

Research on Digital Technology Empowering the Teaching of "Modern Chinese" Course

Jinfeng Li*, Aixiang Chen

School of Literature and Media, Zhaoqing University, Zhaoqing, Guangdong, 526061

*Correspondence Author

Abstract: Empowering higher education curriculum teaching with digital technology is an important way to promote high-quality development of higher education in the new era. This paper analyzes the connotation and implementation path of digital technology empowering the course of Modern Chinese. It mainly starts from three aspects: course content, teaching mode, and evaluation methods. The course teaching content is reconstructed into two parts: main knowledge and supplementary knowledge. The teaching mode of online and offline integration, theoretical and practical integration, and ideological and political element integration is implemented, promoting the transformation of teaching evaluation from a normal credit system to a diversified teaching evaluation system, promoting the deep integration of digital technology and course teaching, and realizing the dynamic and sustainable development of digital technology empowering higher education courses.

Keywords: Digital technology, Modern Chinese, Teaching mode, Teaching evaluation.

1. Introduction

With the innovation and development of digital technologies such as big data, artificial intelligence, and cloud computing, China's higher education has entered a new stage of development. How can university curriculum teaching actively adapt to the new development pattern, use digital technology as a carrier, rely on the deep integration of digital technology and teaching to empower comprehensive and profound changes in teaching and learning, promote the digital transformation of teaching and learning, and implement the fundamental task of cultivating morality and talents? This is an urgent problem that needs to be solved in higher education in the new era.

Digital technology enabled higher education mainly refers to the use of Internet technology, artificial intelligence and other technologies to promote the improvement of education quality and teaching effect, and provide more digital resources and development opportunities for students (Zhang & Yi, 2023). The current research on empowering specific courses in higher education with digital technology is still in the exploratory stage, and the research on a certain course relying on digital technology is still relatively abstract, lacking a specific and systematic implementation path. On the basis of drawing on previous and contemporary research, this paper takes the core course "Modern Chinese" in the Chinese language and literature major as an example, and through the deep integration of digital technology and teaching, empowers teaching and learning to carry out comprehensive and profound changes, clarifying the connotation and implementation path of digital technology empowering the teaching of "Modern Chinese" course.

2. Connotation of Empowering Modern Chinese Course Teaching with Digital Technologies

The connotation of digital technology empowering the teaching of "Modern Chinese" course can be understood as follows: guided by the concept of digital education, using

digital technology as a carrier, adhering to the cultivation of moral character, reconstructing the content of the course guided by the objectives of "Modern Chinese" course, innovating teaching modes, improving course evaluation, profoundly promoting the digital transformation of teaching and learning of the course, and cultivating high-quality digital talents.

3. Implementation Path of Empowering Modern Chinese Course Teaching with Digital Technologies

The implementation path of digital technology empowering the teaching of "Modern Chinese" course provides a specific and operable path for digital technology to promote the deep reform and high-quality development of "Modern Chinese" course teaching, mainly from three aspects: course content, teaching mode, and evaluation methods.

3.1 Refactoring Course Content

Guided by the objectives of the Modern Chinese course, the teaching content will be reorganized into two parts: main knowledge and supplementary knowledge. Main knowledge includes the three elements of language, namely phonetics, vocabulary, grammar knowledge, as well as characters and rhetoric, from shallow to deep; The supplementary knowledge content is diverse, emphasizing keeping up with the times, broadening students' horizons, covering practical language life phenomena, language application cases, and scientific research trends. Modern Chinese is a course with strong theoretical and practical aspects. In the process of teaching knowledge, teachers should not stay at the theoretical level of subject knowledge, but should integrate specific and understandable supplementary knowledge for students.

3.2 Innovative Teaching Mode

Empowered by digital technology and aided by information technology, we innovate teaching models and implement the "three integrations": online and offline integration, theoretical

and practical integration, and ideological and political element integration.

3.2.1 Online and offline integration

The integration of online and offline modes can facilitate students to obtain personalized learning methods in addition to common learning, breaking the limitations of time and space and freely acquiring knowledge. This mode is specifically manifested as:

Firstly, utilize various online interactive platforms such as Chaoxing Learning Platform, Smart Tree, and Rain Classroom to expand teaching channels. Chaoxing Learning Platform, Smart Tree, and other platforms allow students to independently complete library book borrowing and inquiry, electronic resource search and download, and cross school learning courses, providing convenient and fast mobile learning services for students, forming a scalable digital space for co creation, sharing, and co construction, and realizing the flow of teaching data across time, space, and region. The use of Rain Classroom makes it convenient for students to view course resources posted by teachers in a timely manner, complete online exam questions or assignments posted by teachers, and send bullet comments on their mobile phones to respond to teaching difficulties and doubts, and receive timely feedback to find the reasons for errors.

Secondly, establish a teaching database for Modern Chinese, including case library, homework library, and test question library. The construction of a case library requires close integration with the living world and the development of language life cases. For example, in real life, people are easily influenced by dialects when speaking Mandarin and speak non-standard Mandarin, or dialects are influenced by Mandarin and speak inaccurately, which is known as the "Pu Fang Diglossia" phenomenon (Li Jinfeng et al., 2018). Based on this, a "Pu Fang Diglossia" case library can be established, where students can experience the specific manifestations of the integration and transfer of Mandarin and dialects in terms of phonetics, vocabulary, and grammar, and improve their ability to analyze and solve language problems.

Thirdly, improve theoretical teaching micro videos, create three-dimensional teaching resources, and systematically develop diversified learning resources such as "micro ideological and political" platforms and "micro classroom" platforms. "micro ideological and political" and "micro classroom" conform to the development requirements of the micro era, make full use of WeChat official account and video number, microblog, Tiktok, Kwai, Bilibili and other micro era carriers, integrate the real language life practice into modern Chinese teaching, fully tap the ideological and political elements of the curriculum contained in the curriculum, expand students' learning space with a lifestyle of discourse, break the local restrictions of teaching activities, make teaching activities change from traditional "blackboard + chalk" to "cloud resources + virtual space", gradually build a "digital space" integrating reality and virtualization, traditional and modern interwoven (Qiu & Liu, 2023), quietly promote the development of students' moral sentiments, emotional attitudes, value beliefs, etc.

3.2.2 Integration of theory and practice

In the process of teaching and learning Modern Chinese, attention should be paid to the combination of theory and practice: on the one hand, continue to consolidate the main theoretical knowledge; On the other hand, it closely integrates practical language life phenomena, Chinese language teaching cases, and some of the latest research trends in academia.

Frontline teaching practice has shown that although everyone's first language is Chinese, students' knowledge of Chinese phonetics is relatively weak, and there are some blind spots in their grasp of the phonetic system of Mandarin. This involves the phonological and tonal system of Mandarin, the use of soundproof letters y and w, the analysis of vowel structure, as well as the grasp of phoneme variants and the writing of the International Phonetic Alphabet. In the classroom, make full use of interesting video resources on the internet to stimulate students' enthusiasm for conducting voice surveys. Use the International Phonetic Alphabet to record sounds and conduct surveys on the standard Mandarin of classmates, relatives, friends, and even temporary social relationships around them. This allows students to happily discover, analyze, and solve problems in practice, truly achieving the integration of theory and practice.

3.2.3 Integration of ideological and political elements

Incorporating the essence of "ideological and political elements" into the teaching objectives of the course "Modern Chinese" to achieve resonance between knowledge transmission and value guidance; Deeply explore the explicit and implicit ideological and political education resources inside and outside the professional knowledge system in the teaching content, integrate ideological and political content in a way that moistens everything silently and leaves no trace, and subtly enhance students' ideological and moral qualities (Li & Xiao, 2023). For example, when the introduction section involves Mandarin and the seven major dialect regions, the "past and present" of Mandarin and the "southern and northern tones" of dialects can be developed to enable students to clearly understand the historical origins of the national common language, feel the charm of various dialects, and stimulate their local sentiment and patriotic enthusiasm. The chapter on writing involves the origin, form, structure, organization, and standardization of Chinese characters. Students are required to master the form and structure of Chinese characters proficiently, write standardized Chinese characters, feel the brilliant national culture contained in Chinese characters, establish language confidence, Chinese character confidence, and national confidence, and be willing to inherit and spread the splendid and long history and culture carried by Chinese language.

3.3 Innovative Course Evaluation Methods

The innovative content of course evaluation methods includes: firstly, adding evaluation dimensions: introducing practical projects, using digital technology, conducting on-site language survey activities, and strengthening digital empowerment. Secondly, increase the breadth of evaluation: include online testing, online teaching interaction, online

learning completion status, course attendance, classroom performance, homework, and final exams in the evaluation scope, so that digital technology can effectively enhance the effectiveness of course teaching. Thirdly, increase evaluation validity by incorporating the degree of ideological and political achievement into learning evaluation indicators. Teachers can independently use Wenjuanxing to conduct mid-term and final course evaluations, timely obtain feedback from students on textbooks, classrooms, teachers, and other aspects, so that teachers can make adjustments and improvements.

In the digital space, everyone equally enjoys the world's top learning resources. In the digital age, college students can customize personalized learning plans based on their own needs and abilities in addition to completing the normal assessment courses. They can also minor in dual degrees, broaden their learning horizons, and interact with the digital learning space in real classrooms, transforming teaching evaluation from a regular credit system to a diversified teaching evaluation system.

4. Conclusion

Empowering high-quality development of higher education courses with digital technology is an inevitable trend for future development. Relying on digital technology, it not only realizes the commonality of knowledge learning, but also promotes students to use fragmented time for personalized learning. The implementation path lies in reconstructing course content, innovating teaching models, and improving course evaluation methods. Empowering higher education curriculum with digital technology is a dynamic development and continuous exploration process. The deep integration of digital technology and curriculum teaching, and the construction of a more efficient, open, flexible, and personalized new form of curriculum teaching, is an inevitable choice to achieve the teaching goals of higher education in the new era, help build an educational powerhouse, promote educational modernization, and achieve sustainable development of education.

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Author Profile

Jinfeng Li (1989-), female, PhD, associate professor of the School of Literature and Media of Zhaoqing University, mainly engaged in sociolinguistic research.

Aixiang Chen (1977-), female, PhD, professor of the School of Literature and Media of Zhaoqing University, mainly engaged in Russian Soviet literature research.