Research of the Application of Micro-course on the Course of Ancient Chinese Literature

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Abstract: The flipping classroom with the main features of the teaching video and the discussion around the video content in the classroom has become a hot topic in classroom teaching reform. Chinese ancient literature, which is a basic course for Chinese majors, can make full use of resources such as MOOC and micro-curriculum, and adopt the flip classroom teaching mode to improve students' enthusiasm for participation. The instructor can carry out the flip teaching of the ancient literature class from the pre-class design, the students watching the micro-video, the class discussion, the evaluation summary, etc., so that the students can actively participate in the classroom to feel the charm of the classic works and enhance their humanistic cultivation and personal qualities.

1. Introduction

Changing the traditional teaching mode based on teacher teaching and allowing students to participate more in the classroom has always been a hot topic in classroom teaching reform. In recent years, after the formation of the methane class, the flipping classroom with the main features of the teaching video and the discussion and evaluation of the video content in the classroom has become more and more popular among teachers. As an essential course for Chinese language majors in colleges and universities, Chinese ancient literature has always been known for its large system, many knowledge points, and complicated literary phenomena. Therefore, the classroom teaching of this course often becomes a "one-man show" for teachers. Students participate in the classroom and become an empty talk. The teaching effect is not ideal. Exploring the flipping classroom teaching mode of ancient Chinese literature has undoubtedly had positive theoretical and practical significance for changing the current predicament of Chinese ancient literature teaching. This paper intends to analyze and discuss the flipping classroom teaching mode of ancient Chinese literature.

2. Pre-class design and preparation

At the beginning of the semester, we should do a good overall planning work, and conduct a questionnaire survey to get a general understanding of the students' concerns (or points of interest) and basic skills, and to consult students to understand their tendency to discuss the classroom, for students. Classical literature quality is in the heart. After all, students have a stronger sense of participation in ways that they are interested in. Precise grasp of their professionalism is conducive to the design of exercises in a targeted manner, because problems are too easy or too difficult to promote the discussion. First, do a good job in the planning of the entire semester. The ancient Chinese literature is mainly about the development of ancient Chinese literature. The course consists of writers, works and literary phenomena of different eras. It has strong humanity, so students should be formed on the basis of analyzing and appreciating classic works. His own literary history. In addition, ancient literary works include short poems, essays, and long novels and operas. Therefore, teachers must plan the general teaching objectives and teaching progress at the beginning of the semester, and refine the works that need to be read according to the teaching progress. Zhou, and group the students according to the number of works, let them choose the works of interest autonomously, arrange the time reasonably, read the selected text before watching

the micro video, and lay the foundation for completing the assignments arranged in the micro video. Secondly, according to the actual situation of the students, combined with the key points and difficulties of teaching, carefully design targeted exercises and classroom discussion exercises. To this end, the pre-class design should follow the following two principles: First, close to the teaching focus, difficult points have a design problem. For example, the targeted practice focuses on the examination of the basic knowledge, while the classroom discussion exercises are an extension of the micro-video content, which should have a certain depth, focusing on cultivating students' innovative consciousness and knowledge application ability. Secondly, the design problem should be linked to the elements of classical literature in contemporary literary works or film and television dramas. After all, learning the meaning of classics, in addition to inheritance, is also to find its current meaning. Finding the genes of classical literature from contemporary literary works or film and television dramas can stimulate the atmosphere of classroom discussion, and it is easier to mobilize the enthusiasm of students. Students also like the classrooms that can closely combine classical literature with current works or film and television dramas.

3. Micro video resource selection and platform construction

First, the choice of micro video resources. At present, the development of MOOCs at home and abroad is very active. More and more colleges and universities have joined the ranks of the development of MOOCs. There are more and more resources for MOOCs to choose from. Therefore, it is suitable for teachers to choose their own teaching concepts and The resources of the students in the actual situation are very important. First, you can choose to purchase MOOC resources developed by professional institutions, universities or individuals, such as MOOC (http: / /www. imooc. com /course /list), Chinese University MOOC (Mu) online learning platform (http: / /www.icourse163. org /) and college mathematics resources that have completed the development of Chinese ancient literature. The advantage of purchasing MOOC resources is that teachers do not have to consider the development of the course, and the courses are more systematic, the teachers are more relaxed, but to pay the relevant fees, you must obtain the consent of the school before you can purchase. Secondly, the university where the teacher is located cooperates with the technology company to develop resources for the ancient Chinese literature. The advantage of developing the resources of college students is that it is more suitable for the actual situation of the students in the school. The downside is that the school and teachers need to invest a lot of manpower and material resources. If the above two situations are difficult to implement, the teacher can use the screen recording software to record the micro-video of ancient Chinese literature according to the syllabus, teaching objectives and his own teaching ideas. Currently, there are many screen recording software available, and teachers can choose one of them to record. The advantage of teachers recording micro video is that it is more in line with the actual situation of students and the economic cost is low, but teachers need to invest a lot of time and energy. In general, micro video is suitable for 5 to 10 minutes, but for college students, the time can be extended appropriately, or the classroom content can be divided into several topics, each topic 5 to 10 minutes, divided into several videos. In addition, teachers can also choose some free lecture videos for students to watch. In short, teachers can flexibly choose micro video or make micro video for teaching according to the actual situation.

Second, the construction of the platform. The platform here not only refers to the technology platform for watching videos and interacting, but also includes classroom interactive platforms for students to show their achievements and discuss each other in the classroom. Buying MOOCs or schools to develop curriculum resources on their own, generally have a platform for simultaneous practice, thinking problems, and interaction between teachers, students, and students after class, which is easy to operate, and teachers do not need to consider platform construction issues. If there is no such platform, teachers can build interactive platforms themselves, such as establishing QQ group or WeChat group, ensuring students to watch a few days in advance by uploading their own micro video or sending links, and launching teachers and students through the interactive platform of QQ group or WeChat group. Discussion between students and students. Students can test their own learning effects by watching micro-courses and targeted exercises after class, and combing and

summarizing the contents of the class. If you have doubts, you can first check the relevant books to solve them. If you can't find a solution. Can be presented in the QQ group or WeChat group to discuss with classmates or teachers. When making micro-videos, teachers can divide the questions into two categories: One is the targeted practice of testing the basic knowledge, attached to the instructional video, the teacher publishes the answer on the interactive platform; the other is the extension problem, let the choice The team members of the work review the information under the class and choose representatives to present the results of the group in class. The second type of problem generally requires students to think about their brains and consult a large amount of information. For example, for the poem "Spring River Flower Moonlight Night", the following questions can be asked: What are the sentences that can reflect the poet's emotions in "Spring River Moonlight Night"? Mr. Yi Duo thinks that the poem is "a sin for centuries for the palace poetry", talk about your understanding of this viewpoint.

4. Class discussion, summary and explanation

After the second test and the extra-curricular reading check, the class was officially entered into the class discussion stage. Classroom discussions can be divided into two types: a discussion after the presentation of the questions selected by the group, and a discussion of the difficult questions that students encounter in viewing the micro video and failing to access the information. First, the discussion of the selected issues of the group after the presentation. We mentioned in the pre-class design section that, according to the characteristics of the ancient Chinese literature, the students in the entire class are divided into groups, and each group selects the works that need to be read to ensure that the text is read before watching the micro video. After the video, prepare for the questions that the group has to answer. The group members will discuss and discuss the materials before the class, and make courseware, and send representatives to show the results of the group's discussion in the classroom. Students can question the results of the group and provide more evidence for this group member. Because the students choose the questions they are interested in, and they are well prepared before class, they are prepared, so the answers are generally more convincing. Second, the discussion of difficult issues. When students watch videos, they will inevitably encounter problems that cannot be solved even if they have access to a large amount of information. In this case, students can ask questions in the QQ group or WeChat group, and discuss and solve them. For those who are still uncertain or still confused after discussion, students can submit them to the classroom for everyone to continue discussing. You can revolve around these issues and speak your mind in class and explain your point of view. Because the class time is limited, if the students are confused, the class size can be divided into several groups according to the number of questions to be discussed, divided into small groups, and then the representatives of the groups can speak. Other students can also talk about their own opinions on the issue. In general, most issues can be resolved after class discussion. For those questions that still have no results after the discussion, the teacher can guide the students appropriately, and indicate the direction of the discussion to the students, and explain them in detail.

The end of the class discussion only represents the completion of the student's discussion and does not imply the end of the teaching activity. Flipping the classroom is not for teachers to give up teaching. Instead, teachers are required to select chapters suitable for discussion according to different teaching contents so that students can exert their own initiative. Through students' participation in the classroom, they can cultivate their ability to think and analyze problems, and let students passively accept changes. In order to actively explore, complete the internalization of knowledge in the classroom. Therefore, after the discussion, the teachers summarized in the class and focused on the issues that remained unresolved after the discussion. Comment on the discussion process and guide the discussion results to the key points and difficulties of teaching. Teachers should summarize and summarize the problems discussed by the students, clearly show the key points and difficulties of teaching, and further extend the discussion results to the theoretical aspects, so that the participating students can fully realize their ability to solve problems and improve their own solutions. Confidence in the issue so that you can participate more actively in future

discussions. Classical works have undergone time tests and often have ambiguous features. Therefore, in the face of discussions that exceed our expectations, teachers should choose a tolerant way to deal with them and cannot be completely negated. In addition, for some less mature opinions, teachers should try to choose a reasonable one from different angles to affirm the students and give them encouragement and respect. The teacher's proper summarization of the class discussion can make the students feel the joy of actively acquiring knowledge and lay a foundation for their active participation in the discussion in the future.

5. Conclusion

With the acceleration of the informationization process of education, the central position of students in teaching has become more and more prominent, and the traditional teaching mode has been increasingly challenged. In the current environment, how to make full use of modern information technology, so that students no longer passively accept knowledge, but actively participate in the classroom, learn to think independently in active learning, perceive the charm of the ancients, accept the influence of classical culture, learn the wisdom of the ancients It is imperative to explore the contemporary meaning of classic works. Breaking through the traditional teaching mode and adopting the flip classroom teaching is an effective method.

Acknowledgements

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