A Cross-Research on TPACK and Modern Chinese Course Teaching in the Age of Wisdom Education

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Abstract: With the continuous deepening of China's education reform, college curriculum reform has become an important part of China's education reform. As a professional foundation course, the "Modern Chinese" course has been integrated with TPACK theory in the era of wisdom education, and has become the focus of the curriculum reform of "Modern Chinese" in colleges and universities. In this context, this paper integrates the development and application of technical knowledge into the modern teaching concept by studying the cross-integration path of TPACK theory and the teaching of Modern Chinese, in order to perfect the existing teaching theory of Modern Chinese.

1. Research background

1.1 Literature review

Li Jianhong and Liu Biao once believed that in the era of wisdom education, TPACK and the integration of college education courses brought new opportunities and challenges to university curriculum teaching, adding a bargaining chip for college quality education reform (Li and Liu, 2018)). Wang Cixiao, Zhang Bilan and Wang Jingxin once believed that the acceptance of teachers in Internet teaching is a psychological state that affects teachers' use of certain technologies. The current network teaching in the Internet era directly or indirectly affects teachers' mastery of TPACK theory (Wang and Zhang et al., 2017). Long Manli once believed that the TPACK theory is an effective means for teachers to apply in modern teaching scenarios. Through the development of TPACK theory in the classroom, on the one hand, it can combine subject knowledge, technical means and teaching methods, on the other hand, it can stimulate students' enthusiasm and learning effect (Long, 2016). Ding Wei proposed that the combination of Internet technology and university curriculum can strengthen the ability of university teachers to apply TPACK theory. In the teaching practice, based on the TPACK theory, it not only satisfies the students' needs for learning, but also satisfies the principle that the course professor content conforms to the application and improves the teaching efficiency (Ding, 2017). Yu Xinghua proposed that with the rapid development of the information age, there are various forms of teaching in college classrooms, but in the diversified teaching forms, teachers need to have a solid theoretical foundation of TPACK (Sui, 2018). Qin Wei once believed that in teaching design, technology as a means of teaching tools plays an important role in curriculum practice. As a theory guiding teaching practice, TPACK theory can provide experience and reference for the informational teaching design process (Qin, 2017).

1.2 Purpose of research

In the era of wisdom education, the rapid development of science and technology has penetrated into all walks of life, and people's production and lifestyle have also undergone great changes (Zhou and Jiang, 2016). With the in-depth application of Internet technology in education, contemporary teaching concepts and teaching methods have also changed, and educational informationization has gradually emerged (Zhang, 2017). At present, there are many cross-researches on the combination of TPACK theory and college curriculum, but there is no cross-research on the combination of TPACK theory and Modern Chinese. Based on this, this paper starts from the perspective of the teaching of Modern Chinese in the perspective of wisdom education. Through the analysis of

TPACK theory, the paper proposes the cross-integration path between TPACK theory and Modern Chinese course teaching, and the course of Modern Chinese. The application of instructional design, in order to optimize the teaching of teachers, improve the quality of students' learning, and enhance the utilization of technical knowledge in teaching, in order to provide some favorable suggestions for the continuous development of education reform.

2. TPACK theory

2.1 The rise and application of TPACK theory

TPACK theory is the subject knowledge of integration technology, which is the English abbreviation of "Technological Pedagogical Content Knowledge". The TPACK theory was proposed by Mishra and Kohler based on the theory of subject teaching knowledge of American educational psychologist Shulman (Liu, 2017). The proposal of TPACK theory has organically unified the technical knowledge, subject content knowledge and teaching methods, thus improving the teaching efficiency (as shown in Figure 1).
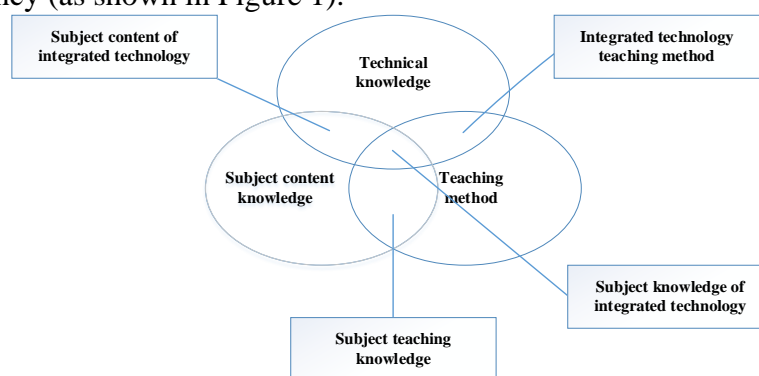
Figure 1.TPACK Framework and Knowledge Elements

2.2 TPACK theoretical connotation

Since 2005, TPACK theory has become a teaching theory researched by various scholars at home and abroad. The research finds that TPACK theory can provide an important theoretical basis for teachers to carry out modern teaching and promote modern education and teaching practice. First of all, with the advancement of the times and the development of Internet technology, the knowledge reserves of traditional teachers have not been able to meet the ever-increasing demand for social teaching. Therefore, with the support of TPACK theory, teachers should have extensive knowledge reserves in the Internet age (Ruan, 2014).). The scope of TPACK theory is very broad, but there is a very close relationship between the three elements. Therefore, the integration of TPACK theory into Internet technology and teaching courses will have a high level of academic requirements for teachers, and three kinds of cross-knowledge should be flexible. Secondly, under the TPACK theory, teachers must not only play a leading role in curriculum practice, but also respect the subjective position of students. TPACK theory is the ability that teachers must master in modern education. As a professor of knowledge and the leading role of curriculum practice, teachers decide whether TPACK theory can be effectively applied in teaching practice. As the designer, reformer and implementer of teaching practice, teachers can not be completely teacher-oriented in teaching practice, but also respect the subject status of students, and should be properly supervised and guided. Finally, the three elements of TPACK theory are not the combination and communication of the surface, but on the basis of the combination of technology and content, the depth of technology is integrated into the subject knowledge and teaching methods, which requires teachers to not pay too much attention to technology in the course practice. In itself, we must focus more on the integration of teaching theory and subject content methods.

3. Cross-integration path of tpack and modern chinese course teaching in the era of wisdom education

3.1 Implementation plan

Using the TPACK theory, the framework is organically integrated into the teaching model reform of the Modern Chinese course. Through the element knowledge of the framework system of TPACK theory and the mutual promotion relationship among various elements, the existing teaching theory of Modern Chinese is perfected, and the guiding role of TPACK theory is fully exerted. At the same time, the use of TPACK theory to carry out theoretical teaching research, improve students' enthusiasm for learning and quality of learning as the subject of the subject, and put forward specific reform measures for the teaching practice of Modern Chinese, and establish a teaching evaluation index system for Modern Chinese. Through the practical combination of TPACK theory and the course of Modern Chinese, Internet resources can provide strong support for students' learning practice and teacher teaching practice in Modern Chinese, and explore the complex relationship between technical knowledge, subject content knowledge and teaching methods. Investigate the diversified practice mode in the process of reforming the teaching practice of Modern Chinese under the TPACK theory.

3.2 Method of implementation

Firstly, aiming at the problems existing in the teaching practice field of Modern Chinese, the TPACK theory is the basic theory of the teaching practice reform of Modern Chinese, and integrates teaching methods, learning methods, Internet learning and modern educational concepts. Modern Chinese course teaching. At the same time, combined with the actual situation of the "Modern Chinese" course in colleges and universities, students are the main body to improve students' learning efficiency and quality, and carry out theoretical training and practical teaching. Finally, the specific reform plan of the teaching content of Modern Chinese is realized, and a perfect evaluation system for the teaching of Modern Chinese is established.

Secondly, through questionnaires, field research, weight analysis and other analytical methods, we can clarify the current situation of the teaching practice of Modern Chinese at home and abroad, and find the problems in the teaching practice of Modern Chinese.

Finally, problem analysis can be carried out through various analysis methods such as case teaching method, literature analysis method, measurement method and model analysis method. At the same time, the relevant problems are collected and sorted out, and arranged according to the importance, priority, seriousness and other factors of the problem, so as to formulate a system of teaching practice problems in Modern Chinese, and finally determine the problems in the teaching field related to the course of Modern Chinese.

3.3 Favorable condition

Take a university library as an example, first of all, it has perfect venue security. After experiencing the expansion, the total area of use has reached 15,000 square meters. Among them, reading rooms and library rooms with different functions can provide venue support for relevant learning and training work and teaching and research work using TPACK theory. Second, we must have a wealth of academic resources. According to statistics, so far, the library has more than 1.4 million books and more than 300,000 e-books. It contains more than 1,500 kinds of periodicals and newspapers every year, which provides a wealth of academic resources for the research of TPACK theory. Finally, there is a strong guarantee of teacher resources. The college has a strong faculty, including more than 80 professors, associate professors, and senior professional teachers. There are nearly 20 teachers with the ability to develop and teach modern Chinese courses. It provides a TPACK cross-disciplinary study of the "Modern Chinese" course in colleges and universities. Solid teacher strength guarantee.

3.4 Expected results

Through the cross-integration of TPACK theory and the teaching of Modern Chinese, it can be improved in two aspects of teaching. On the one hand, curriculum practices are optimized. The teaching quality of Modern Chinese has been effectively improved, and the teaching quality and curriculum quality of the relevant courses of Modern Chinese are improved. At the same time, in terms of curriculum practice, by participating in various activities inside and outside the school, it is possible to effectively improve the mastery of curriculum knowledge and the improvement of academic accomplishment. On the other hand, the ability of teachers and students has improved. In terms of teachers, through the in-depth study of TPACK theory, it can improve the technical knowledge ability, subject content ability, teaching method ability, etc. in the teaching practice of Modern Chinese, and can carry out teaching and research work more efficiently. In terms of students, they can improve their knowledge and ability to complete the syllabus goals of the school, so as to cultivate outstanding knowledge of modern Chinese.

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