Research on the application of information technology in College Chinese Education

Hui Sun*
Ordos Institute of Technology, China, 017000

*Corresponding author e-mail: 1969408474@qq.com

Abstract. College Chinese is an important basic course offered by colleges and universities. How to make students of different majors learn this course effectively is a challenge for teachers. This paper expounds how to improve the learning efficiency by innovating the teaching mode, breaking the traditional learning mode and promoting each other under the support of information technology environment. This paper puts forward the teaching mode of students' autonomous learning, teachers' guidance and students' cooperative learning, and cultivates students' learning ability and innovative spirit.

Keywords: information technology, College Chinese; research

1. Characteristics of research-based learning of College Chinese under Information Technology
At present, most colleges and universities in our country take college Chinese as a required course. No matter what major, it is very important to cultivate students' traditional cultural accomplishment and basic cultural etiquette quality, so teachers must pay attention to the teaching of this course [1]. However, the author found that there are common problems, which restrict the all-round development of students' comprehensive quality, and are not conducive to the discipline construction and the development of teachers' teaching skills. Therefore, teaching must be carried out Model innovation. At present, the common problems in College Chinese teaching are analyzed. For example, in the modern information environment, the way for students to accept knowledge is diversified. The extensive application of multimedia and network technology creates a hypertext space integrating sound, image and painting [2]. The sharing of network resources completely changes the traditional teaching mode. College Chinese teaching involves the introduction of the author, the interpretation of key points of words and sentences, text analysis, character evaluation and other contents. Students can get answers through Internet search. The construction of Internet courses and the sharing of Internet resources make students have a variety of choices in their study. Students can get a lot of relevant information through information technology [3]. Teachers and textbooks are no longer the only source of knowledge.
2. Characteristics of research-based learning of College Chinese under Information Technology

College Chinese is the core course of the implementation of humanistic quality education. The promotion of humanistic quality and the cultivation of humanistic spirit need a strong humanistic environment and humanistic atmosphere, which need to be edified and influenced by subtle influence. In College Chinese teaching, constitutional teaching is essential. In addition to the careful preparation of teachers and the use of classroom teaching language and materials, modern information technology provides more abundant means [4].

Using modern information technology, elaborately designing the situation that coincides with the teaching content, reasonably organizing the picture, and matching with the movement, can not only spread a lot of teaching information, but also change the static into the dynamic, and stimulate the students' interest in inquiry and curiosity for knowledge [5]. Mining the emotional factors of students and creating a relaxed and harmonious teaching environment can make students feel the beauty of literature in a situation full of interest and happiness, and improve the humanistic feelings. Information technology has the characteristics of convenience, interaction and cross time and space. It provides a comprehensive, rich resource guarantee and convenient, fast technical support for research-based learning, creates good learning conditions for the implementation of research-based learning, and provides a learning platform for interactive communication [6]. Shows as following figure.

![Figure 1](image)

**Figure 1.** Make progress under information technology

2. Initiative

It is an important feature of research-based learning to emphasize the subjectivity of students in the learning process. Sukhomlinski said: "there is a deep-rooted need in the heart of human beings, which is to hope that they are a discoverer, researcher and explorer." In the traditional Chinese teaching activities, students do not have the environment of independent discovery and inquiry learning. "Teachers have all the teaching process, and students seldom bear their own learning responsibility." In this way, students' subjective initiative can not be played well. The network environment generally has the characteristics of sharing, infinity and timeliness. Students can use the network resources to study without the limitation of time and space, and can choose and select information according to their own learning interests and needs, which can meet the needs of personalized learning, and make up for the limitations of traditional teaching information only from teachers and textbooks, so as to better play the students' learning Learning initiative, and the university language research learning
needs this kind of initiative.

2.2 Inquiry
Research learning emphasizes the characteristics of "research", encourages students to find problems by themselves in the learning process, and actively explores and researches problems. With the process of inquiry as the focus, guide students to solve problems step by step, do not emphasize the correctness of conclusions, and allow students to take detours and make mistakes. The network environment provides a platform for students to communicate and exchange, and provides convenience for students to explore knowledge, realize resource sharing and co-construction. For example, through Internet search, you can obtain the information resources needed by the research and find the latest research results; through web publishing, you can display your research results, allow others to comment and question, so that the problems can be solved more satisfactorily; through Internet communication, you can get inspiration from others' thoughts, so as to generate new opinions and new ideas, Find a new way to solve the problem. In this environment, individual experience and collective thinking find the best combination. It can be said that the network environment is particularly suitable for students to carry out independent learning and exploration activities, which has become a fertile ground for cultivating students' innovative spirit and practical ability.

3. The operation process of research learning of College Chinese in the information environment
The research-based learning of College Chinese in information environment is carried out in multi-dimensional environment, and also based on task. The specific operation process is as follows:

3.1 Establishing topic selection
It is undeniable that "problem" should be an important carrier of research-based learning. The topic selection is to find the topic to be studied, and the establishment of the topic to be studied is the first stage of research-based learning. College Chinese is a very comprehensive course. In the process of research-based learning, we should consider the specific teaching materials, majors and interests of students, and design topics based on the analysis and discussion of students.

Under the information environment, in the stage of establishing the topic selection, we should guide students to make full use of the advantages of the network, collect topic resources through various channels, and let students open their eyes at the topic selection stage as much as possible. Not only that, guide students to find and put forward problems in extensive collection and serious thinking, at the same time, with the help of network communication and discussion, and then produce meaningful topics.

3.2 Launch research
After the topic selection is established, students can form a cooperative group to choose the topic freely. At this time, there may be such a situation: students have problems, but do not know how to solve them; they are interested in the subject, but do not know where to start. Under the network environment, the research-based learning of College Chinese can make use of the students' demand for knowledge, mobilize the wisdom of the group, and help the students to carry out the corresponding research. Therefore, students can be guided to search for information in the network and life, sort out the information, complete the retrieval and classification of the information, and make clear the methods and steps that should be selected to complete the project. In the research, because of the different perspectives and feelings of each student's thinking, the conclusions will be different. At this time, students can upload the research plan, views and progress to the designated area of the network in time for further communication and discussion. In this process, teachers should timely understand the difficulties encountered in students' learning, and timely give appropriate guidance and help, so as to help students build up their self-confidence in learning and improve their enthusiasm for learning.
3.3 Analysis and discussion
Dialogue and communication are the necessary means for the research study of College Chinese. Each research group should put the research activity log in the public community and answer its own research conclusions. Each student can participate in the analysis and discussion. In this platform, not only can they show their own views, but also can examine others' views. The collision and integration of personal views and group views is conducive to the cultivation of students' research ability and cooperation ability. This kind of analysis and discussion will be helpful for the research group to revise the conclusions and carry out new research. At this stage, teachers should participate in students' discussion with equal attitude, collect students' difficult problems, provide help to students, organize and ensure the smooth progress of discussion. In this stage, the role of the network is to provide students with a three-dimensional learning environment, so that students can carry out muti-directional dialogue, communication and collaborative learning.

4. Conclusions
The application of multimedia teaching means creates a visual and auditory sensory environment for our modern classroom, which integrates pictures and sounds, and displays teaching contents in a variety of ways. In this way, it not only increases the amount of teaching information, but also mobilizes the active participation of students' senses, improves students' interest in learning and optimizes the teaching effect in the classroom.

References
[1] Xu Yuanhao, interpretation of Mandarin, Zhonghua Book Company, 1930
[2] Selected Mandarin by Fu Gengsheng, people's Literature Press, 1959
[3] Miao Wenyuan's new annotation on the policy of Warring States, Bashu publishing house, 1987
[4] Hu Xiaoshi, distinguishing the names of Chu Ci, Hu Xiaoshi's anthology, Shanghai Ancient Books Press, 1982
[5] Xiao Bing, cultural interpretation of Chu Ci, Hubei people's publishing house, 1991
[6] Huang Zhenyun, a review of the study of Chu Ci in the 20th century, literary review, 2000, issue 2