education of social classics has entered a new stage of development. The publishing institutions have systematically sorted out the classics, and there have been many projects to develop the classics in a series, series and three-dimensional way. At the national level, classic publishing will serve as the carrier of cultural inheritance and external dissemination. Since 2009,

the former General Administration of Press and Publication has organized the "Classic Chinese International Publishing Project" to explain classic works with Chinese characteristics in world languages. Many traditional classics have thus gained vitality and started to go international.

(2) Research on the current status and problems of classical education in China

It is undeniable that the current domestic classic reading education has been paid more and more attention by the society, but there are still many problems in the process of development that we need to face up to and face. Liu Lingling pointed out that in the actual classical education in schools, there are some problems such as single teaching method, lack of innovation in teaching mode, lack of students' interest in reading, low enthusiasm for independent reading, lack of personalized reading guidance and difficult to meet individual needs. These problems have a profound impact on the development process of domestic classical education. Fan Xingmei believes that the rigid teaching mode of classic reading, the neglect of classic books in the process of students' reading, and the unreasonable arrangement of reading time are all the reasons that restrict students' classic reading. Ren Yujuan found that at present, there is a lack of guided teaching of classical reading in China's classical education, too much emphasis on test-focused teaching, which ignores the improvement of students' overall reading ability and reading level, a common phenomenon that teachers teach in a single way and do not interact with each other in the teaching process, and the phenomenon of teachers running through the classroom by filling in the teaching style occurs from time to time. In the teaching process, there are unreasonable status quo and problems such as the lack of cultivation of students' reading thinking ability and the insufficiency of cultivating students' reading interest. Zhang Huan believes that there are some problems in Chinese classical teaching, such as the gap between teaching goal and expectation, the disconnection between teaching content and actual implementation, and the need for innovation in teaching guidance methods. Lu Fengxin believes that in the process of today's classic education, students' performance is not satisfactory and the reading concept is too utilitarian. In the aspect of teachers, there are problems of the lack of teaching methods of the classics. However, according to the development trend of literature in our country, the rise of network literature and youth literature has caused a very strong impact on the classics. This also leads to students for the classic reading interest is not strong, at the same time, due to the current market version of the classic, students cannot distinguish which version to choose, the selected version may not be of high quality, thus affecting the quality of students' reading.

4. Research Purpose and Significance

1. Research purpose

Based on building a bridge between classic education and ordinary families, by establishing a digital reading platform for classic education to provide classic reading channels for school education, community education and family education, online education and offline education, and by carrying out reading activities such as "Inheriting classic good books and reading together -- Encounter classics" to open up a new channel for classic inheritance. Let the excellent culture of classics at all times and at home and abroad no longer be shelved, and truly realize "flying into the homes of ordinary people". On this basis, combined with the classics

popularization, inheritance and promotion of excellent cultural background, the reform path and research goals of future classical education are prospected.

2. Research significance

Classics play an important role in shaping one's personality and inner cultivation. However, nowadays, Chinese classics reading education is faced with the problem of insufficient driving force. Based on the literature review of previous studies, this study concludes that people in the current Chinese classic education are faced with problems such as not being able to choose books, choosing wrong versions, etc. Parents are faced with problems such as lack of guidance personnel for classic education, and lack of knowledge of classic reading education. Society is faced with such problems as poor classical education resources, scarcity of online and offline education platforms, lack of guidance personnel for educational activities, lack of government support, etc. Schools are faced with problems such as reduced time for students to read classics under the background of exam-oriented education, and low interest in students' reading guidance.

In view of these problems, this study aims to improve the overall level of classical reading in society, intends to break through the traditional theoretical research model, and apply the suggestions on improving classical education formed by theoretical research into practice. On the basis of literature review, Cite Space data analysis, questionnaire survey results and interview examples, this paper presents the classical reading ability and reading quantity of college, primary and secondary school students and ordinary people in Zhejiang Province with data and visualization. To solve the problem of people's difficulty in choosing books, research and plan to cooperate with publishing houses to sort out several sets of classic books suitable for different age groups; In view of the shortage of classical education personnel, the study plans to carry out the "classics into 100" activity, respectively online and offline classic propaganda education activities; Aiming at the problem of scarce classical education resources, on the basis of using big data and computer technology to form a theoretical data model, it is proposed to promote classical reading activities by establishing a digital reading platform and selecting a platform for publishing classical works, cooperating with social organizations to hold lectures on classical reading education, and cooperating with university libraries to carry out student reading club activities of "Reading Marathon". In order to cultivate the public's interest in classic reading and improve the people's classic reading literacy.

5. Summary and Prospect

To improve and develop classical education, through popular and popular reading of classics, academic interpretation and innovative development of classics, to realize the construction of modern classical reading system or transmission system. The purpose of this study is to make academic interpretation and popular interpretation of classics, so as to make them more and more understood and accepted by the public. The social practice of this study is expected to build a bridge between classic education and ordinary families, open up the link between school education, community education and family education in classic reading education, and open up a new channel of online education and offline education. According to the reading characteristics and reading ability of college and primary school students and

ordinary people, we will sort out classic reading books suitable for different reading groups, carry out a series of reading activities such as "Inherit classic good books and read together -- encounter classics", and innovate classic education methods and methods, so that the excellent culture of ancient and modern classics in China and abroad will no longer be shelving, and truly realize "flying into the homes of ordinary people".

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