

Research on the Teaching Path of Applied Writing in Internet + Thinking

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Abstract: With the continuous development of society, the Internet is playing an increasingly important role in today's society. The rise of the Internet has facilitated people's lives. Of course, with the rise of the Internet, Internet thinking has also emerged, which is of great significance to all aspects of society. Students who grow up with the Internet have Internet thinking. Therefore, there is a difference in the teaching and learning of applied writing. In the teaching process, we must pay more attention to changing thinking and paying attention to students' participation.

1. Introduction

As soon as the word "Internet" was put forward, it quickly became a hot topic for discussion. Scholars have made relevant explanations on what is "Internet thinking". Zhao Dawei pointed out in his book "Internet Thinking" that "Internet Thinking refers to a process of re-understanding and thinking about the development of the market, related products, departments and units, the enterprise chain and even the entire business economy development market under the background of big data." Therefore, it can be seen that the commercial market has the highest degree of application of Internet thinking, and the development of Internet thinking will directly affect the enterprise's economy and its value [1]. However, Internet thinking is only a way of thinking, not only in business, but in the era of the entire Internet. Therefore, the Internet's thinking should be based on the Internet spirit and the Internet's methodology. This way of thinking is a kind of progress and transcendence of the thinking methods of the modern era, and even a subversion. Affected by this kind of Internet thinking is not just a specific industry, it is involved in all walks of life in today's society. It is also because of the extensive application of this mode of thinking that application writing methods and teaching are constantly changing.

2. User Thinking and Practical Writing

2.1 Achieve the Principle of User-oriented

User thinking plays an important role in Internet thinking. User's thinking means that everything is user-oriented and revolves around the characteristics of users' needs. Therefore, it is necessary to understand the needs of customers so as to make better use of Internet thinking. If this way of thinking is applied to practical writing, it is necessary to fully understand the personal characteristics of students and make everything student-oriented. This teaching method is more conducive to improving the quality of teaching. At present, the student-oriented teaching method is no longer a new teaching method, due to the continuous reform and innovation of the teaching system in recent years. The emphasis of teaching has changed from teacher-centered to student-centered, but this change of emphasis has only been applied to a small part. Most teaching methods have not changed fundamentally, and teachers are still the dominant force in the whole teaching. In the teaching process of practical writing, teachers have absolute power over lecture time, curriculum arrangement and lecture content, and also have absolute power over the examination system and evaluation criteria during examination. Although teachers make decisions based on the actual situation of students, in most cases, they still analyze and judge problems from the perspective of teachers and cannot meet the wishes of most students [2]. This approach does not place power in the hands of students and cannot really put students first.

2.2 Teachers Should Pay Attention to the Change of Thinking in Teaching

In order to truly implement the idea of “students first”, teachers should not use their common thinking to look at problems, but should be able to look at curriculum design from the perspective of students according to their personal characteristics. The first thing that needs to be done is to understand students' interests and hobbies, what types of practical writing are they most interested in, what types of practical writing are they most frequently used, what is the significance of mastering practical writing, what are the biggest obstacles encountered in practical writing, and what are the places that students need teachers to explain most in practical writing. Only by exploring these problems one by one can we really consider the problems from the perspective of students. This not only makes it easier for students to learn, reduces the pressure on students to learn, but also improves the quality and efficiency of teaching, so that students can really participate in the classroom. The participation of students is a necessary prerequisite to ensure the smooth progress of the curriculum. The real participation of students in the classroom can not only stimulate the enthusiasm of students, but also make teachers more enthusiastic in the process of explanation. When students actively listen to the teacher's explanation of the classroom design, they will naturally pay attention to the courses taught by the teacher, and the teacher will conduct more thorough research and analysis on the problems raised by the students. As a result, they can speak more accurate knowledge points, have more objectives in preparing lessons, and master the key and difficult points in teaching.

3. Students' Sense of Participation and Classroom Design

3.1 To Improve Students' Participation

The degree of students' participation should be implemented in the design process of the whole classroom, even the criteria for evaluating the results are included. The traditional teaching method is that the content of the classroom and the rules of evaluation are all decided by the teacher, and the students have no right to decide the content of the course. This kind of assessment method has led to the emergence of malpractices. One is that students are not serious about their homework, and they are just as perfunctory as they are in accomplishing their goals, so they can not learn the knowledge points in their homework. In addition, nowadays the Internet age is so developed that there are numerous templates for application text on the network, so students will copy the template for application text on the network. This habit of plagiarism can not only make students' brain thinking exercise, but also make students develop a bad habit of thinking without thinking. The second is that students have big doubts about the evaluation standard of achievement. This is also caused by the rise of the Internet. The formation of Internet thinking has caused students to question the evaluation of results. We all know that the Internet has no central point. Although different points have different authorities, no authority is absolute. This has caused the teacher authority to shake in the student's heart, especially regarding some practical writing grades. The students think that the teacher's scoring standard is too absolute and irrational to objectively and clearly reflect the true level and score of practical writing, thus questioning the teacher's scoring standard.

3.2 Involve students in the grading of classroom standards

Combined with the development of Internet thinking, students can also participate in the scoring of practical writing. The form of daily homework can also be decided by students themselves, and oral or written homework can be adopted according to their own wishes and ideas. The training of practical writing types can enable students to choose suitable writing types according to their behaviors in daily life and various aspects of community life. Because some students are more active in the community, they can use the type of planning book in practical writing. Some students work in the student union and often communicate and announce some work instructions. this type of students can choose to write the application language of the bulletin type. In the new era of educational reform, the evaluation and design of practical writing can be decided not only by teachers but also by students. For example, students can be allowed to create and design

advertisement documents, and then post the advertisement design drawings produced by them on the campus. The final results can be evaluated according to the reaction effect of students [3]. For example, in the performance evaluation of press releases, students can publish their designed works to QQ, Wechat and other network platforms, and finalize the final results according to their click-through rate and students' comments. This greatly improves the students' interest and enthusiasm in learning, and makes them feel fair in the course evaluation. Of course, to let students participate in the evaluation of classroom performance is not that teachers completely abandon their right to judge their own performance. The design and evaluation of curriculum requires the participation of teachers and students. Students can freely express their ideas and positions. Teachers can also point out the shortcomings of students in classroom design and put forward their own opinions. Classroom design should be jointly participated by students and teachers.

4. Extreme Thinking and Curriculum Design

4.1 Students no Longer Study the Curriculum in Depth

The Internet era is an era of extremely rich information resources, with various software emerging one after another and various news information and learning software emerging one after another. All you need to do is search on your mobile phone, and all kinds of news and materials you want will appear quickly. This is an obvious feature of Internet features-fast. The post-90s young students who grew up together with the Internet are also affected by this kind of Internet thinking, which virtually has a corresponding impact on the education of practical writing. Due to the convenience of the Internet, it is extremely easy for students to inquire about information, so there are various ways to master some unclear knowledge points, which just makes up for the limitation of class time and greatly improves the efficiency of teachers in class education. Of course, along with the appearance of this kind of advantage, there are also some shortcomings, such as shallow thinking when reading, that is, reading only reads the surface and does not deeply understand the profound meaning it wants to express. The shallow thinking of reading results in students' thinking only staying on the surface but not deeply exploring when learning knowledge points, not deeply thinking about complicated problems and not having patience. In traditional classroom education, teachers often analyze every word of every sentence one by one according to the characteristics, significance and writing methods of different practical writing types, fearing that students cannot understand the knowledge points and the whole article thoroughly. However, this kind of education method is no longer applicable to today's students who grow up together with the Internet. This kind of education method is too cumbersome and slow for today's students. The students did not have the patience to understand every word the teacher said. They even thought that the teacher's explanation was unnecessary. In this era of Internet, what the teacher said can be easily seen on the Internet. This leads to problems. If you can't master the types of practical writing, how can you write appropriate and accurate practical writing? In order to solve this problem, we need to use the extreme thinking of the Internet.

4.2 The Embodiment of Extreme Thinking

Internet extreme thinking is mainly manifested in two aspects, the first is simple. Simplicity is simplicity. Applying this feature to practical writing is that when explaining the knowledge points of practical writing, it does not require every knowledge point to be elaborated, but focuses on the knowledge points of students' learning difficulties, starting from the most difficult point in writing. In fact, the most difficult part of students' practical writing is the application of writing skills and the expression of language. Students are often influenced by literary works in Chinese learning, so they are unfamiliar with practical writing. Therefore, teachers should grasp the weakness of students and thoroughly analyze and study this weakness in the course of class, so that students can have a clear idea in the future writing of practical writing, and they are no longer unfamiliar with the writing language application of practical writing. In the analysis of specific types of writing, we should also focus on breaking through the difficulties. In the commonly used practical articles, Party and

government official documents are the most unfamiliar type of writing for students. Students often do not know where to start. Therefore, teachers should pay more attention to the training of Party and government official documents writing, so that students can become familiar with the skills of practical writing from defamiliarization to familiarization. Ultimate thinking is also reflected in the aspect of uniqueness. In the absence of the Internet in the past, the classical Chinese writing skills explained in class will enable students to master relevant knowledge points and writing skills. With the continuous development of the Internet nowadays, practical writing skills are spread all over posts, forums and microblogs, which can be used anytime and anywhere, making it more convenient and fast to learn practical writing nowadays. If the content of knowledge that students hear in the classroom matches the content of knowledge pushed online, the classroom will be of no use and students will quickly abandon this kind of classroom education. Therefore, this requires continuous innovation in the classroom so that the classroom can attract students. As a teacher, you need not only profound knowledge and strong professional ability, but also a sense of humor. A sense of humor is not expressed in telling jokes, but in speaking in a language that students can understand. Proper spitting and blackening of hot words on the Internet will narrow the distance between students and teachers. Of course, at the same time of humor, don't forget to use your professional knowledge to improve students' practical writing ability.

5. Conclusion

To sum up, with the continuous development of the Internet today, Internet thinking has gradually appeared in people's lives, so it is very important to apply Internet thinking to practical writing. This requires us to firmly grasp that the core of applying Internet thinking to practical writing is to improve students' participation. Improving students' participation is conducive to improving students' interest in learning, and can also reduce the distance between students and teachers. In the minds of students, they are not only learning practical writing and its skills, but also really understanding and understanding practical writing. Proficiency in practical writing skills can help students to develop in the future. Experience of practical writing can enable students to find new themselves in the process of participation.

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