

Exploration of "Internet plus" College Chinese Teaching Reform

Heying Lu, Ping Li

Nanchang Institute of Science & Technology, 330108

Keywords: Internet plus; College Chinese; Teaching Reform

Abstract: For the current college Chinese courses, there is a serious marginalization problem. Therefore, the most urgent task at present is to carry out teaching reforms. Based on the background of the Internet era, in the process of reforming the teaching of college Chinese courses, we must not only start from the curriculum, but also deepen reform in both teaching methods and teaching content, and fully integrate the Internet. The teaching quality of college Chinese courses has been fundamentally improved. Based on this, this article mainly conducts in-depth analysis and discussion on the teaching reform of "Internet plus" college Chinese courses.

China has attached great importance to Chinese education since ancient times. Moreover, as early as 2000 years ago, there were contents related to Chinese education in the works of Hundred Schools of Thought. In terms of Chinese language and culture, the main way to improve students' quality is not only the stage of comprehensive Chinese learning and cultural upgrading, but also the most important stage for students to learn Chinese and culture. However, in recent years, College Chinese curriculum has encountered many problems in the actual development process, and the most common problem is that in the actual teaching process, the teaching objectives are not clear enough, and the actual teaching content is too old-fashioned problems, teachers in the teaching process, cannot follow the trend of the times, will be suitable for the development of students Therefore, the actual teaching effect is not ideal, and the students' satisfaction is not high. Based on the Internet era, in the course of teaching Chinese, we will combine Internet plus and carry out in-depth reform in College Chinese teaching. This is the necessary reform measure at the present stage.

1. Curriculum reform: organizing teaching in the form of curriculum modularization

1.1 Optimizing the allocation of resources to maximize the professional advantages of teachers

For the teaching of Chinese course in university stage, because of the different actual modules, the contents of Chinese knowledge are also different. In view of this situation, different teachers can be applied to give full play to different modules, so as to give full play to the advantages of teachers themselves. At the same time, it can also make teachers specialize in their profession. For Chinese teachers in the university stage, different Chinese teachers have different research fields. Even if university teachers can be involved in various disciplines of Chinese language and literature, they cannot provide comprehensive guarantee for the depth of science. However, if the modular teaching method is introduced, teachers can carry out in-depth teaching in the fields they are good at. The reform measures can not only deepen the teachers' personal research, but also guarantee the students' learning effect.

1.2 Change the current situation of emphasizing literature and reading but neglecting linguistics and writing

For the current stage of College Chinese teaching materials, in the process of teaching material selection, in most cases, the form of literary selections is taken as the key content for selection, and in the process of connecting the works, teachers only explain the key words, straighten out the corresponding writing ideas, and analyze the artistry of the works. In the actual teaching content, the main body of literary selections can improve students' literary quality and aesthetic taste in an all-round way, but there is a serious drawback, that is, College Chinese courses only pay attention to

Literature and reading, but pay too little attention to Linguistics and writing. What's the difference between the moon in the water and the flower in the mirror? From the perspective of the actual needs of the society, college students in the process of Chinese learning, to get mandarin grade certificate, and no matter it is any subject examination and evaluation, they must submit the paper, and after entering the society, students themselves not only need to have the ability of oral communication, but also have the ability of practical writing, which can be seen from this In college students' learning, social practice and future development, the most important is linguistics and writing, but in today's College Chinese teaching, it is the most lack of a content. Therefore, each university must be deeply aware of the problems and influence brought by the current situation, carry out a comprehensive reform of the curriculum, and then promote the comprehensive development of students.

1.3 Reform of curriculum evaluation system

For the current stage of Chinese curriculum evaluation, most of them follow the previous written examination form, and it is very similar to the examination mode of middle school Chinese. The content of the examination is still around those major categories, namely basic knowledge, reading and writing. Based on this evaluation mode, College Chinese has the title of "senior four Chinese". For Chinese learning, whether it is the improvement of students' reading ability or students' writing ability, it is not achieved overnight, but through a long time of accumulation and learning. In other words, although we do not carry out college Chinese learning, we only apply senior high school language knowledge, and we can also do a good job in College Chinese test papers. However, in the actual university evaluation system, students' learning cannot be fully reflected, which is also the main reason why college students' enthusiasm for College Chinese learning is not high. The modular teaching method is applied in different modules. In different modules, the lecturer makes his own proposition and assessment based on different teaching contents, abandons the previous written form completely, and ensures that the teacher's actual content can be fully combined with the examination content. Only in this way can students' learning enthusiasm be fully stimulated.

2. Teaching content reform: teaching students according to their aptitude, and combining fixed teaching content with professional teaching content

"Teaching students in accordance with their aptitude" means that in the process of selecting teaching contents, teachers should select corresponding teaching contents based on students' actual majors and specialties, and formulate more targeted teaching materials. Teachers can also take the needs of students as the starting point to compile the teaching content by themselves. Based on this, the pertinence of the course will be improved and the teaching objectives can be further specified. Moreover, the fixed teaching content and professional teaching content should be combined together to achieve the purpose of mutual penetration and integration, and then the targeted modular curriculum will be created Come on. In addition, teachers should integrate the Internet plus into the process of teaching content innovation, that is to say, let classics and popularity coexist in the teaching content innovation brought by "Internet plus". And for the current stage of Chinese education, it is to further inherit the classic reading content. However, based on the era background of the Internet, more popular literature and popular culture are embedded in it, which is very popular with college students. In this situation, in the process of College Chinese teaching, we cannot be self-contained or let it go. In the actual teaching process, we should combine the classic poetry and popular songs, and in the process of teaching, we should combine the classical poetry and popular culture in many popular songs, the lyrics have a certain literariness, and put in hundreds of thousands of years ago, also belong to Yuefu Poetry, which is pleasant for people. Therefore, in the actual teaching process of College Chinese, the combination of the two should not only enhance students' interest in learning, but also enable them to understand traditional literature to a greater extent.

3. Reform of teaching methods: rational use of MOOC resources and establishment of open Courses

Based on the background of "Internet plus", all walks of life are actively exploring the effective ways of network convergence, and Internet plus teaching is the main reform direction of university education. Based on the "Internet plus" background, the most recent teaching mode is MOOC, which not only made a comprehensive breakthrough in the time and space constraints in the past teaching, but also brought in high-quality and massive low-cost courses, and stimulated students' interest in learning. In the process of teaching, we could also insert practice methods. Students' learning effect was tested.

3.1 Taking MOOCS as the guide and combining online classes

For the course of College Chinese, there has always been a problem that the teaching method is too rigid, and there are some teachers who will adopt the method of teaching according to the book. Based on the era background of the Internet, the teaching method of MOOCS can not only fully mobilize the enthusiasm of students, but also make students in the actual learning process, from the past passive listening, further into active learning and exploration. In the process of College Chinese teaching, teachers can release the teaching plan in advance before class, and release the students' tasks in each stage, and regard MOOC as the most important pilot content. In the process of designing the course, teachers should divide it into two parts: MOOCS learning and class discussion. And in this link of MOOCS, teachers require students to self-study, and ensure the purpose of self-study, so that the problem of students' foundation can be solved. In the actual teaching link, we can actively discuss the problems that have been arranged, and then comment on the tasks completed by students, and focus on reviewing the knowledge content in MOOC.

3.2 Using MOOC resources to construct university curriculum group

For College Chinese course, there are many contents, including linguistics, writing, literature and reading. However, the overall class hours are very limited, and the actual subject time is also very limited. Therefore, in the process of actual reform, core courses can be used as the main direction, and MOOC resources can be used to open elective courses, or it is to build the curriculum group, and then solve the problem of insufficient content of compulsory courses, and make up for the regret that students' needs cannot be met.

4. Conclusion

In a word, this paper mainly explores and analyzes the teaching reform of "Internet plus" in College Chinese. For today's College Chinese curriculum, it should follow the development of the times, make full use of the Internet, whether from the curriculum, or in the teaching content and methods, we should carry out corresponding reform and innovation, so that the quality of teaching can be comprehensively improved, not only can the language practice ability of college students be improved, but also the humanistic quality of students has been fundamentally improved.

Acknowledgement

This paper received the support of Jiangxi Province teaching reform research project: Research on embedded teaching mode of College Chinese based on the construction of teaching resource system in Applied Undergraduate Colleges and Universities - Taking Jiangxi X University as an example, NO. JXJG-19-27-7.

References

[1] Wang Manli. Exploration of teaching reform of College Chinese in Higher Vocational Colleges under the background of Internet plus[J]. Industrial & Science Tribune, 2020,19(13):157-158.

- [2] Yan Qiongfeng. Research on teaching reform of College Chinese in Higher Vocational Colleges under the background of Internet plus[J]. Journal of Kaifeng Vocational College of Culture & Art, 2020, 40(05):132-133.
- [3] Bai Weihua. Research on teaching reform of College Chinese in Higher Vocational Colleges under the background of Internet plus[J]. PR Magazine, 2019(09):104.
- [4] Wang Dan. Exploration of "Internet Plus" era of college Chinese teaching Reform[J]. Education Teaching Forum, 2018(13):121-122.