Exploration on the Construction of Ancient Chinese Database against the Background of Big Data

Baolin Zhang*, Li Ding

College of Humanities& Sciences of Northeast Normal University

Changchun, China

*Corresponding author

Abstract—**With the application of big data in various fields, ancient Chinese teaching also introduces relevant concepts and applies them to teaching. This paper elaborates on the exploration of ancient Chinese teaching in the context of big data from two aspects of curriculum introduction and curriculum resources, with the right to make a contribution.**

Keywords—big data; ancient Chinese; course introduction; resources

The term "big data" originated from NASA in the last century. It uses computers to make statistics, collation and analysis of data in related fields to draw conclusions, guide the direction of the research field correctly, and help the research field make wise decisions in various changes. Nowadays, big data analysis has been widely used in various fields, and the ancient Chinese teaching database has also emerged as the times require. In the process of choosing "provincial excellent courses" and "provincial excellent courses", the Ancient Chinese Subject Group attaches great importance to the construction of curriculum database. Although the number of data is not huge, it achieves a comprehensive and concrete way, which benefits students greatly in the process of concrete use.

I. INTRODUCING THE COURSE TO LET STUDENTS UNDERSTAND THE CHARACTERISTICS AND IMPORTANCE OF THE ANCIENT CHINESE COURSE

In order to facilitate students to understand the basic course of Ancient Chinese, we have set up a special "course introduction" in the database to let freshmen understand the learning content, learning methods and future application of ancient Chinese, practice and application, reduce their fear of ancient Chinese, and enhance their interest in learning ancient Chinese. And pave the way for freshmen to learn ancient Chinese. Through the students' click-through rate and feedback, we can see that they are still afraid of this course before they study it. It is precisely our reasonable planning of students' learning content, the introduction of learning methods integrating theory with practice, and the detailed explanation of future application that dispel students' concerns and make them interested. Recognizing the characteristics of ancient Chinese teaching:

1. This course emphasizes practicability, transforms theory and knowledge into practical ability, and lays a solid foundation for students in their future study and employment.

2. This course integrates the contents of various disciplines, makes the classroom interesting and educational by means of modern technology, and makes students have a strong interest in this course.

3. Essentially, this course breaks away from the limitation of Chinese teaching in dealing with facts from the point of view, sums up the miscellaneous knowledge to a clear and discernible law, and then rises to the height of linguistics.

Let students understand the importance of ancient Chinese:

1. At present, Chinese Studies is flourishing. As a student of Chinese Department, it is impossible to leave the tool course of Ancient Chinese if he wants to have a deeper attainment in Chinese studies.

2. Chinese postgraduate entrance examination, many schools regard ancient Chinese as the basic course of postgraduate entrance examination, it is impossible not to learn ancient Chinese well.

3. Ancient literature, modern Chinese, dialects and many other disciplines are based on ancient Chinese. They can not learn ancient Chinese well, nor can they learn other disciplines well.

4. China has a large number of ancient books. It is an important task for modern Chinese to inherit and develop ancient culture. Only by making the past serve the present and bringing forth new ideas from the old can China remain invincible in the increasingly fierce competition in the world. And in modern life, we often encounter language with classical meaning, so the knowledge and cultivation of ancient Chinese has a certain significance.

II. RESERVE LEARNING RESOURCES AND TIMELY FEEDBACK TO FACILITATE STUDENTS'LEARNING

A. Reserve Reference Books and Reference Books Related to Ancient Chinese to Facilitate Students' Autonomous Learning

Ancient Chinese is a subject with huge contents. If you want to learn this course well, besides learning textbooks, you should read extensively and read more related books. At the same time, students should consult relevant reference books when they study. Because of the large demand for reading, many books and libraries are not enough to meet the students'

borrowing needs. From the feedback information obtained from the students' specific investigation, we know the bibliographies that students want to read, and introduce many e-book resources of the school into the ancient Chinese database of our College of Literature to facilitate students' reading. In the process of introducing e-books, we constantly count the amount of downloads from students, and then analyze that students are more interested in those kinds of books, demand for those kinds of books is greater, and there are still problems in the use of those reference books to make corresponding adjustments to meet the needs of students. For example, at first we have reserved some basic reference books, such as exegetics, vocabulary, phonology and grammar. Later, through data feedback, students are also interested in rhetoric and cultural books, so we continue to add relevant books. In recent years, students' demand for reference books has increased. Therefore, we have added ancient Chinese dictionary, oracle bone dictionary, seal dictionary, forgery dictionary and synonym discrimination dictionary to the database, which provides great convenience for students to learn independently.

B. Courseware Uploaded to the Database to Facilitate Students' Review after Class

Guhan teachers will upload the courseware to the database by stages and batches after class. If students do not complete their notes in class, they can download the courseware on the website. Teachers adjust the course schedule according to the amount of downloaded courseware, and adjust the content of courseware according to the feedback of students until the students are satisfied. The courseware we upload is divided into professional courseware and elective courseware. Professional courseware is mainly "Wang Li" version of ancient Chinese textbook courseware, elective courseware is mainly "phonology, grammar, vocabulary, exegesis, rhetoric and Chinese language and culture" and so on. In order to facilitate students' postgraduate entrance examination, we have also made the part of professional textbooks for students' self-study into a courseware upload database, especially the part of questions frequently posed in postgraduate entrance examination. We have made a detailed explanation in the courseware.

C. Upload Exercises to Provide Online Tutoring for Students

1) Upload exercises for specialized courses and elective courses.

Because of the tight curriculum arrangement and less time for classroom exercises, we upload the related exercises of professional courses and elective courses to the database, arrange students to download exercises after class, and the database provides students with the answers to the exercises. According to the proportion of students' errors in practice, teachers should strengthen the teaching of the content that students are prone to make mistakes in class.

2) Upload the postgraduate entrance examination questions from other schools to provide convenience for postgraduate entrance examination students.

After class, teachers collect relevant professional postgraduate examination questions through postgraduate students and upload the database. Because there are a large number of postgraduate exam questions in the database, it not only greatly facilitates the study of postgraduate students, but also guides the correct review direction for postgraduate students, and saves students' expenses economically. Through the click-through rate of students downloading test questions, we make relevant adjustments in the classroom. The more students download the exam questions of which school, the more we will subtly integrate the exam questions of which school into the teaching in the classroom, so that students will not feel strange when they see the exam questions, and enhance their confidence in the exam.

According to the ratio of students downloading postgraduate entrance examination questions, we should meet the needs of students. We also constantly enrich the types of postgraduate entrance examination questions in the database, increase the number of school entrance examination questions, and arrange them according to the years, so that students can download and use them at a glance. At the same time, according to each school's annual postgraduate entrance examination questions, help students summarize the rules of the questions, and grasp the direction for students to review. In order to help students get better counseling, we also have online answers. Teachers are always ready to accept students' questions, so as to better serve students.

3) Upload the previous final test questions for students to review at the end of the term.

The sophomores have just come into contact with the ancient Chinese course. Although they listen carefully in class and finish their homework carefully after class, they still can't grasp the clue and key points in the final exam. So we upload the final exam questions to the database for students' reference.

D. Uploading Course Video

1) Video of professional courses and elective courses.

Although there are already teaching courseware and problem solving in the database, one of the indispensable parts of the database construction is "teaching video". Due to the large space occupied by teaching videos, the difficulty of recording and the lack of funds, there is not a large number of teaching videos in the database, but with the expansion of the database space, we will continue to increase the number and categories of videos to provide more convenient conditions for students to learn.

2) Upload videos of students' preschool lectures.

In order to train students' teaching ability and enhance their expressive ability, we have set up pre-class lectures in ancient Chinese course, and some of them have recorded videos. In order to facilitate freshmen's learning, we select a good video upload database to provide a model for freshmen's pre-class lectures, so as to avoid detours for freshmen.

E. Future Conception: Installation of Electronic Retrieval Systems such as "Four Books" and "Four Series"

The Sikuquanshu compiled in the Qianlong period has a large scale and numerous volumes. Since its compilation, it has been extremely inconvenient for ordinary scholars to consult, and the book can not be widely circulated, which is rarely seen

in the world. The original and full-text retrieval edition of the single-machine edition of Wen Yuan Ge's Four Ku Quanshu was jointly launched by Shanghai People's Publishing House and Hong Kong Dizhi Culture Company in 1999. This has played a great role in preserving and promoting the 5000-year Chinese culture and promoting the study of ancient culture and history. The full-text retrieval edition of Siku Quanshu contains all the documents of the Sutra, History, Zi and Collection of Siku, totaling more than 3460 books, about 990 million words, and 17 CD installations.

The Four Series was compiled by Mr. Zhang Yuanji, the founder of the Commercial Press in the early 20th century. The most distinctive feature of this series is that the edition selection is exquisite. It specializes in the old periodicals of Song, Yuan and Ming Dynasty, and seldom in the Qing Dynasty. It is also an exquisite proofreading. The edition value of this series is much higher than that of Sikuquanshu. Four Series are divided into the first edition (1922), the second edition (1932) and the third edition (1936). They have collected 504 kinds of books and nearly 9 million words. Each edition is divided into four parts: Classics, History, Zi and Ji. Since its publication, the series has been highly praised by literary and historical workers, and the books collected are often used as the basis for the collation of ancient books. The original and full text retrieval stand-alone edition of "Four Series" consists of four CD disks installed (full text) and 20 image data disks, including all the contents of the paper edition. The full-text retrieval edition of "Four Series" was launched by Beijing Book Tongwen Company in 2001.

The installation and open inquiry of these two ancient books will inevitably provide great convenience for teachers' scientific research and students' learning.

III. CONCLUSION

The introduction of big data into ancient Chinese teaching is only a concept so far, but the introduction of advanced concepts will inevitably bring about the innovation of teaching concepts. Through the analysis of data resources and feedback information, a large number of data resources will be provided for the improvement of ancient Chinese classroom teaching, which will bring greater convenience to students' learning. In order to better serve the teaching of ancient Chinese in the future.

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