

Study on the Current Situation of Poetry Education in China's Compulsory Education Stage

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Abstract: This paper focuses on the current situation of poetry education in China's compulsory education stage. Currently, poetry education in the compulsory education stage faces problems such as uncertainty of teaching content, single teaching method, inapplicability of teaching mode, high difficulty of learning content and students' fear of difficulty. In order to solve these problems, we need to start from several aspects: clarifying the teaching objectives and standards, exploring diversified teaching methods, constructing a student-centered teaching mode, lowering the difficulty of the learning content, and overcoming the students' fear of difficulty.

Keywords: Compulsory Stage; Poetry Education; Current Situation; Challenges.

1. Introduction

In today's society, with the rapid development of science and technology and globalization, the inheritance of traditional culture is particularly important. Chinese poetry, as an important part of the long history and culture of the Chinese nation, carries profound cultural values and unique aesthetic interests. However, in the modern education system, poetry education in China's compulsory education stage faces many challenges, and the study has become an issue worth pondering.

2. Analysis of the Current Situation

When exploring the current situation of poetry education in compulsory education, it is not difficult to find that its teaching mode presents a traditional and single face. Most schools still adopt the teacher-centered teaching method, in which students play the role of passive receivers. This model often neglects the close integration of poetry teaching and students' actual emotional experience, which makes it difficult for students to gain deep emotional resonance and cultural experience from poetry learning. Further observation shows that the current teaching of poetry focuses on the literal meaning of the poems, the background of the authors and their literary value, while the exploration and utilization of the musicality of the poems is relatively weak. Although ancient poems are rich in musical elements, this dimension is often not effectively developed and utilized in actual teaching. This not only limits the depth and breadth of poetry teaching, but also affects students' comprehensive understanding and deep feelings of the cultural connotations of ancient poems. More critically, poetry education at this stage lacks an organic connection with students' life experience. The historical background and humanistic feelings reflected in the poems are far away from the living reality of modern students, which makes it difficult for students to establish emotional resonance with the content of the poems in the learning process, thus affecting the effect of poetry education and students' learning interest. In addition, with the development of science and technology and the application of multimedia technology, the traditional teaching methods of poetry have

become insufficient to meet the diversified learning needs of modern students. The student body's expectations of learning methods have changed significantly, and they prefer to learn through more interactive methods that emphasize both visual and auditory senses. However, the current poetry education has not yet been able to effectively integrate these emerging teaching means and tools, which to a certain extent restricts the attractiveness and teaching effect of poetry education.

3. Problems

In exploring the current situation and challenges of poetry education in compulsory education, we have to face some thorny problems. These problems not only affect the quality and effect of poetry education, but also hinder its role in cultivating students' cultural literacy and aesthetic ability. First of all, the uncertainty of teaching content is a major problem facing poetry education at present. Due to the lack of clear teaching objectives and standards, teachers are often confused when choosing teaching contents. This makes it difficult to systematize the content of poetry education, and students are unable to fully understand the development and cultural connotation of poetry. In addition, the uncertainty of the teaching content also leads to the fluctuation of the teaching effect, which makes students' interest in and understanding of poetry vary. Secondly, the singularity of teaching methods is also one of the problems in current poetry education. Traditional didactic teaching methods often make students feel boring and lack of participation and interaction. This single teaching method fails to stimulate students' interest and enthusiasm in learning, which leads to their resistance to the learning of poetry. Therefore, exploring diversified and creative teaching methods is crucial to improving the quality of poetry education. Furthermore, the inapplicability of the teaching mode is also one of the challenges facing poetry education at present. The existing teaching mode often focuses too much on the transmission of knowledge and neglects students' emotional experience and aesthetic cultivation. This knowledge-centered teaching mode cannot meet students' individualized learning needs, nor can it cultivate their creativity and imagination. Therefore, it is of great significance to construct a student-centered teaching

mode that focuses on emotional experience and aesthetic cultivation to enhance the effect of poetry education. In addition, the high difficulty of learning content is also one of the problems facing poetry education at present. As a highly condensed art form, poetry has a certain degree of difficulty in its language and meaning. For students in the compulsory education stage, understanding and appreciating poems require a certain cultural background and aesthetic ability. However, due to students' limited cognitive level and cultural literacy, they often encounter difficulties in learning poems. Therefore, reducing the difficulty of learning content and designing poetry education programs that suit students' cognitive level are the keys to solving this problem. Finally, students' fear of difficulty is also an important factor affecting the effectiveness of poetry education. Since the learning of poetry requires more time and energy, some students may be afraid of it and resist the learning of poetry.

This fear will not only affect students' motivation and interest in learning, but also hinder their deep understanding and appreciation of poetry culture. Therefore, how to overcome the students' fear and stimulate their learning interest and motivation is one of the problems that need to be solved in the current poetry education.

4. Influence on Traditional Culture Inheritance

In the field of poetry education in the current compulsory education stage, the inheritance of traditional culture faces many challenges. On the one hand, the education of guqin art is not aimed at cultivating professional performers, but rather, through learning the art and culture of guqin, students are able to gain a deeper understanding of and inherit the excellent traditional culture and spirit of our country. This change in educational philosophy provides a new perspective and method for the inheritance of traditional culture in the modern education system. However, there are still some difficulties in the actual operation process, such as how to effectively integrate the art of guqin into the campus culture, so that it can become a base for the cultivation of students' emotion and beauty, rather than a mere skill training. On the other hand, the teaching of ancient poems occupies an important position in international Chinese education and is an important way to spread Chinese culture. However, the challenges facing the teaching of ancient poems should not be underestimated. Problems such as the difficulty of the teaching content, the students' fear of learning and the poor teaching effect have seriously affected the effectiveness of ancient poems education and the effective transmission of traditional culture. The existence of these problems suggests that we need to conduct in-depth thinking and innovation in terms of teaching content, teaching method and teaching mode. At a deeper level, as an important part of Chinese music and culture, the lyrical and choral qualities of guqin music and ancient poetic art songs in traditional cultural heritage provide rich resources for the development of contemporary music and culture. Through the research and innovative integration of these traditional art forms, it not only enriches modern music creation, but also opens up a new path for the inheritance of traditional culture. However, how to effectively explore the connotation of these traditional arts and combine them with modern aesthetics remains a major challenge.

5. Conclusion

Poetry education in the current compulsory education stage faces many challenges, including the homogenization of teaching methods, the limitations of teaching content, the disconnection with the actual life of students and the lagging behind of teaching methods. In view of these problems, future poetry education needs to innovate its path, deepen the connotation of poetry education and expand its educational boundaries in a way that is closer to the actual needs of students, so that it can better serve the goals of modern education while passing on the excellent traditional Chinese culture.

At present, poetry education in the compulsory education stage faces problems such as uncertainty of teaching content, single teaching method, inapplicability of teaching mode, high difficulty of learning content and students' fear of difficulty. In order to solve these problems, we need to start from many aspects: clarifying the teaching objectives and standards, exploring diversified teaching methods, constructing a student-centered teaching mode, reducing the difficulty of the learning content, and overcoming the students' fear of difficulty, etc. Only in this way can we promote the compulsory education of poetry education. Only in this way can we promote the innovative development of poetry education in compulsory education and provide students with a better, more interesting and inspiring poetry learning experience. Currently, poetry education in compulsory education is facing multiple challenges in traditional cultural inheritance. This requires us not only to emphasize the teaching of guqin art and ancient poems, but also to innovate the teaching methods and modes to make them more in line with the needs of modern education, while ensuring that the essence of traditional culture can be passed on and carried forward. In this process, educators need to have an interdisciplinary knowledge structure, and be able to skillfully integrate modern educational theories such as multimodal theory and situational cognition theory in teaching, so as to promote students' in-depth understanding of traditional culture and innovative learning.

In future research, the exploration of innovative paths of guqin playing and singing and poetry education in compulsory education should further expand its depth and breadth. First, future research needs to explore more deeply the application of guqin art in modern poetry education, especially how to stimulate students' interest in and understanding of poetry through guqin playing and singing. The guqin is not only a musical instrument, but also carries deep cultural connotations and historical values. Interpreting poems through the guqin can enable students to absorb the cultural essence and philosophical thoughts of poems naturally in the enjoyment of beauty. In addition, future research should focus on the role of guqin playing and singing in cross-cultural communication. With the development of globalization, the dissemination of Chinese culture has received more and more attention from the international community. As a unique cultural art form, guqin playing and singing can not only be promoted domestically, but also become an important window to show the charm of Chinese traditional culture to the world. Research should focus on how to introduce guqin playing and singing to more learners with non-Chinese backgrounds through international educational exchange programs, and explore its educational strategies and practical effects in a

multicultural context. Furthermore, advances in technology have provided new possibilities for teaching guqin playing and singing. Future research can explore the application of digital technologies such as augmented reality (AR) and virtual reality (VR) in guqin teaching, which will greatly enrich students' learning experience and make the learning process more intuitive and interactive. For example, VR technology allows students to "personally visit" the study of ancient literati and feel the scene of ancient people playing the qin and reciting poems, so as to more deeply understand and experience the intrinsic connection between poetry and guqin music. Finally, for the applic

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