Analysis of Chinese Language and Literature Teaching Based on Computer Multimedia Technology

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ABSTRACT

Since entering the 20th century, computer information technology has entered the mileage of rapid development. The rapid development of computer information technology has also brought very far-reaching influence to all walks of life. For the education industry, the development of computer information technology has changed the traditional teaching methods. For colleges and universities, especially for Chinese language and literature, multimedia information technology plays an increasingly important role in the classroom. The full role of multimedia information technology is conducive to classroom teaching becoming no longer dull, knowledge becoming more vivid and colorful. The efficiency of students' mastery of knowledge is improved. But everything has two sides. Therefore, multimedia information technology is not perfect in the application of teaching. Only by constantly innovating the application of multimedia technology in the education industry can our teaching level be continuously improved.

Keywords: Chinese Language and Literature, Teaching Means, Multimedia, Information Technology

1. INTRODUCTION

Chinese language and literature is an indispensable and extremely important professional subject in colleges and universities in China. The goal of Chinese language and literature is to train students with aesthetic theory of literature and art and profound knowledge of Chinese language and literature. Because the major of Chinese language and literature is the most important and basic major in colleges and universities in China, there are very high standards and requirements for the teaching of Chinese language and literature. With the rapid development of Internet information technology, teachers apply information technology to Chinese language and literature teaching classroom, and bring abundant resources through Internet multimedia. It undoubtedly does not improve the students' interest in Chinese language and literature, but also improves the teaching efficiency in the classroom.

2. TRADITIONAL TEACHING METHODS ARE ELIMINATED BY MULTIMEDIA TEACHING

At the beginning of the 21st century, China's Internet information technology has just started, the teaching methods of our education industry are very traditional,

teachers mechanically impart knowledge on the platform, while students mechanically absorb knowledge. On this basis, the teaching atmosphere created is also relatively dull. In this dreary teaching atmosphere, both teachers and students feel a little exhausted, especially for students. The atmosphere is dull and cannot actively participate in the teaching. It also leads to low learning efficiency and difficult to master knowledge points. The second is that the traditional teaching is too rigid, the traditional teaching tools are relatively simple, nothing more than books, chalk, blackboard these three teaching tools, for the special major of Chinese language and literature, teachers teaching is a waste of a lot of unnecessary time, Chinese language and literature major has a lot of knowledge, which requires teachers and students to take a lot of notes, but chalk writing is undoubtedly slow, which leads teachers to waste a lot of unnecessary time in class because of writing notes, and lead to slow progress of the course[1]. Finally, because the traditional teaching methods are to catch up with the progress of the curriculum, teachers do not give students a lot of time to think about problems, think about the connotation of works, think about the themes to be expressed in literary works, and follow the book.

With the rapid development of Internet information technology, backward teaching methods are gradually abandoned, replaced by innovative and flexible

multimedia information technology to assist classroom teaching methods. In teaching, the flexible application of multimedia information technology has given teachers great help, reduced some unnecessary burden on teachers, and made students more easily attracted by the knowledge they speak and improved the efficiency of learning. From the beginning of the 20th century to now, with more than 20 years of computer development, multimedia information technology has gone deep into the school and classroom, and has become an indispensable learning tool for teachers and students to learn. The application of multimedia information technology also brings a lot of teaching resources, so that the cost-performance ratio of teaching can be improved very well. The application of multimedia in classroom teaching also strengthens the activities of teachers and students in class, the teaching atmosphere becomes no longer silent, and the distance between teachers and students is further strengthened. Multimedia information technology, a series of benefits in education and teaching, fully shows the important role of multimedia teaching means in teaching industry. Multimedia information technology teaching means have become more and more important in teaching.
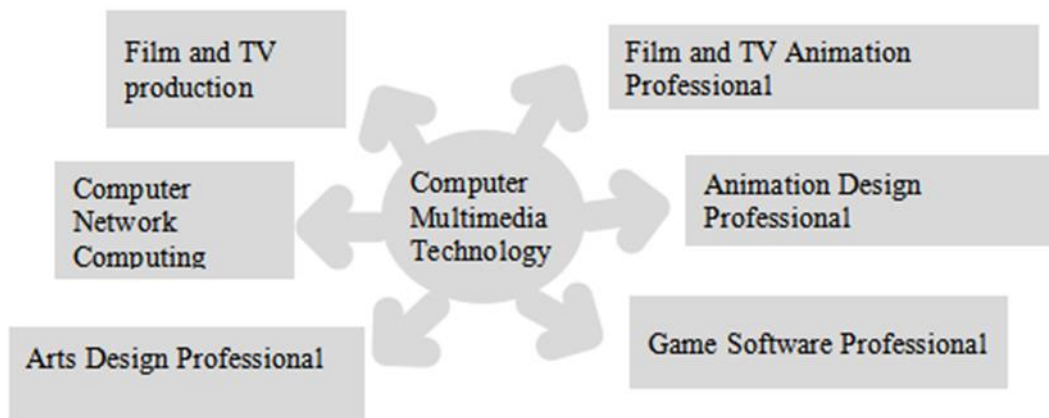

Figure 1 Computer Multimedia Technology.

3. MULTIMEDIA USE TO HELP CLASSROOM TEACHING

3.1. The application of multimedia teaching can accelerate the teaching progress

As we all know, one of the most common means of teaching traditional teachers is that teachers use chalk to write down the important and difficult points of teaching knowledge on the blackboard. For the Chinese language and literature major, teachers have to write several times more words on the blackboard than in science, which is undoubtedly a shorter time for teachers to teach knowledge. Writing and painting on the blackboard are almost ineffective, but the application of multimedia information technology corrects this difficulty. Teachers can apply documents ppt make the knowledge to be taught in class, Further improve the efficiency of teachers' classroom teaching. For the important and difficult knowledge of Chinese language and literature, teachers can also use multimedia information technology to make the important and difficult knowledge into a conspicuous mark, which is conducive to students' understanding of key knowledge and further grasp. Because of the rapid development of the Internet, the information technology era has also brought rich learning resources to the students, greatly enhanced the students' horizons, students master new knowledge and a more portable way[2].

3.2. Multimedia assisted teaching can adjust classroom atmosphere

The traditional form of classroom is that teachers speak on the podium, students mechanically absorb knowledge, the classroom atmosphere is not active, for primary schools, students also have an interest in positive interaction with teachers, but in junior high school, especially with age and grade, students no longer have ambition in class, classroom atmosphere becomes more boring and dull. The application of multimedia information technology also solves this awkward situation very well. Teachers can insert appropriate videos and music when making courseware. With the development of knowledge content in the classroom, these video music can undoubtedly adjust some dull atmosphere in the classroom and drive students to be active in the classroom. Immerse the students in class. At the same time, the use of multimedia information technology to assist teaching is also conducive to stimulating students' initiative in learning, actively to acquire knowledge, rather than blindly passive acceptance. The rapid development of the Internet has also brought students a lot of knowledge they have not learned, scenery they have not seen, places they have not

been to, these rich resources broaden the students' horizons, let them have a whole concept of society, the world is no longer single, and become rich and colorful, which also meets one of the goals of modern society.

3.3. The application of multimedia teaching enables students to enter the state better

From the traditional teaching methods, teachers teach boring, students passively accept knowledge to make the classroom atmosphere very boring, for classroom teaching, especially for literature teaching, Mechanical imparting knowledge simply makes students unable to understand the beauty of the text and the feelings the writer wants to express. For the students in the north, they are in a region with distinct seasons. The four seasons in the text can be well experienced. The state of entering the classroom is also very fast, and the efficiency of teachers' teaching is greatly improved. But for students in the south, especially those close to Hainan, the four seasons are not obvious. Then the application of multimedia information technology, teachers use video, audio, pictures and so on to join the teaching classroom, not only can make students feel the content of the text, but also help to mobilize the atmosphere of the classroom. In the classroom, the most afraid of the situation is that teachers and students are not in the same state, not to the same state will lead to a decline in teaching efficiency, teachers and students are not worth the loss. However, after the introduction of multimedia in classroom teaching, teachers can mark the important and difficult points with pictures, so that students' attention can follow the courseware and follow the teacher's pace[3].

3.4. Multimedia teaching aids draw the distance between teachers and students

The role and advantages of multimedia in teaching assistance are not only reflected in classroom teaching, but also in the after-school time of teaching. With the rapid development of the Internet, teachers can also discuss knowledge with students in extracurricular time. Free from time and space, this undoubtedly makes students and teachers closer. Multimedia extracurricular teaching aids are mainly reflected in the establishment of WeChat group, qq group and a series of equipment conducive to communication between students and teachers. For example, the establishment of a WeChat group, without the need for face-to-face communication can reduce some students' fear of teachers, especially shy students and poor students. They can be more bold and relaxed to ask teachers questions and express their views on questions. In this way, not only can the students' learning efficiency be improved, but also the teachers can pay more attention to the changes of students' psychology and the degree of mastery of the students. Change teaching methods to make their teaching effect better and better.

4.HOW TO ASSIST CHINESE LANGUAGE AND LITERATURE TEACHING WITH COMPUTER MULTIMEDIA TECHNOLOGY

4.1. The rhythm of multimedia assisted teaching is too fast, and the appropriate application of multimedia

Although multimedia assisted teaching has many advantages, especially for liberal arts teaching, there is also such a problem in liberal arts teaching. However, the progress of multimedia assisted teaching is very fast. All knowledge and difficulties can be presented in a ppt form. For this situation, teachers should first choose to control the rhythm of the course, not too fast, to ensure that students can learn knowledge, understand the connotation of knowledge. For example, in the aspect of the process of ancient Chinese literary history, teachers can search for some videos of ancient literati writers before class so that students can have a general understanding of ancient literati, know their lives, and know their experiences. Besides controlling the rhythm of the classroom, the teacher's teaching content should not be too much, too much is difficult for the students to absorb, and when the teacher uses multimedia information technology to assist the classroom, the ppt must not be too flashy. This will attract students' attention and reduce their knowledge absorption and understanding[4].

4.2. The design of multimedia courseware is centered around students and cannot limit students' thinking

Multimedia information technology-assisted instruction has been applied skillfully to all students, which has helped teachers lighten the burden, but at the same time it has a very fatal impact on teachers and students. For a long time, students' creative ability of thinking will be suppressed and the ability of independent thinking will be lost, which runs counter to our teaching goal of cultivating innovative talents. Therefore, when designing teaching contents and preparing teaching plans, teachers should teach moderate classroom knowledge. In addition, teachers should not be bound by multimedia information technology assisted teaching and abandon the framework. Try to cultivate children's thinking ability, cultivate children's innovative ability. For example, when teaching ancient Chinese characters in the classroom, teachers can use the role of multimedia information technology to wash the ppt forms of ancient Chinese characters and present graphics about Chinese characters, so that students can spread their minds and understand what is pictograph, what is monomorphic character and what is pictophonetic character. This teaching method can not only make students have a deep understanding of what they have learned, but also develop the ability to think

independently, so in the Chinese language and literature class, How to use multimedia information technology to assist teaching is a very big knowledge[5].

4.3. The application of multimedia information technology in the classroom, students' feelings must not be ignored

Since ancient times, most people have believed that teachers teach, students learn, students just listen to teachers, but in the new century, the word "teaching" has undergone profound changes. Teaching is no longer teacher-centered, but student-centered. Teaching in the new era should always revolve around students. Teachers are not the center of the whole teaching system, as in the traditional teaching system. The so-called teaching is the teacher attentively teaching, and the student earnestly studies, must achieve the teaching deepest meaning, in the classroom needs the teacher and the student's thorough communication and the integration to realize the teaching deep meaning. Only by deeper communication and interaction between teachers and students can students master the knowledge they need to learn. Only when students love to learn and love to communicate with their teachers in depth, can teachers be more confident. More actively to impart knowledge to students. As a result, teachers must avoid using multimedia as the main body of their classes and ignore students' feelings and participation. Teachers can not follow the ppt framework to construct the whole curriculum framework. In a word, multimedia information technology assisted classroom has brought many positive effects to teachers and students' classroom, improved the traditional communication methods between teachers and students, and provided a good bridge for teachers and students. Using multimedia courseware to assist teaching class, video and audio play is the best time for teachers and students to communicate. For example, the Chinese language and literature major is teaching ancient literature. Multimedia information technology can be used to give the author's background and life experience. After class, the teacher can also use multimedia courseware to send to students, once again strengthen the consolidation of knowledge points.

4.4. Diversification of teaching methods

As we mentioned earlier, teachers' use of multimedia information technology to assist teaching can speed up the progress of teaching. What this advantage brings is that teachers and students have more communication time, which is conducive to the construction of a good communication atmosphere between teachers and students. This change also helps teachers to take more diversified teaching methods in class. The traditional teaching method is that teachers teach on the platform, students passively accept it under the platform, and because of the particularity of Chinese language and

literature, the traditional teaching method has never changed. However, the application of multimedia information technology saves teachers and students a lot of unnecessary time. The diversity of these teaching methods can not only enhance students' interest in learning, but also draw the distance between teachers and students. There are several kinds of diversified teaching methods, one of which is to use games to drive the learning environment, especially the game that takes away competitive participation. Stimulate their more interest in Chinese language and literature, but also stimulate students' thinking, let them develop the ability to think independently, play a role in middle school, learning,. There is also a teaching method is case study, Chinese language and literature major needs a lot of writing, when students write a lot of literary works, the teacher can provide the template of previous writing, or when students participate in writing, the teacher offers them a lot of real and accurate information to find their own ideas in the rich information resources. Of course, the development of Internet information also provides us with a lot of information resources. Teachers can guide students to actively search for relevant find the life, background, style, characteristics of his works, This kind of active writing technique can undoubtedly cultivate students' ability of independent thinking and active learning[6].

5. CONCLUSION

China's Internet information technology development is constantly mature, but also constantly innovation. Multimedia information technology assisted teaching has brought many convenience to teachers in class preparation, and has also given teachers more time to expand their knowledge and seek better teaching methods. At the same time, multimedia information technology assisted teaching makes students master knowledge more firmly and have more and more interest in learning. But everything has both sides, multimedia information technology has brought us some drawbacks. Multimedia information technology assisted classroom makes our students pay more attention to multimedia rather than classroom, and knowledge transfer is no longer so deep. Educators should correct their understanding of Internet information technology and give full play to the auxiliary role of Internet information technology in classroom teaching. In class, teachers should also pay attention to the depth and opportunity of information technology integration, correctly guide students to develop good study habits, so as to truly play the role of information technology.

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