

# Research on the Deep Integration of Information Technology and Ancient Chinese Teaching

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**Abstract**—In the research field of the "deep integration of information technology and education" in colleges and universities, researchers have not only discussed the theory and approach from the macro aspect, but also the explored of the characteristics and practice from the micro aspect, however, the practical research of the first-line teachers is lacking. The essence and connotation of the deep integration of information technology and education are finally on the fundamental change of the classroom teaching structure, so the practical exploration of the first-line teachers in the classroom teaching is of great value and significance. The deep integration of the information technology and the ancient Chinese teaching can be carried out from two aspects: first, the reform of the classroom teaching structure of ancient Chinese; second, the mode of deep integration of information technology and ancient Chinese teaching. In order to carry out the reform practice of ancient Chinese classroom teaching structure, it is necessary to grasp the final foothold of "the deep integration of information technology and education", that is, the fundamental change of the classroom teaching structure, and the practice of the first-line teacher in the classroom teaching, which is the path of the fundamental exploration of the teaching reform.

**Keywords**—*information technology; ancient Chinese teaching; deep integration*

## I. INTRODUCTION

In March 2012, the Ministry of Education issued the Circular on the Ten-year Development Plan for Educational Informatization (2011-2020) (abbreviated as "Planning"). [1] "Planning" points out that the means to realize educational informatization is to make full use of and give full play to the advantages of modern information technology, and the way is the deep integration of information technology and education. Professor He Keng, Director of the Modern Educational Technology Research Institute of Beijing Normal University [2] <sup>(2012.12: 19-23)</sup>, put forward the interpretation of the "The deep integration of information technology and education", He believes that because classroom teaching is the main position of school education, the most important structural change of school education system is to realize the fundamental change of classroom teaching structure. The so-called classroom teaching structure is the concrete expression of the interaction among the four elements of teacher, student, teaching content and

teaching media. The reform of classroom teaching structure is actually reflected in the change of the status and function of these four elements, that is, the teachers should change from the master of classroom teaching and the indoctrination of knowledge to the organizer and the instructor of the classroom teaching, the helper and promoter of students' construction meaning, the cultivator of good student sentiment; the student should be transformed from the object of knowledge indoctrination and the passive recipient of external stimulus into the subject of information processing, the active builder of knowledge meaning, and the subject of emotional experience and cultivation. The teaching content should be changed from relying only on a textbook to focusing on teaching materials, with rich information teaching resources (such as subject website, resource database, CD-ROMs, etc.). The teaching media should change from the visual teaching tool which is only the auxiliary teacher to break through the key point and the difficulty, to be not only the auxiliary teaching tool, but also the cognitive tool to promote the students' autonomous learning, the cooperative communication tool and the tool of emotional experience and internalization.

In a word, "the deep integration of information technology and education" refers to the further realization of the structural change of the education system on the basis of using technology to improve the "teaching & learning environment" and "teaching & learning mode". Namely, the traditional classroom teaching structure of the "teacher-centered" should be changed and a new type of "Leading-subject combination" teaching structure should be built, which is the reason why "the Ten-year Development Plan of Educational Informatization" is put forward, and the basic starting point of the new concept and practice of "the deep integration of information technology and education" is advocated, and is also the essence and exact connotation of "the deep integration of information technology and education".

After the release of "Planning", colleges and universities in China have responded and began the reform of educational informatization. In the research field of the "The deep integration of information technology and educational " in colleges and universities, at present, the researchers have not only discussed on theory, way, etc. in macroscopic aspect,

but also have discussed on characteristics, practice, etc. in micro-aspect.

In the aspect of macro research, on the basis of He Kekang's [3] <sup>(2012.12: 19-23)</sup> in-depth interpretation of "the Deep Integration of Information Technology and Education", Pan Yan and Li Chunjie [4] <sup>(2015.27: 33-37)</sup> combed the influence of the deep integration of information technology and education & teaching on the teaching form of universities, and from the evolution of educational ideas: modernization of educational ideas, evolution of teaching methods: modernization of teaching methods, evolution of teaching resources: diversification of teaching resources, evolution of teaching models: diversification of teaching models, evolution of teaching skills: popularization of information literacy, evolution of teaching behavior, artistic transformation of teaching behavior and evolution of teaching evaluation: seven aspects of multidimensional teaching evaluation are described. Guan Enjing [5] <sup>(2015.10: 61-66)</sup> summarizes the pilot task of educational informatization undertaken by Shandong University of Technology, "Exploration of the Deep Integration Mode of Information Technology and Curriculum Teaching", he puts forward that perfecting the management system, perfecting the policy environment, optimizing the infrastructure, strict process management and flexible training is the effective paths of the integration of practice. The premise of the integration is the rich digital teaching resources, the key is the full application of network learning space, the emphasis is on the teaching design of the course, and the core is to form a pluralistic and mixed learning mode. These macro studies point out the research direction for the latecomers, lay a theoretical foundation, and play a theoretical guiding role in the research of this project.

In the aspect of microcosmic research, Xie Wenming, Ou Shaomin [6] <sup>(2014.1:63-66)</sup> analyze and summarize the reform of college English teaching carried out by Medical school of Shantou University. On the basis of discussing the significance of the integration of information technology and education, they introduced the method of constructing a new teaching structure around the new teaching concept, explored the ways to realize the deep integration of information technology and teaching, and introduced the reform of applied classroom teaching in universities:

- Redesigning the teaching structure;
- establishing a new teaching method;
- establishing an information-based teaching environment;
- cultivating students' information literacy and digital learning ability;
- improving teachers' teaching methods.

Hu Xiaoyong, Zheng Xiaodan and Feng Zhi [7] <sup>(2015.4: 36-40)</sup> made an interactive analysis on the excellent teaching examples of information teaching selected by the Ministry of Education in July 2014, and put forward six characteristics of the deep integration of information technology and teaching:

- Being guided by scientific and advanced educational ideas;
- Being guided by clear and appropriate teaching objectives;
- taking the personality pluralistic study way as the way;
- being based on the harmonious and interactive classroom atmosphere;
- being supported by innovative and effective application of information technology;
- focusing on the formative assessment of the learning process and the students' individual.

Although these six characteristics are put forward for primary and secondary education, they can also provide a reference for universities to carry out the deep integration of information technology and teaching. These microscopic studies provide methods and ways for the latecomers to draw lessons from, introduce the experience of practical exploration, and have practical reference value for the research of this project.

From the point of view of the periodical papers seen at present, there is still a lack of practical research on the "deep integration of information technology and education" in colleges and universities, especially on the practical exploration of the deep integration of information technology and classroom teaching. As for a certain course, such as the research and practice of the deep integration of information technology and ancient Chinese teaching, it is not involved. As He Kekang said, the essence and connotation of the deep integration of information technology and education should finally fall on the fundamental reform of classroom teaching structure, so the practical exploration carried out by first-line teachers combined with classroom teaching is very valuable and meaningful. In view of this, as a teacher of ancient Chinese course in colleges and universities, the author is deeply aware of the need to continue to explore, so the author consciously carried out the relevant practice in teaching.

The author believes that the deep integration of information technology and ancient Chinese teaching can be carried out from the following two aspects.

## II. REFORM OF CLASSROOM TEACHING STRUCTURE IN ANCIENT CHINESE

Ancient Chinese is a relatively special course. First of all, it is both a language course and a tool course. It should not only impart the relevant knowledge of ancient Chinese, such as pronunciation, grammar, vocabulary, etc., but also make students master the tool of ancient Chinese, cultivate students' ability to use ancient Chinese knowledge to read ancient books, master certain ancient cultural knowledge and improve students' Chinese traditional cultural literacy. Secondly, the ancient Chinese courses offered in science and technology colleges and universities are faced with the weak cultural atmosphere, students' demand is not high, interest is

not great, how to improve students' enthusiasm for learning, how to improve teaching quality, these are the problems that need to be solved. The purpose of this project is to explore how to change the traditional "teacher-centered" classroom teaching structure in ancient Chinese, and to construct a new "leading-subject combination" classroom teaching structure.

Classroom teaching structure is the concrete expression of the interaction among the four elements of teacher, student, teaching content and teaching media. The reform of classroom teaching structure is actually reflected in the change of the status and function of these four elements. The specific change measure is:

First, the teachers play an important role in organizing and guiding classroom teaching. By issuing tasks, guiding inquiry, guiding research, feedback evaluation and other links, teachers guide students to make full use of information technology as a cognitive tool and cooperative communication tools to carry out teaching.

Second, the students use information technology and network platform to actively acquire knowledge and carry out thematic research through personality autonomous learning, group collaborative research, team cooperation research, interactive evaluation summary and so on.

Third, the teaching content is based on teaching materials and extended to rich information teaching resources (such as network platform courses, subject websites, electronic resource library, databases, etc.).

Forth, the teaching media is diversified, the teaching is assisted in class, the students are promoted to study independently after class, the teachers and students are promoted to interact with each other, and the atmosphere of Chinese traditional culture is created.

### III. THE MODE OF DEEP INTEGRATION OF INFORMATION TECHNOLOGY AND ANCIENT CHINESE TEACHING

On the basis of the research and practice of the reform of ancient Chinese classroom teaching structure, this paper explores the mode of deep integration of information technology and ancient Chinese teaching. The deep integration of information technology and teaching is a big subject, the nature of each subject is different, the teaching purpose is different, and the mode of information technology and its integration is also different, so it is difficult to have a unified model. However, when it comes to the course of ancient Chinese, on the basis of the practice of classroom teaching structure reform, we can sum up its regular content, summarize the operable scheme, and explore a mode of deep integration of information technology and ancient Chinese teaching, in order to provide some reference for other information technology teaching researchers.

The practice of this model can be carried out from the following aspects:

#### A. *Early Information Collection*

Teachers and students can carry out book reading and network information collection, to understand the relevant

historical background knowledge, to collect the relevant information of ancient cultural knowledge in the text, and to collect and screen the relevant multimedia materials.

#### B. *Voice Level Feeling Appreciation*

Teachers and students can master the correct pronunciation of the text by consulting reference books, accessing online resources, select the network audio materials related to the text; music of choice for soundtrack recitation and recording, audio can be played in class for communication or shared for communication in the online education platform.

#### C. *Situational Level Perception Evaluation*

The students can correctly understand the text by consulting reference books, accessing online resources; select online pictures and video materials related to the text, distribute the text and explain it yourself. Pictures, videos can be played in the classroom or shared in the online education platform.

#### D. *An Analysis of the Feelings at the Cultural Level*

Combined with the relevant historical background knowledge and cultural common sense collected in the previous period, teachers and students can explain the relevant contents of the text, and expand to ancient and modern China and foreign countries for comparative evaluation.

#### E. *Thematic Research*

The teachers can combine the content of the unit, select a certain topic, carry on the thematic research in the form of team division of labor and cooperation; the students form their own team, select the team leader, arrange the division of labor, complete the research within the limited time limit, and submit the final results in the form of the research report; the teachers encourage the students to submit and publish the research report in order to form the formal research results.

#### F. *Conclusion of Interactive Evaluation*

The learning results and research results of each class and each unit of the students are presented on the network platform. And the teacher-student appraisal summary and the student-student interaction can be carried on.

### IV. CONCLUSION

After nearly three years of teaching practice, the author has deep experience, based on the network education platform of our school, to carry out the reform practice of ancient Chinese classroom teaching structure, we should grasp the final foothold of "the deep integration of information technology and education", that is, the fundamental change of classroom teaching structure, and carry on the practical exploration with front-line teachers combined with classroom teaching, which is to fundamentally explore the path of teaching reform.

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