

Use Information Technology to Improve College Chinese Teaching

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Abstract: College Chinese is an important public course in China's colleges and universities. But many college Chinese teachers are not able to use information technology to improve teaching effectiveness. This lead to several adverse consequences. Firstly, students dislike college Chinese. Secondly, students' humanities quality is declining. College Chinese teachers should combine information technology with teaching. They should use information technology in their classroom teaching, in tutoring, and in tests and examinations.

Keywords: college Chinese, information technology, combination, teaching

1. Introduction

Along with the rise of China, there is a boom of Chinese study in the international society. In China, the Chinese Communist Party is paying more and more attention to cultural work. The arduous task of cultural development and cultural renaissance is placed in front of the whole party and society. In this context, college Chinese teaching has attracted the attention of the whole society. This is not only a golden opportunity for college Chinese, but also undoubtedly puts pressure on college Chinese teachers. More and more papers on college Chinese teaching were published in a variety of journals and other media. Many articles pointed out that college Chinese is facing many difficulties. What are the reasons for the difficulties? I believe that one of the important reasons for the plight is college Chinese teachers did not keep pace with the times, namely they have not learned the use of information technology.

2. The adverse consequences of the fact that college Chinese teachers can't use information technology

2.1 The first adverse consequence: students dislike college Chinese

The majority of the current college Chinese teachers have Chinese professional background. They have rich experience and are very knowledgeable in Chinese, but are relatively less knowledgeable in information technology. Some older college Chinese teachers are unfamiliar with computers and networks. Some of them have not their own e-mail and are not able to use PPT courseware. They certainly mainly use traditional teaching methods in their classroom. They have lagged far behind the times of the network. Their class will not be very attractive to students. The lack of information technology has led to students' weariness in learning. Here is a statistical table of the status quo of college Chinese teachers using multimedia technology in four provinces, Henan, Hebei, Jiangsu, and Shandong. We surveyed five colleges in each province, and made the following table. We can see from the table that a considerable part of college Chinese teachers are not able to use multimedia technology in their teaching which will inevitably reduce their teaching effectiveness. a statistical table of the status quo of college Chinese teachers using multimedia technology

The four Provinces	The total number of college Chinese teachers in the five colleges in each of	The number of teachers who are not able to use multimedia	The proportion
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	the four provinces	technology in their teaching	
Henan Province	42	8	19%
Shandong Province	50	7	14%
Hebei Province	39	6	15.3%
Jiangsu Province	47	7	14.8%

University students are one of the groups who are the fastest to accept and use network. In the current campus, network takes students' most entertainment time. If college Chinese teachers can use multimedia technology and require students to read online books, collect information, write essay online, students would waste less time online. If college Chinese teachers do not master multimedia technology, students may chat on the Internet, listen to music on the internet, watch movies on the internet, play poker on computers, and so on. Some bad information will erode student's mind. If excellent culture does not occupy the network, decadent culture will swoop in, leading to the fall of students' humanity quality, and the fall of students' ability to use the mother tongue. For example, in student network language, there are a lot of homonyms or homophonic words. Students use sister instead of "sister", "good high" instead of "I feel very happy and excited," "886" instead of "goodbye", and so . Some students can write nothing without the guidance of the network. Some students copied essays online. Incorrect use of the network has been blocking the channel of students' self-learning and their language skills development. Many students lack the ability of life observation, the ability to understand and analyze the world. They do not have their own unique emotional experience and their own complex inner world. Many college students lack the ability to write correct words and sentences, are poor in reading and speaking, and lack the basic ability to write practical articles. Their homework was filled with typos.

2.2 The second adverse consequence: students' decline in humanities quality

In short, human quality refers to people's inner spirit and inner quality. College Chinese plays an indispensable role for students to improve their cultural literacy. College Chinese is helpful for students to expand human knowledge, understand human thoughts, master humanistic approach, and follow human spirit. If teachers can not control the multimedia technology, students' internet time will be filled with meaningless game, vulgar pictures and video, vulgar gossip. This will undoubtedly lead to a decline in students' cultural literacy. Many online articles are posted up by internet users who are not knowledgeable. The articles are usually full of spelling, grammar, or logic errors. Compared with the famous texts in the college Chinese textbooks, these articles are bad in quality. College Chinese teachers have the responsibility and enough reasons to keep pace with the times, namely to master information technology and combine their teaching with modern technology. If college Chinese teachers can master information technology, their teaching will fit students' interest. Students will work hard to master traditional Chinese culture on internet and get rid of vulgar Internet content.

If college Chinese teachers master the multimedia technology, they can combine college Chinese teaching with the multimedia to enhance student learning interest. They can get good education effect. College Chinese can play a huge role in the improvement of students' human quality. All aspects of College Chinese such as its teaching materials, its text structure, the grammatical features of its texts, give students the subtle spiritual influence in language, grammar, literature, culture, knowledge and ability. College Chinese can optimize students' language learning environment, give students a sense of language, enable students to receive the education of "the real, the good, and the beautiful" in the most beautiful context. College Chinese teachers should use multimedia technology to improve students' interest in learning, let students master Chinese knowledge systematically. Students in secondary schools already have a lot of language knowledge, but their knowledge is not systematical. College Chinese can not only consolidate students' past knowledge and skills, but also allow students to produce a qualitative leap. College Chinese can enable students to systematically understand and master the history of Chinese literature, Chinese linguistics, Chinese cultural history, and so on.

All in all, if college Chinese teachers master information technology to improve classroom teaching, students will play the main role in learning, their learning ability and spirit of cooperation will be improved, and their network communicative competence will be developed.

3. The ways of the combination of information technology with college Chinese teaching

3.1 The use of information technology in classroom teaching

If college Chinese teachers master multimedia technology, they can change the traditional teaching model of using chalk and blackboard as the main tools. Teachers can adapt the text into electronic textbook materials to compensate for the drawbacks of the traditional teaching model. Some content is difficult to demonstrate, but the use of multimedia technology can change the abstract into the concrete, change the complex into the simple. Modern technology can improve teaching effectiveness and improve teaching efficiency. For example, courseware PPT will produce better effect than writing on the blackboard. It saves time and effort, is informative, eye-catching visual, popular among students. In the teaching of classical poetry, teachers can use video to demonstrate poetry reading by masters, which will be far better than the teachers' personal reading. Again, in explaining some chapters of "A Dream of the Red Mansions", videos of TV play series will get more vivid, more intuitive results. When teaching Tang Dynasty poem "Moonlit Night", the teacher can firstly play a video of zither music to help students think of the beautiful pictures. When teaching the poems by Li Qingzhao, the teacher can play a video to demonstrate several pieces of beautiful figure. All these ways can increase the effectiveness of classroom teaching, and enhance students' interest in learning.

3.2 The use of information technology in tutoring

Tutoring is an important part in college Chinese teaching. Now that the majority of students extra time is occupied by the network, college Chinese teachers should consciously let the outstanding Chinese literary works occupy students' Internet time. For example, college Chinese teachers can let students watch the TV series "A Dream of the Red Mansions" and read the original and then write their feelings and experiences. Students will use the Internet to accomplish this task. Watching "A Dream in the Red Mansions" is much more useful than watching the endless soap opera on internet. Again, college Chinese teachers can arrange students to write blog comments on some hot spots of social phenomena and passive corruption, then students will be focused on this and reduce time reading boring information.

3.3 The use of multimedia technology in tests and examinations

The traditional tests and examinations include the process of printing papers, arranging examination rooms and invigilators, marking the papers, and so on. Under the conditions of modern technology, information technology can help teachers make the test more convenient and faster. Teachers can make examination papers and mark papers through an evaluation system. After students finish the questions, teachers can recall the answers to questions, the computer judges students test scores. Students can also use the Internet to make their own preliminary assessment. Teachers can also judge students according to their performance in writing blogs and reviews, creating coursewares, etc.

4. References

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