

Analysis of the Value of College Chinese Courses

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Abstract. Based on college Chinese curriculum research, computer integration software is used. Data processing is achieved by an image compensation method suitable for moving target detection under rotating imaging. Then, the sliding window dynamic time warping and CNN video facial expression recognition are combined to grasp the teacher's perception of the university language. Angle texture features are used to extract motion path analysis from high resolution remote sensing images. More data content was obtained. The value of this content is compared. By using hyperspectral human body image restoration with mixed total variation and low rank constraints and gradient-guided high-order geometric motion color image denoising model, the value of the research is reflected.

Keywords: College Chinese; Computer; Chinese Course; Course Value.

1. Introduction

The mother tongue is the basic language of a country. Mother tongue learning should not only be limited to the basic education, but also extend the education work to the whole life. At present, many countries in the world have established mother-tongue education as the core discipline of colleges and universities. The mother tongue is protected to promote the inheritance of culture. This is what should be learned in mother tongue learning [1, 2].

The mother tongue course in China is Chinese. In the development of university education, it is affected by many factors. In this case, this kind of bad situation should be alleviated in time. Language courses become marginal courses in some schools and are at risk of being abolished at any time. Chinese courses are rarely offered in college education. The faculty is weak. The Chinese course is taught by other course teachers. Renmin University of China has changed the university language from a compulsory course to an elective course, which has also become a flashpoint. The necessity and value of Chinese courses are hotly debated by all sectors of society [3,4,5].

Some programs targeted at Chinese content, such as "Chinese character dictation conference" and "Chinese good poetry", highlight the importance of Chinese and let the audience know that they lack the understanding of their mother tongue [6,7]. In addition to this aspect, Beijing adopted a bonus system for language in the reform of the college entrance examination, which also made teachers and students aware of the importance of learning. To better connect with the reform of the college entrance examination, the university curriculum should also pay attention to the language curriculum [8].

Through the above description, the value of the university language course is analyzed. Then, its value content is promoted, so as to attract the attention of other universities and promote the opening of Chinese language courses in colleges and universities. Therefore, the value study of the university Chinese course has meaning.

2. The Form of the Value of College Chinese Courses

2.1 The Social Value of College Chinese Courses

Social values include four aspects, political value, economic value, cultural value and ecological value. The political value is mainly spiritual. Under the influence of the scope of the Chinese curriculum, the theory of Chinese characteristicism is reflected. Students learn better about the profound meaning of the language course in their studies.

The economic value is reflected in the contribution of the university language curriculum to the promotion of social and economic development. This process is indirectly implemented. Through the

students, it can be achieved. Through the education of the Chinese curriculum, the overall quality of the students is improved. Then, in society, economic value is realized.

Cultural value refers to the value of the university curriculum itself. In the educational process, students have more cultural heritage. The education of the language curriculum requires students to carry out cultural heritage and preserve excellent traditional culture.

Ecological value is also a reflection of the social value of the university language curriculum. Under the influence of global warming, as well as land desertification and increased acid rain pollution, people are aware of the important value of environmental protection. Through the way of humanistic quality, the ecological education of Chinese curriculum is combined to let students respect nature and have a correct ecological outlook.

2.2 Individual Value of College Chinese Courses

From the analysis of individual students, college Chinese education can improve students' language literacy and improve their overall quality. In the actual teaching, the teaching of Chinese courses can improve students' ability of listening, speaking, reading and writing. Students develop the habit of reading. In the language curriculum education, reading ability and writing ability are improved.

Students' thinking ability can be cultivated in the language curriculum education. For example, critical thinking skills can be cultivated in reading literary works. Through the social background at that time and the author's thoughts, the critical views in it were understood. In the analysis of critical views, students' thinking mode is gradually expanded to improve their thinking ability. The further development of the university language course can innovate students' thinking ability. In today's social development, students need innovative consciousness to carry out innovative activities, which is also the premise and basis for increasing innovation ability. Table 1 shows the improvement that students hope to achieve in the teaching of Chinese courses.

Table 1. Students hope to improve those aspects through college Chinese study

Option	Number of people	Percentage	Option	Number of people	Percentage
Stimulate interest in learning Chinese	82	14.5%	Ideological enlightenment and moral edification	250	27.9%
Improve humanistic quality and cultivate the spirit of education	237	42.1%	Strengthen language training and literary accomplishment	374	41.7%
Enhance Chinese reading ability and expression ability	245	43.4%	Improve writing skills	272	30.4%

The issue of human qualities in individual values is discussed. The humanistic qualities of students have been improved in the university language curriculum. The country's high-quality talents have been increased, which contributes to the prosperity and development of society.

3. The Dilemma of Realizing the Value of College Chinese Courses

3.1 The Influence of Utilitarianization of Chinese Course Education on Value Realization

Traditional Chinese language education is to improve students' scores and better respond to exams. Under this traditional test-oriented education model, university language education is influenced by utilitarianism. Formal teaching was formed and its actual effects were not exerted. Teachers and students ignore college language courses. Finally, the language has changed from compulsory to elective content. Figure 1 shows the teaching methods of teachers in college Chinese courses.

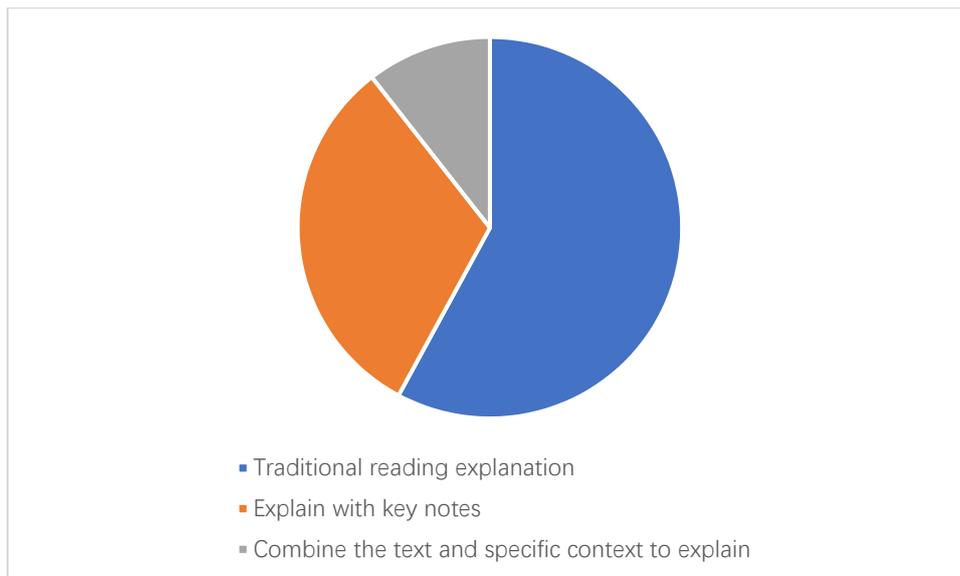


Figure 1. The teaching method chosen by teachers in college Chinese courses

In this case, there is a lack of humanistic education in Chinese education at the stage of basic education. For example, both the high school curriculum and the college entrance examination determine students' learning status by scores. Students are more willing to improve their test-taking skills. This process ignores the value and impact of the language curriculum itself.

3.2 The Unfavorable Environment for the Development of College Chinese Courses

First of all, the orientation of college Chinese courses is not clear, which leads to the confusion of students. If its location is not resolved, its value will not be realized. Secondly, the problem of insufficient theoretical guidance affects the realization of the value of the university Chinese curriculum, which is reflected in the lack of theoretical research and the lack of practical value in the curriculum. Finally, the faculty is weak. Because the public does not pay much attention to the language courses of the university, the teaching of the language is insufficient. Figure 2 shows teachers' views on college Chinese courses.

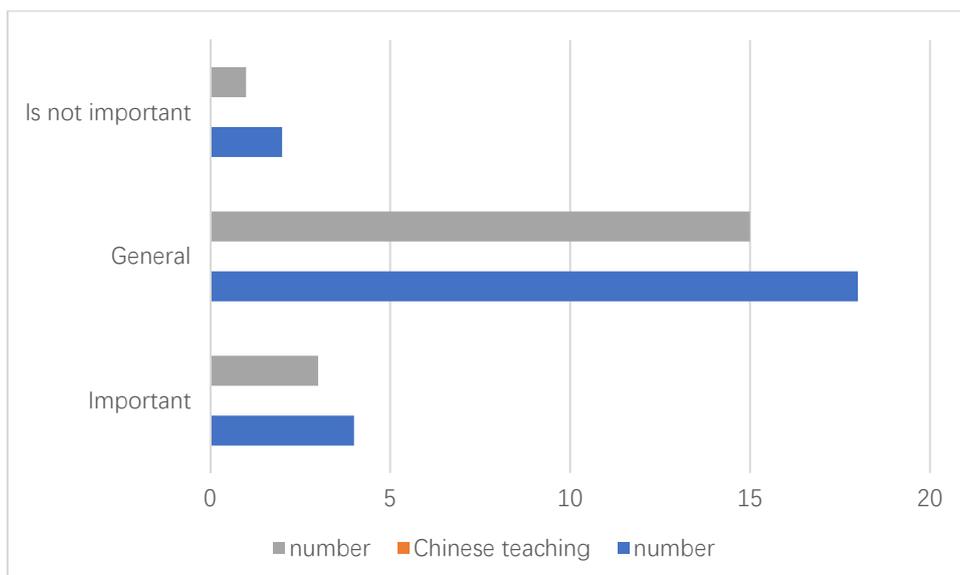


Figure 2. College teachers' views on Chinese courses

3.3 Problems in College Chinese Courses

There are three problems in the college Chinese course: the teaching materials are uneven, the teaching methods are unreasonable, and the assessment methods are not scientific. These are the most

intuitive questions for college language courses. These problems should be solved to give the attention of teachers and students. As a result, the value of the university language curriculum is highlighted.

4. Measures for the Realization of the Value of College Chinese Courses

4.1 The Importance of the Basic Education Stage

To improve the value realization of the university language course, the root cause was analyzed. In response to the basic education stage, the role of education and its teaching methods, the language is scientifically improved. First of all, from the basic education stage, students' interest in learning Chinese is cultivated, which enables students to understand the significance of language in their studies. This is not only to improve the performance, but also to cultivate the overall quality of students. Schools should apply a variety of teaching methods in Chinese teaching to practice innovation. After the innovation reform, the number of students studying Chinese language courses has increased. The following table shows the time students spend in learning Chinese language every day.

Table 2. The time it takes a student to learn Chinese every day

Time spent in learning Chinese	Percentage
Within 30 minutes	11.97%
1 hour or so	47.82%
2-4 hours or so	38.03%
More than 4 hours	2.18%

Secondly, language education must take into account the instrumentality and humanity. It not only enhances students' academic performance in education, but also plays the role of language education. Finally, through the cultivation of Chinese language teaching at the basic stage, students develop in an all-round way and form a positive and optimistic attitude.

4.2 Improvement of the Development Environment of College Chinese Courses

First, the positioning of the course is clear. As part of higher education, language not only promotes the development of students, but also shoulders the important significance of inheriting national culture and carrying forward the humanistic spirit. This kind of positioning is not a one-time or permanent positioning, and its positioning needs to conform to the development of the times. College language education is the continuation of middle school language. On this basis, the language curriculum needs to be improved. Utilitarianism was abandoned. The language curriculum is appropriately positioned according to the type of school.

Second, the theoretical construction should be strengthened. To make the development of college Chinese teaching better and faster, the relevant state departments and universities should greatly support the theoretical research work of the university Chinese curriculum, and give full play to the guiding role of academic advisory institutions and academic groups. On the one hand, the Chinese Language Teaching Steering Committee of the Ministry of Education should strengthen the emphasis and attention on the study of Chinese language courses; on the other hand, universities should also pay more attention to the Chinese language courses. A special university language course research group is established in the school. Teachers should understand the main needs of students in learning Chinese to help students master relevant knowledge. The specific content is shown in Figure 3.

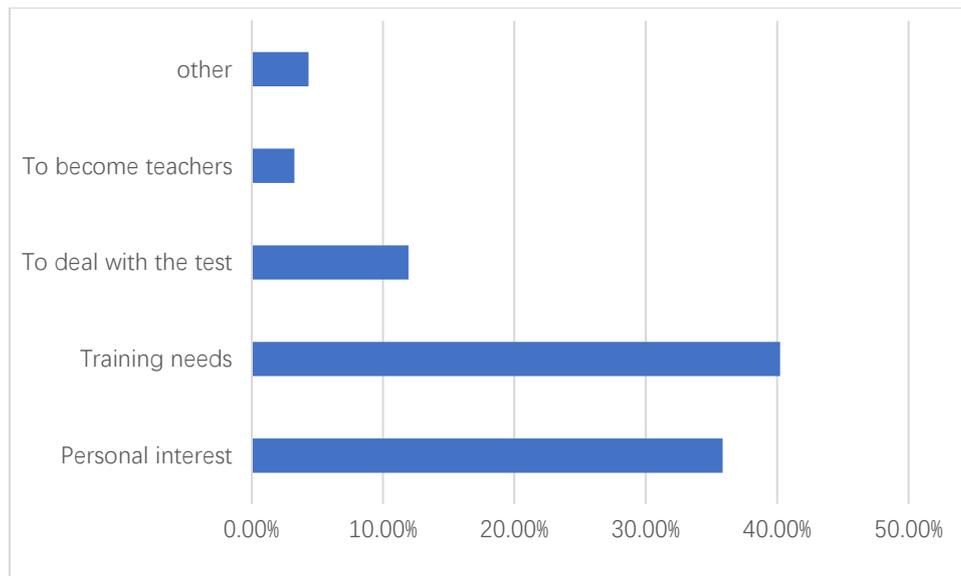


Figure 3. Reasons to learn Chinese

Finally, faculty should be strengthened. To ensure the quality of the teaching of the university language course, a strong, stable and high-quality teaching staff is very necessary. On the one hand, the stability of the teaching staff is enhanced; on the other hand, the overall quality of the teaching team is improved.

4.3 Internal Reform of College Chinese Courses

First, the course materials are standardized. Then, the teaching method was improved. Finally, the assessment method was innovated. The student's usual performance and homework scores are included in the final total score. This is not only conducive to mobilizing the students' enthusiasm for learning, but also enhances the fairness and impartiality of the assessment system. The closed book exam and the open book exam are combined. To examine the students' mastery of some basic literary knowledge, the closed-book examination is necessary, but the open-book examination should be emphasized.

5. Conclusion

In summary, for the study of the university language course, the concept of the university language course is understood first. As early as the founding of the country, language has the same meaning as the curriculum. Then, it is selected into the primary and secondary school Chinese text, which named by "Chinese". Chinese is most often understood as language literature and Chinese characters. It is the basic tool for people in daily communication and life. The effective use of language can improve the quality of character. Chinese education can not only improve the level of language quality of learners, but also improve the humanistic quality. Chinese education in college courses has gone through a long development process. Different historical missions were given to the development of its definition. As a mother tongue education course offered by colleges and universities, college Chinese course can improve students' Chinese literacy and cultivate their thinking ability. As a result, Chinese has been paid attention to and given full play to its value.

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