Systematic Construction and Empirical Design of Chinese Teaching Module Curriculum in the New Period

Jianling Deng1,*

1School of Literature and Journalism and Communication, Jiangxi Teachers College, China

*Corresponding author e-mail: djl720227@163.com

Abstract. Chinese curriculum is accompanied by students' learning life, language teaching is carried out in order to enable students to master the basic communication and learning ability, good language teaching is an effective way for students to improve their ability. Language and our life are closely related, the development of language teaching is conducive to students to form a good outlook on life and values, in the language is to teach students to be human. Language knowledge is relatively rich and colorful, different learning content requires students to have different language literacy, therefore, in order to improve students' language learning ability, teachers need to carry out the corresponding teaching mode according to different learning content, in order to gradually improve students' language ability, make it simple, and help students form a good sense of learning self-confidence and learning. At the same time, with the continuous advancement of computer technology, we can use more computer technology to assist in analyzing the systematic construction of Chinese teaching modules.

Keywords: New Period, Language, Teaching and Research, Six-module Construction Classroom, Computer Technology

1. The current language teaching exists in the main problems

1.1. Traditional indoctrination education affects the efficiency of teaching and students' enthusiasm for learning

Language knowledge contains a lot of nutrition, not through simple recitation exercises can be mastered, in the process, the teacher's duty is to open the door for students to learn Chinese knowledge, stimulate the interest in language learning, for students to solve problems in learning. Teachers' teaching ideas and teaching methods have a great influence on students' learning. However, in the current language teaching, many teachers ignore the importance of teaching, completely in accordance with the teaching materials and teaching plans, such teaching methods will be dull, not combined with the performance of students in the classroom, a single fixed language teaching seriously affected the efficiency of language teaching. It reduces students' innovative thinking and self-learning ability. Language learning lies in understanding, in the study of language exercises, some teachers are also too
rigid, to give students standard fixed answers to let students to remember and recite, rather than to the
students' perspective and way of thinking to see the students' answers are correct, so that the fixed
teaching model seriously limits the students' self-play and progress space. s machine learning method
as the main line to establish the internal relationship between the two main research contents.[1]

1.2. The teaching model is single, and the various parts are not combined
Language learning includes many aspects, reading and writing is the two main parts of language
knowledge learning, the learning ability of these two parts on the one hand reflects the ability of
students to acquire knowledge, on the other hand, reflects the students' knowledge "output" ability.
There is also a great correlation between Chinese reading and writing. In the current Chinese teaching,
a large number of teachers ignore the relationship between the two, the two separate teaching, not only
increased the students' learning burden, but also did not allow students to develop a good way of
learning, limiting students' learning thinking.

2. How to build a good Chinese teaching classroom

2.1. Put down the shelf and integrate into the students
The traditional dignity of teaching and learning makes some teachers always unsmiling and serious,
which is actually inappropriate. The ancients also had a saying: Kiss his teacher and believe his word.
Dear here, I think it means being close. Teachers are kind to students, and students like teachers from
the bottom of their hearts and are willing to be close to them. Therefore, in the new Chinese classroom
teaching, teachers should let go of the shackles, walk among the students cordially, communicate with
the students cordially, and listen to the students' unique opinions on the articles. In this way, students
can relax and discuss problems deeply, and constantly form their own good thinking about Chinese.
For example, when explaining this part of the knowledge points of sick sentences, I changed my habit
of doing it after class and checking the answers before explaining it to students. Instead, I worked with
the students on sick sentences in class. [2]When the students saw it, it was really exciting for the
teachers to do it with them, so they were gearing up and eager to try. I said to start, the students started
to do it in a hurry, the classroom was quiet, no one was whispering, and I did it seriously, for fear of
losing face in front of the students. Twenty minutes passed, my students and I finished, and began to
correct the answers. The students are excited to see if the teacher is more or less wrong than himself. I
am also a little uneasy, afraid of being laughed at by the students. As a result, I made one mistake out
of twenty, and the students made more mistakes, and they admired me more. As for me, let the right
students explain the knowledge points of sick sentences by themselves, and what are the main points
to grasp, which virtually allows students to exchange their learning experiences and learning methods.
The teaching mode explored by students not only improves the rigid teacher-student relationship, but
also improves the classroom efficiency of high school language teaching and exercises the students' ability to learn autonomously.(As shown in Figure 1)

![Figure 1. Actually enter the classroom to enhance the teaching concept](image)
2.2. To improve the teaching philosophy of teachers, away from the teaching plan, combined with the actual teaching

Teachers are the soul of the whole class, only teachers' teaching ability and teaching philosophy are improved, the whole class learning atmosphere and learning methods can be improved, in the language teaching, teachers play an important role. In order to change the current indoctrination mode of Chinese teaching, teachers should start from their own teaching concepts and build their own flexible teaching classrooms. In the language teaching, teachers should not be completely in accordance with the teaching plan, of course, pre-class preparation is very important, in the language classroom, in the explanation of knowledge points, teachers need to observe the performance of students, according to the problems in the study of students to change the teaching model, to students' learning-oriented, to ensure that students have a harvest in each lesson. At the same time, in the language exercise synod, teachers cannot single the arrangement of the answer to explain, should be combined with some students' answers to analyze and explain, so that students can think and solve problems from the students' point of view to promote student progress, improve students' learning efficiency, reduce students' learning pressure.[3]

2.3. Improve the mode of Chinese teaching

The study of Chinese knowledge is a long-term process, the need for students in the ordinary life of a little bit of accumulation, language knowledge is connected with each other, each part has a great correlation. Reading and writing are the two main parts of Language learning, in order to improve students' language literacy, in language teaching, teachers should be organic reading and writing, training students' reading ability at the same time, help students analyze the structure and rhetorical techniques of the article, sum up the excellent sorceries, and under the guidance of teachers in their own writing, so that students will find the links between the various parts of the language, to help students develop good learning habits. Want to improve language performance, but also need students to steady, through daily efforts to accumulate more knowledge, good learning habits to develop the need for teachers' guidance, but also need students themselves have a good ideological understanding. (As shown in Figure 2)

![Figure 2. Students must learn to accumulate knowledge daily](image)

3. Empirical Design—Six-module constructive classroom

Six modules refer to: self-study challenge module, communication display module, interactive inquiry module, intensive talk point dial module, correction feedback module, migration application module. Six-module construction classroom refers to: teachers according to the curriculum standards and students' actual, determine appropriate teaching objectives, around the teaching objectives of the system to grasp the teaching materials and appropriate integration of other teaching resources, flexible choice of the use of self-study questioning, exchange display, interactive inquiry, intensive talk point dial, correction feedback, migration and use of six modules, to build to promote students' independent learning, to achieve dialogue and communication, dynamic generation, cooperation and sharing, to achieve the students’ knowledge, ability and emotional development of the classroom. [4] (As shown in Figure 3)
3.1. **Pre-class preview, self-study questioning.**
In Chinese teaching, whether the pre-learning will directly affect the teaching effect of the classroom. So teachers should teach students how to preview and guide them to conduct effective previews every day. [5]

3.2. **Group discussions, exchange presentations.**
This module should exchange and display the thinking process and problem-solving methods of learning problems in the study case, teachers should be good at organizing, interactive communication, to encourage students to think positively, so that students can share learning results through exchanges. Six-module construction classroom focus on the continuous progress and development of students. Can first group exchange display, and then carry out the class exchange display, to maximize the exchange display of the surface. The first is the overall grasp before class. Students are required to read the unit content description, the text before the reading tips or self-reading tips, read the text textbook, read the notes of the text, read the "discussion and practice" after the class, so that we have a preliminary impression of the text and a comprehensive understanding, which is conducive to our future reading and understanding of the text in depth. Secondly, students are required to use the materials to understand the author, writing background. Finally, guide students to make full use of good study cases, basically solve the relevant problems in the case, complete the basic exercises, and put forward difficult problems in independent learning.

3.3. **Teacher-student interaction, inquiry into doubt.**
This link should choose the question of inquiry value, organize students to explore interactively. Teachers should give full play to their dominant position, pay attention to all students, pay attention to teaching on merit, hierarchical guidance, respect the personality of students, encourage bold questioning, and create a democratic, equal and harmonious atmosphere of inquiry. [6]

3.4. **Speak carefully and solve difficult problems**
This link should focus on the key points and difficulties of teaching, pay attention to analyzing the key points of knowledge, analyze the internal relations between knowledge points, and highlight the thinking methods and thinking processes to solve problems; It is also necessary to point out the difficult problems of students' learning, and pay attention to the learning level, the scope of pointing and the difficulty of teaching.

3.5. Timely feedback and timely correction.
In this link, we should pay attention to collecting feedback information, completing feedback exercises and carrying out targeted correction teaching. Corrective feedback should be focused on pertinence, timeliness, hierarchy and effectiveness. Students will inevitably have some problems in the process of learning. In Chinese classroom teaching, good feedback and correction is a teaching process that constantly solves old problems, raises new problems and advances from low level to high level, regardless of knowledge, skills, intelligence, habits and emotions.

3.6. Focus on consolidation and extension of migration
This link should complete the exercises in the consolidation case, consolidate the learning effect in time, expand thinking and form relevant skills. There should be a variety of questions for migration and application, including written questions, operational questions and practical questions, as well as thinking questions, required questions and selected questions. It is necessary for students to use their knowledge to solve practical problems and deepen their understanding of what they have learned, and at the same time, further cultivate their reading comprehension ability and information extraction and processing ability.

4. Conclusion
In a word, the language curriculum is a compulsory course for middle school students, good Chinese teaching is very helpful to students' future study and life, it can be said that language is the basis of students' learning, students only master the good language ability, in order to better carry out the study of other subjects. At the same time, the level of language affects students' thinking and manners, in order to improve the efficiency of language teaching in the new era, better let students study Chinese, improve students' literary literacy. Efficient teaching methods should be widely used in high school language teaching classes, students as the classroom "the main role." Only by carrying the banner of efficient teaching and walking in the forefront of social education can teachers complete the efficient teaching of language classrooms, can they fundamentally improve the overall cultural literacy of students.

References
[1] Stephenson Christopher R,Qian Qi,Mueller Paul S,Schleck Cathy D,Mandrekar Jayawant N,Beckman Thomas J,Wittich Christopher M.Chinese physician perceptions regarding industry support of continuing medical education programs: a cross-sectional survey.[J].Medical education online,2020,25(1),1694308.
[2] Yanqing Ding,Fengming Lu,Xiaoyang Ye.Intergovernmental transfer under heterogeneous accountabilities: The effects of the 2006 Chinese Education Finance Reform[J].Economics of Education Review,2020,77.
[3] Haiwei Zhang,Jinjin Wu,Yong Zhu.Why do you choose to teach Chinese as a second language? A study of pre-service CSL teachers’ motivations[J].System,2020,91.
[4] Yongyan Li,John Flowerdew.Teaching English for Research Publication Purposes (ERPP): A review of language teachers’ pedagogical initiatives[J].English for Specific Purposes,2020,59,29-41.
[5] Saeedeh Kavoshian,Seed Ketabi,Mansoor Tavakoli,Thomas Koehler.Construction and validation of Mobile Social Network Sites Utility Perceptions Inventory (MUPI) and
exploration of English as foreign language teachers’ perceptions of MSNSs for language teaching and learning[J]. Education and Information Technologies: The Official Journal of the IFIP Technical Committee on Education, 2020, 25(4), 2843-2869.

[6] Jiang, Ha. Smartphones or computers for online sex education? A contraception information seeking model for Chinese college students[J]. Sex Education, 2020, 20(4), 457-476.