PHILOSOPHY AND TEACHING METHODS OF CHINESE CHARACTER LITERACY EDUCATION BASED ON THE APPLICATION CONCEPT OF PALEOGRAPHY

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ABSTRACT

The reform and practice of the Chinese character literacy teaching method based on the concept of paleography application can be employed to a certain extent and thus will improve the quality of Chinese character literacy teaching. This paper discusses the necessity and feasibility of applying ancient characters to Chinese character literacy teaching, discusses the epistemological and methodological issues of Chinese character literacy teaching, and expounds five teaching methods for the application of ancient characters to Chinese character literacy teaching, including didactic teaching method, case teaching method, theme-based teaching method, situational teaching method, and comprehensive teaching method. Different teaching methods are the deconstruction of Chinese character teaching goals,

highlighting teaching objectives and priorities from different levels. They are not isolated and separated from each other, and teachers can actively choose and use teaching methods under the guidance of teaching objectives at different stages.

INTRODUCTION

Research Background and Issues

In 1955, the Chinese character simplification movement started as a response to the extensive and complicated teachings of Chinese characters in schools. Due to the relevant laws and regulations and school education, the simplification of Chinese characters was vigorously promoted. However, this implementation has backfired and caused some issues. The number of people who recognize unsimplified Chinese characters has greatly decreased and diminished day by day. Society is also lacking to provide the suitable learning environment to recognize and learn the ancient and modern characters due to many reasons such as lack of interest to learn the characters and the shortage of experts in the teaching the characters.

On the one hand, paleography has become an unpopular discipline, resulting in the vast majority of current Chinese know little about ancient texts, forming an obvious cultural fault that has a negative impact on the protection and inheritance of ancient characters. On the other hand, the macro theory of Chinese characters failed to intervene in teaching Chinese characters early. The laws of Chinese characters as ideograms failed to attract attention in the field of literacy teaching, which in turn led to many problems (Wang, 2002). Many teaching method reforms fall into the misunderstanding of "technical theory only," which excludes the situational problem of knowledge and the problem of human value (Wang, 2011). Even without the factor of ancient characters, there are still significant problems in the teaching of Chinese character literacy that need to be solved urgently. Optimizing relevant teaching methods and applying ancient characters can correct the above issues to a certain extent and improve the quality of Chinese character literacy teaching.

At present, the application dilemma of palaeography in literacy teaching is the result of the comprehensive effect of external factors such as the cultivation of relevant professional talents, the internal factors and legal restrictions of subject positioning, the deterioration of the language environment, and the reduction of students' internal driving force. On the surface, this is only an adverse effect on the application of palaeography, but the more profound problem it brings is that this dilemma directly affects the goals, content, and methods of teaching Chinese characters. Technology gives teachers both a sense of competence and powerlessness. Technological and methodological innovation gives teachers the illusion that language can obtain an automatic realization mechanism in media and technological innovation. Teachers' confidence in teaching ability changes from value orientation to self-satisfaction brought by technology-oriented information stimulation. On the other hand, when it is realized that technology confers not individuals but social capabilities (Russell, 1976), the individual's dependence on social structures creates a sense of powerlessness due to the status quo. Under this dual feeling, not only do individual teachers need to improve their own knowledge structure epistemologically and methodologically, but their social structure needs to play a guiding and collaborative function to promote the overall reform of Chinese character literacy teaching.

Based on the above status quo and concerns, this paper explores the teaching methods and practical paths for improving Chinese character literacy education from the aspects of the necessity and feasibility of applying ancient characters to Chinese character literacy teaching, the epistemology and methodology of Chinese character literacy teaching, the optimization of Chinese character teaching methods and the application of ancient characters.

Applying Ancient Characters to the Teaching of Chinese Character Literacy

The Necessity of Structural Stability of Chinese Characters

Chen (2006) believed that there was a period of drastic changes in Chinese characters before the Han Dynasty, and after the Han Dynasty, "its momentum has slowed down." According to the history of the evolution of Chinese characters, we can divide the development of

Chinese characters into three stages: ancient, modern, and simplified Chinese characters. The nature of the characters is determined by the nature of the symbols used in the text (Qiu, 2013). Symbols must have a high degree of stability for a certain period of time to play the function of symbol recognition and exchange. Yu (2010) pointed out that ancient writing exists objectively, with tangible and recognizable forms, sounds to read, and meaning to be found. Its shape, sound, and meaning are interconnected. Moreover, no ancient character exists in isolation. When studying ancient characters, we should pay attention not only to the interrelationship between the shape, sound, and meaning of each character. But we also focus on the horizontal relationship between each character and other characters of the same era, as well as the vertical relationship between their occurrence, development and change in different eras (Yu, 2010).

Every major evolution in the development of writing will produce systemic problems, so in addition to the two major glyph changes in the Qin and early Han dynasties, in the long years since the Han Dynasty, the official willingness and action to change the structure of Chinese characters were relatively conservative. The government pays attention to the standardization and standardization of positive (traditional) characters. One of its purposes is to maintain the stability of the glyph structure of Chinese characters.

Chinese Character Symbols and Cultural Attributes

Since many problems caused by the simplification of Chinese characters have not been effectively solved, in order to truly protect and inherit Chinese characters, it is necessary to have a deep understanding of ancient and modern characters, including cultural and symbolic aspects. At the cultural aspect, Qian (2011) believed that life must face three worlds, namely the world of things, the world of people, and the world of heart, which are also the three levels of culture. The first class seeks existence, the second seeks happiness, and the third seeks the sublime. Culture is traditional, comprehensive, and cohesive (Qian, 2011). As the most important carrier of Chinese traditional culture, ancient writing embodies tradition and integrates all aspects of ancient Chinese social history and Chinese civilization and wisdom. Whether it is personal or social and cultural development needs, we should fully play the life tension of ancient and modern

characters in the three levels. Only by deeply understanding the germination and development context of ancient and modern characters can we understand the development history of Chinese civilization represented by Chinese characters, understand the impact of writing as the most important medium and tool for communication and recording on social politics, economic development and the formation of cultural characteristics, and then form cultural centripetal force and national identity. At this level, writing is a symbol of communication and a cultural symbol of a group.

From the symbolic aspect, symbols acquire value by the constraints of the symbolic system (Xu, 1988). Only by studying and investigating the shape, sound and meaning of ancient characters can we have a clear understanding of the law and development logic of Chinese characters. In addition, it is possible to gain a deeper understanding of the internal structural problems of the development of ancient and modern writing. This improves learner referential certainty and pragmatic normativity. In the process of evolution, Chinese characters have their emphases at different times, roughly changing from pictographic and symbolic meaning to elephant sound and finally forming a unique character symbol system that combines shape, sound, and meaning. This symbol system has very different symbolic characteristics from other characters in the world that evolved from pictograms to pictorial sounds and eventually morphological characters. It affects the logical thinking, values, and behaviour patterns of Chinese character writers.

Suppose we do not have a deep understanding of the cultural and symbolic aspects of Chinese characters in the process of learning Chinese characters, therefore, in that case, it cannot be said that we really understand Chinese characters, and it isn't easy to achieve high-level learning goals. The Chinese character simplification movement has caused severe damage to the law of Chinese character creation and even took the abolition of Chinese characters as the starting point and ultimate goal, making it logically contradictory and unable to be self-consistent in theory. Further, in teaching, it has been transformed into mechanical, vulgar, and fragmented symbolic memory. The purpose of Chinese character learning has been reduced from "seeking the sublime" to "seeking existence." Therefore, the application of ancient characters in teaching Chinese characters is a methodological issue and an epistemological problem. Whether at the cultural or symbolic

level, it is necessary to improve the quality of literacy teaching through concrete applications so as to preserve and transmit Chinese characters and culture.

Feasibility

The development of Chinese characters has not been interrupted for thousands of years. It is necessary and feasible to popularize the application of ancient characters in teaching Chinese characters in national education without making it a monopoly field for academic research. Its feasibility is mainly reflected in the following two aspects:

First, due to the high degree of unity and stability of Chinese character shape, sound, and meaning, the evolution of Chinese characters must follow internal logical connections to ensure the convenience of symbolization and structural stability of Chinese characters. It is precisely this inheritance and stability of Chinese characters that make it easier to interpret ancient and modern characters than ancient characters in other countries in the world. Teachers convey the evolution process and logic to students in an appropriate way, which can help students improve their learning interest and literacy ability through palaeography learning, promote the structural and logical cognition of Chinese characters, and improve the knowledge transfer level of students' writing learning process. Therefore, it is feasible and natural to apply ancient characters to the teaching process of Chinese characters.

Second, after a long period of accumulation, Chinese characters have formed a very complex writing system, and today's characters not only have a large number of fonts and a large number of variant characters but also have complex strokes and structures, obvious symbolic characteristics, and are not easy to remember and use. Relatively speaking, the number of ancient texts is small, and the ancient texts involve many aspects, such as ancient Chinese war, politics, and etiquette. Through ancient characters, we can further understand the social and historical situation at that time and provide more literacy materials for teaching design. The use of palaeography in literacy teaching helps students form more memory connections. By combining the development of writing and social development, students not only learned professional knowledge such as Chinese

character shape, sound, and meaning but also further analyzed the social and historical conditions that may be affected by the process of character-making. This has a clearer overall understanding of the law of Chinese character formation and evolution, and achieves the teaching effect of "knowing what is true and knowing why better".

Epistemology and Methodology of Chinese Character Teaching
Epistemology

The teaching objects of Chinese characters include two types of people, whose mother tongue is Chinese and non-Chinese; because the teaching of Chinese characters of the two groups is quite different, this article only discusses the application of ancient characters in the teaching of Chinese characters in the teaching of Chinese characters for students whose mother tongue is Chinese. The teaching of Chinese characters, by its very nature, deals with the epistemological and methodological issues of learning. The design logic formed by different theoretical foundations such as rationalism and empiricism, positivism and constructivism present a state of opposition and separation, which in turn affects teachers' deconstruction of knowledge and teaching materials and the construction of students' learning.

Rationalists believe that universal, necessary knowledge has its origins in the idea of innate; They are self-evident and unmistakable, and a universal and necessary knowledge system can be formed through rational deduction, so the "self-evident principle + rational deduction" is emphasized in the method of understanding (Zhou, 2003). Teaching design guided by rationalist epistemology focuses on logical reasoning and is detached from the actual social context (Wu & Chu, 2020). This teaching design and method have positive significance for helping students establish a normative and systematic knowledge structure and form a thinking mode of rational deduction and logical reasoning. But the singular, normative, and systemic character contrasts sharply with the generative, pluralistic, and innovative constructivist view and also clouds its validity and positive parts.

According to the constructivist view, the so-called "learning" is the reconstruction of the meaning and relationship based on activities (Zhong, 2017). Children's cognitive development is a process of "assimilation" and "adaptation" of their interaction with the

environment. The constructivist teaching model can be summarized as "student-centred, with teachers playing the role of organizer, guide, helper and facilitator in the entire teaching process, using context, collaboration, conversation and other learning environment elements to give full play to students' initiative, enthusiasm, and initiative, and ultimately achieving the purpose of enabling students to realize the meaning construction of current knowledge effectively" (Ho, 1997). From this point of view, the learning process of Chinese characters is the formation of students' own meaning construction based on the interaction between their own cognitive and experiential levels and Chinese character teaching activities.

METHODOLOGY

Palaeography teaching to achieve this goal depends on appropriate teaching methods, which are the most important teaching methods to guide and regulate the teaching process (Sato, 2001) and must be examined in the chain of "goal-content-method" relationship of teaching (Zhong, 2017). Appropriate teaching methods do not annoy the teacher or disgust the students but make both the teacher and the student enjoy the most (Comenius, 1985), helping teachers and students to achieve each other's teaching expectations and teaching goals process. The pedagogical theories of different eras aim to solve the contradiction between the requirements of social development and the existing teaching system (Hu, 2005). Traditional Chinese character pedagogy obviously cannot meet people's cultural and value demands beyond literacy in the new era. Palaeography applications play an important role in the three dimensions of the "goal-content-method" relationship chain, which is not only part of the teaching content but also one of the teaching goals and one of the teaching methods to achieve the teaching goals. This special attribute gives the three stages of literacy learning the construction of meaning a natural advantage and orientation.

How do we effectively process the content depends on the teacher's own knowledge structure and understanding of the teaching material. Different epistemology and methodology under the guidance of teachers' teaching concepts and behaviours have significant differences, but not either/or. Rationalism and constructivism under

the guidance of teaching effectiveness had also proved that only based on reconciling the two contradictory epistemology the full combination of "top-down knowledge" and "bottom-up knowledge" can become conscious and systematic knowledge (Wen & Jia, 2002). These pedagogies should not only reflect the practicality and universality of their teaching methods but also consider whether their theoretical basis is sufficient to support the integration of different pedagogies. In the teaching process, teachers can comprehensively use various teaching methods such as lecture, case, theme, situation, and comprehensive to achieve the teaching purpose. According to the teaching objectives and teaching content of the teaching materials, different teaching methods are used to carry out teaching activities. The different pedagogies are discussed below.

CHINESE CHARACTER LITERACY PEDAGOGY

Didactic Pedagogy

Didactic pedagogy has long been the most important teaching method in literacy education, but it is precisely the many drawbacks brought about by this pedagogy that pedagogy should be innovated by pedagogical reform. The systematic teaching design adopted by the didactic teaching method has always had problems, such as emphasizing teaching over experience, deduction over induction, quantity over quality, rationality and sensibility, theory and practice are difficult to fully integrate and self-consistent, the intermediary role of language symbols in teacher-student teaching interaction is underestimated, students cannot achieve effective information acceptance and feedback, and the teaching effect has been criticized for a long time, which to some extent also promotes the prevalence of teaching reform based on constructivism.

So, should didactic pedagogy be withdrawn from the teaching arena? The biggest problem with didactic pedagogy is not the pedagogy itself but the epistemological and methodologically-guided teaching effectiveness that cannot achieve the expected teaching goal (this goal also changes dynamically with human value rationality). Even so, just as rationalism and constructivism are disputed, the advantages and disadvantages of didactic pedagogy should also avoid binary

opposition after long-term teaching reform practice. Through the analysis of the shortcomings of didactic pedagogy, we can find that philosophy of language plays a special role in teachers' improvement of didactic pedagogy. All linguistic units exist in a certain relationship. While linguistic symbols are arbitrary (undeniable), the signifier and the signified are linked through language and social constraints (Xu, 1988), so the unity of arbitrariness and icon similarity between the signifier and the signified (Zhu, 2002). It will inevitably bring about the understanding bias that occurs due to different cognition and experience in the exchange of information between teachers and students.

The empiricist view of language can give us certain inspiration. Logically, the privateness of experience cannot provide universality in the strict sense but can only be achieved through the universality of language expression in the exchange of ideas (Zhou, 2003). Therefore, in the didactic learning stage, students established the connection of "information stimulation-symbolic media-mental operation" (Zeng, 2022). In this process, language plays an important role as a medium and means to achieve the universality of experience. This also means that teachers should pay attention to the analysis, generalization and expression of language to form effective information stimulation in students' cognitive learning and promote students to consciously complete the expected mental operations. Traditional didactic literacy teaching, which uses textbooks as the most important language of instruction in a mechanical, scripted manner, is not only the improvement of literacy skills and levels for younger students but, more importantly, the rules of the mother tongue system that can be established for them by the language system. Older students will further expand the cognitive bias of teachers and students, lose the norms and correction of social constraints on their language system. When this deviation and trial and error accumulate to a certain extent, students will lose interest, patience and will to further study. Without a will, there is no appearance, no world (Russell, 1976), and logic is useless for those who have lost their will. Rigorous scientific language no longer resonates with students but becomes a stressful condition for disgust.

Therefore, in addition to the rich professional knowledge of palaeography and pedagogy, the application of palaeography in

didactic teaching requires teachers to convert the textbook language into a "bottom-up language", unify the signifier with the signifier and the referent language constraints and social constraints, so that the professional Chinese character theory can adapt to the mental operation of students. The didactic teaching method requires teachers to use a set of scientific, standardized, clear, gradual and easy-to-understand language and writing systems as the blueprint for literacy teaching, take students' cognition and experience level as the foothold of systematic teaching design, reduce the understanding deviation caused by the arbitrariness and relevance of language as much as possible, actively expand the common meaning intersection of teachers and students, and teach professional Chinese character literacy teaching content in a language and the way that students can understand and accept.

The lecture-based teaching method is the most fundamental teaching method for applying ancient characters to teaching Chinese characters, through which students can quickly acquire relevant theoretical knowledge and practical abilities such as listening, speaking, reading and writing. For younger students, help students initially establish the Chinese character writing system and language norms, form the knowledge, understanding and memory of newly learned Chinese characters, find effective methods for learning Chinese characters, and accelerate the process of personal socialization; For senior students, the didactic teaching method can effectively improve learning efficiency, promote students' mastery of professional theoretical knowledge, and enrich the theoretical knowledge of philology, semiotics, linguistics and other extended by the learning of Chinese characters. In the zero-based and advanced learning stages, didactic pedagogy, if properly applied, can play an effective and significant role in achieving teaching goals.

Case-based Pedagogy

The case-based teaching method is mainly used in the teaching and research of medicine, law and management courses. The case-based teaching referred to in this paper is slightly different from traditional case teaching. Traditional case teaching emphasizes the authenticity and typicality of events and believes that case teaching is a teaching method that guides students to discuss these special situations through

the description of a specific educational situation, including problems, focusing on students' creativity and problem-solving ability, not just the learning of principles and rules (Zheng, 2002). Case teaching and lecture teaching are not contradictory relationships. On the contrary, case teaching should be based on lecture teaching. The so-called "not only the learning of principles, rules" reflects that case learning needs to master the basic knowledge in order to explore and create in line with the principle, rules and logical framework, not to be imaginary, closed-door.

The number of ancient characters is relatively small, with a total of 9353 words in the "Shuowen Jiezi", plus 1163 words in the heavy text (Xu, 2013), and a total of 4672 words in the "Oracle Bone Compilation" (Huang, 2019). Therefore, considering the number of ancient characters, unexplained, doubtful and related issues, it is impossible and unnecessary to teach the application of ancient characters for all new characters. The case-based teaching method effectively solves the problem of fragmentation of ancient characters, analyzes the Chinese characters that have been interpreted in ancient characters and are closely related to modern teaching materials and life as cases, and conducts a complete and systematic combing and learning of the learned Chinese characters from the aspects of philology, linguistics and calligraphy such as word origin, pronunciation, character shape, character meaning, font evolution, and writing points. Each ancient character is a "real case", teaching younger students, focusing on case teaching with interpreted Chinese characters that are closely related to life, such as"rén" ("人"), "dà" ("大"), "tiān" ("天"), "fú" ("夫"),and other characters, first use the character "rén" as a case teaching, from the image of "rén" in the ancient text let students connect with the biological characteristics of people, that is, the so-called "draw into objects, follow the body and criticize" (Xu, 2013), which leads to one of the six book theories, pictography. Then, the historical evolution of the"rén"character from oracle bone script to simplified character is used to teach students the glyph, pronunciation, meaning, stroke order, structure and writing points, etc. For middle and upper-grade students, the writing tools, social and historical background and the relationship between the evolution of the glyph can also be included as the teaching content.

After the exemplary study of the example Chinese characters, for the younger students, they are encouraged to draw inferences from

one case. They list other typical Chinese characters with complete and rich character images, solid stories and strong interest in a case study. For senior students, by studying typical ancient character cases that have been interpreted, students are stimulated to learn. They are boldly encouraged to discuss unreleased and atypical ancient Chinese character cases through consulting materials and learning exchanges and learn to reasonably speculate the possibility of interpretation and interpretation of unreleased Chinese characters through the use of the "double evidence method". This enables students to initially dabble in and master the basic historical and philological interpretation methods.

Theme-based Pedagogy

The discussion of theme-based teaching methods is mainly found in English teaching activities. To use this teaching method in teaching Chinese character literacy, we must first have a certain understanding of ancient characters. Ancient writing mainly refers to the Chinese character number system formed in the pre-Qin and early Han dynasties. In terms of the form of the book, the ancient character in a broad sense mainly includes oracle bone script, golden script, big seal, small seal, early Han Dynasty subordinate book, etc., from the perspective of writing carrier, mainly including oracle, Chinese bronze inscriptions, the lesser seal character, and so on. There are obvious differences between ancient and modern characters from the Han dynasty, showing the unique characteristics of stability and diversity of Chinese characters.

Based on this, the theme-based teaching method can carry out literacy teaching from two dimensions. One is to form different teaching units with varying instruments of writing, carriers, writing styles. , Through the thematic learning of different units, students not only learn new Chinese characters but also have an intuitive and vivid understanding of the history of Chinese characters, which is conducive to students incorporating the learning of new characters and ancient characters into a more extensive range of knowledge systems.

The second is to classify the Chinese characters to be learned in a period of time and find the corresponding Chinese characters from ancient texts for thematic learning, for example, Chinese characters

related to animals, which can be further classified such as birds, walking animals, etc., and the classic Chinese character sources such as "鸟" (bird), "牛" (cow), "羊" (sheep), "马" (horse), 鹿" (deer), "虎" (tiger), "鱼" (fish) and other classic Chinese characters are summarized and sorted, and the same category of ancient characters are taught intensively, so that students can collect and classify and explain information to improve students Paleographic information retrieval and inductive ability. Based on students' preliminary explanations, teachers summarize these types of ancient characters, explore the similarities and differences, enable students to have a deeper understanding of the glyph characteristics of ancient characters, pay attention to the explanation and application of the theory of the six books in the process of theme-based teaching, encourage students to explore the relationship between social and economic development, writing tools and carriers and the evolution of Chinese characters, and construct a systematic view of Chinese characters and values.

Situational Pedagogy

Situational teaching is also known as experiential and participatory teaching (some scholars believe that situational teaching is one of the teaching modes of participatory teaching) (Jiang, 2017). According to the constructivist view, learning depends on context. Learners are not based on general laws but on the context in which learning occurs and have metacognitive or reflective abilities for their own learning process. Constructivism asserts that learning aims to develop skills and abilities that students can apply in real life; Teaching content should not be pre-fixed and overly structured; otherwise, it will ignore students' prior experience (Hu, 2005). Under the guidance of this pedagogy, teachers need to guide students from low-level participation to finally complete the complete teaching content as the main body, which is also the process of continuous improvement of students' cognitive level. Bloom's (1956) classification theory of educational goals divides educational goals in the cognitive field into six levels: memory, understanding, application, analysis, synthesis, and evaluation from low to high, which describes the mental and behavioural transformation process and goal pattern that needs to be experienced from simple to complex cognitive level. The participatory and creative nature of situational pedagogy fully fits the pedagogical elements required to achieve the educational goals of the upper secondary cognitive domain.

Situational teaching combines the Chinese characters to be learned with ancient characters by simulating and restoring the background of the times, the process of character creation, font evolution, language habits, etiquette customs, etc. It traces the historical origin of the culture so that students have an intuitive impression and positive interaction on the reasons and processes of the emergence and evolution of the Chinese characters they have learned. This enhances students' initiative and sense of acquisition in learning Chinese characters, and also allows students to complete the collection, sorting and creation of relevant materials in the process of simulation and restoration. For younger students, teaching forms such as games and sitcoms can be used to allow students to partially participate in the design, implementation, summary and evaluation of teaching themes and content. For senior students, debates, dramas, sitcoms, and other forms of performances can be used, allowing students to participate in theme design, data collection, teaching aid preparation, teaching experience, summary analysis, self-evaluation and other links as teachers and students, so as to achieve from guided participation to active participation, and at the same time improve students' cognitive level at different stages.

Through situational learning, students complete the further construction of the concept of Chinese characters to the view of culture. The situational teaching method is not only a powerful supplement to the lecture, case and theme style but also a conceptual and oriented change in Chinese character teaching activities, which transforms Chinese character literacy teaching from a tool of rationality to complete literacy and improve literacy rate to value rationality for constructing students' writing system and cultural concepts. The invention of ancient writing contained a lot of social background information which will provide students with vast resources for situational learning, and linguistic perspective for students to deeply understand ancient China's politics, economy, and culture. This way, we have formed a systematic Chinese character learning system from Chinese character learning to cultural construction.

Integrated Pedagogy

Through the aforementioned teaching methods, students have completed everything from how to learn Chinese characters, how to

understand and master the various elements and knowledge points of typical Chinese characters, construct Chinese character views and values, and finally establish their own unique cultural views. Strictly speaking, integrated pedagogy is not a specific teaching method but a comprehensive application of the above pedagogy. There is no one set or only scientific teaching method, any teaching method must be adjusted in a specific and timely manner according to the teaching object, teaching content and objectives, teaching conditions and environment, reflecting teaching according to aptitude, in order to achieve the expected teaching goals. Lecture-based, case-based, theme-based and situational teaching methods are the deconstruction of Chinese character teaching objectives, highlighting teaching objectives and teaching priorities from different levels. They are not isolated and separated from each other. We cannot presuppose the behavior of teachers based on the epistemology and methodology of learning and use different perspectives and methods to recognize and understand Chinese characters and the culture behind them in teaching Chinese characters and guiding and helping students achieve their learning goals (Table 1).

Table 1

Theoretical basis, teaching objectives, and teaching focus of various pedagogical methods

Pedagogical methods	Didactic	Case-based	Theme-based	Situational
Theoretical basis	rationalism	positivism	Empiricism, constructivism	
Teaching objective	Chinese character symbol system		Chinese character's view	Cultural view
Teaching focus	How to learn new characters, palaeography and philological theory	How to master the origin of Chinese characters, pronunciation, glyphs, meanings, font evolution, writing points, etc	How to view Chinese characters and their value	How to view Han culture and its values

In this process, we should not only recognize the common problems of Chinese character literacy teaching as a basic, systematic, and

comprehensive education project but also respect the differences in theoretical literacy, knowledge structure, behaviour mode, and so on of different teachers that is, a certain teaching method plays a major role in a certain link in the curriculum and teaching material system, other teaching methods are used as an auxiliary to jointly complete the predetermined teaching goals, and teachers can actively choose and use teaching methods under the guidance of teaching objectives at different stages. Then, in the case of uneven teacher literacy, in order to better play the "social ability" of pedagogy at the technical level, education administrative departments and textbook writers need to organize different pedagogies into teaching materials and curricula in an organized and systematic manner, so that pedagogy can play its role and function in the top-level design of literacy teaching and promote the current literacy teaching activities to be more scientific and effective.

CONCLUSION

The above five Chinese character literacy teaching methods are based on the application concept of ancient characters are the correction and optimization of the existing Chinese character literacy teaching methods. As practitioner in this field, after years of practical teaching and experience, it is felt that students' literacy level, analytical ability, knowledge structure, comprehensive literacy, and other aspects have achieved good teaching results. For teachers, this study does not not only solve the key and challenging problems of new character teaching but also assumes the responsibility of teachers for the protection and inheritance of ancient characters and China's excellent traditional culture. For students, it can effectively enhance their interest in learning ancient and modern characters, broaden their learning horizons, and realize the effective connection and inheritance of ancient and modern characters and cultures.

Reflecting on the study, teaching Chinese literacy is an important initiation and a basic mother tongue teaching, and its teaching effectiveness will have a lifelong impact on students. Therefore, teaching Chinese character literacy should be high-level, in such a way that it pays attention to top-level design, and assumes the responsibility of cultivating students' values and cultural outlook,

rather than taking literacy rate and test scores as the only or even the highest goal of teaching. The optimization of the application of ancient characters to the teaching method of Chinese characters is not only based on the consideration of improving the teaching effect but also bears the historical responsibility for the transmission of traditional Chinese culture.

ACKNOWLEDGMENT

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