

Current Situation and Countermeasures of Teaching Chinese Ancient Poetry

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ABSTRACT

The teaching of ancient poems occupies an important position in China's education system, which inherits the excellent traditional culture of the Chinese nation. However, the current teaching of ancient poetry faces some problems, such as the disconnection between the content of teaching materials and reality, the single teaching method, the lack of students' interest, and the teachers' low literacy in ancient poetry. In order to improve the teaching of ancient poetry, this paper puts forward corresponding countermeasures and suggestions. First of all, improve the teaching materials and curriculum, make them closer to the students' life reality, and increase the fun and practicality of ancient poems. Secondly, innovative teaching methods and means, such as the use of contextual teaching, interactive teaching, etc., in order to improve students' learning interest and participation. At the same time, to stimulate students' interest in learning and cultivate their love for ancient poems, so as to improve the effect of teaching ancient poems. Finally, improve the quality and training of teachers, strengthen teachers' understanding of ancient poetry and teaching ability, in order to improve the overall quality of teaching. By analyzing the current situation of teaching ancient poems, this paper puts forward targeted countermeasures and suggestions, aiming to provide reference for improving the current situation of teaching ancient poems in China.

KEYWORDS

Teaching of Ancient Poems; Status Quo; Countermeasures; Innovation; Teacher Quality.

1. INTRODUCTION

Chinese ancient poems are the treasures of traditional Chinese culture, carrying rich historical, cultural and philosophical thoughts. The teaching of ancient poems has an irreplaceable role in cultivating students' literary literacy, aesthetic taste and humanistic spirit. However, with the rapid development of society, the teaching of ancient poems faces a series of challenges, such as the disconnection between the content of teaching materials and reality, the single teaching method, and the lack of student interest. In order to better inherit and carry forward the excellent traditional Chinese culture and improve students' literary literacy and aesthetic taste, this thesis aims to analyze and discuss the status quo and countermeasures of teaching ancient Chinese poems.

2. THE CURRENT SITUATION OF TEACHING CHINESE ANCIENT POEMS

2.1. Curriculum and Teaching Materials

In the current situation of teaching Chinese ancient poems, curriculum and teaching materials are the key links. At present, the teaching of ancient poems is mainly concentrated in primary and secondary schools. In terms of curriculum, most of the schools take ancient poems as part of the language curriculum and teach them systematically. As for teaching materials, the teaching materials used in each school are different, but most of them are organized according to dynasties and poets, and some classic works of ancient poems are selected. However, there are some problems with the existing textbooks and curriculum. First of all, most of the ancient poetic works in the textbooks are classic works in limited number, and most of them are works of male poets, with relatively few works of female poets. This may lead to some bias in students' cognition of ancient poems in the learning process. Secondly, the works of ancient poems in the textbooks are often of different degrees of difficulty, and some of them are more esoteric, which is difficult for students to understand. Furthermore, in terms of curriculum, teaching of ancient poems is often only a part of the language curriculum, and the teaching time is relatively limited, which may lead to a lack of systematic cognition in students' learning of ancient poems [1]. To address these problems, it is necessary to improve the teaching materials and curriculum. In terms of teaching materials, the works of female poets can be increased so that students can have a more comprehensive understanding of ancient poetry. At the same time, the difficulty level of the ancient poetic works in the textbooks can be adjusted to try to make the difficulty of the works match the cognitive level of the students. In terms of curriculum, the class hours for teaching ancient poems can be increased so that students can have more sufficient time for learning ancient poems. In short, only by improving the teaching materials and curriculum can the teaching of ancient poems be better [2].

2.2. Teaching Methods and Means

In the current teaching of ancient Chinese poems, teaching methods and means play a crucial role in the teaching effect. However, there are some problems with the current teaching methods and means [3].

First, the teaching methods are relatively single. Many teachers still use traditional teaching methods, mainly focusing on explaining and interpreting the text. This method may make students feel boring and unable to fully understand the charm of ancient Chinese poetry. Secondly, technology is not widely enough utilized. With the development of science and technology, many modernized teaching methods and means have appeared, such as multimedia teaching and network teaching. These methods can make the teaching of ancient Chinese poems more vivid and interesting and help students better understand and appreciate the beauty of ancient Chinese poems. Thirdly, there is a lack of practical teaching activities. The teaching of ancient Chinese poetry should not be limited to the classroom, but should also carry out some practical teaching activities, such as poetry recitation contests, poetry writing contests and so on. These activities can stimulate students' interest in learning ancient Chinese poetry and improve their ability to understand and appreciate ancient Chinese poetry.

In short, to improve the teaching effect of Chinese ancient poems, it is necessary to innovate teaching methods and means, such as adopting more diversified teaching methods, making more use of technological means, organizing more practical teaching activities, etc.

2.3. Students' Learning Condition

In the current teaching of ancient Chinese poetry, there are some problems in students' learning situation. Firstly, due to the great difference between modern life and the world depicted in ancient

poems, many students have difficulty in understanding and accepting the background and cultural connotation of ancient poems, which makes them less interested in learning ancient poems. Secondly, the language forms and expressions of ancient poems are very different from those of modern Chinese, and students are unfamiliar with the grammar and rhetorical techniques of ancient poems, which also increases their learning difficulty. In addition, the teaching of ancient poems often focuses on memorizing and mimeographing, while neglecting the understanding and appreciation of the meaning of the poems, which makes students feel dull and boring in the learning process.

In order to solve these problems, teachers need to change their teaching methods so that students can learn ancient poems on the basis of understanding. For example, they can make students understand the meaning and value of poems by explaining the historical background and cultural connotation of the poems; they can familiarize students with the grammar and rhetorical techniques of ancient poems by giving examples and explanations; and they can make students appreciate and appreciate the beauty of ancient poems by guiding and inspiring them. In addition, teachers can make use of modern educational technologies such as multimedia and the Internet to produce vivid and interesting courseware and teaching resources to stimulate students' interest and enthusiasm in learning. Only in this way can students really enjoy ancient poems and improve their literacy and level of ancient poems.

2.4. Teacher Quality and Training

Teacher quality and training is an important link in the teaching of Chinese ancient poetry. Teachers' quality directly affects the effect of teaching ancient poems and students' learning outcomes. In the current teaching of ancient poetry, there are some problems with teachers' quality [4].

First of all, some teachers' understanding and appreciation of ancient poems are not deep enough. They may not have a comprehensive understanding of the historical background, literary value and cultural connotation of ancient poems, so it is difficult for them to explain and guide students to understand and appreciate ancient poems in depth in teaching. Secondly, the teaching methods of some teachers are not innovative enough. They may simply read aloud and translate ancient poems and lack effective teaching means and teaching strategies, which makes students less interested in learning ancient poems and makes it difficult to stimulate students' learning enthusiasm and creativity. In order to solve these problems, it is necessary to strengthen the training and improve the quality of teachers. First, more professional training opportunities should be provided so that teachers can have the chance to learn and improve their ability to appreciate ancient poems and their teaching ability. Secondly, teachers should be encouraged to innovate teaching methods, such as making the teaching of ancient poems more vivid and interesting through multimedia teaching, role-playing and group discussion. At the same time, teachers should be encouraged to participate in academic exchanges and research to update their knowledge and teaching concepts [5]. In addition, the evaluation and incentive mechanism for teachers should be strengthened. By evaluating and giving feedback on teachers' teaching effectiveness, it can help teachers understand their shortcomings and find the direction of improvement. At the same time, some rewards and incentives should be set up to encourage teachers to actively participate in the reform and innovation of ancient poetry teaching [6].

3. PROBLEMS IN TEACHING ANCIENT POEMS

3.1. The Content of Teaching Materials is Out of Touch with Reality

The teaching of ancient Chinese poems has the problem of disconnecting from reality in the content of teaching materials. First of all, some of the teaching materials are too old in the selection of materials, far away from the life experience of modern students, which makes it difficult for students to resonate with them. These textbooks tend to focus on the works of ancient literary masters and neglect modern poems that are of interest to contemporary students. Secondly, the textbooks lack logic in the arrangement of contents and are not organized in a gradual manner according to the

cognitive pattern of students. This makes it difficult for students to understand the connotation and beauty of poems in the learning process [7]. In addition, the textbooks also have problems in annotation and interpretation. The annotations in some textbooks are too brief to help students fully understand the background and cultural connotation of the poems. The interpretation part is too academic and far from the students' level of understanding, making it difficult for students to truly appreciate the beauty of the poems. To address this problem, it is necessary to reform the teaching materials. First of all, the textbooks should be more diversified in the selection of materials, including both ancient classics and modern excellent poems. This can help students establish the connection between ancient and modern and stimulate their interest in ancient poetry. Secondly, the textbook should emphasize the logic of content arrangement, and be arranged step by step according to students' cognitive laws. At the same time, the annotation and interpretation parts should be strengthened to provide more detailed information to help students better understand the poems. In conclusion, the problem of disconnecting the content of ancient poetry teaching materials from reality should be emphasized. By reforming the teaching materials to make them more in line with students' needs, it helps to improve the effect of teaching ancient poetry [8].

3.2. Single Teaching Method

In the current teaching of ancient Chinese poetry, there is the problem of single teaching method. The traditional teaching mode is often teacher-centered, with the teacher explaining the background, mood and diction of the poems on the podium, and the students listening and taking notes below. This kind of teaching method often makes the teaching of ancient poems boring, and it is difficult to stimulate students' learning interest and enthusiasm [9]. In addition, due to the differences between the language and expressions of ancient poems and modern Chinese, it is often difficult for students to understand and appreciate the beauty of ancient poems. Teachers often only explain word by word and sentence by sentence in teaching, but lack the guidance and interpretation of the overall meaning and connotation of the poems. This approach tends to cause students' understanding of ancient poems to remain on the surface, making it difficult for them to deeply comprehend the deeper meanings and cultural connotations behind the poems. In addition, the teaching of ancient poems often lacks interactivity and creativity. Teachers seldom interact with students in the classroom and lack the opportunity to guide students to think and explore on their own initiative. Students often just passively accept knowledge and lack active learning and creative thinking about ancient poems. To address these problems, we need to improve the way of teaching ancient poetry. First of all, teachers can use a variety of teaching methods, such as multimedia presentations and audio-video materials, to enrich the form of teaching and stimulate students' interest in learning. Secondly, teachers can guide students to participate in discussions and exchanges, encourage students to put forward their own insights and feelings, and improve students' participation and initiative. At the same time, teachers can focus on cultivating students' literary literacy and aesthetic ability, and help students better understand and appreciate the beauty of ancient poems by interpreting the overall mood and connotation of the poems. Finally, teachers can encourage students to create and perform ancient poems, so that students can personally experience the charm of ancient poems and improve their love and recognition of ancient poems [10]. In conclusion, the problem of single teaching method of ancient poems needs to draw our attention and take effective countermeasures to improve it, so as to improve the effect of teaching ancient poems and students' learning interest [11].

3.3. Insufficient Interest of Students

In the current educational environment, the teaching of ancient poetry faces many challenges, among which insufficient student interest is a common problem. The emergence of this phenomenon may, on the one hand, originate from the characteristics of ancient poems themselves, such as ancient language and far-reaching mood, which are difficult to understand for students living in the modern society; on the other hand, it may be related to the teaching methods and approaches, if the teacher

just follows the traditional teaching mode, mechanically explaining and reciting without focusing on guiding the students to feel and understand the charm of the ancient poems, it will easily lead to the lack of students' interest [11]. easily lead to students' lack of interest [12]. In order to change this situation, it is necessary to reform the teaching of ancient poems. First of all, the preparation and selection of teaching materials should be closer to the students' life reality, so that students can better feel the vitality and contemporary value of ancient poems by combining ancient poems with modern life. Secondly, teaching methods should be more diversified and innovative, such as multimedia teaching, contextual teaching, interactive teaching and other ways to increase students' participation and experience, so as to stimulate their interest in learning. In addition, teachers themselves should have high literacy in ancient poetry, be able to infect students with their enthusiasm and knowledge, and guide them to discover and appreciate the beauty of ancient poetry [13].

3.4. Teachers' Low Literacy in Ancient Poetry

Teachers' low literacy in ancient poetry is a problem facing the teaching of ancient poetry at present. This is mainly manifested in the following aspects [14].

First of all, some teachers' understanding and mastery of ancient poems are not deep enough. Due to various reasons, some teachers do not have enough knowledge reserves in ancient poems, and they do not understand the background, mood and diction of the poems thoroughly, so it is difficult for them to accurately grasp the essence of the poems in teaching and provide in-depth explanations and interpretations for students. Secondly, teachers' ability to teach ancient poems needs to be improved. Some teachers lack effective teaching methods and means in the process of teaching ancient poems, which makes it difficult to stimulate students' interest and enthusiasm in learning. In addition, some teachers' research on the teaching of ancient poems is not deep enough, and their teaching concepts and teaching strategies are relatively lagging behind, which affects the effect of teaching ancient poems [15]. Again, teachers' resources for teaching ancient poems are relatively scarce. In some schools, ancient poetry teaching resources are insufficient, and teachers are difficult to obtain rich teaching materials and reference materials in the teaching process, which also limits the improvement of the quality of ancient poetry teaching [16]. To address these problems, it is necessary to take a series of measures to improve teachers' literacy in ancient poetry. Firstly, to strengthen teachers' training in ancient poems, and to improve their understanding and appreciation of ancient poems by offering lectures and seminars. Secondly, teachers are encouraged to participate in research on the teaching of ancient poems, constantly update their teaching concepts and methods, and improve their teaching standards. In addition, the construction of teaching resources of ancient poems is improved to provide teachers with rich teaching materials and reference materials to help improve the quality of teaching ancient poems.

In conclusion, teachers' low literacy in ancient poetry is a prominent problem in the current teaching of ancient poetry. Through measures such as strengthening training, research and resource construction, it is expected to improve teachers' ability to teach ancient poetry and further enhance the quality of teaching ancient poetry [17].

4. RESPONSES AND RECOMMENDATIONS

4.1. Improve Teaching Materials and Curriculum

Improving teaching materials and curriculum is the key to improving the teaching effect of ancient poetry. The current teaching materials of ancient poems are often too old, repetitive and out of touch with real life, so it is difficult to stimulate students' interest in learning. Therefore, we need to update the teaching materials, add some ancient poems that are more contemporary and close to students' lives, and at the same time focus on selecting poems of various styles to enrich students' literary literacy [18]. In addition, we should optimize the curriculum. On the basis of ensuring the teaching

hours of ancient poems, we can try to combine the teaching of ancient poems with other disciplines, such as history, philosophy, art, etc., so that students can understand and appreciate ancient poems from multiple perspectives. At the same time, some elective courses can be offered, such as history of ancient literature, poetry creation and appreciation, etc., to meet the learning needs of different students [19]. At the same time, we should also pay attention to the use of modern educational technology means, such as the network, multimedia, etc., to provide more teaching resources and means for teaching ancient poems. By means of illustrated and lively teaching methods, students can learn ancient poems in a relaxed and pleasant atmosphere and improve their learning interest and effect.

In conclusion, improving teaching materials and curriculum is the key to improving the teaching effect of ancient poems. Only by exposing students to more excellent works of ancient poetry can we stimulate their learning interest and cultivate their literary literacy, so as to improve the overall level of teaching ancient poetry [20].

4.2. Innovative teaching Methods and Means

In the teaching of ancient poetry, innovative teaching methods and means are the key to improve the teaching effect. First of all, the contextual teaching method can be used to let students feel the beauty of ancient poems in specific situations. For example, through the multimedia display of the scenes depicted in the ancient poems, students can feel as if they were in the world written by the poet, and enhance their perceptual ability. Secondly, interactive teaching is introduced to encourage students to actively participate in classroom discussions. Teachers can put forward some open questions to guide students to interpret ancient poems from different angles and stimulate their thinking. At the same time, students are encouraged to share their own experiences and experiences to cultivate their expression ability and cooperative spirit. In addition, the comparative teaching method can be used to compare ancient poems with modern literary works. By analyzing the similarities and differences between the two, students can better understand the unique charm of ancient poems. At the same time, students are guided to pay attention to the application of ancient poems in real life, so that they can realize the contemporary value of ancient poems. Project-based teaching can also be adopted to let students conduct research around a theme. For example, a poet or a poem is selected for in-depth exploration in terms of biography, creative background, poetic content and so on. In this way, students develop the ability of independent research and improve their appreciation of ancient poems.

In conclusion, in the teaching of ancient poems, teachers should constantly try to innovate teaching methods and means in order to stimulate students' interest in learning and improve their aesthetic interest and appreciation ability. At the same time, they should pay attention to cultivating students' expression ability, cooperative spirit and independent research ability, so that they can get comprehensive development in the process of learning ancient poems.

4.3. Stimulate Students' Interest in Learning

First of all, combine with real-life situations to let students feel the beauty of ancient poems. Teachers can choose some ancient poems which are closely related to students' lives, so that students can feel the philosophy and wisdom of life contained in ancient poems while enjoying them. For example, selecting some ancient poems depicting natural scenery and seasonal changes, so that students can appreciate the beauty of the scenery and at the same time experience the ancient people's awareness of environmental protection and humanistic feelings. Secondly, through storytelling, students can understand the historical stories and character experiences behind the ancient poems. Teachers can use vivid and interesting language to tell students the historical background of the creation of ancient poems, the author's biography and creative motives, etc., so that students can feel the unique charm of ancient poems while understanding the history. Again, modern teaching methods are used to enrich the form of teaching ancient poems. Teachers can use multimedia courseware, network resources and

other modern teaching methods to present ancient poems to students in the form of pictures, audio, video, etc., so that students can feel the beauty of ancient poems in a multi-sensory experience. In addition, create an interactive teaching atmosphere to encourage students to actively participate. Teachers can organize some classroom activities such as group discussion, poetry solitaire, poetry recitation, etc., so that students can improve their ancient poetry literacy in interactive communication. At the same time, teachers should pay attention to the individual differences of students, give students personalized guidance, and let students get a sense of achievement in ancient poetry learning. Finally, carry out extracurricular activities to broaden the channels for students to learn ancient poetry. Teachers can organize students to visit ancient cultural sites, places of interest, so that students can appreciate the mood of ancient poetry in the field trip. Students can also be guided to participate in poetry recitation contests, writing contests, etc., to stimulate students' interest in learning ancient poetry.

In short, to stimulate students' interest in learning ancient poems requires teachers to constantly innovate teaching methods, pay attention to students' needs, combine fun, knowledge and practice, and let students feel the charm of ancient poems in a relaxing and pleasant atmosphere, so as to improve the effect of teaching ancient poems.

4.4. Improve the Quality And Training of Teachers

Teacher quality and training is a key link in the teaching of ancient poetry, which directly affects the teaching effect. At present, there are certain problems in the team of teachers of ancient poems, such as insufficient understanding of ancient poems, single teaching method, and difficulty in stimulating students' interest in learning. Therefore, it is especially important to improve the quality and training of teachers.

First of all, teachers should have solid skills in ancient poetry and have a deep understanding of ancient culture and historical background. In this way, they can be skillful in teaching and convey the essence of ancient poems to students. In addition, teachers should also pay attention to the value of ancient poems in modern society and guide students to correctly recognize and evaluate ancient poems. Secondly, teachers need to update their teaching concepts and innovate their teaching methods. Modern educational technology, such as multimedia and network, can be utilized to enrich the teaching means and improve the teaching effect. At the same time, focusing on heuristic teaching, guiding students to think and explore actively, and cultivating students' innovative spirit. In addition, strengthening teacher training is also an important way to improve the quality of teaching ancient poetry. Activities such as seminars and workshops on teaching ancient poems can be organized regularly to allow teachers to exchange and learn from each other and improve their teaching level. At the same time, teachers are encouraged to participate in professional further training to improve their own quality. Finally, a sound incentive mechanism for teachers should be established to encourage them to give full play to their expertise in the field of teaching ancient poems. Ancient poetry teaching awards can be set up to recognize and reward teachers who have made excellent achievements in the teaching of ancient poetry, and to stimulate teachers' enthusiasm for teaching.

In conclusion, improving the quality and training of teachers of ancient poems requires a multi-faceted approach, including enhancing teachers' literacy in ancient poems, innovating teaching methods, strengthening teacher training and establishing incentive mechanisms. Through these measures, it is expected to improve the teaching effect of ancient poems, cultivate students' love for ancient poems, and inherit the excellent traditional Chinese culture.

5. CONCLUSION

First of all, the disconnection between the content of teaching materials and reality is a common problem, and it is difficult for students to feel the charm and value of ancient poems. Therefore, the

improvement of teaching materials is the key. The teaching materials should pay more attention to the connection between ancient poems and modern life, so that students can feel the vitality and relevance of ancient poems. Secondly, teaching methods also need to be innovative. Traditional teaching methods are often too single and cannot stimulate students' interest in learning. Teachers can try to make students learn ancient poems in a relaxed and pleasant atmosphere through multimedia teaching, role-playing, live teaching and other ways. At the same time, it is also very important to stimulate students' interest in learning. Teachers can make students have a strong interest in ancient poems by telling the stories behind the ancient poems and introducing the life experiences of the poets. In addition, teachers can also organize students to participate in poetry recitation contests, writing contests and other activities, so that students can improve their ancient poetry appreciation and creative ability in practice. Finally, improving the quality and training of teachers is also essential. Teachers are the leaders of teaching, and their quality directly affects the teaching effect. Therefore, teachers should constantly improve their quality of ancient poems, participate in professional training, and update their teaching concepts and methods.

In conclusion, the teaching of ancient Chinese poems is a long way to go. Only through the efforts of improving teaching materials and curriculum, innovating teaching methods and means, stimulating students' interest in learning, and improving teachers' quality and training can the teaching of ancient poems be revitalized and energized, so that ancient poems, the outstanding traditional Chinese culture, can be inherited and carried forward.

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