

The new development of the research on the education of small novel in the new era

——A study on the teaching theory and practice of Liu Haitao's small novel education

Kuifen Zeng

School of Culture and Media, Zhanjiang University of Science and Technology , Guangdong, China.

757264437@qq.com

Abstract. In the field of small novel, Liu Haitao is not only the creator, critic and researcher of small novel, but also the educator and promoter of small novel. As a "Small novel Educator", Liu Haitao's contribution to small novel education is a new development in the field of small novel research in the New Era. Since the new period, Liu Haitao has carried on the unique exploration and the practice in the small novel education teaching domain. He combined small novel with writing education, with language education, with teacher education, with creative education, and so on. It has realized the unity of literature education and writing education, teaching and scientific research, teaching and learning, tradition and modern. It has played a very important guiding role in the literature education and research of universities, middle schools and primary schools.

Keywords: Liu Haitao; Novel Education; Unity of Teaching and Research; Mutual Benefit of Teaching and Learning; Information Technology Education.

1. Introduction

In the field of small novels (synonymous with micro novels in this article), Liu Haitao has multiple identities. He is not only the creator, critic, and researcher of small novels, but also an educator and promoter of small novels. He has been present throughout the development of contemporary Chinese short stories. In 2020, short stories were officially included in the annual ranking of the Chinese Fiction Society, which Lu Ling believed was "due to the creative achievements made in the development of short stories". [1] Since entering the new century, Liu Haitao has not only written outstanding works in the theoretical research of small novels, but also made unique contributions to the education and teaching of small novels. Yang Xiaomin believes that Liu Haitao should have the hat of a "small novel educator". He is one of the earliest and longest lasting university professors in China to offer short story courses. [2] Liu Haitao has conducted unique exploration and practice in the field of education and teaching of small novels, playing a very important guiding role in literary education and research in universities, middle schools, and primary schools.

2. Integrating Literary Education with Writing Education

As is well known, literature has aesthetic, educational, and cognitive significance. Chen Pingyuan said: In the past, "literature" was "education". [3] Cao Wenxuan also said that from the beginning, literature was based on morality. In today's materialistic world, the power of literature becomes increasingly insignificant, and the significance of literary education becomes even more important. Professor Liu Haitao has a unique insight into how to fully leverage the role of literary education. Starting from small novels, he has fully utilized the aesthetic, educational, and cognitive functions of literature.

Mr. Yang Xiaomin said, "The educational significance of small novels is greater than its cultural significance. Because the style of small novels has both elite cultural qualities and a mass cultural market, it will play an immeasurable role in improving the cultural level, aesthetic appreciation ability, and overall national quality of the entire nation." [4] Love literature from a young age, Liu Haitao, who enjoys telling stories, keenly realized the educational charm and huge

development space of short stories. Since 1988, he has been developing micro novel courses in universities. On the one hand, he guides students in writing, and on the other hand, he utilizes the literary education power of short stories to cultivate students' noble humanistic sentiments and humanitarian spirit. "Small novels are the cultural carrier for studying social change and cultivating humanistic quality." [5](P.23) Liu Haitao believes that appreciation of micro novels is a popular aesthetic phenomenon in modern society and can reflect a certain elegance. The "aesthetic economic principle" of modern people has greatly increased the demand for concise literary styles (short novels, short essays, and short poems). From the excellent works of contemporary Chinese literature in Southeast Asia, it can be seen that in the short and concise style, one can still adhere to the position of literature, raise the ideal banner of literature, and express the poetic brilliance of human nature.[6](P.43) Therefore, Liu Haitao decisively constructed small novels as the main battlefield of education and teaching, Introducing concise literary resources into education and combining literature with education can truly realize the essence of education in the aesthetic of literature.[6]

Literary education places more emphasis on sensibility and infection when imparting knowledge, and on stimulating, infecting, and resonating with the emotions and emotions of the educated. Therefore, storytelling, storytelling, and storytelling are the most frequent activities in education, and are commonly used and effective educational methods by teachers.[7] Liu Haitao is particularly good at guiding students and enjoys telling literary stories to them, He guides students to read their favorite short and concise literary works through correct aesthetics, and connects them with their own learning and life. "From them, they can see their own figure, understand the true essence of life, gradually understand the survival status of people, and thus understand the historical changes of a country and a nation." [6](P.43) Liu Haitao transformed literary education into a happy learning process through storytelling, He proposed active and exploratory learning of "appreciation learning discovery", followed by further research and creative learning of "discovery research expression" [6](P.43), and closely linked literature with life, so that students can unconsciously feel the aesthetic and educational role of literature in the poetic brilliance of literature.

A wonderful micro novel can truly, comprehensively, and aesthetically reflect society and condense it; countless micro novels can be carefully combined and transformed into a 'life corridor' of an era. [6] (P.44)Liu Haitao combines micro novels into "life cases, social cases, and historical cases", and studies the micro novels that depict human growth as cases of adult destiny, By analyzing the weaknesses of human nature through high-quality cases that depict the profound and inferior nature of human nature, categorizing and summarizing youth love stories, examining motivational themed cases, and examining ethical themes, students can experience life, discover themselves, learn history, learn to survive, and improve their overall quality through enjoyable aesthetic reading. [6](P.44)

Twenty years ago, most of the short stories focused on the expression of political connotations. After entering the new century, the content of the short stories became more rich, and their philosophical and cultural connotations (with more prominent human nature) continuously aroused readers' recognition and resonance. Professor Liu Haitao guides students to interpret the meaning of the short story text, from political connotation to philosophical connotation to human connotation, to understand the strong shock of the art of short stories, the penetration of life into human nature, and to comprehend the true, good, beautiful, false, evil, and ugly aspects of life. In the teaching of small novels, Liu Haitao attaches great importance to the literary education role of small novels. He is obedient and persuasive, and through the reading of micro novels, carries out aesthetic education in literature, cultivating students' correct outlook on life, worldview, and values, and improving national cultural quality. From a long-term perspective, it is also important to cultivate creators and researchers of micro novels, which is also of great significance for promoting the national cultural cause and cultural industry.

3. Integrating Teaching and Research

3.1 Adhere to the teaching model of "teaching research and innovation"

Liu Haitao said, "Teaching and research are the basic guarantees for the professional development of teachers." [8](P.50) Liu Haitao closely combines the theoretical research of small novels with classroom teaching. Because the course itself is teaching, it is necessary to strengthen the theoretical research of small novels while delving into teaching. On the contrary, the same is generally true. By doing a good job in theoretical research on small novels, it lays the most solid foundation for teaching. In the education and teaching of small novels, Liu Haitao advocates for the educational concept of "research-based activities", and at the same time achieves innovation in the connotation and form of "research-based learning". [8](P.49) The theoretical basis of "research activity" originates from postmodernism philosophy, new knowledge view and constructivist learning theory. This is not a new learning method, but a new inquiry learning framework. American scholar Samanthi pointed out that exploratory activities are a fundamental way of human learning. Starting from practical problems in teaching, Liu Haitao takes "exploration" or "research" as the core activity, discovers and solves problems, and naturally ties "teaching" and "research" together.

In the process of small novel education and research, Liu Haitao first proposed the teaching concept of "modern reading and writing", then proposed the curriculum construction concept of "aesthetic reading, research learning, creative writing", and then proposed and implemented the teaching model of "three steps of innovative writing training", forming the preliminary model of "production, learning and research chain". In 2007, he proposed "teaching research innovation", which is a curriculum activity that integrates teaching, research, and creation, and has always been exploring a path of higher education reform that integrates industry, academia, research, and teaching research innovation. He said, "The comprehensive quality and ability level of a teacher are often reflected in his ability to not only excel in teaching, but also effectively engage in the reform and research of Chinese (writing) courses. He can also personally engage in creative activities, and use some excellent achievements to build and refine his reputation, thus forming a subtle influence on students.[8](P.52) He always regards teaching practice as the most basic principle, while closely combining with the development needs of the times, pursuing innovation and change, in order to obtain creative research results.

3.2 Constructing the Teaching Model of "Integration of Industry, Education and Research"

In the education and teaching of short stories, Liu Haitao has always been committed to cultivating students' humanistic literacy and aesthetic character. He has expanded his learning from within class to outside class, expanded his theory to practice, and expanded his learning from real practice to online activities, exploring the "integration of industry, academia, and research" teaching mode of short story education. It mainly refers to activities where students, under the guidance of teachers, independently engage in research-based learning to acquire theoretical knowledge, and through practical activities of scientific research, produce creative knowledge.

Liu Haitao pays attention to the cultivation of students' active learning ability, such as "the integration of teaching, doing and research, active practice, improving ability and highlighting expertise" [8](P.79), and pays attention to the combination of theory and practice, and the integration of theoretical learning and project research. There are three ways in which he provides research to students: firstly, teachers' own research projects with student participation; Secondly, guide students to apply for their own projects; The third is to learn from others' research and value feedback from teachers. In this type of research-based learning, students actively explore, discover, and experience through scientific research activities, promoting the internalization of knowledge and forming certain practical and research abilities. Research results are not only conducive to the development of education and teaching, but also can be extended to the level of social services, and promote a virtuous cycle of "integration of industry, academia, and research".Through the

"mutually beneficial" teaching, research, and practice of "teaching research and innovation" and "industry university research", Liu Haitao's innovation and reform in the education and teaching of small novels have achieved good results, and have had a huge influence both inside and outside the province.

4. Integrating Teaching and Learning

Professor Liu always adheres to the principle of mutual learning in the education and teaching of short stories, and teachers and students are always together. Professor Liu Haitao has always emphasized to his students that "writing ability is one of the core competencies in the modern workplace". Liu Haitao's research-oriented learning on micro novels places special emphasis on the "win-win cooperation" between teachers and students. Through teacher-student cooperation, new research results on micro novels are produced, bringing countless young students into research topics and exploring and researching together with them using the specific selfless and caring teaching methods of the teaching profession. The innovative spirit, will, and methods of young people in turn inspire teachers, Activate teachers' research mindset.

Firstly, expand the small education group to promote the construction of "high-quality courses". From the 1990s to the present, he has carried out innovation and expansion in small novel education, offering elective courses in small novels, from graduate to undergraduate students, from Chinese majors to non Chinese majors, from universities to primary and secondary schools, from schools to training institutions, from students to (Chinese) teachers. Liu Haitao has comprehensively expanded and extended the new connotation of "students", He has played a positive role in cultivating the literary appreciation ability of teachers and students (non Chinese), literary research ability of teachers and students (Chinese major), and cultivating the future group of micro novel authors and readers. [6](P.45) With the expansion of the student group, it is bound to promote further innovation and construction of micro novel courses, and further improve the level and quality of micro novel courses. Taking this as a motivation, with the efforts of Liu Haitao and his team, in recent years, the course of short stories has finally been built into a national high-quality course, highly praised by teachers and students.

Secondly, expanding the research community has promoted innovation in the theory of small novel research. Use the topic selection of micro novels as a guide for undergraduate thesis research. Liu Haitao began this research in 1995 and has been unstoppable ever since. Under the careful guidance of Liu Haitao, some students even linked their academic year papers with their graduation papers for thinking and homework. Through two consecutive years of thinking, research, and accumulation, some students were able to skillfully combine, use, promote, and innovate the theory and practice of micro novels, as well as induction and deduction. For example, Chen Xiong, a 2004 graduate under his guidance, combined more than ten of his own course papers The academic year thesis and graduation thesis have been compiled into a 160000 word manuscript titled "On Teng Gang's Micro Novel Creation", which can be considered a miracle. [6](P.47)

Under the effective guidance of Professor Liu Haitao, his students have successively achieved many achievements in the field of small novel research. As early as 2012, his students had rough statistics. Liu Haitao's students had over 500 small novel works and reviews publicly published, and had won various provincial awards multiple times. In 2011, 34 students' course papers, academic year papers, and graduation papers were arranged in a spectacular combination to form the "Little Novel Monthly", and even the fifth issue of the "Little Novel Monthly" became the "Special Account of Zhanjiang Normal University", Therefore, experts praised "Zhanjiang is the research center for micro novels in China and even the world" in the "opening remarks" (Xue Di). "Zhanjiang is a city in the southern end of China, and the comments on micro novels are also in a relatively early position." (Shen Ping). [5](P.12) In addition, the papers of 20 undergraduate students under the guidance of Professor Liu Haitao were all selected for the "Golden Sparrow Award Winning Writers Collection" published by World Book Publishing Company. Under his

guidance, undergraduate student Xiao Fu wrote and published an academic monograph titled "Curriculum and Teachers in the Internet Era - Liu Haitao's Research on Microliterature", which summarized the research and teaching achievements of Liu Haitao's micro novels in a length of 240000 words, truly witnessing the mutual growth of teachers and students. Teachers are regarded as the research objects of students, and students are regarded as the research objects of teachers. "The theories of quality education, success education, effective teaching methods, research-based learning, creative teaching methods, and a teacher's professional skills in modern education are all included in this case.[6](P.56)

In the process of guiding undergraduate students' theoretical research papers, Professor Liu Haitao continuously delves into innovative viewpoints on guiding students' theoretical research, and proposes a teaching viewpoint of "combining induction, illustration, and citation". After analyzing a considerable number of creations, specific theoretical viewpoints can be summarized, and at the same time, certain new cases, especially complex new cases, can be analyzed and explained to illustrate and propose a specific theoretical viewpoint. In the process of using induction and illustration methods, research materials from others and even research conclusions from others can be continuously cited.[5](P.17)

Through repeated teaching and research, Professor Liu has produced the results of the "theoretical landscape" in "Chinese Microfiction in a Global Context". In addition, Liu Haitao specifically analyzes and summarizes students' research papers and compares them with his own research on the works of the same author, in order to summarize an effective set of research and writing methods, which is reflected in his monograph "Models and Methods: A Little Tutorial".

The third, generative teaching has verified the effectiveness of teaching and learning. Generative teaching is a dynamic and diverse teaching approach that emphasizes the interaction between teachers, students, and texts. It emphasizes the acquisition and enhancement of meaning through dialogue and communication with teachers and texts based on the original understanding. Liu Haitao always adheres to the student-centered educational philosophy in his teaching. He pays attention to, cares for, respects, and understands students, and focuses on cultivating their humanistic perspective and innovative spirit. In the construction of the "generative curriculum", he takes the teacher as the center and the student as the center, emphasizing equal dialogue between teachers and students, and respecting students' independent thinking; The teaching plan adopts elastic design, leaving enough time and space for students to reorganize generative resources; Restarting and guiding classroom teaching to enhance students' learning enthusiasm. He adhered to the ideal teaching model of "integration of industry, academia, and research", transitioning from "teaching classroom" to "learning classroom", expanding the practical space of "teacher research community" and "student learning community", transforming the past "receptive" learning into a learning and research method of "personal participation, active practice, and independent research" for students, [9](P.421) and achieving relatively ideal teaching results.

5. Unity of tradition and modernity

Micro novels are a literary genre that can still thrive after the gradual marketization and commercialization of literature in the high-tech and online era. Liu Haitao relies on teaching websites, introduces teaching concepts and technologies, reforms and innovates teaching models, and is at the forefront of educational reform. He said, "To be a competent and excellent teacher, first of all, your classroom and curriculum must be excellent. I try my best to convert scientific research results into curriculum resources, and use modern educational technology to arm my teaching as much as possible, so that the content and form of the curriculum can attract students." It is precisely this thorough understanding and understanding of education that enables him to continuously make breakthroughs and achieve results in educational reform and innovation, Ultimately, become an innovative educator. Liu Haitao often reflects on his teaching and writing "teaching notes" has become his consistent teaching behavior. In terms of educational methods, he

cleverly edited and combined traditional methods such as teaching, discussion, practice, and reading guidance, and organically integrated them with modern teaching techniques, creating a positive and effective teaching method.

At present, information technologies such as the Internet, big data, and artificial intelligence have become important driving forces for the deep transformation of teaching and learning. [10]Twenty years ago, Liu Haitao keenly noticed that with the support of high-tech and network environment, the entire human way of work and life is gradually transforming; In the context of educational and curriculum reforms, revolution is brewing in the learning methods of all students and the teaching methods of teachers. Liu Haitao is at the forefront of the times, starting to effectively integrate the internet with education. [8](P.41) He became one of the earliest university teachers in Guangdong Province to engage in "cloud" education, and also the first person in Zhanjiang University to carry out "cloud" education.[11] After 1997, Liu Haitao transformed the achievements of micro novels into curriculum resources in universities, and promoted them through network technology and modern educational technology. As early as 2005, when he was hailed as the first year of Chinese blogs, Liu Haitao began to "write blogs". In 2003, Zhanjiang Normal University established the "Micro Novel Special Topic Learning Website", which, as a project of the "151 Project" in Guangdong Province, has received good evaluations from experts and scholars in the field of educational technology in Guangdong Province. The team led by Liu Haitao has launched a "mini novel salon" online for short story writers, which has caused a significant response. In 2006, the "Small Novel Salon" event jointly organized by Liu Haitao's students and the Small Novel Writers Network was rated as the "Top Ten Important Events in Chinese Small Novels". Due to the combination and promotion of network information technology, Liu Haitao's teaching and research activities have attracted the attention of the education and literary circles at home and abroad. There are constantly research teams coming to Zhanjiang to delve into Liu Haitao's classroom, and invitation letters inviting Liu Haitao to teach micro novel special courses are also pouring in.[9](P.77)In 2012, Lu Haitao started the comprehensive application of "microblog+Zack+Baidu". From August 2012, he began to use microblog to assist teaching, providing students with new ways of reading and writing. Through "micro fiction", "flash fiction" and "Zack", students constantly feel the joy of reading, and change passive learning into active learning.

Following this approach, Liu Haitao gradually established specialized learning websites, professional teaching blogs, and diverse Weibo forums in the education and teaching of small novels. With the courage and innovation of a trendsetter of the times, through diverse, participatory, and effective learning methods, he truly realized the leading role of teachers and the main position of students. My education is to enable everyone to exert their subjective initiative, which requires the use of new online platforms. Everyone creates their own media and uses this media to exert their subjective initiative, so as to develop their hidden learning and creative abilities. "[8](P.45) Liu Haitao said and achieved remarkable results, and students fully felt the joy of small novel education and creation through modern technology teaching methods. A student once commented on Professor Liu Haitao, saying that he "uses new concepts, methods, textbooks, and technologies to create a new curriculum for teaching and educating students; achieves a new educational realm that truly cultivates students' innovative qualities and abilities.[8](P.18)

6. Conclusion

Although short novels may not be as broad, profound, and grand as long novels, their short and agile characteristics can more conveniently unleash the value of "greatness". Internal promotion can enrich social and cultural life, promote positive energy, and enhance humanistic literacy. As Xiao Fu, a student of Liu Haitao, said, Liu Haitao's short stories "teach me to actively face my life, teach me to live and learn with all my might, teach me to embrace the world with an open mind, [9] (P.31)It is conducive to more artistic and effective "telling Chinese stories".[12] Mr. Yang Xiaomin

said: As a "Chinese educator of short stories," Liu Haitao's small novel education activities are actually cultivating a small novel readership, author group, and researchers for the next 5 to 10 years; He actually introduced Chinese small novel literary resources into the field of education, playing a certain role in cultivating the cultural literacy and reading and writing abilities of innovative talents in the new era; He has attracted the attention of scholars in the field of higher education with his teaching achievements of small novels with the color of "academic school", refreshing scholars' various new feelings, experiences, and perspectives on the style of small novels. [2]As a "small novel educator", Liu Haitao's contribution to small novel education is a new expansion of the research field of small novels in the new era, Its role is irreplaceable by some novelists and editors.

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