

The Way out for the *College Chinese* Teaching Mode in the Era of Internet Plus

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Abstract—In traditional education, teachers are the initiators, organizers and spreaders of learning, while students are the recipients and learners, where students must rely on the teacher's instructions to learn. In traditional education, the source of knowledge and information is mainly from schools, textbooks and teachers' minds. Teachers then become the embodiment of wisdom of "imparting knowledge and solving doubts", which forms an authoritative knowledge center centered on teachers. However, with the development of network information, the network provides extremely rich educational resources and information resources. Learning resources are no longer kept in schools, textbooks and teachers. In the face of the Internet and big data era, teaching methods should also be actively improved to keep pace with the development of the times, rather than being complacent. It is necessary to actively consider the changes in the teaching mode of college Chinese under the current situation.

Keywords—Internet plus; teaching mode; College Chinese

I. INTRODUCTION

In recent years, all sectors of society, including government leaders, experts and scholars in the field of humanities, and even parents of students have paid great attention to university education. As a teacher of college Chinese literatures, we also urgently hope that students can broaden their horizon and improve their reading and writing abilities and comprehensive humanistic qualities through college Chinese learning. With the promotion of public opinion and the cooperation of teachers and students, the reform of college Chinese teaching is progressing smoothly. Qiu Yong, president of Tsinghua University, recently announced that the compulsory course of "writing and communication" will be offered to freshmen of the class of 2018. Ge Fei, a famous Chinese literature professor and Mao Dun literature prize winner, and Peng Gang, a history professor and dean of academic affairs, will jointly take charge of the course. The university also plans to offer the course to all Tsinghua undergraduates by 2020 and aims to offer courses and guidance to graduate students. In such a good situation, as a college Chinese teacher, the author deeply felt that the teaching methods to continue to innovate, teaching skills to continue to improve, in order to adapt to the contemporary situation of the development of education.

"To - See teaching mode" (Immersion Teaching Mode) is driven by real needs, the basic technical course content is

seamlessly integrated into the real project process. Students learn the basic courses completely according to the needs of the project, with a clear goal orientation, so that students can have a deeper understanding of the knowledge and be able to apply it flexibly in the future. This kind of teaching mode completely breaks the traditional college education. Canadian immersion is the choice of language itself, linking to multiculturalism. Globally, the most effective and meaningful language teaching reform in the past 30 years is immersion teaching mode, which is a Canadian innovation and Canada's contribution to world education reform.

The purpose of immersion is to learn the mother tongue effectively and to enhance understanding and appreciation of other cultures through language learning. As an active and voluntary choice, immersion teaching is a brand new language teaching mode with its own unique teaching principles and methods based on the theories of modern pedagogy, psychology, linguistics and related disciplines. Chinese literature, namely language education, is essentially a kind of humanistic education, which is the most basic tool for any nation to inherit and absorb culture. Learning Chinese is to accept the traditional culture of the nation and let the nation's blood flow into their body.

Although the college Chinese course is ignored by many colleges and universities, it cannot conceal the fact that college Chinese is a vital subject. College Chinese course plays an important role in cultivating learning ability, perfecting personality, improving thinking quality, cultivating aesthetic taste and improving humanistic quality, which cannot be replaced by any other courses. Based on the language acquisition principle, college Chinese requires that class teaching must change the traditional mode of rote learning and one-way transmission, and change "teacher-centered" to "student-centered". Students are required to actively participate in learning activities and the learning process itself can generate students' strong interest and intrinsic motivation. In this way, in immersion teaching, the "process" of the interaction between the learning subject and the language environment has important development implications. In addition to the development of intelligence, it is particularly important for the development of personality. More importantly, after graduation, college students are faced with the opportunity to enter the society to seek for self-development. They are required to adapt to the society with

many qualities, such as lively personality, cheerful self-confidence, bold personality, strong judgment ability and practical ability.

In To-See environment, in addition to mastering the most practical technology practically, college Chinese course requires students must also integrate themselves into the text environment, immerse themselves in it, and stimulate their comprehension ability. The students are asked to participate in the multimedia production, collect all kinds of materials, collect the skills they have learned, collect the real news and summarize them into the text, which not only strengthens their subjective participation consciousness, but also improves their comprehensive ability. For example, in Tao Yuanming's article "drinking", the author asked the students to make PPT in groups, and then asked the group leader to present their achievements in class. Some students collect the actual harm of drinking to introduce the content and then combined with the serious consequences of drunk driving to remind students to take a warning. Then, highlight Tao Yuanming with classical music, and then explain the author's background, as well as the scenery of mount Lushan. In the poetic and picturesque picture, students summarize the content, the main idea, and show the beauty of nature. In late autumn, the sky is high up from the highland, "the benevolent and the wise are passionate about the mountains and the rivers". The famous mountains and rivers are enough to make one happy and clear in mind. We feel quiet and peaceful in the multifarious secular trifles. We educate students to be able to regulate and control the mood control the mood..., changing from the passive state where "teachers want me to learn" into "I want to learn for survival".

In this mode of teaching innovation, students can draw inferences from each other, understand by analogy, and then carry out comprehensive thinking and exploration of related topics. In addition, in the teaching process, teachers can also design thinking questions according to the actual situation, and discuss with teachers and students, so as to cultivate students' good habit of thinking. In the teaching process, more attention should be paid to the instrumental nature of this course, so that students can think more and write more, which is conducive to the improvement of students' language expression and writing ability.

II. THE EMBARRASSMENT OF THE COLLEGE CHINESE COURSES

It is obvious and indisputable that college Chinese course plays an important role in humanistic quality education, but the reality is not optimistic. College Chinese course is not highly valued in colleges and universities. As a teacher engaged in college Chinese teaching, the author is more deeply realized the importance of college Chinese to contemporary college students in the teaching practice. In private higher education institutions, it is also obvious that university Chinese courses are ignored. Universities only regard university Chinese courses as decorations, and there are very few teachers, who only offer symbolic courses in some classes. Students from private colleges do not pay much attention to it, which are mainly manifested in the following aspects:

A. Low Ability to Master Basic Chinese Knowledge

The students' handwriting is illegible, and their writing ability is poor. At present, quite a lot of college students' writing ability is barely able to just "express clearly and fluently", let alone achieve the realm of "brilliant writing" or "amazing language". Students' writings are filled with grammar errors. It is very common to see wrong usage of words and phrases on the posters in the university campus. When they graduate, students "exhausted their brains" to write "the job applications" with only illogical sentences and the messy contents. And the abuse of dialect words, non - standard phenomenon is more common in the words of the lines.

From the perspective of college students' language expression ability, especially written language expression ability, college Chinese education has a long way to go. Therefore, we must realize that language knowledge and language ability is not only a certain aspect of knowledge and ability, it is a kind of cultural appreciation to a large extent. And taste is an important source of creativity. If it is our educational goal to cultivate the creativity of college students and improve their comprehensive quality, then strengthening college Chinese education is the only way.

B. The Lack of Lofty Ideals, the Weakness of Humanistic Feelings and Humanistic Spirit, and the Lack of Self-Discipline Personality

With the development of social diversification and the increasing improvement of people's living standards, the world outlook and outlook on life of contemporary college students have undergone great changes, among which a considerable number of people cannot find faith and set up lofty ideals. Many excellent works in the textbook of college Chinese reflect noble ideals and positive spirits, and profoundly reflect the issues that people pay close attention to in history and real social life. Humanistic spirit is the affirmation of people's value, the answer to the reason why people are human in theory and practice, the exploration and improvement of the spiritual pursuit of the people, and the ultimate concern and self-conscious dedication to the rise and fall of national culture. In practice, humanistic spirit comes down to the question of how to "be a man". When it comes to teaching, humanistic spirit education is to "teach people how to conduct oneself properly". The content of college Chinese teaching material is broad and rich, containing rich humanistic connotation, which can directly affect students' emotion, sentiment, taste and personality.

C. Little Concern Is Paid

Everyone engaged in higher education should be clearly aware that college Chinese is a basic course and a required course for all majors (except Chinese language and literature) in colleges and universities. College Chinese course plays an important role in cultivating students' learning ability, improving students' personality, improving students' thinking quality, cultivating students' aesthetic taste and improving students' humanistic quality, which cannot be replaced by any other course. But schools and students pay little attention to it.

College Chinese course is the carrier of our Chinese national culture. It shoulders many important tasks, such as inheriting national culture, publicizing humanistic spirit, and cultivating aesthetic sentiment. It can lay a living spirit basis for the students to enter the society and can also be used as a carrier of inheriting excellent culture of the Chinese nation and a bridge to the continuation of the national spirit. It is also of direct pushing importance to improve students' comprehensive quality, ability of imagination, and thinking and comprehension. Therefore, we should reposition our Chinese education, especially the "college Chinese" education. We believe that college Chinese teaching should not only improve the Chinese literacy of college students, but also cultivate their long-term interest and appreciation ability, so as to effectively improve the comprehensive quality of college students. There is no doubt that college students' Chinese literacy will play an important role in their future work and creativity. Therefore, college Chinese will gradually affect the whole society and become an important part of college education. It is the duty and responsibility of every educator to put our mandarin education in an important position and work hard to build a well-rounded college student.

III. GREAT URGENCY OF THE REFORM OF COLLEGE CHINESE CURRICULUM

The rapid development of network informatization has brought great impact on traditional education. It not only brings great changes to students' learning content and learning methods, but also brings great challenges to teachers' teaching concepts, teaching methods and teaching methods, triggering profound changes in educational theories and practices.

In traditional education, students acquire knowledge mainly through teachers, textbooks and extracurricular reading materials. In particular, the mastery of textbook knowledge depends more on the teacher's explanation in class. The volume of knowledge mastered by students depends on how much knowledge the teacher imparts. Network information extends the limited space of the classroom. Students can obtain a large number of pictures, videos, documents and other relevant materials related to the teaching content from the network, which greatly enriches the content and expands the horizon. However, too much information not only brings convenience to students, but also throws them into the vortex of information, which will obscure their thinking. They lack discrimination and judgment on some incorrect information. Blind and excessive belief in information does not help or even destroy teaching.

In traditional education, teachers are the initiators, organizers and indicators, while students are the recipients and learners. Students must rely on teachers' teaching to learn in a real sense. In traditional education, the source of knowledge information is mainly in schools, textbooks and teachers' minds. Teachers become the embodiment of wisdom of "imparting knowledge and knowledge to solve doubts", which forms an authoritative knowledge center centered on teachers. However, with the development of network information, the network provides a wealth of educational resources and information resources. Learning resources are no longer maintained in schools, textbooks, or teachers. Teachers lost

control of educational information resources and the authority of knowledge status. Chalkboard and textbook are the representative of traditional teaching methods and the most widely used teaching methods. However, this teaching method provides only single materials, so teachers can only use language and characters as the carrier of information, which is very narrow. With the emergence of information technology, the use of geometric sketchpad, electronic whiteboard and multimedia courseware can help teachers create more vivid contexts and situations, greatly improve students' interest in learning, motivate students to learn, guide students to enter the state of independent learning, and greatly enrich teachers' teaching methods.

The outline of the national plan for medium - and long-term education reform and development (2010-2020) pointed out that information technology has a revolutionary impact on the development of education and must be paid great importance to. It requires teachers in primary and secondary schools to strengthen the application of information technology, improve the level of teachers' application of information technology, update teaching concepts, improve teaching methods, and ultimately improve the teaching effect. Therefore, it is extremely urgent to introduce new educational concepts and change traditional educational methods.

IV. APPLICATION OF IMMERSION TEACHING METHOD IN COLLEGE CHINESE WRITING TRAINING

At the same time, the immersion teaching method supplemented by the thinking expansion training of composition material selection can also play a very good effect. Teachers should do a good job in demonstration and courseware should be timely updated to stimulate students' interest in composition. For example, in the essay review lecture "beautiful writing on the nib -- how to make the language vivid and rich", I designed such an introduction with the help of the then popular documentary "a bite of China": "With the hit of the documentary 'a bite of China', not only do the food lovers drool, but the commentary on the documentary is also imitated by people, which has the reputation of 'a bite of China style'. If you read this writing style carefully, you will find that it can just make up for some of the defects in our composition. So, this class we also come to 'taste' the writing style of a bite of China and write beautiful essays." This sentence immediately reached active classroom atmosphere, attract the students' interest good effect, then the composition guidance will come naturally. This talking immediately activates the classroom atmosphere, attract the students' interest. Then the composition guidance will come naturally.

Teachers can also write more themselves. Only when they put their feelings into the text, can they be able to resonate with the students, let the students naturally take the initiative to complete the composition. For example, when I just took over the new class this year, the students were not active in class, and often it could not stir up any ripples after a question was dropped. Just then I have assigned the composition "it's enough by just giving me a _____" and did not receive any excellent work. I am filled with anger in my heart, with this "resentment" gas I spent 20 minutes to write a composition

named "just giving me a response". In the essay, I narrated the frustration that I felt when I took over the class with great expectations at the beginning but received no response in the end. Then I wrote my own frustration that I tried every means to mobilize the atmosphere in the class but failed. Finally, I came back to reality and told my feelings in the class and my expectations for the students, hoping that they could give me a response. After finishing it, I recited it in class. In that class, almost all the students took the initiative to speak out their inner feelings. Some students even shed tears of guilt and regret.

V. CONCLUSION

In a word, in the current context of the Internet, college Chinese courses should adapt to the development of the current situation, make use of the technology of Internet +, make college Chinese classes lively and interesting, change the learning environment of students. It should change the teaching role of teachers from a dictator to a leader. The rapid development of network informatization has brought great impact on traditional education, which not only makes great changes in students' learning contents and learning methods, but also brings great challenges to teachers' teaching concepts and teaching methods and triggers profound changes in educational theories and practices.

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