Deconstruct the Poetic Imagery of Poetry and Improve the Teaching Ability of Chinese Teacher on Poetic Imagery with Qualitative Research Methods

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Abstract: Based on the related knowledge of pedagogy, psychology, aesthetics and literature, this dissertation adopts the method of quantitative research and qualitative research to deconstruct the poetic imagery of poetry. Taking typical Chinese poems as samples, 16 teachers are chosen randomly to deconstruct the poetic imagery of poetry in the form of composing commentary narration, and content analysis method is adopted to make quantitative analysis of the commentary narration, which is the content of streaming media courseware, a language teaching tool, to show the cultural heritage in the teaching process vividly and effectively, and intentionally cultivate the ability of Chinese teachers to design teaching plan about poetry conception, and enhance the applicability of its teaching tools.

1. The Necessity to Improve the Ability of Poetic Imagery Teaching of Chinese Teachers

As a basic course in the humanities, Chinese has the unique mission of cultivating students’ emotions determined by its subject characteristics. It not only conveys knowledge and skills about language, but also plays a role in cultivating students' mind and emotions. Classical poetry, which is rooted in the fertile soil of the national culture, is the embodiment of the great achievements in literature of China, this great and impressive nation, and the aesthetic and values of the masters of ancient literature contained in poetry are key points of Chinese teaching. The sense of justice, the patriotic emotion and the wisdom, fraternity and devotion contained in ancient poetry are all the essence of the ethos of the Chinese nation. These are the classic of understanding the life, helping students to improve their artistic taste and life quality. Among the new curriculum standards issued, the Ministry of Education of PRC emphasized the significance of ancient poetry teaching in current education. It requires students to increase their accumulation of traditional culture and improve their ability to appreciate ancient poems, and 120 excellent poems are recommended for students to read in the appendix of this document, which indicates the charm of classical poetry and the significance of learning poetry.

Chinese teachers are not only the main direct communicators of Chinese culture and the successors of human civilization and national culture, but also the shaper of morality and cognition of students, which requires teachers to be able to locate in a constantly changing environment accurately, and integrate cultural deposits with language teaching excellently. At the same time, the cultural taste, self-cultivation, attitude toward life and values of the teacher have far-reaching effects on teaching and his students, just as the saying goes: "The new curriculum is very good but the application of it depends on the teacher.” A teacher should have ideological, intellectual and physical and mental qualities, among which the cultural elements and teaching design capabilities cannot be underestimated. Nowadays, with the rapid development of modern technology, it is imperative that teaching methods and modern information technology will be combined together, which has become one of the necessary indicators to evaluate teaching effect.

To sum up, during the process of curriculum reform, it is the key to improve teachers' comprehensive quality and teaching ability in an all-round way. The requirements of modern education and the characteristics of classical poetry determine that language teachers must improve internal cultivation and external quality. The essence of modern education is a nurturing and
effective education that recreates one's ways of seeking knowledge and displays one's own personal sentiments concerning human nature, and strong artistry and supreme spirituality are the notable features of classical poetry.

2. The Definition of Poetic Imagery and Poetic Imagery Teaching

2.1 About the Poetic Imagery

As a significant category in Chinese classical aesthetics, poetic imagery is widely used in the field of literature and art. The creation and research of poetic imagery is an essential part of our classical and modern aesthetics. It not only provides an imperative aesthetic principle of creating and commenting poetry, but also provides an important aesthetic principle for the aesthetic appreciation of all the lyrical arts and other lyrical elements of art in a certain sense.

It is not difficult to conclude that “poetic imagery” is an artistic realm formed by the fusion of the objective prospects depicted in the literary and artistic works and the thoughts and feelings represented by these prospects.

The poetic imagery has the some aesthetic characteristics, such as the coexisting between the fictitious and the realistic, the harmony of feelings and the settings, and the integration of serene environments and profound thoughts, eliciting imagination and association from the readers, who are infected and feeling that they were present at the scene. Understanding the clumsiness of scholars the wisdom of poets are extremely important in the interpretation of ancient poems.

2.2 The Conception of the Teaching of Poetic Imagery

It can be seen that poetic imagery teaching refers to the teaching of the poetic imagery in the Tang poetry and song poetry in the Chinese class. It is different from teaching scenario, which belongs to the category of teaching aesthetics. Teaching scenario refers to the wonderful spiritual and emotional atmosphere with metaphysical and profound aesthetic experience in the process of teaching through the integration of the fictitious and the realistic, the fusion of the feeling and the setting, and the advance of space and time.

Studies have shown that most of our predecessors focused on the analysis of poetic imagery, and put it under the condition of classroom teaching when teaching of poetic conception is referred, but not regarded the understanding of poetic imagery as a branch of the rich culture deposits, and proposed suggestions from the perspective of training teachers.

3. The Method of Deconstructing the Poetic Imagery

The method of combining quantitative research with qualitative research is adopted while the heuristics method used in the traditional Chinese teaching is abandoned when interpreting the poetic imagery. Qualitative research, according to Chen Xiangming, refers an activity that takes the researcher as a research tool and uses the method of collecting a variety of data in the natural situation to conduct a holistic study of social phenomena, and analyzes data and form theories with inductive methods, getting interpretive understanding of his behavior and meaning construction through interaction with the research object. Quantitative research refers to a kind of scientific research that determines the quantity of certain aspect of things, meaning representing problems and phenomena in the way of number to make analysis and explanation, and then to obtain methods and process of meaning research.

In the research of the teaching of poetic imagery, quantification part needs conducting a data statistic of the commentary of Chinese language teacher, the courseware and the lectures according to a uniform standard, and making qualitative evaluation and analysis of the teachers based on the objective facts such as the author of the poem and the writing background. Then historical distance between the teacher and the text can be clear and the viewpoint that the teachers’ cultural qualities affect the teaching effect of the teaching of poetic imagery can be proposed.

According to the five kinds of learning outcome proposed by R.M. Gagné (1916-2002), some scholars in China have classified multiple intelligences from low to high into five levels: situational
attitude, verbal information, motor skills, tactical skills, and intellectual skills, which are shown in Table 1. The “poetic imagery” mentioned in this paper belongs to the situational attitude.

<table>
<thead>
<tr>
<th>Wisdom Skills</th>
<th>Strategy Skills</th>
<th>Action Skills</th>
<th>Verbal Information</th>
<th>Situational Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>discern</td>
<td>conception</td>
<td>rules</td>
<td>total</td>
</tr>
<tr>
<td></td>
<td>attention</td>
<td>code</td>
<td>extraction</td>
<td>migration</td>
</tr>
<tr>
<td></td>
<td>endeavor</td>
<td>accuracy</td>
<td>smart</td>
<td>fluid</td>
</tr>
<tr>
<td></td>
<td>factual</td>
<td>representation</td>
<td>propositional</td>
<td>schema</td>
</tr>
<tr>
<td></td>
<td>environment</td>
<td>situation</td>
<td>poetic imagery</td>
<td>realm</td>
</tr>
</tbody>
</table>


4. Grading Standard of the Commentary

First of all, based on the tools shown in Table 1, the cognitive indicators of multiple intelligences have a total score of 100, 24 of which is distribute to one indicator, poetic imagery. The three sub-indicators of the poetic imagery are sincere affection, noble aspiration, and life philosophy, meaning that the poem should express the integration of scenery and emotion, show the noble aspiration of the author and imply life philosophy. Besides, the indicator of integration of scenery and emotion can be judged from two aspects, the analysis of scenery and emotion separately. Therefore, points of integration of scenery and emotion is 12, including the analysis of scenery and emotion separately, which worthy 6 points equally, and the points of noble aspiration is 6, the same as the indicator of life philosophy.

The commentary should represent the poetic imagery of the poem concisely and comprehensively, and 12 points are for sincere affection, 6 for noble aspiration and 6 for life philosophy, if noble aspiration or/and life philosophy is absent in the poem, the proportion of points of sincere affection will increased to 18 or 24, in order to ensure that full points of each poem is 24.

5. The Ability of Perceiving the Poetic Imagery of the Teacher from His Commentary

5.1 Material Selection and Grading Standards

The texts used in this research is selected from 16 poems, including 9 Song poems and 7 Tang poems, which are identified by experts. They are all well-known and representative poems written by great writers in Tang and Song dynasties. 16 teachers in the author’s school are randomly selected as research subjects, and all of these teachers are required to write commentary based on their understanding of the original poems and to make text analysis of their commentaries. Then a statistical analysis of the scores in the appreciation of poetic imagery is made to demonstrate the specific methods and steps of deconstructing the poetic imagery. At the same time, due to form of writing commentary and making courseware, the teachers gradually realize and understand the profound meaning in poetry, instead of analyzing the literal meaning of the text and interpreting the poetry superficially during the process of refining and reprocessing selected texts.

5.2 Deconstruct the Poetic Imagery of Poetry by Writing Commentary

5.2.1 Deconstruction of the Poetic Imagery in a Song lyric

Taking the Tune of Beauty Yu as an example, this paper will demonstrate score statistics of commentary.

Commentary about Spring Flower and Autumn Moon to the Tune of Beauty Yu - Li Yu:

You had an extravagant life before spring flowers, and you had much romantic experiences under the autumn moon. The memory of extravagance and romance that you can’t help recalling and writing, however, provokes you and annoys you, because things has changed so greatly. East wind is valuable to Zhou Lang, but nothing to you, who does not deserve sympathy and mercy from the later generations! Watching the moon on the attic, you, an Emperor who make the
Southern Tang Dynasty decline, are doomed to be lonely for a thousand years. Your sadness, your depression, and your sorrow make water lose its joy and has been wailing for a thousand years for no reason.

This work is written by Li Yu, an Emperor and Ci writer, in the last days of his life. This is a song of blood and tears expressing his strong despair and hate, written with some rhetorical skills such as comparison, symbolic means, and metaphor and rhetoric question.

This lyric contains 8 scenes totally, including one scene describing such noble aspirations as deep sorrow for the conquered nation and the failed ambition of restore the nation), two scenes describing such life philosophy as servants leaving the Emperor and time going by like flowing water. Scores of the commentary are shown in Table 2.

<table>
<thead>
<tr>
<th>scene</th>
<th>original text</th>
<th>commentary</th>
<th>sincere affection</th>
<th>noble aspiration</th>
<th>life philosophy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>spring flowers</td>
<td>You had an extravagant life before spring flowers</td>
<td>✓</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>moon, so many memorable hours</td>
<td>you had much romantic experiences under the autumn moon</td>
<td>✓ ✓</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>attic</td>
<td>Watching the moon on the attic, you, an Emperor, are doomed to be lonely for a thousand years.</td>
<td>✓</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>last night in vernal wind</td>
<td>East wind is… nothing to you, who does not deserve sympathy and mercy from the later generations!</td>
<td>✓</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>reminds cruelly of the lost moonlit land.</td>
<td>Watching the moon on the attic, you, an Emperor who make the Southern Tang Dynasty decline…</td>
<td>✓</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>carved balustrades and marble steps must still be there,</td>
<td>things has changed so greatly</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>but rosy faces cannot be as fair</td>
<td>The memory of extravagance and romance that you can’t help recalling and writing…</td>
<td>✓</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>if you ask me how much my sorrow has increased, just see the over-brimming river flowing east</td>
<td>Your sadness, your depression, and your sorrow make water lose its joy and has been wailing for a thousand years for no reason!</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
</tr>
</tbody>
</table>

According to readers’ common understanding, Song lyrics are mostly love songs. Based on the above grading standards, it is not difficult to find that the analysis of the sincere affection is the most excellent while the noble aspiration and life philosophy in this lyric are not easy to understand after analyzing the commentary texts of the selected Chinese teachers. How does this kind of love songs imply noble aspiration and life philosophy? In a certain sense, love is a kind of physical and mental commitment as well as lofty dedication and divine affection. Same with doing research and working, it is a manifestation of the realm. The devotion to study and career can be derived from the dedication to love, showing that little lyric implies noble aspiration and life philosophy. In his work Postscript to Lyrics of Wu Sidao Li Zhiyi, a lyric writer in Song Dynasty, write that lyrics are most difficult to write…The words are limit while the meaning is limitless, and meaning is understood while the feelings are endless, illustrating the depth of lyrics.

5.2.2 Deconstruction of Poetic Imagery of Tang Poetry

Taking the poem On Climbing Youzhou Tower written by Chen Zi-ang as an example, this paper will demonstrate the graded standard of commentary.

Commentary about On Climbing Youzhou Tower:

Bright star in the sky falls down and does not shine any more, and clean water in the river flows away and does not come back any longer. Seawater recharges, engulfing the only oasis in the desert, and strong wind blows, sucking the water with dust and dryness. Who is claiming that history has
not gone away from us and future has arrived in advance? Who is drivel history ends here because of the moral decline and rulers’ cruelty? Only lofty minds can rule the country. The history teaches a lesson and the future is worthy of expectation. Jieyu song that Confucius and Mencius display their abilities whether they gain appreciation from the authorities or not, let alone me. Like Qu Yuan, who had “cultivated his moral character” but drowned himself in the river of his country, Boyu, although having “put his family affairs in order”, embraces frustration on the border of the North China. The poets cannot find the way to display his talents, let alone to “rule the state and the world”. The heaven is broad and remote while waves goes up and down, and tears of the poet streams down with the writing of this 22-word poem. Scoring conditions, as shown in Table 3.

Table 3. Scores of the Commentary about the Poetic Imagery of the On Climbing Youzhou Tower.

<table>
<thead>
<tr>
<th>scene</th>
<th>original text</th>
<th>commentary</th>
<th>sincere</th>
<th>noble aspiration</th>
<th>life philosophy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The past, future, forever, tears.</td>
<td>…standing in the turn of history…noble aspiration</td>
<td>✓</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>the sages, those of future years</td>
<td>Confucius and Mencius display their abilities whether they gain appreciation from the authorities or not...let alone to “rule the state and the world”.</td>
<td>-</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Sky and earth forever last</td>
<td>The heaven is broad and remote while waves goes up and down.</td>
<td>-</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Where...past...future</td>
<td>Only lofty minds can rule the country.</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Full marks:100

The teachers’ commentaries are evaluated according to this criterion. According to the grading results, it is not difficult to find that the meaning of same words is different to different people. The reason is that everyone is an independent individual influenced by factors such as growth environment, education level and the surrounding environment, leading to different understanding of the three indicators of the poetic imagery. At the same time, we can get a glimpse of the cultural qualities of the language teachers from their commentaries. Thus it can be seen that teaching does not have a uniform standard, and it does not make sense for teachers to teach according to some fixed pattern and rules. The so-called qualitative analysis, to some extent, only provides a basic standard for teaching, and the teaching effect should be depend more on subjective initiative of the teachers who reinterpret works on the basis of grasping the indicators of the teaching of poetic imagery.

Besides, poetry is a kind of emotional art expressed by words and texts. The emphasis of this research is that teachers are expected to interpret texts made up of words with the help of their knowledge, experience and personality, making the deceased writers and the gradually fading scenes and dissolving emotions in their works reappear clearly in the front of students. This teaching method is adopted not only to pass on knowledge, but also to inherit culture of China.

6. Making Stream Media Presentation

It is the common sense that information technology can broaden the classroom and increase the capacity of teaching. Similarly, it can also be applied in teaching classic poetry in order to increase students’ appreciation and comprehension of poetry. Online resources sharing can undoubtedly enlarge the learning content and counteract the downsides of classroom teaching. Being familiar with online resources is important for teachers when they prepare for the class teaching. Based on their cultural background, teachers can re-create the poetry through writing poetry commentary, but it is not the teaching goal. Instead, as the soul of stream media presentation, original text of poetry, combining with prepared written commentary, pictures, voices, shapes as well as other forms, becomes finished teaching presentation presented in front of students. Such a vivid teaching method can fully mobilize the sensory system of students and help them appreciate poetry deeply besides basic understanding and even sympathize with the authors. Therefore, as the main medium and tool for teaching, stream media presentation holds an important position in poetry teaching and is an indispensable part in classroom teaching. It echoes the old Chinese saying “right tool for the right
job”. The stream media in this essay is different from its implication in technical field, and instead it merely refers to the application of multimedia technology in teaching and affiliates to broad multimedia.

6.1 Name of Multimedia Software and Mrocess of Making Presentation

The multimedia software Corel Video Studio 11 (Huishenghuiying 11) is being used. Making stream media presentation consists of three stages and five procedures. The former refers to preparation stage, stage of five procedures and stage of inspection and acceptance.

6.1.1 Preparation Stage

First step: Install Corel Video Studio 11 in the computer and check everything in advance.

Second step: Select suitable pictures or make videos based on the scenery, sentiment, aspiration and philosophy in the poetry and its commentary.

Third step: Record the commentary and the introduction of poets.

Fourth step: Choose the suitable background music for the presentation.

Fifth step: File the prepared pictures, music, recording, and videos in order and put them in a file for later check and use.

6.1.2 Stage of Five Procedures

First procedure: Reading the poetry coherently to acquaint learners with the primary understanding. Then it comes to poetry analysis sentence by sentence; finally reading the poetry from beginning to the end again so that learners can have a whole perception and appreciation of its artistic implication after fully comprehending the original text. It follows the sequence of “summary-details-summary”. The poetry is presented in the form of text and audio. The text is input by the teacher himself who later puts the prepared audio into the text. He should balance the text presentation and reading rhythm and make sure they are simultaneous. Instead of the traditional text-only model, this kind of teaching method combines both the visual sense and the audial sense. In addition, it is preferable to choose professional reading which can help students experience the sentiment of poetry.

Second procedure: poetry commentary has the largest workload during the production of stream media presentation. The maker should read and record the prepared commentary and put it together with pictures and background music. It should be highlighted that the text of commentary, speed of audio and changes of pictures should be simultaneous. In other word, where the voice goes, the corresponding picture and text should be presented. It can improve the appearance of presentation and at the same time refrain from the misunderstanding caused by discrepancy between voice and pictures or texts. The selection of pictures holds an important position since they are most visible during presentation.

Third procedure: the introduction of the author includes the introduction of the poet himself, his writing style and his main works. The maker is expected to make an audio file for this part. The speed of presenting pictures should depend on the reading rhythm. These pictures mainly consist of portraits of the poet and landscape painting in accordance with main style of the poet. Different from the second procedure, text in this procedure are not expected to be presented one word by word. The ending part of the background music should fade out so that it can naturally transit to the next procedure without any haste.

Fourth procedure: re-presenting the original text of the poem. This procedure re-presents the first procedure. After being enlightened by the commentary, pictures and background music, the readers can have a better understanding and appreciation of the poetic imagery of the poem as well as the sentiment, aspiration and philosophy rendered by the poet through his poem.

Fifth procedure: Ending part. It mainly includes the writing and recording of commentary and presentation of music and other elements. The dynamic and meaningful pictures in this part can leave imagery room and deep impression for readers.

6.1.3 Stage of Inspection and Acceptance

Integrating the five procedures and checking the finished work. The final presentation is expected to be flawless, fluent, beautiful and dynamic combining both text and pictures.
6.2 Criteria

The presentation is expected to be fluent and accurate, and at the same time it should accurately and vividly re-present the thoughts and feeling of the original poem and its commentary, which is the most important and fundamental criterion. Secondly, check the flaws in the presentation and get rid of them, including pictures, background music, audio file, text font and aesthetic look.

Conclusion

With the goal to improve the teaching of poetry and Chinese teachers’ cultural background, the essay discusses the teaching of poetry and its poetic imagery in Chinese class and the teaching design of poetic imagery in the form of writing commentary and making stream media presentation. The conclusion is as following.

Firstly, when scoring and analyzing quantitatively the written commentary, the author of the essay finds that teachers get the highest score in terms of “sincere feeling”. It means that teachers can basically comprehend the sincere feeling expressed by the poet through the images in the poem. It is well known that teachers have acquainted themselves with common images in poetry after a long term learning and accumulation. For example, waning moon generally expresses grief and sadness; willows and pavilion for parting; thin body figure and teary eyes for sadness. When analyzing poetry, teachers can understand its main feeling upon seeing these common images. Therefore, accurately comprehending and teaching poetry is impossible without the accumulation of teachers over a long time. Teachers are expected to collect and accumulate the images in poetry during their daily life and teaching, which is conducive to quickly and effectively comprehend the main sentiment of any poem.

Secondly, compared with “sincere feeling”, “being philosophical”, the second criterion for teachers to understand poetic imagery, is lagging behind. In some poems, the poets render some philosophy to readers via common images, including folk customs being popular in ancient times or philosophy of nature. There are a large amount of sentences rendering philosophy in ancient poetry. Taking a look at the commentary written by teachers, the author of the essay finds that teachers can inadequately comprehend the philosophy implied in the poetry and therefore they get a low score in this part. Folk customs being popular in ancient times can rarely be carried on nowadays and most of them have already disappeared, which is one of the reasons why teachers can hardly comprehend the poetic philosophy.

Thirdly, in terms of the criterion of “being ambitious”, there is an unique phenomenon. When facing scholars of Unconstrained School (Haofang School) such as Su Shi, teachers can recognize the aspiration of poetry easily even though their works seem to express affection between lovers. On the contrary, when dealing with poetry from scholars being well known for expressing love and affections, teachers can hardly comprehend their big ambition in their poetry. In other word, before reading the poem, teachers have already had a rough idea about the poet and identified the author with his previous style. There is no doubt the pre-reading psychological presupposition will refrain teachers from accurately comprehending poetry. It should be noted that the author of a poem will change his state of mind in accordance with his life experience and vicissitudes of times. The author may have absolute different life attitude and feelings at different times, and therefore the teacher should discard the presupposition about the author and make objective and brand-new analysis over the writing background. Only in this way can he accurately re-present the poetry.

At last, it is about making stream media presentation. Since Corel Video Studio is not hard to learn and handle, every teacher can quickly get acquainted with the software and use it to make vivid presentation. Even though they can quickly master it, the author of the essay finds that many teachers are reckless when making their presentation such as a synchronism between text and voice. These fiddly details are important for the visibility and aesthetics of finished presentation in front of students. Therefore, when making multimedia presentation, teachers should pay attention to details and make their presentations as good as possible, and it is the fundamental requirement for each teacher.
To sum up, because of different life experience, upbringing surrounding, character and education, teachers vary from one to another in comprehending and appreciating poetry. When designing the teaching of poetic imagery, the Chinese teacher should fully leverage his empathy to combine the poetry with his own cultural background after being familiar with the writing background. It can effectively improve the appreciation of poetic imagery as well as the teaching capability of poetry. On the other hand, the poetry and poets in ancient times can be vividly and authentically presented and students can be edified accordingly so that the goal of improving humanistic quality of students can be achieved in poetry teaching and even in Chinese teaching.

References