

# RESEARCH ON THE TEACHING OF CLASSICAL CHINESE POETRY RECITATION IN VOCATIONAL EDUCATION

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**Abstract:** Renowned for its elegant form, concise language, and profound emotions, classical Chinese poetry holds a significant place in Chinese language instruction within vocational education. The longstanding tradition of poetry recitation in Chinese culture is not only a vital means of cultural transmission but also a key component of classical poetry teaching in secondary vocational schools. Through the process of reciting classical poetry, students can appreciate the rhythmic and aesthetic beauty of the verses while developing their language expression skills and aesthetic sensibilities. In vocational education, the teaching of classical poetry has unique importance. It reflects the cultivation of linguistic competence and serves as a conduit for the transmission of China's rich cultural heritage. By engaging in the recitation of classical poetry, students can subtly enhance their cultural literacy, foster patriotic sentiments and strengthen their cultural confidence. Moreover, the philosophical insights and emotional depth contained in classical poetry can enlighten students' minds, contributing positively to their character development and emotional education. This paper primarily draws on the author's teaching practice to meticulously summarize the significant importance of poetry recitation in education and to explore feasible measures for integrating poetry recitation into Chinese language teaching in vocational education.

**Keywords:** Vocational Education; Chinese Language Instruction; Classical Chinese Poetry Recitation

The subject of Chinese language is a fundamental discipline aimed at cultivating students' reading, expression and critical thinking skills, as well as enhancing their cultural literacy and aesthetic appreciation. Classical Chinese poetry, renowned for its aesthetic form, concise language, and profound emotions, is a crucial component of language instruction in vocational education. Through the study of classical poetry, the "aesthetic" philosophy is actively promoted, its aesthetic values are fully explored, and students' cultural literacy is enhanced, guiding them to develop a refined aesthetic sense. In the teaching of classical poetry, the four essential activities of "reading, listening, writing and observing" have always been emphasized, with "reading" and "listening" being particularly indispensable and reliant on recitation. It can be said that recitation is the key to classical poetry instruction; without it, effective teaching of classical poetry cannot be achieved. Recitation is also regarded as one of the most effective methods for learning classical poetry. In that way, how should vocational schools conduct classical poetry recitation instruction? This paper drawing from personal teaching practice and experience, meticulously summarizes the importance of classical poetry recitation instruction and explores the methods and approaches for teaching classical poetry recitation in vocational schools.

## 1 THE SIGNIFICANCE OF CLASSICAL POETRY RECITATION INSTRUCTION

The importance of poetry recitation has long been recognized in Chinese culture. An ancient saying states: "Read three hundred Tang poems thoroughly; even if you cannot write poetry, you will be able to chant," and "Read a book a hundred times, and its meaning will naturally become clear," highlighting the high regard that previous generations had for poetry recitation[1]. The modern eminent writer and educator Ye Shengtao also strongly endorsed recitation, stating, "Read more literatures, practice linguistic sense frequently, then you will inevitably master the language." These perspectives underscore the critical role of recitation in the teaching of classical poetry.

### 1.1 Enhancing Students' Language Expression Skills

The <Curriculum Standards for Chinese Language in Secondary Vocational Schools outline> specific instructional requirements for students' expressive abilities, including oral communication and writing[2]. Classical poetry, with its concise, refined and philosophical verses, can significantly enhance students' communicative and writing skills if they can apply these verses adeptly in everyday interactions and compositions. This application can make their speech and writing more compelling and impactful.

In Su Shi's renowned masterpiece <Shui Diaoge Tou·Ming Yue Ji Shi You> the poignant line "But I hope people can last forever, and we share the beauty of the moon thousands of miles apart" encapsulates the essence of the author's longing for someone during the Mid-Autumn Festival. Using concrete descriptive techniques, in just ten Chinese characters, Su Shi creates an atmosphere of a bright moon in the sky, loneliness and vast distance, vividly contrasting the poet's independent character. Classical poetry is replete with such profound and boundless imagery, guiding students to pay attention to daily accumulation, which plays a crucial role in enhancing their expressive abilities.

### 1.2 Assisting Students in Appreciating the Charm of the Chinese Language

Classical poetry literatures also contain various rhetorical devices such as metaphor, parallelism, parallelism, juxtaposition and allusion. The application of rhetorical devices not only enables authors to express their thoughts vividly but also allows readers to deeply appreciate the unique charm of language and writing.

Taking <Spring River Flowers Moon Night> (Chun Hua Jiang Yue Ye) as an example, the author extensively employs metaphorical rhetorical devices, vividly and concretely presenting the five elements of "spring(chun), river(jiang), flowers(hua), moon(yue) and night(ye) " to the readers, leaving endless imagination[3]. Classic lines such as "The spring river tide joins the sea level, and the bright moon rises with the tide on the sea" and "The river meanders around the fragrant fields, and the moon shines on the flower forest like hail" use vivid and imaginative metaphorical techniques to interpret the splendid and moving scenes into a marvelous artistic realm, evoking profound emotions.

By delving into these verses, understanding their expression methods, further appreciating and understanding the linguistic charm of the Chinese language, students can deepen their understanding and appreciation of the content and implications of the literatures.

### 1.3 Inspiring Students to Engage in Philosophical Thinking

Classic lines in ancient poetry often contain profound philosophical insights and distant imagery through superb expression techniques, providing inspiration for thought.

In the famous verse "When will there be a bright moon" from <Shui Diao Ge Tou: Ming Yue Ji Shi You>,"the phrase "People have joys and sorrows, partings and reunions; the moon has its waxing and waning, fullness and emptiness; these ancient matters are hard to grasp in their entirety" not only reflects the author's broad-minded and free-spirited contemplation of life but also conveys a sense of resignation towards the inevitability of life's uncertainties. Repeated recitation of such philosophical and paradoxical verses can inspire students to engage in philosophical reflection, laying a foundation for them to establish correct life views and values.

### 1.4 Promote National Pride Among Students

In vocational education Chinese language instruction, classical poetry, as a significant carrier of Chinese traditional culture, serves as an important resource for fostering students' national confidence and providing patriotic education. The "Curriculum Standards for Chinese Language in Secondary Vocational Schools" proposes that language education should "stimulate interest in learning ancient poetry and prose and enhance affection for Chinese traditional culture[4]." Therefore, teachers should fully utilize classical poetry as a valuable resource and, through innovative teaching methods, transform its inherent ideological and artistic qualities into spiritual wealth for students.

Xin Qiji's "Yong Yu Le: Jing Kou Bei Gu Ting Huai Gu" is a poem full of patriotic sentiment and historical significance. The lines "Over thousands of years, heroes are nowhere to be found, like where Sun Zhongmou used to be. Dance pavilions and singing platforms, always blown away by the wind and rain" depict the vicissitudes of history and the disappearance of heroes in a desolate tone, showcasing the poet's broad patriotic sentiment and extraordinary heroism. "Sun Zhongmou" here refers to Sun Quan, the ruler during the Three Kingdoms period. Xin Qiji expresses profound nostalgia and endless regret for those heroes in history who dedicated themselves to the country and the people through his tribute to Sun Quan. "Slanting sun, grass and trees, ordinary streets and alleys, where slaves once lived. Remembering the past, with golden spears and iron horses, swallowing thousands of miles like a tiger" contains fervent yet subdued emotions, sincere and full feelings. These lines not only outline the image of a patriot who is deeply concerned about the rise and fall of the nation, but also convey Xin Qiji's profound concern for the future and destiny of the country. Regular recitation of these verses helps cultivate students' patriotic enthusiasm, enabling them to experience the weight of history and the heroism of heroes, thereby inspiring their sense of national pride and responsibility.

## **2 STRATEGIES FOR TEACHING CLASSICAL POETRY RECITATION**

Classical poetry recitation involves simultaneous reading and recitation, merging the "sound," "form," and "meaning" of the poetry, thereby transforming static language learning into dynamic teaching effects.

In vocational school Chinese language instruction, teachers not only need a solid understanding of classical poetry but also must grasp modern educational theories. They should integrate the background of contemporary reforms and employ innovative teaching methods to enhance students' literary literacy and aesthetic abilities. Additionally, teachers should consciously place classical poetry within the context of contemporary reforms and modern educational theories. Through modern teaching methods, they vividly present the creative background of classical poetry and the biographies of the poets, enabling students to more intuitively experience the mood and beauty of the poetry. This approach emphasizes the active role of students, guiding them to experience the emotions expressed by the authors and appreciate the artistic conception conveyed in the works.

### **2.1 Clarifying Teaching Objectives and Reforming Teaching Methods**

When formulating teaching objectives for the Chinese language subject, teachers can prioritize classical poetry recitation and devise detailed weekly recitation plans and objectives. Assuming one to two classical poems are recited per week, students can complete the recitation of around twenty to thirty classical poems in one semester. This not only helps students accumulate literary knowledge but also enhances their language expression abilities and aesthetic appreciation.

Building upon clarified teaching objectives, teachers should actively improve the classroom teaching methods for classical poetry. Modern information technology provides rich resources and means for teaching classical poetry. Teachers can fully utilize multimedia tools such as images and videos to vividly present the teaching content of classical poetry to students. For example, when explaining "Shui Diao Ge Tou·Ming Yue Ji Shi You," teachers can showcase serene moonlit images and relevant video materials to help students more intuitively feel the poet's longing for a lost loved one, guiding students to incorporate the joys and sorrows of human life into the philosophical pursuit of the universe and life. This combination of visual and auditory stimuli not only captures students' attention but also deepens their understanding and memory of the poetry's content.

### **2.2 Improving Teaching Methods and Advocating Tailored Instruction**

The development of modern education has provided a theoretical foundation for innovative teaching methods in vocational education. The "Two-Step Teaching Method" centered around recitation, focusing on comprehensive reading and detailed reading accumulation, has been proven to be an effective approach for teaching classical poetry recitation.

The Two-Step Teaching Method can be understood simply as a process of "two steps": the first step involves comprehensive reading of the poetry. After understanding background knowledge such as unfamiliar words and phrases and the era of composition, students grasp the general content of the poetry through comprehensive reading. The second step is detailed reading and accumulation. Building upon comprehensive reading, students engage in meticulous recitation of the poetry, capturing the essence of the splendid phrases within classical poetry through repeated recitation, aiming to achieve proficiency.

In Class A, the "Two-Step Teaching Method" was applied for the first lesson of "Shui Diao Ge Tou – Ming Yue Ji Shi You" with the following learning outcomes:

**Table 1** learning outcomes of Class A

Class A	Number of Students	Class Participation in the Two-Step Teaching Method	Mastery Level	Class Feedback
Step One	30	29 students showed high participation	28 students mastered the content as required	Very Satisfactory
Step Two	30	28 students showed high participation	26 students mastered the content as required	Very Satisfactory

According to Table 1, although the overall difficulty of learning increased according to the "Two-Step Teaching Method" and there was a slight decline in students' mastery, the overall classroom satisfaction remained at a very high level. Compared to regular Chinese language classes, students exhibited higher classroom participation and enthusiasm. Additionally, their feedback on classroom learning exceeded that of regular classes.

In addition to the Two-Step Teaching Method, differentiated instruction and teaching according to students' abilities are also indispensable. Each student is an independent individual; thus, teachers need to adopt various teaching methods tailored to different students to stimulate their interest and engagement in classical poetry. For students in vocational schools, targeted teaching arrangements can be made based on their actual situations. For academically capable students, teachers can integrate classical poetry recitation into daily learning activities, such as assigning poetry recitation tasks in groups or organizing poetry recitation competitions, to stimulate their enthusiasm and participation. As for students who are struggling, teachers should provide personalized guidance and support, harnessing the spirit of teamwork among students. More proficient students can engage in one-on-one peer tutoring with those lagging in class, gradually enhancing their recitation abilities. By implementing differentiated instruction, students' learning needs can be better met, fostering their motivation and sense of achievement. This approach not only promotes individualized development but also effectively enhances the efficacy and attractiveness of classical poetry teaching[5].

### 2.3 Emphasizing Recitation Teaching and Understanding Recitation Techniques

In the teaching of classical poetry, memorization is a crucial task, which teachers should prioritize in their instruction. Apart from recitation, memorization helps students deepen their understanding and appreciation of the content and form of classical poetry, enhancing their linguistic sensibility and aesthetic capabilities.

Memorization of classical poetry is not achieved overnight but requires adherence to psychological memory principles and the application of specific memorization techniques. Firstly, teachers should guide students to engage in memorization during optimal times, such as in the morning or evening, and create a relatively quiet learning environment to facilitate better concentration. During the memorization process, students should focus not only on the phonetic rhythm of the verses but also on comprehending the imagery and emotions conveyed, thereby grasping the poetic mood and sentiment more effectively. Additionally, teachers should adhere to the forgetting curve and encourage students to cultivate habits of consistent and repetitive practice over the long term. By committing to daily memorization and reviewing previously learned verses, students can gradually solidify their memory, prevent forgetting,

and enhance the efficiency and quality of their memorization. This consistent learning attitude and approach enable students to achieve better results in memorizing classical poetry and develop good study habits.

Furthermore, teachers can introduce specific memorization techniques to help students complete the task more efficiently. For instance, the "verse chaining" method assists students in linking related verses to form coherent sentence structures, while the "music-accompanied memorization" method enhances memory retention by pairing verses with melodious music, facilitating easier recollection of rhythm and cadence. Additionally, the "scenario-based memorization" method aids memory by encouraging students to imagine the scenes or contexts described in the verses, fostering a more vivid understanding and expression of the poetic mood. Through the application of these memorization techniques and methods, students can more effectively accomplish the task of memorizing classical poetry and gradually improve their memorization proficiency. Teachers should flexibly apply these techniques based on students' individual circumstances and learning needs to help them achieve better results in the memorization process. In this way, students not only deepen their understanding and memory of classical poetry but also cultivate their language expression abilities and aesthetic interests, ultimately achieving the goal of classical poetry teaching.

#### **2.4 Innovative Teaching Models to Extend Classroom Instruction**

Teachers should innovate teaching models to extend classroom instruction beyond the confines of traditional class time, thereby reinforcing and enhancing the effectiveness of classical poetry recitation learning.

For example, an innovative teaching model could involve organizing lectures or seminars on the appreciation of classical poetry. During extracurricular hours, teachers can invite literary experts or scholars to campus to conduct lectures or seminars, exploring the artistic charm, cultural connotations, and stories behind poets of classical poetry. By participating in these activities, students not only gain additional knowledge about classical poetry but also deepen their understanding of its essence through expert interpretation, facilitating a smoother recitation of classical poetry. Teachers can also organize seminars or workshops on the appreciation of classical poetry during extracurricular hours, allowing students with the capacity to engage in these activities to gain expanded knowledge about classical poetry and enhance their recitation skills.

Another innovative teaching model involves watching television or online programs related to traditional culture, such as "Chinese Poetry Competition" or "Classic Recitation," for instance. Through viewing these programs, students can listen to classic recitations and naturally immerse themselves in the charm of poetry, experiencing the emotional depth and artistic ambiance of poetry interpretation. Teachers can integrate the content of these programs into classroom discussions or appreciation activities, guiding students to a deeper understanding and appreciation of the artistic beauty of classical poetry.

Additionally, schools, departments or institutions can organize classical poetry recitation competitions to stimulate student engagement in learning. Through competitive selection and recognition, these competitions effectively encourage student participation in classical poetry recitation activities, enhancing their learning enthusiasm and competitive awareness, thereby promoting the smooth development of classical poetry recitation activities.

Through innovative teaching models and extending classroom instruction, students can experience a more diverse and enriched learning environment, fostering a deeper understanding and appreciation of classical poetry. Such teaching models not only enhance students' learning interests but also cultivate their literary literacy and aesthetic taste, laying a solid foundation for the enhancement of their humanistic literacy and comprehensive abilities.

### **3 CONCLUSION**

In vocational education and Chinese language teaching, classical poetry serves as a crucial carrier of Chinese traditional culture, constituting a key component of instruction. Teachers need to fully recognize the necessity of classical poetry recitation in language learning and its importance for students' growth. In the actual teaching process, teachers should not only focus on imparting the content of classical poetry but also innovate teaching methods to stimulate students' interest in learning and their autonomous learning ability. Classical poetry embodies the essence of Chinese culture,

with its rich connotations and profound emotions, serving as an important pathway for students to understand Chinese language, history, culture, and philosophical thoughts. Through the study of classical poetry, students can better comprehend the historical development and cultural accumulation of the Chinese nation, while enhancing their proficiency in the mother tongue, cultural identity, and pride. Additionally, the linguistic beauty, melodic charm, and artistic conception of classical poetry significantly enhance students' language proficiency. The concise language and profound artistic conception of classical poetry, experienced through repeated recitation, enable students to appreciate the rhythm and beauty of the Chinese language, thereby improving their language expression ability and literary literacy—a practical skill that can accompany students throughout their lives.

To improve the quality of Chinese language teaching in vocational education, teachers should actively innovate both content and form in the teaching process. For example, methods such as situational teaching, poetry creation, integrated teaching, and competitive activities can be employed. Through these innovative teaching methods, teachers can effectively stimulate students' interest in learning classical poetry, enabling them to truly appreciate its linguistic beauty, melodic charm, and artistic conception during recitation and comprehension. This, in turn, enhances the overall quality of Chinese language teaching in vocational education. Moreover, the improvement in Chinese language and classical poetry skills contributes to the cultivation of students' cultural literacy and aesthetic abilities, laying a solid foundation for their comprehensive development. Classical poetry teaching is not only an integral part of language education but also a vital means of fostering students' humanistic literacy and cultural confidence. As vocational Chinese language teachers, it is our responsibility and obligation to help students find joy in the study of classical poetry and enhance their overall language and cultural literacy through innovative teaching methods.

#### **COMPETING INTERESTS**

The authors have no relevant financial or non-financial interests to disclose.

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