Research on the Influence of Computer Electronic Media on Higher Education in Mother Language

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Abstract. The rapid development of computer technology has brought about the rapid popularization and application of electronic media in the field of education, and has also caused an impact on traditional education. This paper discusses the influence of computer electronic media on Chinese education in higher education in China from many aspects by using statistical data and theoretical analysis. The purpose of this study is to guide the implementation of higher Chinese education in the use of electronic media.

Keywords: Computer, Electronic Media, Higher Education

1. Introduction

With the continuous development of information technology, human politics, economy, culture and so on have been affected in all directions and at various levels. As a school education to promote individual socialization and individuation, its influence is more direct, extensive and far-reaching, which make us deeply feel the transformative influence of electronic media in information society on literature and literary. Nowadays, its revolutionary influence on Chinese education and Chinese learning is becoming more and more prominent. Most college students are seriously affected by the electronic media represented by film, television and the Internet, and great changes have taken place in cognition, thinking, reading habits, values, and so on [1]. College students who are not yet fully mature are engaged in the bizarre media world and lack sufficient interest in traditional, standardized mother tongue learning. It can be seen that in the field of education, the language subject which is closely related to the mass media is the most affected; in the higher education stage of college students, the challenge of mother tongue teaching is especially difficult and the task is especially arduous.

2. Influence of electronic media on teaching means of mother language education in colleges and universities

According to statistics, the mass media in these areas of publicity and education is the greatest influence. In Chinese classroom, multimedia computer, distance internationalization and other interactive teaching become more and more common teaching methods. Most college students clearly agree that the film and television repertoire of the classic literary works can help them to grasp the image of the relevant
characters. In the survey of their online purposes, more than 1/3 college students choose to use the network to obtain information about their learning [2].

2.1. Mother language class in electronic media architecture

Multimedia education communication technology is abstracted into concrete, so that students can easily understand and memorize teachers' teaching contents; its convenient operation, such as pause, jump, fast advance and fast retreat, also enriches the teaching content and improves the classroom efficiency pertinently; more importantly, It bid farewell to teachers' words and phrases, makes the boring classroom lively and fully arouses students' interest in learning. Unfortunately, in many one-sided pursuit of multimedia-assisted teaching Chinese classroom, the teaching effect is not optimistic [3]. This is mostly because the text and picture content provided by multimedia is flashed by the progress of the teacher's mouse click, not only does not give teachers and students time to communicate through language, expression, action, even students' time to take notes, think and digest; some teachers use multimedia simply to increase classroom capacity, this kind of language classroom with too much emphasis on visual display, the neglect of the interpretation of the text itself can be imagined; in addition, whether pictures or images, are intuitive and perceptual teaching materials, too much use will inevitably weaken the charm of language and characters, stifle students' imagination [4]. Figure 1 shows the attitude of a college learner to the teaching of mother tongue in electronic media form.

![Figure 1. Attitude of a college learner towards the teaching of mother tongue in electronic media](image)

2.2. Application of new distance education in Chinese teaching

In the past, people's understanding of distance education mostly stayed in the use of radio and television, audio and video and other media, for long-distance one-way knowledge information dissemination stage, mainly through graphics, animation, abstract knowledge visualization. The most important thing is that it can also be viewed repeatedly at anytime and anywhere, which can truly realize learners' autonomous learning. In recent years, the rise of modern distance education based on computer communication network, teachers and students can realize two-way information interaction through computer network. Nevertheless, it is still difficult for the teacher to obtain feedback information related to teaching, and then cannot adjust his teaching content and methods in time. The defect of difficult teaching feedback has always been a major injury of distance education. With the wide application of multimedia and distance network in education and teaching, teachers in the classroom give full play to their own organization and promotion role, more and more assume the responsibility of tutoring students, and build a bridge between the teachers and students in the distance education classroom. Figure 2 shows the
application pattern of distance education.

![Diagram of application pattern of distance education]

**Figure 2.** Application pattern of distance education

3. Influence of electronic media on Chinese teaching content in colleges and universities

3.1. Organization and processing of language materials

In colleges and universities, multimedia into the classroom is a common thing, there is distance-assisted teaching, in society, there is radio, television, Internet and other mass media, the information presented by various means of communication together, to promote the growth and development of college students. Chinese teachers need to have a clear and clear understanding of what is the best way to present the teaching content and how to deal with the relationship between the teaching material content and social information. The textbook is arranged in thematic terms [5]. The current Chinese teaching materials use the arrangement of common styles in order. This arrangement style has a very bad disadvantage, that is, it causes the imbalance of students' learning attention in favor of a certain style, which is not conducive to the overall cultivation of their Chinese literacy. In the era of electronic media, it is very important for students to correctly understand and correctly understand social problems and to cultivate the quality of effective expression of opinions.

3.2. The Integration of visual and reading teaching

The culture with image symbol as the constituent element and visual perception as the external expression form is visual culture. Nowadays, people rely more and more on the transmission of images, so images open up a cultural field from electronic media, including all material culture and spiritual culture transmitted through visual symbols such as pictures and images. In life, people prefer to see beautiful scenes and pictures, through this visual impact and appeal to obtain the edification of truth, goodness and beauty, which is an important aspect of the aesthetic education characteristics of visual culture. The excellent film and television works are more self-evident, the works with emotional people, education in fun, through the content of the story presented through the screen to cause people's deep ideological and emotional pursuit and change, and then help people to establish the corresponding outlook on life and values. In Chinese learning, if students indulge in film, television and other shallow participation, fast-food visual experience, will inevitably feel the traditional way of education related to the book works monotonous bar.

3.3. Development and utilization of Chinese curriculum resources in colleges and universities

Film, TV, Internet and other electronic media provide great convenience for Chinese teachers to collect and contain natural, social, humanistic and other curriculum resources. Chinese educators, especially Chinese teachers, need to make full use of electronic media to find curriculum resources that can express all kinds of emotional activities in textbooks and are close to real life. It should be noted that these resources either have certain philosophical reasons, or are very consistent with students’ interests or meet the next process of teaching. Chinese teachers need to have a clear sense of purpose and estimate the effect of their role before choosing curriculum resources [6-7].
4. Influence of electronic media on Chinese teachers in higher education

4.1. Change of responsibilities

In the traditional Chinese teaching classroom, students passively accept the knowledge indoctrination from teachers, but now, students collect information, process information, and even actively construct information, teachers change from the teaching of knowledge information to the organization and guidance of knowledge information: organize students to complete their learning goals and tasks in a planned way, develop good study habits and master correct learning methods; guide students to use various learning resources to achieve learning more, faster and better.

4.2. The role of interaction is more pronounced

In the era of electronic media, teachers should adopt formative evaluation and summative evaluation, especially formative evaluation. Chinese teachers should pay more attention to the tendency of students' learning enthusiasm, learning state and so on in every process of learning, and give them more evaluation of their personal contribution in the process of learning, which is also in line with the orientation of constructivism teaching theory about evaluation design.

4.3. New knowledge component needs

Under the new conditions, the requirements of teaching for teachers are diverse. This requires Chinese teachers to have a stronger sense and ability of lifelong learning than ordinary people, to constantly improve their professional level, and to develop and form their own personal teaching art on the basis of the common teaching technology accumulated by many Chinese teachers. Chinese teachers should educate students who quickly identify and obtain information, process information effectively, use and transmit information creatively, and they also need the cultivation of information literacy ability and the attempt of relevant teaching skills.

5. Conclusion

The emergence of electronic media has brought different degrees of impact to the concept and teaching methods of higher vocational education. Under the great influence, it has a good impact on Mother Language teaching and accompanied by the appearance of adverse effects. In view of the adverse effects, we should take positive measures to give full play to the unique advantages of the new media and bring a qualitative leap to the improvement of the quality of higher vocational education.

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