Integration of Class and Competition to Improve the Effectiveness of Education---Taking the Teaching of "Appreciation of Chinese Classical Literature" as an Example

Honghua Shi

Liaoning University Of International Business and Economics,College of Marxism/College of General Education, dalian, liaoning, China,116052

Abstract: The implementation of the integration of class and competition in colleges and universities is not to "win prizes", but to reconstruct the relationship between teaching and learning with competition as the carrier, so as to realize the transformation from "knowledge imparting" to "ability training". It is not only the inherent demand to cope with the reform of educational evaluation and improve the quality of running schools, but also the inevitable choice to serve the high-quality development of the country and train new people of the times. The course of "Appreciation of Chinese Classical Literature" in our school promotes teaching and learning through competition, actively transforms the teaching achievements into learning achievements with certain practical value, effectively promotes the interactive communication and collaborative learning between teachers and students, and effectively improves students'innovative and practical ability.

Keywords: integration of class and competition; appreciation of excellent works of Chinese classical literature

Introduction

The core value of the integration of class and competition in colleges and universities lies in promoting teaching, learning and creation through competition, so as to realize the two-way empowerment of "teaching" and "competition", rather than simply "replacing teaching with competition" or "teaching for competition".

1.The significance of implementing the integration of classes and competitions in Colleges and universities.

1.1 Promote research through competition and improve classroom teaching ability.

The high standard of the competition can recommend teachers to optimize teaching design, innovate teaching methods ,such as project-based and inquiry-based teaching, integrate cutting-edge knowledge and industry needs into the classroom, and promote the transformation from "experience-based teaching" to "research-oriented teaching".

1.2 Promote training through competition and strengthen students' comprehensive quality.

Transforming competition tasks into daily learning tasks can stimulate students'initiative and challenge, improve professional skills, teamwork and innovative thinking in the process of solving real problems, and avoid "talking on paper".

1.3 Get through the closed loop and improve the quality of education.

The integration of class competition can break the barrier between "classroom learning" and "practical application", make the teaching content more suitable for the actual needs, and optimize the teaching plan through the competition results, forming a virtuous circle of "teaching-practice-feedback-improvement".

2."Appreciation of Chinese Classical Literature" Course Implementation Class Competition Integration Teaching Case Analysis

2.1 Course Overview

The course of Appreciation of Chinese Classical Literature is an elective course of general education for all majors in our university. The course focuses on Chinese classical literature and traditional art. By introducing Chinese classical poetry, classical drama, tea culture, filial piety culture, honesty culture and sense of hardship, it

further deepens students'understanding of Chinese traditional literature and culture, and guides students to actively practice and carry forward Chinese traditional culture while enhancing their cultural self-confidence. The course was launched on the Wisdom Tree platform in September 2019. At present, the number of online elective students in our school has reached 5536.

2.2 Awards

From March 2021 to March 2025, he guided students to participate in university-level, provincial and national computer design competitions for college students and Chinese classics recitation and speaking competitions, and won two third-class prizes at the national level, three second-class prizes at the provincial level and nine third-class prizes.

2.3 Implementation of class and competition integration teaching

Preliminary preparatory work-through discussion to select the entries to appreciate the poems; Discuss the key and difficult points of the competition and design the implementation plan.

Mid-term activity implementation-complete the first draft of poetry appreciation, make online comments ,group mutual comments, finalize the draft; determine the PPT template, and select relevant picture materials and background music.

Lens and angle. Focus on medium and close shots ,the camera focuses on the upper body, showing gestures, avoid panoramas ,appearing empty, or close-ups ,facial expressions tend to be stiff; shoot at the same angle as the line of sight, and do not shoot from too high or too low angles.

Recording skills. Speak at a moderate speed ,180-200 words per minute, have a friendly and infectious tone, and avoid stuttering ,you can familiarize yourself with the script in advance and record it in paragraphs. A sense of interaction. Look at the camera ,simulate looking at the students, add gestures at the right time ,such as gestures to draw the key points, such as "first, second" with fingers in turn. Pit avoidance point. Turn off phone notifications to avoid noise, and don't walk around or look down at the script while recording ,place the script on a stand next to the lens.

Content presentation. When explaining, we should combine cases or animations, such as inserting simple experimental videos when talking about physical laws, and matching ancient poems with artistic conception maps

when talking about Chinese ancient poems, so as to make the content more vivid.

Post work. Guide micro-lesson shooting and complete video editing.

Clip processing. Cut redundant segments ,such as stuttering and slip of the tongue,with tools such as clipping and mapping, add subtitles ,the color of the subtitles is in sharp contrast with the background, and the font size is $\geq$ 28, to the key content; add simple animation ,such as fading in and out,at the transition to avoid rigid switching. Sound effects and soundtrack. Soft pure music can be added to the background ,the volume is lower than human voice, so as to avoid overwhelming; when explaining the key points, the prompt sound of "ding" can be added to attract attention.

Ending boot. Finally, add "small exercises after class" or "notice of the next lesson", such as "You can try to solve this problem with the method you learned today, and we will talk about its extended application in the next lesson" to improve the coherence of learning.

3.Complete students' self-evaluation, students' mutual evaluation and teachers' evaluation.

To do a good job of self-evaluation, mutual evaluation and teacher evaluation, the core is to clarify the evaluation criteria, standardize the process, pay attention to feedback closed-loop, so that the three types of evaluation complement each other, to achieve "evaluation to promote learning, evaluation to promote reform".

3.1 Students' self-assessment. Guide self-reflection and cultivate metacognition

Define the evaluation dimensions. Provide a clear evaluation scale, set specific indicators from the four core dimensions of "knowledge mastery ,such as whether knowledge points are thoroughly understood, learning attitude ,such as whether active participation, task completion ,such as homework/project quality, progress", and avoid vague expression.

Teach evaluation methods. Guide students to self-evaluate in the way of "evidence + reflection", such as "I can independently complete the design of three expansion questions ,evidence, but the understanding of the theme of poetry is not deep enough ,reflection, and then do more similar exercises".

Reduce self-evaluation pressure. It emphasizes that the purpose of self-evaluation is to "find problems and improve oneself" rather than "judge good or bad", encourages students to express honestly, and teachers do not directly score the results of self-evaluation, but only make guiding comments.

3.2 Students' mutual evaluation. Promote peer learning and improve communication skills

Set the rules in advance. Define the principle of "respect, objectivity and concreteness" in mutual evaluation, prohibit personal attacks, and require that "first affirm the advantages, then make specific suggestions for improvement", such as "your PPT logic is very clear ,advantages, if you can add cases, it will be more intuitive ,suggestions".

Grouping and division of labor. In the form of "4-5 people group", each group appoints a recorder ,to record the evaluation points, and a speaker ,to summarize the feedback, to avoid confusion in mutual evaluation; students can take turns to play different roles to enhance the sense of participation.

Provide evaluation tools. Design a simple mutual evaluation form, list specific evaluation items ,such as "cooperation enthusiasm", "task contribution", "accuracy of results", and reserve "advantages" and "suggestions" to fill in columns to help students express accurately.

3.3 Teacher evaluation. Play a guiding role to ensure fair evaluation

The evaluation content is diversified. Breaking the single evaluation of "only looking at awards", taking into account "knowledge mastery ,knowledge points, tests, learning process ,competition participation, group cooperation, comprehensive quality ,innovative thinking, ability to resist pressure", such as focusing on the praise of "effort" for progressive students, and affirming "thinking highlights" for creative students.

The evaluation method is flexible. Combining "written evaluation ,annotation, comment, oral

evaluation ,classroom comment, individual communication, achievement evaluation ,project presentation, work scoring", such as replacing simple "good" and "continue to work hard" with "your ideas are very novel, and it will be better to improve the details".

Do a good job of evaluation feedback. Timely feedback the evaluation results to the students, not only to inform the "score/grade", but also to explain "why this evaluation" and "how to improve", such as marking the wrong questions "the reason for the error is XX, you can make up for the content of the reference book PXX page"; at the same time, combined with the results of self-evaluation and mutual evaluation, to help students develop personalized improvement plans.

Through the implementation of the integration of classes and competitions, colleges and universities have stimulated students' initiative in learning and fostered the spirit of innovation and cooperation. Competition has the characteristics of competitiveness, challenge and visualization of results, which can effectively stimulate students'interest in learning, students' shift from "passive listening" to "active inquiry", enhance cultural self-confidence, improve literary appreciation and aesthetic level, and enhance language expression ability. In teamwork, communication, division of labor and leadership are exercised, and the process of failure and recovery in competition also cultivates students'ability to resist pressure and growth-oriented thinking.

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