

The Reform Strategy of College Chinese Teaching Mode in the Big Data Era

Yan Gao

Hunan College of Foreign Studies, Hunan, Changsha 410000, China

Abstract. In the new educational environment, the basic and instrumental functional advantages of college Chinese are gradually prominent. Doing Chinese teaching well not only helps to enrich students' Chinese knowledge reserve, but also to improve students' Chinese learning cognition and cultivate students' Chinese accomplishment. In the environment of big data era, we should face up to the realistic problems existing in the current Chinese teaching, through optimizing the teaching mode, rearranging the teaching lines, reconstructing the college Chinese teaching mode based on the big data platform, improving the quality of Chinese teaching. Based on the background of big data era and the practical problems in college Chinese teaching, this paper puts forward some concrete reform strategies.

Keywords: Big Data Era, College Chinese, Teaching model, Reform strategy

College Chinese is an important course in colleges and universities. Whether for the improvement of reading ability, the cultivation of aesthetic ability, or for the shaping of soul and personality, college Chinese has its unique value. One of the most important reasons for the cold attitude of college students towards this course is that the traditional teaching model does not adapt to the current reality of the development of higher education, that is to say, the traditional teaching mode which takes "classroom teaching" as the main method is difficult to adapt to the present situation of college Chinese education.

1 THE DILEMMA OF COLLEGE CHINESE TEACHING IN THE BIG DATA ERA

As one of the important ways to carry out aesthetic education in universities, college Chinese, like other aesthetic education courses such as music and fine arts, faces some common social and ERA circumstances, the emphasis on science and the emphasis on market are two themes of social development in today's China. As a result of past indifference to these two areas, it should not have been a problem for us to re-promote them in the present era and to place them in a position of great importance, clearly in keeping with the current trend of historical development. As a place to cultivate free spirit, independent personality and noble sentiment, university should respond to this to some extent. As an important part of aesthetic education, college Chinese plays an important role in shaping beautiful soul and cultivating noble personality.

Compared with Chinese education in senior high schools, college Chinese also faces some special circumstances, which is manifested in the fact that college Chinese is a public course, which is different from high school Chinese as a main course in daily teaching and college entrance examination, this has both advantages and disadvantages for Chinese education in colleges and universities. As far as its benefits are concerned, the mentality of college students may therefore be more relaxed, and they may receive Chinese aesthetic education with a relaxed and free mentality, which can give full play to the aesthetic educational function of college Chinese, college students may also develop the mentality of not paying attention to it, thinking it unnecessary, especially when college teachers continue to teach in a teaching mode in which high school teachers mainly focus on knowledge transfer, it may even lead to their antipathy and school-weariness. How to deal with the special situation of College Chinese, change the past kind of language into knowledge, aesthetic into cognitive teaching model, we should also consider the important issue.

In fact, the teaching goal of "seeking knowledge" instead of "aesthetic appreciation" and the teaching thinking formed under the control of this goal are both characteristics of Chinese teaching in senior middle school, it is also the basic characteristic of college Chinese education. "seeking knowledge" and "aesthetic appreciation" are two different activities. From the point of view of psychological characteristics, the former is mainly dominated by rational mental abilities such as thinking, while the latter occurs mainly in the field of human emotion, the goal of the former is to seek truth; the goal of the latter is to seek beauty. What students get in their works is no longer emotional excitement, soul tremor, the experience of the beauty of language, but a cold knowledge. This is a kind of education without soul, to its disgust, even hate, really is excusable.

2 THE INFLUENCE OF BIG DATA ERA BACKGROUND ON COLLEGE CHINESE TEACHING

Considering the current situation of cultivating Chinese talents in our country, the society has a greater demand for Chinese talents, but at the same time, the traditional teaching mode can only promote students' single ability, this model has a negative impact on the development of Chinese talents. In the context of the big data era, Chinese talents in colleges and universities are required to have an international vision and comprehensive ability, to master the new research methods in the light of the development characteristics of the times, so that the Chinese can better meet the needs of society, and adapt to the characteristics of the development of society, and create greater value.

In college Chinese teaching, we should work out a scientific talent-training plan, perfect the content according to the needs of the society, and make the plan play a better role. The traditional talent training program only guarantees the teaching of the basic courses, but does not take into account the needs of the development of students' practical ability. In a single training program, Chinese teaching is difficult to reflect its advantages, has an impact on the development of students, and at the same time can not meet the needs of Chinese talents in the era of big data, this requires comprehensive innovation in language teaching.

Chinese teaching attaches great importance to students' reading ability, listening and speaking ability, and allows students to use language as a tool to obtain professional information. However, in the environment of big data, it is difficult to train students to meet the actual needs of their posts, also lacks the corresponding competitive power, this proposed the corresponding request to the cultivation method. In order to meet the needs of cultivating Chinese talents, we should improve the teaching methods and raise the teaching level.

3 THE REFORM FOCUS OF COLLEGE CHINESE TEACHING MODE IN THE BIG DATA ERA

3.1 Problem-based situation teaching is adopted to improve students' ability to analyze and solve problems

Problem-based scenario teaching mainly refers to teachers guiding students to learn classroom knowledge through problem-setting, allowing students to carry out Chinese learning activities such as literature reading, Chinese text appreciation, etc. , analyzing and solving problems in classroom learning. Therefore, in college Chinese teaching, teachers should create rich problem situations according to the classroom teaching contents and with the help of vivid language and visualized courseware, thus causes the entire teaching activity to have the rhythm feeling and the fresh activity. For example, in college Chinese teaching, take the reading of my mother (Hu Shih) as an example, teachers can design questions such as "What do you know about your mother?" Before class, asking students to tell their own mothers first, thus leading them to the situation of maternal love and affection, teachers can also create maternal love situation, through multimedia broadcast some maternal love poems or short stories, after the situation is created, teachers can effectively guide students to read "my mother"(Hu Shih) , in reading with the teacher's question to think, analysis.

3.2 To adopt participatory cooperative teaching to enhance students' principal position and cooperative ability

In college Chinese teaching, teachers should adopt the participatory cooperative teaching mode, let students take the initiative to participate in teaching activities, enhance their main position, strengthen the cultivation of their cooperation and cooperation ability. Teachers should let students take part in the teaching activities in groups. They will cooperate fully in the groups to achieve the common goals of the groups and maximize the benefits of the groups. In the process of cooperation and interaction, students take the initiative to participate in the activities as the main role, greatly encouraging the students' motivation and enthusiasm for learning. For example, in college Chinese teaching, take the study of Hamlet as an example. In class, the teacher first introduces the characteristics of drama and related writing skills to the students, each group was given the opportunity to collect relevant information, discuss and set the plot, and to work together according to the strengths and interests of each group member to create a personalized performance script in line with the development of modern youth. In the whole teaching activity, on the one hand, it promotes the students' ability of cooperation and cooperation, on the other hand, it also promotes the development of students' innovative ability.

3.3 Adopting the method of "practice teaching" to enhance students' ability of practice and innovation

In college Chinese teaching, we should carefully plan some Chinese practical teaching activities from students' needs and interests, and give full play to students' hands, brain, heart, eyes, mouth and ears, actively tap their listening, speaking, reading and writing, hands-on operation, thinking, observation and other potential, in the practice of teaching activities, let students actively participate in and explore, will have learned knowledge applied to practical activities, to achieve the coordinated development of students' behavior, emotion and cognition, and to improve their practical and innovative ability. At the same time, in the teaching process, the teacher should accord with the students' life reality, proceed from the students' social life practice, let the students feel the practice in the Chinese class, associate the Chinese textbook knowledge in the practice. In order to break through the traditional acceptance-type, memory-type teaching model, highlighting the importance of practical teaching.

4 THE REFORM STRATEGY OF COLLEGE CHINESE TEACHING MODE UNDER THE BACKGROUND OF BIG DATA ERA

4.1 Constructing network-assisted teaching platform to enrich teaching forms

The network-assisted teaching can not only deepen the students' understanding and mastery of the learning knowledge in the college Chinese class, but also help the students to acquire the individual knowledge they need, but also can take the way of information retrieval to find the relevant documents and materials, get the information you want. The construction of network-assisted teaching platform helps students change from passive acceptance of knowledge to active acquisition and application of knowledge, and enhances students' self-learning ability. To make students think deeply about a problem and a point of knowledge, to speed up the dissemination and flow of teaching information, to bump up new information, to realize the sharing of knowledge, to help improve students' divergent thinking ability; For students to create a resource-rich network learning environment, conducive to the development of research projects. On the one hand, integrated practical activities of teaching create problem situations for students to use information technology; on the other hand, network information technology also provides important tools for students to carry out special research and practical activities. Under the network teaching environment, not only can we build a network-assisted teaching platform, but also we can set up the related network excellent course library, teaching website,

literature podcast and forum, and extend the teaching space, to promote teachers and students to participate in teaching, to strengthen the interaction between teachers and students.

4.2 Cultivate students' good study habits and improve the teaching effect

Pre-class preview is to let students have a basic understanding of the knowledge to be learned before teaching the new course, and make a simple comb, clear oneself in the process of learning new knowledge, and carry out targeted learning. The traditional college Chinese teaching model mostly adopts the closed preview, which simply gives the answers to the contents of the teaching materials, and can not effectively stimulate students to think deeply about the knowledge they have learned, it is not conducive to the improvement of students' autonomous learning ability. The new curriculum points out that preview should not only be an understanding of the contents of the teaching materials, but should be aimed at the heavy and difficult points of new knowledge, encouraging and guiding students to be able to collect literature materials independently and voluntarily, so as to provide reference for the study of new knowledge, in this way, we can realize the effective interaction between teachers and students in the classroom, and achieve twice the result with half the effort.

4.3 Actively develop scientific testing software and improve testing methods

Chinese education is an important course of teaching language knowledge, listening, speaking, reading and writing each link is special? E is important. However, the traditional college Chinese examination system only focuses on reading and writing, and lacks a certain degree of science, which leads students to easily memorize and pass the examination, this assessment method can not effectively reflect the students' real learning situation. At present, the Hanyu Shuiping Kaoshi has realized the grading test and implemented the Computer Test Method in the Putonghua test, which provides a reference for the development of the university language test software. While colleges and universities are using the Internet to build large-capacity, multi-level test question banks, they should also actively introduce the multimedia voice test system into the development of test software and take the way of random test, attach importance to the assessment of students 'Listening and speaking ability. At the same time, in the ordinary learning process, teachers can take the cumulative assessment of daily learning results and test results linked to promote students to develop self-learning awareness and habits. For example, students are required to post credits on teaching websites and literary podcasts, and they are required to memorize literary works using a test software that measures the quality of the material through a speech test, the integration of the scores of different examination methods and the scores of the written examination can be combined into a comprehensive evaluation, so as to enrich and diversify the examination methods of college Chinese.

5 CONCLUSION

At present, big data has been able to provide "analysis of students' disciplinary advantage, discovery of learning problems and diagnostic tests", and integrate the assessment data of the performance of disciplinary competence and core literacy, to form students' individual report on Chinese learning. Teachers can use big data to diagnose students' Chinese ability performance, accurately locate each student's Chinese learning problem, thus provide high-quality learning resources and optimize the path of Students' personalized learning. The integration of information technology and Chinese teaching brings new challenges and demands to Chinese teachers. Chinese teachers can create a new "hybrid Chinese learning ecosystem" only by understanding the cutting-edge dynamics and putting it into teaching practice, from passive use to active participation, to better promote the comprehensive and individual development of students.

REFERENCES

- [1] Yanjun Wu. Research on the Construction Strategy of Language Teaching System in Colleges and Universities [J]. Language Construction, 2017(32):71-72.
- [2] Tongyan Wang, Hongwan Ren. Designing and developing an online diagnostic tool for key competencies of core literacy: Taking the "task-based expression" test question as an example [J]. Language Construction, 2017(4): 23-26.
- [3] Chao Zheng. Talking about the theoretical guidance of college English teachers' teaching practice: Commentary on "Task-based Language Teaching" [J]. News and Writing, 2016(06):124.
- [4] Xiaohong Li. Discussion on problems and solutions in language teaching in colleges and universities [J]. Reform and Opening, 2015(10):91+93.
- [5] Weidong Li, Pingping Wang, Ting Zhang. Theory and Practice Research of "Dual Classroom" under the Background of "Internet +": Taking the Practical Application in High School Chinese Teaching as an Example [J]. China Electronic Education, 2017 (12):103-108.