

Research on the Innovation of Teaching Content Mining under the Background of Informatization

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Abstract: The education of the new era should be carried out under the promotion of new technologies. The teaching under the background of informationization should be more conducive to promoting the individualized development of the students. The paper summarizes the selection process of traditional teaching content, promptly proposes that the value and personality of teaching content should be deeply explored, and focuses on how the dynamically growing teaching content adapts to each student's individual, and is collected and refined by students. In the practice of completing their own improvement.

1. Introduction

Education in the context of information technology is closely following the pace of computer and network technology, digitally converting teaching content such as text and images into a new form, and transmitting the results to students in a visual or auditory form. In the process of informatization education, although it has always advocated student-centered, the acquisition of educational information is still completed independently by teachers. In the selection and use of teaching content, the subjective status of students has not been reflected.

2. Traditional Teaching Content Selection

2.1. Meta-selection of teaching themes

In the primary and secondary schools, which focus on exam-oriented education, although the content of teaching is faced with students, they are not involved. Instead, they use the works and experiences created by adults or past adults as the main subject, in the education experts. The choices made after listening to a wide range of opinions and completing the argument. The original intention of these works was not completely aimed at young people, nor did they think that they would appear as students in front of students. The same is true for higher education. The selection of teaching themes often comes from the hands of high-end people with a lot of life experience or full of workplace experience. The content is far beyond the ordinary students can easily understand.

2.2. Re-selection of teaching content

The advantage of literature lies in the expression of deep feelings between lines. Through reading and imagination, it can display a moving picture in the reader's mind. However, because each audience's understanding and imagination are not the same, the resulting picture cannot be uniform[1]. The same article, through the brains of different teachers, may produce a completely different interpretation. Even if the education management department unifies the teaching objectives of the selected content, the teachers in each school will have different teaching understandings. In the teaching process, the teaching content that has been selected will be selected by the teachers according to their own cognition, and the participation of students is still lacking at this stage.

2.3. The choice of learning content

In the context of teaching creation, the needs of students are often neglected, because in the eyes of mature elders, it is unrealistic for students to choose what they want to learn. Just like online novels, although deeply loved by the students of the university, the fantasy of the story is separated from the historical reality and the reality of life. The intention is not scientific and the content is not practical. If you think about this issue from the perspective of the students, the teaching content that the authority agrees with is not recognized by them, too rational, and unimaginative. Students in the basic education stage have shown many dissatisfaction with their past rebellion, but the various assessments of exam-oriented education are like wearing a spell on their heads, which makes them tolerate the college entrance examination. The various chaos that often occurs in college classrooms, either cell phone grouping or falling asleep, is a kind of catharsis for the choice of learning content.

3. Teaching Content Depth

3.1. Deeply excavating the value of teaching content

Since it can be recognized as the content of learning, it must have its educational value, but through the interpretation of different ideas, it reflects the difference in learner values. Teachers who have just begun to learn to integrate into the computer world and grow up in the gaps of words face the students who have been immersed in the online world since childhood. The information they receive is generated from words, but at the same time, it is destroying words. What is more revealed is the huge number of images that are difficult to distinguish between true and false. Although living in the same real world, the brains of modern students are freely accommodating, and screen products that are difficult for middle-aged and elderly people to master are not in their hands. In the virtual world, students are both an advance team for information reception and communication, and the main force for information creation. The world's four spaces cannot satisfy their extraordinary imagination. How can the teaching content selected according to adult values be obtained? Their full identity.

3.2. Deeply excavating the personality of teaching content

The continuous updating of computer technology aims to perfect itself and to provide a more intimate and personalized service for human beings. Since you don't like a lot of text, you can replace it with a graphical interface; you don't get used to the cumbersome operation process, you use a minimal module to package; do not like hands-on operation, it produces an intelligent robot that can understand the language of each country. Human services; computers continue to ascend and ruin their former self. At this time, our students were isolated in Shushan, and repeatedly used their commonalities in the learning content to eradicate their individuality in order to gain recognition in the adult world. Such a teaching situation obviously does not achieve the expected results, returning the classroom to the students, and guiding their individualized development is imminent.

In the process of teaching, even if the same content is explained by the same teacher in the same class, the learning results reflected by the students will not be unified. What's more, in the computer age, the information that students can access is huge. Adults can lock up all the electronic devices around their children, but they can't stop their inner world.

4. Innovative Exploration of Teaching Content

4.1. Growing teaching content

The subversive growth of new technologies has multiplied the teaching information in this environment, and the learning methods have been constantly updated. The reshaping of teaching content has become commonplace. Taking historical subjects as an example, we are unlikely to change the content of the text. Just moving the class to the museum and archaeological site, with the support of virtual simulation technology, it is not difficult to do this. The older teachers were

completely lost to their students when reconstructing these historical scenes. The performers of this new teaching model are no longer teachers, but students with innovative spirits.

In the new era, the support of Chinese education for the innovation and entrepreneurship of contemporary students will generate a huge magnetic field. Family and school are no longer the only places of study [2]. Enterprises will also be involved in their own research and development needs, and all social forces will be added to the new. The reconstruction of the educational ecology. All types of education will be effectively brought together and infiltrated into the innovation and creativity of students. The new ideas and new things that are constantly emerging are also the content of the growing teaching. What students want to learn is not only the human past but also the future of the world.

4.2. Individual teaching content

As a teacher of the new era, the first thing to do is to emancipate the mind, abandon the already solidified training mode, and release the space for students to explore freely. Secondly, we must start from the content of teaching. Under the established teaching objectives, we believe that students will use the latest technology to select teaching materials that are more suitable for them [3]. The same is true of the fact that students are often immersed in the realization of the selected goals, through imitation and repetition, gradually approaching their goals in constant trial and error. At the same time, they will have a strong interest in the goals that other students have in their hands. In the face of the difficulties of the layers, everyone will go hand in hand, and they will also promote the sublimation of creativity in the collision of ideas.

4.3. Teaching content of practice

The definition of teaching content is no longer just a knowledge point, but also the strategies and methods of students in the whole learning practice. The regular teaching is practiced by the teacher first, summing up the experience in the process of learning, extracting the methods used in solving the problem, and then gradually mastering the students through various teaching methods. The results of this kind of students can also be digested, but there is no process of discovering, analyzing and solving problems independently, and the nutrition in the teaching content is greatly reduced.

The content of the innovative teaching is not only the screening and learning by the students themselves, but also the summarization and dissemination of the links should be the responsibility of the whole process. In all teaching modes, it is often the fastest to teach others in the most concise language. The premise of doing this is exactly what the teachers often say: I want to give the student a drop of water, and I have to have a bucket of water first. However, mastering the rich learning content cannot achieve the purpose of streamlining expression. The person in charge of teaching still needs repeated trial and error and summary, and the talents who can learn can realize it suddenly. This kind of excellent learning method is exactly occupied by the teachers. If the cart is turned upside down and the practice of teaching content is returned to the students, it is only a teacher who can play mobile phones and doze off.

5. Conclusion

Information technology has the characteristics of interaction and sharing, and the teaching information resources will continue to grow. The classroom dominated by teachers alone is increasingly out of date. In the context of informatization, a large amount of teaching content should be found and sorted out, and students need to participate in the whole process. Faced with the growing number of learning objects in terms of quantity and shape, each student has their own personal choices and practical methods. The deep excavation of teaching content is also done through the cooperation of teachers and students, relying on the strength of the student body.

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