

Research and Practice of Multimedia Teaching in Modern Chinese Grammar

Zhang Mingming

School of Literature, Shangdong Normal University, Jinan 250014, China

zhangmingming@126.com

Keywords: Modern Chinese grammar, Multimedia teaching, Teaching reform, Research and practice

Abstract: This paper mainly analyzes the practical application of multimedia teaching in modern Chinese grammar education. At the same time, it analyzes the promotion effect brought by its so-called grammar education and its impact on China's educational activities. It describes the current stage of China's education. The teaching situation and the corresponding solutions are proposed to make the teaching activities more enriched and promote students' growth.

1. Introduction

Modern Chinese grammar is an important part of Chinese language and culture. In the process of carrying out related teaching activities, teachers can effectively apply multimedia means to continuously deepen classroom construction and promote student growth. This article will start from many aspects and describe the specific application of multimedia teaching in modern Chinese grammar.

2. Significance of Multimedia Teaching in Modern Chinese Grammar

When using multimedia to carry out teaching activities, it usually needs to be implemented effectively by means of computer technology. Teachers need to comprehensively strengthen the study of computer technology and strengthen the level of computer application, in order to fully mobilize the use of educational software and its related hierarchical functions. Through the means of expanding the knowledge related to the current grammar, students can create a more complete organic system of Chinese grammar and comprehensively promote the classroom construction of Chinese grammar. Integrate the grammatical content existing in modern Chinese grammar into the system, and deepen the construction and expansion of the grammar system as much as possible. Under the guidance of the overall system, teachers can combine the different needs of all educated students to select the most reasonable teaching methods and teaching content, and also allow students to choose the most reasonable learning method according to their own learning needs, and comprehensively promote students. Develop to form a more complete cognitive ability.

First of all, in terms of the specific production of multimedia courseware, in terms of software, it is necessary to combine the current application software and the platform with which it manages each other to achieve more efficient and quality grammar teaching, which is impossible to achieve by the traditional blackboard teaching mode. Effect. Multimedia teaching activities can make the teaching process more clear and intuitive. Modern Chinese grammar teaching usually contains a large amount of abstract knowledge. For students, some knowledge is difficult to understand, and the application of multimedia teaching methods can effectively solve This problem, the integration of teaching, makes the abstract grammar teaching content more concrete, the time spent by students in learning will be greatly reduced, greatly improving the quality of students' learning. And learning efficiency. In addition, for the difficulties in grammar learning, multimedia means can help students to make repeated learning, and students can make corresponding scores according to their performance after learning, and make up for their own shortcomings. Know the new purpose. In addition, with the

function of computer storage, teachers can store a large number of teaching cases, in order to continuously expand the system capacity of grammar teaching, comprehensively expand the students' knowledge horizon, so that teaching and learning can be integrated with each other to promote student growth.

3. Research and Practice of Multimedia Teaching in Modern Chinese Grammar

This paper mainly explores the research of modern Chinese grammar multimedia teaching and the corresponding practical work. In this process, not only does it require a lot of effort to develop software, but it also needs to be integrated with the current teaching philosophy and the teaching methods of the teachers, in order to be able to map the corresponding teaching objectives in the software and apply them to the actual teaching activities. Among them. After completing the research, it is put into the classroom for practical analysis and processing, through continuous optimization to improve the system architecture, promote the normal development of teaching activities, and demonstrate the role of people. In addition, it is necessary to fully utilize the complementary capabilities of each software. Of course, the teachers at this time are still the main tasks in the classroom. This content cannot be changed, even if the multimedia tools have strong advantages. The guiding role exhibited by the teacher must not be ignored. Teachers need to be role models for students' grammar learning in order to stimulate students' interest in learning and exploration desires in an all-round way, and deepen students' understanding of grammar knowledge. In the face of this situation, teachers need to have sufficient interactive communication with students, and follow the rules of application of multimedia teaching in modern Chinese grammar. First, when teachers explain the relevant Chinese grammar to students, they must connect the knowledge content and life practice to help students apply what they have learned. Second, the target of Chinese grammar teaching must be clear. It can be the content that students usually touch in English or classical Chinese. With the difference between the two, students can consolidate their understanding of Chinese knowledge, promote students' growth in an all-round way, and help them understand the structural characteristics of Chinese grammar more clearly. Third, teachers need to constantly innovate teaching forms to fully stimulate students' sense of innovation. Fourth, teaching and learning complement each other and comprehensively promote the formation of students' basic cognitive abilities, so as to fully achieve the important purpose of teaching and learning.

As far as the above is concerned, the teaching of Chinese grammar for students should not stop at the surface of Chinese knowledge, but should be deepened into it and incorporate corresponding examples in the teaching activities to integrate the teaching content with the actual life. Promote the development of the student body and ensure that it can form ample enthusiasm in the learning process. As a basic project of teaching, teachers still need to develop corresponding disciplinary norms and control methods. In the ordinary classroom teaching activities, the most commonly used teaching inspection methods are classroom assignments or classroom questions, and teachers ask questions for students. Then, students are required to combine the content of the problem to conduct self-discussion. Although this teaching detection method can help teachers to better understand the specific learning situation of students, it often consumes a lot of time and energy. The emergence of multimedia teaching can effectively change this form, which can use software to provide students with more convenient classroom examinations, which can save a lot of time and energy, so that not only can the overall quality of the current curriculum be improved. As well as teaching efficiency, but also more effective post-teaching activities, helping students to consolidate knowledge.

In the process of using multimedia for research and practice, it is also necessary to pay full attention to the inherent architectural relationship between Chinese knowledge. The specific procedure is to make decisions based on the corresponding teaching content. On the basis of the teaching activities in the higher liberal arts and the corresponding service needs, we constantly improve and update the processing, such as CAI courseware, which is subordinated to computer-aided software, and its purpose is to promote the development of teaching activities, in order to make Higher liberal arts teaching knowledge is more systematic and logical, or it is a new

technology to seek new knowledge or theoretical points hidden in modern Chinese grammar, rather than through a simple new knowledge. The form appears to avoid the problem of new bottled old wine as much as possible. Therefore, adhering to the research and practice activities for multimedia teaching will naturally integrate the means used in teaching activities and related methods and contents, so that all teaching contents can be combined with each other to form a more three-dimensional Teaching form.

As far as education reform is concerned, it has shaped a large number of ideas, opinions and practices on educational activities. First of all, from the perspective of teaching, first, in the process of carrying out teaching activities, teachers' professors and students' learning activities promote each other and restrict their views. Second, in the concept of knowledge and subsequent knowledge teaching, constitute an open and continuous dialectical point of view. Third, starting from the education reform, teachers are the leading figures in achieving quality education and are a major contradiction. Fourth, as far as teaching and teaching and research work is concerned, it has achieved an effective leap in teaching and learning. Fifth, in the process of teaching reform, the teaching methods and the teaching content adopted by the teachers directly indicate the attitude of the teachers. Finally, the education reform and the continuous advancement and successful operation of its follow-up work have created a huge storm in the current academic circles, and various new ideas have emerged, bringing more possibilities for education work. Therefore, it is entirely possible to follow the above ideas, especially in the classroom activities.

At the same time, this paper believes that the teaching activities of teachers are a collection of teaching and learning. It is not a result, but a process in which teachers and students interact and grow together. The application effect of multimedia means is to achieve the controllability of the teaching process to the maximum extent, so as to ensure that the educated can freely participate in the teaching activities and deepen their desire to explore knowledge.

It can be seen that in the process of designing and developing multimedia courseware, it is necessary to comprehensively strengthen the interactivity between softwares, and comprehensively promote students to apply multimedia software. After making a reasonable study of the phrase CAI, a corresponding evaluation mode was launched in the classroom to guide students to record the problems encountered in the learning process through their own feelings or experiences. In terms of this behavior, it mainly covers the following two aspects: Firstly, through the study of students' learning problems and opinions, a huge information feedback collection can be formed, which can start from the level of educators and change the basic form of teaching content. Enhance interactivity; secondly, to fully motivate students to participate in the curriculum development activities, and further clarify the basic use of multimedia. It is usually very sincere to clarify the teaching opinions put forward by students through practical activities. The language used and the attitudes displayed in the lines are full of recognition and encouragement for education reform, especially the problems discovered by students are basically The focus of multimedia teaching. Students' views and opinions on classroom activities have become an important part of the classroom. There are many excellent reviews. If you apply multimedia technology correctly in teaching activities, you will be able to promote education activities in an all-round way. development of.

The reason why the article lists so many practices and corresponding measures, the core element is to fit the multimedia means, through multimedia to develop the corresponding teaching content and teaching methods, to achieve an important means of teaching and learning. In the teaching activities of modern Chinese grammar, the comprehensive application of multimedia means has always revolved around teaching methods, teaching content and teaching reform. Of course, this is not only a technical issue, but also involves a large amount of theoretical knowledge and research content that needs to be studied. In the process of carrying out research activities, it is necessary to continuously improve the difficulty level of research problems and fully reflect the application value of software. . Even if this knowledge content may change accordingly in the curriculum and teaching activities, slippers are generated in the process of teaching reform. However, as long as it can be completed, it will inevitably be blocked by many aspects. Therefore, it is necessary for relevant educators to invest more time and energy to comprehensively promote the innovation of the knowledge system and

realize the innovation activities in all aspects. The solution to these problems is definitely not solved overnight. It requires educators to continue to think deeply, so although the content of this study is only modern Chinese grammar, it is undeniable that it will be in many teaching contents. When applied, it is necessary to integrate this consciousness into the teaching innovation activities in an all-round way to ensure that the modern Chinese grammar education can continue to grow and develop. Adhering to the research and practice of multimedia teaching can prevent the emergence of problems to the human body to a certain extent, thus ensuring a smoother teaching process and effectively deepening the teaching construction under the current situation. Educators need to form certain innovative thinking, integrate it into multimedia teaching activities, make innovative treatments in accordance with traditional Chinese concepts, change traditional teaching methods, promote the application of low technology, and comprehensively increase economic benefits. . In addition, teachers need to fully meet the classroom needs of students. The multimedia tools studied in this paper mainly rely on CAI CD and PPT slide courseware. In the process of developing modern Chinese grammar education, they can better meet the basic needs of students in line with the rules of contemporary teaching.

4. Conclusion

In short, to seek the advantages of traditional modern Chinese grammar teaching, and to carry out corresponding multimedia teaching on this basis can greatly promote the pace of teaching activities. Students will be more effectively integrated into the learning activities. With the guidance of multimedia, the time and energy required for students to learn grammar knowledge will be greatly reduced, and their participation in the classroom will be even more sufficient. Although multimedia tools are widely used in teaching units at all levels, there are still some shortcomings in the deep application of them. This requires that educators can spend enough time to explore and continue to deepen. Teaching construction of modern Chinese grammar.

References

- [1] Qin Hongwu, Zhou Xia. The Contrastive Characteristics of Modern Chinese--Based on the Analysis of the List of Part of Speech and Syntactic Relationship[J].Contemporary Linguistics, 2019, 21(03):418-437.
- [2] Li Xingjian. Norm, Foundation, and Practice--Three Characteristics of the Dictionary of Modern Chinese Applied Norms [J]. Language Construction, 2019 (13): 75-77.
- [3] Tang Xianqing, Jiang Lili, Wang Qiaoming. The Three-dimensional Research Method of “Pufang Guminwai” in Chinese Historical Grammar[J]. Ancient Chinese Studies, 2018(04): 43-49+104.
- [4] Hu Hua. Xing Fuyi, Wang Guosheng's “Modern Chinese” Doubtful Point Correction [J]. Journal of Liaodong University (Social Science Edition), 2018, 20 (03): 59-68.
- [5] Wang Na. Interaction between theory and fact in modern Chinese grammar research [J]. Chinese off-campus education, 2018 (06): 21-22.