

Study on the Teaching Strategies of Reading Foreign Literary Classics in the Context of Big Data

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ABSTRACT

There are many shortcomings in the teaching of reading traditional literary classics. Against the background of the development of big data today, the advantages of big data should be used to guide students to read literary classics. Specific methods are as follows: using big data to communicate with text, individualized learning under big data, using big data to create new forms of text interpretation, using big data to extend classroom space, and the construction of a new reading model of big data. This paper tries to provide some feasible methods for the teaching of reading literary classics.

Keywords: text dialogue, individualized learning, extended classroom space

I. INTRODUCTION

For the students of Chinese department in universities, the reading of literary classics is an indispensable link in their study. Reading classics can not only help students better understand the trend of thought in the history of literature, but also help improve the professional quality. However, due to the large number of literary classics and students' limited learning time, reading literary classics by traditional methods often fails to achieve a particularly ideal effect. In today's era of rapid development of big data, how to use the characteristics of big data to better guide students to read classics, enter classics, and understand classics has become a very important issue.

II. USING BIG DATA AND TEXT DIALOGUE

Literary classic works are treasures that have survived as time goes. No matter the characters of the works, the main meaning or narrative methods, there is infinite space for extending understanding. In the traditional teaching methods, teachers often adopt the indoctrination teaching mode, which cannot make students have a strong interest in literary classics. The new media in the era of big data makes it possible to diversify the presentation of literary classics. Teachers can give full play to the advantages of multimedia, and make students feel the charm of literary works in the way of sensory liberation with audio, image and video materials, so as to arouse students' potential interest in classic literary texts. For example, when guiding students to read Tolstoy's "Anna Karenina", there are many film adaptations because this masterpiece has been moved to the screen for many times. The

fragments of these versions are edited into short films and shown to students, so that students can fully feel the personality of Anna in different periods of secondary creation. Teachers can also ask students about this. Which Anna fits your imagination better? Why is the image of each Anna so different? How does Tolstoy describe Anna in this novel? This leads students to enter the text to find the answer. The description of the characters' appearance in Tolstoy's novels is not as full of concrete details as Alexandre Dumas Fils' "La Dame aux camélias". Tolstoy activates the inner spirit only through a look of the characters, which is a real master's writing technique. The uncontrollable anger overflowing on Anna is just the core of Anna, and she is a woman full of passion for life. Tolstoy's description of appearance is not only about appearance, but also about character. Anna's first appearance was at the railway station with Volynskiy. This description has become a classic passage in the history of literature. Teachers can edit and show the scenes of Anna in different periods of film adaptation, and compare which film version of Anna's appearance can convey the meaning of the original work. After analysis and comparison, students can draw their own conclusion. Another example is the death of Anna in the novel. Tolstoy uses a method similar to the stream of consciousness to convey Anna's disordered mood before she chooses to commit suicide by lying on the track. How to visualize the inner state of the characters can also be compared with the presentation of various versions, so as to better understand the internal causes of Anna's tragedy. A large number of classic novels of the 19th century have a large number of film adaptations due to the depth of their stories and the vividness of their characters, which provide good

materials for classroom teaching. For example, Charlotte Bronte's "Jane Eyre" has been adapted more than a dozen times. Some of the adaptations are Hollywood-style. The plain-looking heroine has become an alluring beauty, and some adaptations are closer to the original text, trying to show the heroine's character power. The differences between these adaptations can be the starting point for discussion, allowing students to easily enter the context of the work.

Image materials are easier to understand and accept by students because they are more intuitive than text. With the introduction of audiovisual and image materials, the reading of texts is lively and active, thus producing ideal reading effects.

III. INDIVIDUALIZED LEARNING UNDER BIG DATA

In traditional teaching methods, teachers cover everything when guiding students to read, and often form a fixed mode from the analysis on characters of the work to the theme and to the artistic characteristics. This kind of stereotyped thinking often causes students to understand the literary classics only at the ready-made conclusions in the books, and lack the motivation to actively think. The flexible presentation of new media in the era of big data can outline several levels of literary classics from multiple sides, so that students can change from passive receptive learning to active exploratory learning. For example, when guiding students to read Kafka's classic masterpiece "The Metamorphosis", students can ask questions about the text. With the help of multimedia, they can use network shared resources to find answers in class. Then, students can discuss the answer itself to form a conversational classroom model. If some students ask "Why does Gregory's metamorphosis happen overnight?", they can dig into the deep meaning behind the text. In the description after the overnight metamorphosis, readers can find that before his metamorphosis, Gregory lived a life like a "beetle". Before his body was deformed, his spirit had been deformed, or his body deformation was the embodiment of mental deformation. Some students asked "Why did Kafka write many details of family life with very realistic brushwork after writing a surreal event?" The analysis of this question is a summary of Kafka's modernist novel writing, which can be summarized as "absurd plot and real details". Absurdity itself reflects the irrationality of life, and only truth can bring readers the experience of empathy, so as to understand absurdity. This is the dialectical relationship between absurdity and truth in Kafka's novels. When reading the classic novel "Lolita" in the 20th century, a student asked a question "Why is this self-describing novel prefaced with a preface that has little to do with the plot of the novel?" When searching for the answer online, it

is found that this question involves the "meta-fiction" nature of "Lolita", which is also an important feature of modernist novels. That is, the author will deliberately use some means to break the closeness and truthfulness of the story, so that readers have doubts about the credibility of the story, thus highlighting the fact that the novel is "fictional" and prompting readers to think about the nature of the novel. Because of the pioneering and cutting-edge techniques and the inherent ambiguity, European and American modernist novels and dramas often provide a very broad space for the interpretation of the text. The interpretation of rich levels can often start from a problem.

The diversified and multi-perspective questions form a pattern of individualized learning, which opens a new dimension for text interpretation, and also makes students' personalities stand out in reading, inspires students to approach the text, explore the text, and understand the psychological motivation of text. The reading and thinking becomes a habit.

IV. USING BIG DATA MULTIMEDIA TO CREATE NEW FORMS OF TEXT INTERPRETATION

The rise of multimedia has made it easy to shoot and produce videos and images. Many scenes in classic literary works are very suitable for video adaptation. Students are encouraged to make micro films of literary classics they are interested in, which is an effective new way to interpret texts. In the process of rehearsing the micro-film, students will re-create literary texts and even incorporate many modern elements. Rehearsal and shooting are the process of understanding the text. The filmed works are screened in class, and the students who watch the micro-film put forward their own opinions and criticisms on the adaptation of literary fragments, which is also a dynamic process of understanding the text. In this process of shooting, watching and evaluating, students will penetrate the classic text in a novel way and understand its unique connotation, which is an effective way to entertain and cultivate innovative thinking. For example, when reading Gogol's novel "Dead Souls", the students filmed the stories of the five landlords, and used exaggerated and funny methods to present many funny details in the text. In order to make the short film interesting and profound, the students carefully read the original work, adapted fragments of the original novel into a ten-minute script, and used the most typical actions and language of characters to express the character's personality, achieving good results. There are many characters in "The Tale of Genji", and they have distinct personalities. It is also a text suitable for the use of micro-film expression. How to summarize the typical characteristics and personality characteristics of the characters and make the characters be vividly presented has become the challenge to

students' creativity. Condensing a million-character novel into a half-hour plot not only tests the generalization ability, but also the familiarity with the plot. Under such a situation, familiarizing the text becomes an inevitable choice, and the audience who evaluate micro-films need to read the texts, which effectively promotes the enthusiasm of students for reading works in both creation and evaluation.

V. USING BIG DATA MULTIMEDIA TO EXTEND CLASSROOM SPACE

Julia Christeva, a French literary critic, once pointed out that the text of any work is composed like a mosaic of many lines, and any text is the absorption and transformation of other texts. Every text is a mirror of other texts. Therefore, a literary classic may involve countless other works. Introducing other literary texts or introducing more articles on text interpretation can open up new horizons and ideas for the reading of literary classics. Under the conditions of new media, classroom teaching can be connected to the Internet, and teachers can always lead students to find the texts they need to quote, view the latest research articles, etc. Undoubtedly, this is equivalent to expanding the scope of understanding of literary works and putting literary works into a broader background to care about. It is easier to guide students to pay attention to literary theory and intuitively understand the connotation of theory.

The online platform provides another "extracurricular lesson" for students reading the literary classics. Through the establishment of discussion groups on the Internet, students can share their reading experience on the Internet platform, publish, comment, interact, and modify at any time. The learning in class is combined with reading after class. Due to the openness and immediacy of the network platform, online discussions tend to form an atmosphere of equal communication, which is conducive to the free expression of students' personality concepts, the training and cultivation of innovative thinking, and also more conducive to the formation of a democratic and harmonious interaction between teachers and students. For example, when studying the British realist novel "Tess of the D'urbervilles" in 19th century, students discussed the causes of Tess's tragedy on the Internet. Aside from the existing conclusions in the book, some people talked about the details that Tess also had "double standards". She treated her beloved Angel with all kinds of understanding. However, she owed all the responsibility for all her tragedies to Jare, so that she finally stabbed Jare in anger and paid her life for it. What Tess didn't see was that Angel's selfishness also played an extremely important role in her life. Tess is emotionally lacking in rationality. This is the conclusion drawn by the students in the discussion, and

it also deepens the understanding of the connotation of the characters in the novel.

VI. THE CONSTRUCTION OF A NEW MODEL OF BIG DATA MULTIMEDIA READING

In today's era, with the development of new media, reading has become a multi-dimensional, multi-directional, mobile and flexible behavior. With the use of mobile phones, iPads and other electronic devices, reading has also become a highly mobile activity. People can open e-books for reading anywhere, and this kind of convenience unique to the electronic age has profoundly affected the reading behavior of college students. Classical literary texts can be read repeatedly due to their excellent quality. The era of big data has made it possible to digitize classic texts. Students are encouraged to use their free time to enter the world of classics. Even if they only read part of the classics, they can deepen their understanding of the works, contact the text perceptually and intuitively, and directly experience the relevant details of the writing. As a result, teachers' guidance in class, online discussions after class, paper text reading, and electronic reading in fragmented time can construct a new mode of reading classics, so that classic literary works become part of students' lives.

VII. CONCLUSION

In the era of big data multimedia, people's way of reading is changing imperceptibly. The teaching of reading classic literary works should keep pace with the development of the times. It is necessary to develop teaching methods to adapt to the learning mode of contemporary college students, so as to make the reading of classic works diversified, life-oriented and vivid. Therefore, a new learning mode of reading classic literary works can be constructed, which is both interesting and research-oriented.

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