

On the Teaching Path of Selected Articles of Fan Jin Zhong Ju

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Abstract:

Ancient novels have always been an important part of Chinese teaching in junior middle schools. The study of ancient novels helps students learn to taste classic literary works, enhance their own cultural heritage and feel the artistic charm of works. However, ancient novels appear in the Chinese textbooks of junior middle schools through excerpts, which inevitably leads to the problem that students don't understand the text deeply enough. How to give a good lesson in ancient novels, and then make clear the teaching path of ancient novel selection is a crucial starting point. Taking Fan Jin Zhong Ju as an example, this paper analyzes the teaching path of ancient novel selection, and optimizes the teaching of ancient novel selection by clarifying the unique style of selection, analyzing writing skills, optimizing reading strategies and realizing the combination of reading and writing.

Keywords:

Ancient Novels, Fan Jin Zhong Ju, Teaching Path

1. Introduction

In junior middle school Chinese textbooks, ancient speaking selections are mainly concentrated in Unit 6 of the first volume of the ninth grade, and four articles are selected in total. For example, studying the selection of Fan Jin Zhong Ju can help students understand the depth of the poison of the imperial examination system to knowledge points in feudal times and appreciate the author's superb satirical art. The selection of "Granny Liu Entering the Garden" allows students to see the whole picture of the luxurious and corrupt life of bureaucrats and taste the rich Chinese culture such as food culture, clothing and tea culture. The selection of "Three Visits to the Maolu" vividly depicts Liu Bei's sincere and eager image, allowing students to taste historical stories and feel physical images. The selected articles in "The Outline of Taking a Birth by Wisdom" fully describe the ancient wisdom around Yang Zhi's "Giving Wisdom", Wu Yong's "Taking Wisdom" and Shi Naian's "Writing Wisdom". Such an excellent selection of ancient writings plays a decisive role in cultivating students' sentiment and purifying their spirits. The unit lead of this unit also points out: "Reading these works can let us appreciate the charm of traditional vernacular Chinese, understand ancient life and enrich life experience." However, due to the rich

literariness and superb artistry of ancient novels, it is difficult for teachers to fully grasp them in teaching, and the textbooks are also excerpted to explain them. Students' understanding of the text is one-sided and even deviates from the theme. Therefore, it is very important to clarify the teaching path of ancient novels. In this paper, the author takes the selected article Fan Jin Zhong Ju, lesson 23, unit 6 of the first volume of the ninth grade as an example to explore the teaching path of selected articles of ancient novels.

2. Clarify the Unique Style of Selected Texts and Clarify the Teaching Purpose

As a selection of ancient novels in middle school Chinese textbooks, although there are few, each one has its own uniqueness and value. In teaching, teachers should “firmly grasp the uniqueness of selected texts and teach the individuality of selected texts from the perspective of writing methods”. [1] Fan Jin Zhong Ju is the third episode of *The Scholars*, and it is one of the most wonderful fragments in the book. The author uses superb satirical art to shape the characters, in which the use of contrast, exaggeration, proper detail description and personalized language vividly depict the great changes in personality of Fan Jin, Hu Tuhu, Xiangshen Zhang and neighbors. It can be seen that the application of satirical techniques is the unique feature of this selected article. Students should take this as a starting point when studying, fully appreciate the charm of satirical art in novels, feel the change of personality and status in Fan Jinzhong's early and late stages, and then have the learning motivation to read the whole book.

3. Deepen the Close Reading of the Text and Analyze the Writing Skills

The Chinese Curriculum Standard for Compulsory Education (2022 Edition) points out that teachers should guide students to “read through the text, sort out ideas, weigh the meaning and function of words and sentences, and understand the connotation of the text.” This requirement undoubtedly points to the teaching of text intensive reading. “Effectively guiding students to read the text carefully can make students exercise their reading ability and improve their reading level while deeply understanding the reading content”. [2] Wang Xianpei wrote in the “Speech on Intensive Reading of Literary Texts”: “When reading a literary work, you can't let go of every word, and your understanding of the meaning of words is very poor, and your grasp of the text may be a thousand miles away.” [3] In the process of learning classical novels, it is very necessary to read the text carefully. In the teaching of ancient novels, it is another major teaching path for Chinese teachers to analyze the meaning contained in the language, actions and details between the lines of the text and the writing techniques of the text after clarifying the teaching purpose.

From the perspective of writing techniques, the selected article Fan Jin Zhong Ju is worthy of careful consideration in its character language, contrast, application of exaggeration and detailed description. Focusing on the change of status before and after Fan Jin's introduction, and taking the changes of Hu Tuhu, Xiangshen Zhang and the neighbors around Fan Jin's introduction as the side contrast, we can experience the personality characteristics of the characters described in the selected articles.

3.1. Read the characters' language carefully

When Fan Jin was a scholar, Hu Butcher called him a “worldly treasure”. When Fan Jin wanted to go to the township test and didn't ask Hu Butcher to borrow it, Hu Butcher called him “sharp-tongued and monkey-cheeked” and “like a swan fart to eat”. These foul words are very consistent with the image of Hu butcher's ordinary citizens; Fan Jin praised him as “a star in the sky”, “with high talent and good appearance” and called him “Master Fan”. The language change before and after this can be described as extremely disrespecting the poor and loving the rich. Then there is Xiangshen Zhang, who came to congratulate Fan Jin and called him “Mr. Shi”, which directly pulled them into the distance, and said that they were young and “like flesh and blood”. This disgusting and disgusting remark is actually a manifestation of wooing relationships and expanding their power.

3.2. Focus on detail description

The detailed description of the selected article “Fan Jin Zhong Ju” is also very wonderful, which also plays a good role in highlighting the satirical art of the article. Fan Jin was once crazy when he learned that he was in the middle school. Through the detailed description of language, action, manner and appearance, he vividly portrayed Fan Jin's excited mood and crazy state. Fan Jin even lost a shoe when he was crazy. After everyone helped him wake up, they helped him find the shoe and put it on Fan Jin. This detail described everyone's snobbery and flattery. Then there is Fan Jin's old father-in-law, Hu Tu-hu. After Fan Jin was sober, Hu Tu-hu followed him and tidied up his back for dozens of times. Hu Butcher, who usually scolds Fan Jin, actually lowers his head and arranges his clothes for Fan Jin dozens of times, which is ironic. When Fan Jin sent money to Hu Butcher after the middle school, he first clutched six taels of silver tightly, pretended to be polite, and then quickly shrank back and put the silver in his pocket. From several verbs such as “tight”, “clutch”, “shrink” and “chuai”, we can see Hu Tuhu's nervous, snobbish and selfish personality characteristics.

3.3. The use of contrast and exaggeration.

Judging from the contrast technique, Fan Jin was just an ordinary poor scholar who had accomplished nothing before the Chinese bid. He asked Hu Butcher for travelling expenses and sold chickens in the street with his stomach full. After winning the lottery, he became a prominent juren with many stars holding the moon. Neighbors gave rice, noodles and eggs to Fan Jia to greet his master and ran to the street to give Fan Jin good news. Xiangshen Zhang took the initiative to congratulate him, gave him a house and money, and Tang Magistrate also invited him to have dinner at home. This change has made Fan Jin become a hot potato from being spurned and suspected by everyone in the past. In contrast, the two are extremely ironic.

First of all, the exaggeration technique is that Fan Jin became crazy after learning that he won the prize. It is a happy event to win the exam. In addition, Fan Jin has not won for many years, and now it is even more unbelievable to win, which even makes Fan Jin in a state of madness. Although this writing technique is exaggerated, at that time, poor intellectuals had a chance to be rich only by earning fame and fortune. Once they passed the exam, they could have no worries about food and clothing. On the basis of reality, the author used exaggerated techniques to increase the irony effect. In addition, in order to wake up Fan Jin, Hu Butcher thought that his hand was broken because the Bodhisattva punished him for hitting the “Wenquxing” in the sky. This description vividly portrayed Hu Butcher's guilty conscience and feudal superstition.

4. Based on the Context of Text Selection, Optimize Reading Strategies

After analyzing and summarizing the writing skills of the novel text, students have an overall perception of this selected text, and need to adopt corresponding reading strategies to further feel the text based on the context of the novel text. “Starting from the actual needs, stimulate students’ interest in learning by creating real situations”. [4] At this time, the class should be returned to the students, so that students can get the answers to the questions in actual operation. Wang Rongsheng believes that “knowledge is fundamentally in practice, and learning is a process of participation rather than acquisition”. [5] Novel teaching needs to have reading strategies that suit students. It is particularly important to find teaching methods and reading strategies that suit students and can best arouse their enthusiasm in class while taking into account their learning situation and teaching objectives.

In Fan Jin Zhong Ju, based on the context of the text, the teacher creates a series of questions and hands over the class to the students. In the process of students’ discussion, they can grasp the key points and difficulties of this class and sum up the answers to the exercises after class. Teachers can adopt reading methods such as role-playing, comparative reading, question introduction and situation creation, so that students can fully feel the fullness of characters and taste the charm of novel language.

4.1. Act and compare

Understand the language changes of people around you, especially Hu Tu-hu, before and after Fan Jinzhong's speech, select Hu Tu-hu's language, and let the students use the role-playing method to interpret Hu Tu-hu's character vividly, carefully taste the language in the dialogue, and we can see the character characteristics from the comparison of the language before and after.

(1) When Fan Jin was a scholar, Hu Butcher called him a “rotten, honest and useless person”, and when Fan Jin borrowed money from Hu Butcher after taking the provincial examination, Hu Butcher also called him "taking care of himself by taking a piss". These foul words can show us what the attitude of Hu Butcher was before Fan Jinwei's promotion.

(2) Fan Jin praised him as “the star in the sky”, “with high talent and good appearance” and called him “Master Fan”. These language descriptions let us see what kind of attitude Hu Tu-hu had towards Fan Jinzhong.

(3) Ask two students to play the roles of Fan Jin and Hu Tuhu respectively, and use the language changes before and after Zhongju to feel the characters' personalities.

Summary: Hu Tu-hu’s language contrast changes before and after Fan Jin’s introduction show the character’s character characteristics from harsh reprimand and overbearing to flattering and pleasing in every way.

Role-playing enables students to go deep into the text, taste the characters’ language, feel their personality characteristics and appreciate the author’s satirical art. Comparing the characters’ language before and after can deepen students’ impression and experience.

4.2. Read it and taste it

The detailed description of the selected articles of Fan Jin Zhong Ju is a highlight of the article. We can feel the author's writing skills around the detailed description of Fan Jin's madness, and then taste the charm of satirical art.

(1) Read the plot of "Fan Jin is crazy", and in what ways does the author describe Fan Jin's madness after learning that he won the bid?

(2) In the process of students' discussion and communication, guide students to pay attention to key words and grasp the meaning behind the detailed description.

a. Grasp the details of the language: "Hey, ok! I won!" (three times)

b. Grasp the details of actions: "Look, read, clap your hands" (three times), "Laugh (three times), fall, climb up and fly"

c. Grasp the details of expression: "Bite one's teeth and be unconscious"

d. Grasp the details of appearance: "My hair has fallen loose, my hands are yellow and muddy, and I am dripping with water."

(3) These words are all descriptions of some details of Fan Jin's madness, which vividly depicts his ecstasy and madness. Please put your feelings into reading this passage again and savor the situation at that time.

Summary: By reading, appreciating and understanding, students finish the exercises after class in class. It is inevitable for students to understand the story of Fan Jin's madness after taking the imperial examination in detail. It is the oppression of the feudal imperial examination system that forced Fan Jin to go crazy, and Hu Tuhu and others played a catalytic role here, which also satirized the feudal imperial examination system and revealed the theme.

4.3. Think about it and say it

Do you think the description of Fan Jin's madness is reasonable or the author exaggerates it? Or do you think Fan Jin Zhong Ju is a comedy or a tragedy? Please talk about your opinion and think about the theme of this article.

Summary: Fan Jin was keen on the imperial examination all his life, and now he really won the exam. The huge contrast between before and after made him difficult to adapt for a while. It is very possible to go crazy, not exaggerating; The author used comedy writing techniques to describe Fan Jin's madness and social status rising step by step after winning the bid, but before winning the bid, he lived a miserable life. In fact, he was poisoned by the feudal imperial examination system and made a bitter satire on the evils of the feudal imperial examination system. Generally speaking, this article is undoubtedly a tragedy.

5. Link the Whole Book to Read and Realize the Combination of Reading and Writing

In the teaching of selected texts of ancient novels, teachers should not only pay attention to the text interpretation of selected texts, which is easy to split the integrity of ancient novels. Ye Shengtao once said: "Chinese textbooks seem to use the whole book." [6] Teachers should guide students to pay attention to the whole novel and learn the author's writing skills in order to apply them to daily writing. For example, when teachers explain the article "Fan Jin Zhong Ju", if students can understand the chapters related to Fan Jin in The Scholars, they can further improve their interest in

learning this article. For example, the fourth time, “Recommend the death of Zhai and the monk's lawsuit to have an autumn wind and the squire was sudden misfortune”; Students should also know something about other plots in order to have a deeper and thorough understanding of the theme and satirical art of the novel. For example, “Wang Xiucui proposed that Yan Jiansheng, a partial house, died of illness”, etc., and deeply understood people who were as persecuted as Fan Jin under the feudal imperial examination system; In addition to *The Scholars*, teachers can also read in groups, from reading one ancient novel to reading many ancient novels, which can improve students' extracurricular reading. At the same time, teachers should guide students to compose ancient novels with similar themes or chapters in the same work. For example, there are still many scholars in *The Scholars* who are deeply poisoned by the imperial examination. Students can read the selected articles in the textbook together with other articles in *The Scholars*, train their ability to summarize and increase their core literacy in Chinese.

After having a corresponding understanding of the whole book, teachers should guide students to learn to write down their feelings with a pen. “Reading is the prerequisite for writing, and writing is the further deepening of reading, both of which are very important parts of language teaching.” [7] For example, in this paper, personalized language is used to shape the characters, rhetorical devices such as comparison and exaggeration are used to increase the irony of the article, and detailed description is used to highlight the characters' personality characteristics. Students will undoubtedly improve their writing level by transferring their own unique opinions and characterization methods. It is also very effective for teachers to guide students to learn the writing techniques in the reading teaching of ancient novels and to teach students to learn from the writing structure of ancient novels in daily composition classes, which can make students understand the text and the original works in depth.

Taking Fan Jin Zhong Ju as an example, teachers can assign related reading or writing tasks according to the classroom content:

- a. In front of us, we have role-played the classic fragments in Fan Jin Zhong Ju, and the students have a certain feeling and experience about the description of the characters' language, demeanor and movements. Combined with the characters' personality characteristics, please write an autobiography for the characters you are interested in in the novel.
- b. The artistic features and satirical art of Fan Jin Zhong Ju are superb, which students have fully realized in the writing techniques. They use rhetorical devices such as contrast and exaggeration to describe the details, and write a small composition of not less than 500 words with “people or things” as the topic.
- c. After class, continue reading the original “*The Scholars*” to deepen the understanding of the text.

6. Conclusions

In the teaching of selected texts of ancient novels, teachers should make clear their teaching path, combine text interpretation with teaching practice, grasp the uniqueness of the selected texts, read the texts carefully, realize the author's writing skills and artistic charm in the language and characters, and at the same time, take into account the context and theme of the selected texts, choose reading strategies suitable for

students, so that students can have a dialogue with Fan Jin Zhong Ju in class, cultivate their ability to read ancient novels in exchange and discussion, and generate the expectation of reading the whole book.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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