Research on British and American Literature Teaching Based on Cognitive Poetics[*]

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The gradual implementation of the new curriculum reform has led to a particularly severe challenge in the teaching of English and American literature, which still adopts the traditional teaching mode. Interpretation of text is the focus of cognitive poetics, which can effectively combine people's daily cognitive ability and literary ability, thus enlightening the teaching of British and American literature. Incorporating the concept of cognition into English and American literature textbooks can completely subvert the traditional evaluation and teaching mode in the past. It is also an effective way to improve students' humanistic quality and improve the communication between students' literary cognition and daily cognition experience.

Keywords: new curriculum reform, British and American literature, cognitive reading

With the advent of the era of reading pictures and the era of information, the current mainstream reading mode has been transformed into shallow reading, and practical courses in colleges and universities have gradually marginalized the status of English majors in literature courses, gradually reducing the influence and attractiveness of literature in the minds of students. In recent years, many scholars have discussed the application of literary theory in literature teaching, which requires further research on the teaching mode of British and American literature. With the gradual discovery in the 1990s, educational methods and educational concepts have been greatly influenced by cognitive science. In order to effectively combine literature and cognitive science, among these research results, the important role of cognitive poetics in literature teaching has not been explored.

Cognitive Poetics and Literary Teaching Philosophy

Because the current methods and concepts of literature teaching in colleges and universities are deeply influenced by different literature research theories, from the perspective of ethical criticism, literature teaching attaches great importance to the moral education function of literature, and demonstrates the effective improvement of the humanistic quality of literature teaching and research awards. The subject of cognitive poetics is relatively new, and it can be divided into three stages in the development process of more than 20

years. Cognitive poetics is the first stage. In this stage, the main purpose is to discuss the problems existing in the process of appreciating poetry, and mention the conceptual metaphors used in reading poetry and the concepts in daily life. The system remains consistent. The poetic character of mind belongs to the focus of cognitive poetics research at this stage, which fully emphasizes the consistency between the daily life mind and the mental activity of reading literature, and emphasizes the cognitive and analytical mental activity. The second stage is to effectively combine cognitive linguistics and cognitive poetics, with the full application of the relevant theories of cognitive linguistics to explore the textual characteristics and reflect the mental style. The third stage is the study of cognitive poetics based on cognitive psychology and cognitive linguistics. At this stage, the purpose of the study is to read literary texts, and it fully emphasizes the literary context, interaction, and experience of literary reading. From the above analysis, it can be seen that the current study of cognitive poetics is a reading mode oriented to text. In the process of literary text interpretation, through the application of cognitive theory and the borrowing of cognitive science achievements, it actively explores the mental activities in the reading process. Comparing with Reception Response Theory, which actively advocates individualized reading for students, cognitive poetics also focuses on interpreting texts, but places more emphasis on experience, meaning, and generative concepts, and focuses on cognitive processing of reading processes. In addition to the process of containing information, I also feel that literary ability belongs to people's daily cognitive ability, and literary mental activities belong to daily mental activities. From the perspective of literary function, compared with traditional poetics, the mental process of reading is the fundamental difference between cognitive poetics, which focuses on the ethical and rational results of reading.

Generally speaking, it is difficult to improve students' appreciation level, which is a major bottleneck in the current teaching of English and American literature. A considerable number of students find it very difficult to understand literary languages, especially foreign literary languages, and feel that no matter how hard they read, they cannot comprehend the meaning contained in them. British and American literature courses can be divided into five levels according to the content of the goals, which are the cultivation of humanistic spirit, insight into life and the meaning of life; basic methods and knowledge of criticizing British and American literature; reading and experiencing the original works of British and American literature; with the help of British and American literature to understand the national character and British and American culture; basic knowledge of British and American literature. For a long time, the teaching of English and American literature in my country has neglected the most basic process of reading and experiencing the original works of British and American literature. It can even be said that there is no effective method for this process. In recent years, although the importance of students' reading has been continuously emphasized, the basic problems of reading experience cannot be effectively solved. Although a large amount of reading can ultimately improve students' aesthetic ability, it is unrealistic to allow students to read a vast sea of literary works within a limited time. In view of this situation, the fundamental problem of implementing literature teaching is to let teachers guide students to understand the content of literary works, not to give students sufficient opportunities and time to read independently.

Selecting and studying cognitive poetics can provide us with effective help to deeply understand literature. What is commendable is to bring the high aesthetic height into the realm of life. When students master these basic models, they can understand literary works more clearly. By effectively combining personal reading and

life experience, they can stimulate different aesthetic feelings and reading experiences, and subtly improve their humanistic quality.

Cognitive Poetics and Construction Literature Courses

In the process of literature review, cognitive poetics can be said to open a new window, which can provide new ideas for the construction of literature courses and new ways to approach literary works more effectively. Among the various cognitive abilities of human beings, literary ability is only one of them. With the help of daily cognitive experience, students' ability to appreciate literature can be improved. According to this idea, the implementation of teaching should add the addition of selected examples from the past. The above pattern of literary history knowledge is broken, and the use of cognitive model associations, which makes students more receptive, helps to increase the experience of students' literary works.

In the field of education in our country, the existing mode of compiling teaching materials should be completely changed. Nowadays, textbooks are basically written according to the chronological order of introducing literary background—introducing writers' works—selecting works—annotating works.

Historical knowledge is the first foundation for students in class, and most of the class time is consumed by the selection and reading of works. Students' interest and attention are not as good as in the initial stage. Students have difficult to understand works. The role of annotations is only to carry out individual words. The interpretation of words has not yet provided corresponding help for students to understand the overall connotation of literary works. A system such as chronicle can allow students to use ancient literature that is relatively long from their own time, and ignore modern and contemporary literature due to the tension of class time, or the embarrassing situation that teachers and students have less interest at the end of the term and simply pass by. Some scholars have paid attention to this issue in recent years. For example, *Introduction to British and American Literature* believes that it is necessary to read more works created by contemporary writers, and must mainly study literature such as style, plot, theme, folklore, narrative, characters, and genres. Grammar knowledge is supplemented by an introduction to classic writers and works of British and American literature. *The British and American Novels* co-authored by Wang Shouren and Zhao Yu broke the previous pattern of taking history as an outline, and the selection process was that the outline was the elements of the novel. These attempts have played an effective role in promoting the development of English and American literature teaching. However, in essence, writing literature textbooks that take novel elements or literary grammar as the outline has not yet broken through the professional problem, and students have not yet read it. It is very difficult to fundamentally improve reading ability.

From the author's point of view, the writing of literature courses must use some common cognitive topics as outlines. Teachers can refer to the textbook *Literature and Ourselves* published by Longman Company, which uses literary themes as outlines, and it can often play a good role. In this textbook, some literary elements are briefly introduced at first, and on this basis, works of various forms, periods, and countries are included in succession according to themes such as language art, human weakness, family, pursuit, sense of responsibility, and gender relations. These topics are frequently thought about in everyday life, and the cognitive experience of all people is either the same or different, and these topics are represented and interpreted differently in different literary works. Teachers should actively organize students to communicate their own experiences and feelings on the topic during the lecture, so that students can analyze how the work unfolds this topic, and then compare their own experiences, and finally they can deeply understand the work.

Judging from the actual situation, in the current college English teaching, the topic-based teaching material organization has begun to take shape. According to a lot of practical data, this organization is in line with the academic recognition of colleges. One of the most effective methods is to stimulate students' interest in learning with the help of hot issues in today's society. In recent years, the planning textbooks of several times have used the model of traditional works and literary history in the past, and have not yet paid enough attention to the law of human learning and cognition. The effective grasp of literary historical facts does not belong to the ultimate purpose of learning literature. The ultimate purpose is to improve students' humanistic literacy. Therefore, at this stage, colleges and universities are extremely lacking in new textbooks that can conform to students' cognitive laws.

After the obvious changes in the teaching materials, the assessment methods and classroom organization will also change accordingly. Establishing students as the leading discussion-based teaching will definitely be the way to take cognitive topics as the leading classroom teaching, which will completely break the predicament of traditional teachers. With the use of multimedia technology, more and more students lose interest in external stimulation methods, and they like the inner expression desire based on their own cognitive experience. The traditional standardized test paper, which was thought to only test students' proficient memory of literary and historical facts, was not adopted, and was influenced by the participation of a large number of students, resulting in the possibility of formative evaluation, not the final exam for life. From the perspective of the composition of the evaluation, it mainly includes the written and oral expression ability of students' cognitive works, participation in class discussions on topics, and the degree of extension after class. The author once regarded the organization of reporting and performance as part of the evaluation of students. Students wrote and performed various literary works according to the knowledge they learned, and received good results, which played an extremely important role in improving the overall quality of students.

Conclusion

All in all, cognitive poetics is an emerging science that has only gradually developed in the past two decades. Although it is still in its infancy, the concept of literature teaching is inspired by some basic viewpoints of cognitive poetics. It is feasible to understand the cognitive model of literary works based on the conventional cognitive model of things. The compilation of English and American literature textbooks takes cognitive poetics as the foundation, completely changes the traditional evaluation and teaching mode, and connects and communicates between students' literary cognition and daily cognition experience. It is also an effective way to improve students' humanities.

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