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Research on Diversified Chinese Teaching Helps to Cultivate Students' Core Literacy Under the Background of Information Technology

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Abstract: *With the continuous change of the times, China's economy and society are developing rapidly. Information technology and new media context have penetrated into all fields of today's society. This has greatly promoted the process of China's education informatization and made it enter a new milestone. Under the background of the rapid development of education informatization, many new disciplines have sprung up, but some basic disciplines are finding a way out due to the limitations of traditional teaching. Chinese, as the basic subject of Chinese education from ancient times to present and the cornerstone of talent cultivation, has the important responsibility of implementing "the development of core qualities of Chinese students". The society has also put forward higher requirements for Chinese teaching in high schools. From the point of view of the informationization of Chinese teaching in high school, this paper integrates information technology with Chinese teaching in high school, and reveals that it is necessary and inevitable for the reform and development of high school Chinese curriculum to build multilingual teaching that keeps pace with the times by means of information technology. Chinese education in high school helps to guide students to set up a "Big View of Chinese" and improve their personality quality and innovative thinking, which will be the ideological cornerstone for students to move towards the society in the future.*

Key words: *Information technology; Chinese teaching in high schools; Core literacy; Diversification mode; "Big View of Chinese"*

Introduction

As an independent and complete discipline, Chinese has its unique nature and function. These properties and functions are very important for the overall planning of Chinese teaching strategies in high schools, the rational application of educational information technology, and the positive energy function of Chinese education in high schools. Only by fully understanding and interpreting the essential tasks of Chinese teaching in high schools can we effectively integrate technical means into teaching and produce substantial results, thus implementing the training requirements of high school students' core literacy.

Research Background

The essence of Chinese learning in high school

At present, there are many deficiencies in Chinese teaching in high schools, mainly due to the lack of systematic understanding of the nature and tasks of Chinese education in high schools and the lack of practical teaching exploration.

"Chinese Curriculum Standard for Ordinary High Schools" stipulates the purpose of Chinese teaching in high schools as "to further improve students' Chinese literacy, to enable students to have strong Chinese application ability, certain Chinese aesthetic ability and inquiry ability, to form good ideological and moral quality and scientific and cultural quality, and to lay the foundation for lifelong learning and personalized development". Its definition is still relatively broad, and it needs to take Chinese education as the main direction and carefully split and interpret it in combination with the development status of high school students." Correctly understanding the essential task of Chinese teaching in high schools" is not only to understand theoretical concepts, but also to focus on "precise positioning" and "how to practice". "Embodying humanism on the basis of instrumentality" should be the direction of Chinese teaching in high schools. Whether the instrumentality is solid, whether the humanism is grand and whether the two can be applied flexibly should be guided by information technology drive and core literacy values.

Make full use of educational informatization

At present, high school students live in the information age since childhood. Facing the upgrading of the learning object, Chinese teaching in high school should keep pace with the times. It is worth exploring and practicing to impart vivid and three-dimensional knowledge to students. With the information-based education entering the 2.0 era, the current information-based teaching methods have been widely applied to the Chinese teaching in high schools. These innovative teaching applications can fully mobilize the enthusiasm of students in learning, construct a good interaction between teachers and students, and improve the teaching quality and efficiency of Chinese in high schools. Therefore, it is necessary to continuously strengthen the research on information-based teaching, improve teaching methods and means, and promote the reform of Chinese teaching.

Implementing the education of "big Chinese view"

In 2016, the overall framework of "Chinese Students' Development Core Literacy" was officially released, which pointed out that students' development core literacy mainly refers to the necessary character and key ability that students should possess and can adapt to the needs of life-long development and social development. It can be seen that core literacy, as a macro concept, must be broken down into discipline literacy in order to take root. For example, the "big view of Chinese" in high school Chinese teaching is very consistent with the core accomplishment of Chinese discipline. It is specifically implemented into the daily Chinese teaching in six aspects: "Chinese is alive, Chinese is true, Chinese is strong, Chinese is integrated, Chinese is beautiful, and Chinese is not slow kung fu but real kung fu". Through teaching practice, the behavior of students is changed, further stable development is realized, and the cultivation of core

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accomplishment is truly put into practice.

Core accomplishment is a comprehensive expression of students' knowledge, skills, emotions, attitudes, values and other aspects. It is an indispensable common accomplishment that every student needs to achieve a successful life, adapt to personal life-long development and social development. Similarly, if a person has mastered “big Chinese view”, he has a strong humanistic accomplishment and the ability to comprehend life. He can turn the learning ability of “Chinese view” into a promotion for his life to become bigger and stronger, thus achieving a better life.

Advantages of Internet Chinese Education

The famous linguist Mr. Lv Shuxiang put forward in his article "Two Urgent Problems in Current Chinese Teaching" that "over 2,700 hours in 10 years, most of them are not enough to learn their own language. Should we pay attention to this problem?Should we study how to improve the efficiency of Chinese teaching? "Reflected in the current Chinese teaching, there is still the phenomenon of "less, slow and poor fees" (the antonym of "how fast and good save"). Many Chinese teachers have heavy tasks and low efficiency, the classroom presents a single form, the learning atmosphere is boring, the students generally have low enthusiasm for Chinese learning and are in an embarrassing situation of "exam-oriented education". We should face up to the problems in traditional Chinese teaching in high schools, combine information development with students' learning psychology, enrich Chinese learning resources and innovate teaching modes.

Enrich the resources and forms of education

Knowledge learning should go hand in hand with social needs. The national new curriculum reform also reflects the wishes of teachers, students and society at all times. For example, it mentions that students are no longer limited to learning knowledge from books, more emphasis is placed on students' comprehensive ability, attention is paid to students' all-round and harmonious development, and comprehensive practical activity courses are added. New guidance is provided in teachers' teaching methods and students' assessment and evaluation. Policy support provides an opportunity for information-based teaching to be integrated into Chinese teaching in high schools.

Different from the traditional Chinese teaching mode of blackboard writing plus textbooks, information technology teachers can find more background information and understanding methods related to the contents of the class in advance, not limited to electronic documents, but supplemented by audio, film and video, etc. In the classroom, students can also understand and memorize knowledge through the production of some animations, such as basic polyphonic words, polysemous words, idioms, sick sentence grammar, etc. in high school Chinese, so as to present the knowledge outside the book to the students, extract the essence content in less time, refine in essence , and improve the teaching quality and efficiency at the same time. At present, most schools are equipped with self-media classrooms, projectors, computers and other equipment, which also provides necessary conditions for the deepening of classroom contents and the diversified development of classroom forms. What must be paid attention to is reasonable use but not excessive reliance on new media, and the text itself must not be ignored. High school Chinese teachers should start from the text itself,

select high-quality information and effective ways to help students better and faster understand and master the original essence of Chinese learning content.

From “passive learning” to “active learning”

Effective communication feedback and continuous adaptation and improvement can fundamentally discover the deficiency of Chinese teaching and the needs of students. The traditional Chinese teaching mode does not have too much time to communicate with students. Long-term output and reception will make students feel tired of passive learning and gradually lose interest in Chinese learning. The use of information technology can strengthen the interaction between teachers and students in Chinese teaching. At the same time, the perfect presentation of the curriculum will also attract students to use the Internet to learn independently and scientifically. They will actively collect Chinese materials after class, expand their knowledge and share with classmates and teachers. This is a virtuous circle of ecology. Teachers and students continue to supplement their own knowledge for learning and communication. Teachers should establish a more harmonious and equal learning atmosphere for teachers and students to make teaching more effective, and let students gradually change from localized and passive learning to integrated and active learning. At the same time, it has really implemented the biggest teaching idea of compiling Chinese textbooks: the "trinity" learning mode from "teaching and reading learning" to "autonomous learning" and then to "extracurricular expansion".

Give attention to both examination and happy study

In recent years, China's high school entrance examination and college entrance examination, which are selective examinations for high school students, are all thinking about more scientific assessment methods. At the same time, the "Opinions on Deepening Curriculum Reform in an All-round Way and Implementing the Fundamental Task of Cultivating Morality and Talents" issued by the Ministry of Education also put forward the "core qualities" that students should possess, emphasizing the importance of students' comprehensive qualities and abilities. This is a good situation that exam-oriented education and quality education are making efforts to shake hands and make peace. As a part of this, Chinese teaching in high schools should also be considered from two aspects in depth. Through the addition of information technology and new media, while continuously enriching high-quality teaching content and strengthening multiple interactive classroom forms, the teaching content can also be marked by the Internet, allowing repeated learning across time and space. In this way, scientific and effective review and understanding of memory not only completes the mission that Chinese teaching should have, but also prepares effective and easy review materials (instead of heavy book materials) for students. This has opened up a direction worthy of deep exploration and exploration for the improvement of students' core quality and comprehensive quality.

The Application of Information Technology in Chinese Teaching

As mentioned in the introduction, "a correct understanding of the essential task of Chinese teaching in high schools is not only to understand theoretical concepts, but also to focus on precise positioning and how to practice." There are many advantages in integrating information technology into Chinese teaching in high schools, so how to precisely match the learning contents and technical methods to realize the practical

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application of "point-to-point" and achieve the best teaching effect? And in this process, how can the core accomplishment be truly realized and experienced in writing and speaking?The following will be some discussions and explorations from the perspective of my current understanding and personal experience. As a beneficiary of diversified Chinese teaching, I think it is worth further enriching and practicing.

Micro-lesson video: Understanding Chinese characters

The instrumental role of Chinese teaching in high schools is the foundation, which is used in any way and process of learning through literacy, writing, reading, writing and language exchange. The learning of basic knowledge is even more important. In view of the fragmentary, confusing and difficult-to-remember contents of basic knowledge such as literacy, word discrimination, word formation, pronunciation, idioms, and conceptual interpretation of classical Chinese knowledge in high school Chinese teaching, it is necessary to jump out of simple text explanation and incorporate more visual pictures and sounds to touch the memory area of the brain. In order to solve this problem, micro-class as a new teaching mode relying on the Internet has entered the field of vision of the education industry after the popularization of the Internet. It is different from traditional teaching, which can break the limitation of time and space, enable students to better use fragmented time for learning, and more intuitively show the major and difficult points of learning in front of students, thus further improving learning efficiency.

For example, in the micro-class of the high school language "Zi Li Qian Kun-Chinese Characters and Chinese Culture", the clever way of "Shuo Wen Jie Zi" is used to combine the classical Chinese characters with the Chinese traditional cultural stories, making it lively, interesting and easy to understand and remember. For example, in "sequence and flashback", a Chinese micro-class in senior high school, a story of fishing is introduced, and it is presented in a dotted line and drawn quickly. In the description of "fishing in the morning, killing fish at noon and eating fish at night", it is vividly explained and memorized in a few minutes.

Movie reading: Creating immersive reading

As Lu Xun said, "if you have no hobbies in reading, you can do as much as you can. If you don't read a group of books first, you'll be at a loss or lose your preference. Broadness then deepness, breadth then specialization". The soul of Chinese teaching lies in reading, and then trying to improve and sum up their own thoughts and feelings. How to read, how to cultivate good reading habits, how to obtain the best quality reading resources need the power of information technology to light up reading in the new era. For high school students, learning time is especially precious. Although there is pure high-quality time, there are also many courses to be examined. How to efficiently obtain high-quality resources to immerse in group reading is particularly important. As the famous Chinese educator Wang Shangwen said, "To cultivate a sense of language, reading and listening are the foundation and the key."

When movies meet Chinese classes, what wonderful sparks will they produce? For example, "The Destruction of Yuanmingyuan", through the near-real restoration in the movie pictures, can reduce the students' sense of isolation caused by the long writing time, shorten the gap between history and reality, and facilitate learning and understanding. Another example is "Chinese Film Class in High school".

With regard to the recommendation of inspirational films such as "Shawshank Redemption" and "Beautiful

Life", my Chinese teacher at that time, Mr. Jiang, led everyone to watch in class together. The shocking story plot and the crystal clear and focused eyes of the students made me have a different understanding of Chinese class-"Chinese is alive".

As well as the contents and main characters in many current programs that keep pace with the times, such as "the reader", "the orator", "see words like faces" and "Chinese poetry conference", are not only the disseminators of knowledge, but also the motivators of life. Today's Chinese learning is established in the 21st century in New China. While reading a large number of ancient books and foreign languages, we should also understand well-known contemporary reading knowledge. Inspired by these "Chinese is alive and has a vein", students will be interested in contacting such in-depth reading essences as Wang Kailing's "Bright People" and Xu Xunlei's "The Soul of the World", and will always pay attention to a pure land in an impetuous society to read and taste life. In this process, how to read will eventually lead to one's understanding.

Situational dialogue: Enriching literary appreciation ability

The requirement for literary appreciation ability in high school Chinese teaching is very high, which is not only to investigate the students' mastery of basic knowledge, reading quantity and reading skills, but also the inevitable requirement for the cultivation of students' Chinese accomplishment and thinking. If students are not given situational teaching and turn-over questions only through text explanation, then students do not have a sense of personal experience, whether it is to inspect the learning situation or to improve their thinking quality, it is empty talk.

On the other hand, situational teaching with the help of information technology and multimedia focuses on vivid classroom contents, enriching students' imagination and association, thus improving their literary appreciation ability. Situational teaching also takes many forms. According to different literary works, "adjust measures to local conditions". For example, when learning Zhu Ziqing's "Moonlight over the Lotus Pond" in, although Mr. Zhu described the moonlight over the Lotus Pond beautifully and realistically, the classroom in the deep four corners of the sky and the explanation without any surprises, even the description of the beautiful scenery could not touch the heartstrings of the students, and the students could understand the article with empathy. If the teaching method of situational teaching is adopted and multimedia is used, the pictures, videos and songs of the moonlight over the Lotus Pond can be used for teaching, the beautiful scenery can be intuitively and stereoscopically felt, and the imagination can be stimulated. Another example is the study of The Hongmen Banquet, which can use role scene teaching, play Liu Bang, Xiang Yu, Zhang Liang and other important figures in groups, prepare background and music in advance to set off the atmosphere, so that students can grasp the character and increase the understanding of real emotions. This kind of study will make literary appreciation vivid and three-dimensional, jump from books and stimulate students' interest in learning.

Appreciation of Lu Xun's works has always been a priority in Chinese teaching in high schools. Taking Kong Yiji as an example, as a short story, the method of problem-scene dialogue teaching can be adopted. First of all, appreciation guidance can be conducted through the generation of main problems such as "analysis of Kong Yiji's character image". In the process, comparative analysis of human and material scenes can be added through multimedia, step by step, the "Is Kong Yiji dead or not" can be deepened, and students can be given the opportunity to ask questions and explain independently. It can be said that the whole course is

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linked together and the harvest is full.

Flipping classroom: Writing evaluation of open communication

Writing ability is the embodiment of the effect of Chinese comprehensive learning. To achieve clear theme,depth and innovation in writing requires students to have solid foundation accumulation, extensive and specialized reading and critical and innovative thinking. From this we can see that writing is gymnastics of thinking, which needs to mobilize all joints. Diversified materials are accumulated through the above "second-hand materials" such as reading, watching movies and appreciating texts. There are also very important "first-hand materials" that come from life and authenticity, love life, and have insight to discover and observe the beauty and ugliness of the world. They are especially important for the "truth" and "spirituality" of writing. Therefore, the new curriculum standard has also increased the setting of practical courses, which can organize students to find, find and think when time and space permit.

In addition, the evaluation and communication after writing is especially important. Through information technology, an open writing multi-directional evaluation course can be carried out, which is also convenient for students to think and leave marks after class. You can prepare your composition idea source, vivid examples, good words and sentences, and writing logic in PPT form in advance, and have open round-table communication in class, just like the ideas of "one thousand hamlets for every thousand readers" and "you have one apple, I have one apple, exchange with each other, and you have two apples". Students can obtain more substantial and fresh ideas through the writing class. After self-evaluation and mutual evaluation by means of information technology, each summary will be marked, criticized and praised, which will awaken students' long-standing innovative consciousness, cultivate students' thinking ability, strive to tap students' writing potential, enable students to express personalized ideas in new ways, and give full play to their own innovative ability.

Stereoscopic Shaping of Chinese Core Literacy

To sum up, information-based diversifed Chinese teaching is of great benefit to the development of students in the current era. However, looking at the original intention and course of Chinese teaching, the exploration of information-based Chinese teaching in high schools is only a node in the educational reform. With information-based education in the Internet era, intelligent teaching will develop more vigorously in the context of the interconnection of all things in the future. However, no matter how the times change, the key words in each era are different. The fundamental purpose of our painstaking reform and continuous exploration of Chinese teaching in high schools has never changed. Education is born for the cultivation of talents, and the cultivation of all-round development is the beginning and mission. It can be seen that Chinese teaching in high schools is of great significance on the road of "the motherland trains young people with core qualities", building bridges and paving roads.

Emotional education and scientific thinking

High school Chinese textbooks include not only stories about human feelings and changes in temperature such as "Commemoration of Liu Hezhen King" and "Rain Lane", but also popular science articles such as

"Flight to Space" and "Education Course of a Physicist". Both human feelings and scientific studies are beautiful education, which is shaped, searched and created from vivid, high or low stories." Emotion" and "Reason", "Yes" and "No", "Black" and "White" these simple dialectical unity of truth, beauty is deep and rational to follow, shaping the deep thinking of the humanities and scientific spirit. Under the edification of Chinese education in high schools, they have gradually grown into real and vivid uppercase people who are inclusive, warm and reasonable.

Spiritual reading and life education

Chinese teaching in high schools is not only a simple Chinese education, but also carries the hope of people in childhood and adolescence, and can experience the possibilities of life more colorful and vivid than the shackles, machinery and repetition of adulthood. In essence, it is also a kind of life education, which talks with one's own soul in immersion reading and explores the mysteries and true meaning of life. As mentioned in "how steel is made", the most precious thing for a person is life. Life is only once for a person. Therefore, a person's life should be spent like this: when looking back on the past, one should not regret for wasting one's time, nor should one be ashamed of doing nothing. In an impetuous and noisy society, to develop good reading habits and thinking ability, to a large extent, has its own control over learning and life, and then to realize the value of life.

Individual thinking and imagination innovation

Chinese teaching in high schools should guide students to set up the idea of "big view of Chinese". It is not only the instrumental learning of Chinese discipline accomplishment, but also the shaping of human nature and personality, witnessing vitality and self-growth, and respecting others to realize the value of life.For example, the long river of history and culture condensed from the Chinese nation for 5,000 years records the wisdom and determination of "Zhu zhiwu urged the Qin army to withdraw", "Li Sao's courage to fight for the lofty ideal for a lifetime", "the responsibility and responsibility of " Liu Hezhen "and the innovation and thinking in" the future of the universe ". These are presented in the Chinese classroom and affect the formation of each student's values and sense of mission under the imperceptible effect of daily Chinese teaching. The unfixed points in literary works also guide students to explore and create.

Expectation of Chinese Teaching in the Future

From the essence of education, education should be "learning for tomorrow", that is, educating our next generation to understand what a new world tomorrow is. One fifth of the 21st century has passed, and society, science and technology, and economy are developing rapidly at a speed we did not expect. What kind of society and life will shape the corresponding literature and education. Similarly, looking at the inheritance and innovation of Chinese teaching in high schools step by step, we should also think and look forward to what Chinese teaching in high schools should look like in the future. All this will eventually push forward the progress of the times.

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Guidance: Positive values

The ancients said that "take the essence and discard the dross". No matter how the times change and how far the society progresses, Chinese education in high schools requires Do not forget your initiative mind to adhere to the Chinese teaching philosophy of "living, true, strong, beautiful, integrated, not slow kung fu but real kung fu", keep in mind the foundation of philosophy of life, and perfect the development of human core literacy in an all-round way. According to the actual needs of human development and future life, the basic aim is to improve the Chinese quality of all students in an all-round way, to establish the student's dominant position, to respect the student's initiative, to develop the student's intellectual potential, and to form a discipline education activity with the healthy personality of the student as the basic characteristic.

Implementation: Intelligent multimedia teaching

The future intelligent Chinese class will better realize three aspects: first, intelligence and accuracy. Relying on emerging intelligent technologies, students' accurate data are obtained and fed back to teachers in time to make targeted classroom management strategies. Second, effective interaction. Based on accurate data acquisition, the benign interaction among "teacher-machine-student" multiple elements in the classroom is realized, and a good teacher-student relationship is constructed. Third, openness and symbiosis. The integration of physical space and virtual reality environment is realized through the application of intelligent information technology, which breaks the boundaries of traditional classroom and makes it possible to generate ubiquitous learning and personalized customized learning plans. To transform "two-dimensional plane Chinese teaching" into "multi-dimensional and three-dimensional immersion Chinese teaching" so as to truly realize students' diversified reading, artistic classroom and personalized expression.

Objective: To cultivate talents in the new era

Looking forward to the social development and the research process of Chinese teaching in high schools, we will supplement and define the implementation criteria of comprehensive quality talents.According to the talents needed by the times, Chinese teaching in high schools should better adapt to the training objectives of talents. Deepen the love of life, accumulation and application, thinking and perception, open thinking, innovation and struggle spirit, better find the balance point with the promotion of high school Chinese education assessment forms, and help students to take exams without losing the essence of education.

Conclusion

Under the background of educational informatization, this paper takes the development of core literacy as the education orientation, and discusses how to better use information technology in Chinese teaching in high schools and from what aspects to help personnel training. Through theoretical verification, teaching case analysis and national curriculum reform policy research, it is found that today in the 21st century, "education information technology", "cultivation of core quality talents" and "innovation of Chinese teaching in high schools" can promote each other and organically combine to obtain better Chinese teaching effect. However, there are still deficiencies in specific applications and innovative cases. The author will continue to apply the theory into practice and actively explore, enrich and perfect it through Chinese teaching classes.

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