

Research on innovative practice of digital teaching of linguistics course in Colleges and Universities under the background of new liberal arts

Hao Zhang

Sanya University, Sanya, Hainan 872000

Abstract: in 2020, the Ministry of education of China issued the Declaration on the construction of New Liberal Arts (hereinafter referred to as the declaration), which comprehensively deployed the construction of new liberal arts in Colleges and universities. Under the background of the construction of “new liberal arts”, it provides a new opportunity for the construction of linguistics curriculum, advocates the integration strategy and innovative thinking among disciplines, and integrates the concept of “new liberal arts” into the teaching design and teaching process. Digital teaching is the product of the development of digital technology in the new era. It plays a significant role in stimulating students’ interest in learning and promoting the upgrading of classroom teaching structure. In the teaching of linguistics in Colleges and universities, we should pay attention to the application of the development results of digital technology and related educational research results, relying on the rich context of digital teaching, so as to improve the overall efficiency of teaching. This paper first analyzes the connotation of the new liberal arts and digital teaching, then analyzes its application significance in the teaching of the basic course of Chinese language and literature in Colleges and universities, and finally discusses the relevant practical strategies combined with specific cases, in order to provide reference for colleagues.

Key words: new liberal arts background; College linguistics course; Digital teaching; Strategy exploration

The “new liberal arts” is committed to enhancing the comprehensive national strength, strengthening cultural confidence, cultivating new people of the times, and building a socialist educational power. Compared with the traditional liberal arts, the “new liberal arts” pays more attention to the interaction and integration between disciplines, emphasizes breaking through barriers and crossing professional boundaries. In response to the call of “new liberal arts” construction, colleges and universities should actively participate in the implementation of the integration and innovation of “new liberal arts” concept in teaching. At present, the application methods of digital technology in the teaching of various disciplines are gradually enriched, which brings more new possibilities for the development of subject teaching. Teaching practice shows that under the digital teaching mode, students’ willingness to learn is stronger, their enthusiasm to participate in teaching creation is higher, and it is easier to complete the scheduled learning tasks.

1. Connotation of new liberal arts and digital teaching

1.1 The connotation of new liberal arts

“New liberal arts” is not a negation and criticism of liberal arts teaching, but a rational thinking and judgment based on the new development situation. Since entering the 21st century, the professional courses of Chinese language and literature in Colleges and universities in China have formed a unique development law and teaching mode, and have developed both in teaching quality and school scale. The construction of Chinese teaching theory, a basic course for the major of Chinese language and literature in Colleges and universities, is based on the development and evolution of the times, and is also the optimization and adjustment of strengthening the construction of subject talents.

1.2 Connotation of Digital Teaching

With the wide application of digital technology in the field of education, the concept of digital teaching is born according to the trend, and is becoming mature in the continuous exploration and practice of teachers. Specifically, digital teaching means that teachers carry out teaching activities and build a digital teaching environment with the help of computer media, multimedia classrooms, network teaching platforms, new media platforms and other information carriers. This kind of teaching activity requires teachers to follow the modern teaching theory, use the computer platform to collect audio, animation, picture teaching resources, and carry out secondary processing, and use multimedia teaching resources to optimize the teaching mode. With the support of digital teaching platform and resources, teachers can further improve the classroom teaching mode, enrich classroom expression and improve students’ learning status. The implementation of digital teaching in the course of Chinese teaching theory can bring new features to classroom teaching, provide students with a better learning field, and promote the comprehensive development of students’ language literacy and the effective implementation of the new curriculum standard.

2. The application of digital resources in college Linguistics Course

2.1 Activating college linguistics classroom

Digital resources can support teaching, put more new teaching concepts into practice in daily teaching, promote the development of linguistics teaching, and activate college linguistics classroom. As a basic course for the major of Chinese language and literature in Colleges and universities, the course of “Chinese teaching theory” is highly practical. If teachers only guide students to understand relevant knowledge by combining descriptive text introduction and some theoretical literary knowledge in textbooks, but do not give them guidance in literary technology, it is difficult to arouse their intuitive feelings about literary works, It is not conducive to their internalization of literary knowledge into literary literacy. The application of digital teaching resources can make the teaching of basic courses of Chinese language and literature major in Colleges and universities turn static into dynamic, and urge students to perceive the charm of Chinese teaching theory, Chinese and literature with the help of visual and multimodal information channels such as video, sound and pictures.

2.2 Enrich educational resources

Digital teaching resources can help students learn literary knowledge, make them move from textbooks to the infinite ocean of literature, and perceive the charm of linguistic knowledge from a diversified perspective. Teachers can combine the characteristics of College Students' physical and mental development, the learning rules of basic linguistics courses, and enrich educational resources by relying on digital technology to help students more accurately grasp the emotions carried by literary works and more comprehensively learn the literary knowledge contained in works. When carrying out the actual teaching work in the course of Chinese teaching theory, teachers can take the relevant digital resources as an important supplement to classroom teaching, and improve the quality of students' learning through the ingenious arrangement of teaching content. When introducing digital teaching resources, we should adhere to the principle of "adjusting measures to local conditions", and flexibly choose and expand the contents and forms of expression according to the teaching objectives, teaching contents and students' interests. For example, the childhood experience and life anecdotes of a writer are common important tools to help students understand a writer and his works.

3. Practical principles of digital teaching of linguistics course in Colleges and Universities

3.1 Principle of subsidiarity

Digital technology is an auxiliary tool to help teachers achieve their teaching goals, rather than the essence of teaching. When using this technology to optimize the teaching mode of the course of Chinese teaching theory, teachers should adhere to the "auxiliary principle", and effectively play the auxiliary role of the innovation of knowledge presentation and learning methods. At present, some teachers' methods of applying digital technology to improve the teaching of Chinese teaching theory in Colleges and universities are relatively traditional, which can not effectively play its role in promoting students' autonomous learning. The reason is that they excessively pursue the technical content of teaching mode and ignore the improvement of teaching quality. Pay attention to the development of multimedia courseware and ignore the integration of different digital technologies and existing teaching modes. In order to promote students' better participation in classroom teaching and improve their learning quality, we should further play the auxiliary role of digital technology on the basis of respecting students' dominant position.

3.2 Audio visual unification principle

Literature is a kind of language art, so we should pay special attention to the combination of vision and hearing in the process of promoting the digitalization of the teaching of Chinese teaching theory in Colleges and universities. The author believes that teachers should show their knowledge points with the help of digital teaching resources, help students understand the hard and obscure theoretical academic knowledge, and guide students to intuitively feel literature and appreciate the charm of literature with the help of audio and video resources. In the classroom of Chinese teaching theory, the teaching of literary works appreciation in primary and secondary schools is the key and core of the teaching content. If the students' auditory and visual feelings are ignored, it is easy to make the classroom dull and tasteless, and make students gradually lose their enthusiasm for literature and creative nature.

3.3 Principle of moderate information

By analyzing the students' literature learning situation, the teaching team of the author knows that the excessive application of digital teaching resources and the neglect of the pertinence of teaching content innovation can easily lead to "cramming" teaching, which leads to students' blindly memorizing academic theoretical knowledge, but ignores the essence of the Chinese discipline of pleasing body and mind and cultivating sentiment. Therefore, the digital development of the teaching of the course of Chinese teaching theory in Colleges and universities should follow the principle of appropriate information to avoid students becoming passive receivers of information. Instead, it should give full play to its advantages of knowledge presentation and human-computer interaction, bring audio-visual enjoyment and wisdom enlightenment to students, and promote them to master literary knowledge and skills in the process of enjoying literature, Cultivate interest in literature courses.

4. Innovative practice of digital teaching of linguistics course in Colleges and Universities under the background of new liberal arts

4.1 Introduce necessary teaching equipment

For further popularization of modern educational science and technology, teachers of the course of "Chinese teaching theory" in Colleges and universities should reasonably arrange plans and appropriately increase investment in modern teaching technology and equipment. Specifically, teachers should provide sufficient information-based teaching technology and equipment according to the needs and characteristics of the course of Chinese teaching theory, such as multimedia teaching tools, laptops and information experimental platforms, and network teaching platforms, so that Chinese language and literature teachers can carry out education flexibly. In addition, teachers of the course of "Chinese teaching theory" should also improve their classroom teaching ability by understanding various information-based teaching technology and equipment, and be able to explore the law of information-based teaching through independent research. In addition, after the introduction of modern teaching equipment, teachers can establish a "modern information teaching equipment maintenance system" from the perspective of protection, determine the maintenance personnel, maintenance content and maintenance time, and regularly check the use of facilities, so as to avoid problems such as jamming, black screen or shutdown in the process of classroom teaching. The order of linguistics classroom has been greatly affected.

4.2 Integrating professional resources with digital technology

The richness and diversity of the teaching content of the course of Chinese teaching theory is the basis to ensure our professional development. In addition, the teaching reference materials for the courses of Chinese language and literature are also very rich. As long as the knowledge of Chinese, Chinese and literature is constantly updated and enriched, these course resources will be constantly updated and improved. In order to better teach Chinese language and literature courses, teachers should actively use digital technology to integrate subject information, help them expand their professional knowledge, broaden their horizons and enrich their content. In teaching, we will

actively use network information to help them expand their knowledge and encourage them to study independently. In the traditional culture teaching topic of the course, the author collected a large number of video resources about traditional tea culture through the new media platform and network platform, so that students can directly feel the inheritance and innovation of tea culture education, so as to better understand the tea drinking etiquette and hospitality of ancient Chinese people, thus adding rich connotation to the students' knowledge reserve. In order to improve their ability, I suggest that they use the mobile e-book app to browse some classic articles of Sinology, or find relevant materials on the Chinese language and literature professional website, so as to increase their reading experience. In addition, at present, the application software for listening to books is very popular. Students can also listen to professionals' lectures and reviews in these applications, so as to select reading books and expand their cultural knowledge.

4.3 Creating professional situation with digital technology

The traditional teaching of Chinese teaching theory focuses on the teaching of theoretical knowledge, and teachers lack autonomy, which makes students lack of subjective enthusiasm in exploring the basic knowledge of Chinese teaching theory. In constructivist teaching theory, situation can help students understand the connotation of knowledge, and promote them to think independently and accumulate experience. In order to better teach the course of Chinese language and literature, teachers should actively use digital technology to create classroom situations, enrich students' intuitive understanding, and promote them to carry out professional exploration, so as to achieve effective learning. In the textbook of Chinese teaching theory, teachers can use digital technology to create situations, such as playing online videos of playing Chinese classical music, leading students to listen to and appreciate Chinese traditional art forms, feel the sound characteristics of Chinese traditional musical instruments, and go deep into specific teaching situations driven by works of art, Let students better understand the applied basic academic theory of Chinese teaching theory. By watching relevant video materials, we can help students further understand the development of Chinese language curriculum and teaching theory, especially the fruitful achievements in theory and practice of Chinese language education and teaching in China in the past three decades, which can improve students' learning awareness and help them more intuitively understand the history of Chinese language education. Through this method, the course enables students to quickly enter the classroom and independently construct the basic knowledge of Chinese subject, so as to clarify how to practice and innovate in their own teaching activities in the future.

4.4 Optimizing teaching interaction with digital technology

The traditional Chinese teaching theory course is lack of diversity and interactivity. Students can not fully display their professional knowledge level, and can only accept teachers' knowledge introduction passively. However, in today's education, it has become important to develop and improve users' awareness of autonomy. Therefore, we should organize teaching activities from the perspective of lifelong education. In order to improve the teaching effect of Chinese language and literature course, teachers should actively use digital technology to promote teaching interaction, and emphasize the subjectivity of students. In this way, users can independently explore professional knowledge and better develop their own abilities. In this way, the course of "Chinese teaching theory" can learn interesting and informative knowledge according to the development needs of students from beginning to end. In the class of this course, the author often encourages students to use multimedia teaching equipment and new media platform to show their teaching design ideas and cultural knowledge reserves, and guides them to make their own teaching ppt according to the course theme to show their professional knowledge and theoretical literacy. In addition, the author's team will actively use the digital technology platform to communicate with students before and after class, understand their pre class preview, teaching effect in class, and teaching feedback after class, and guide them to independently design and implement professional practice activities, so as to help them comprehensively improve the width, breadth and depth of subject knowledge. In a primary school Pinyin literacy and writing teaching link, the team teachers selected the historical thematic survey on Chinese calligraphy culture as the clue of teaching activities, used digital technology to explore their practical experience, carefully observed their understanding of calligraphy art, and timely gave valuable suggestions, and finally successfully completed the task of practical exploration.

Epilogue

To sum up, the introduction of digital technology in the teaching of Chinese teaching theory can significantly improve the quality of students' learning, and it is one of the inevitable choices of College linguistics teaching reform. Modern educational technology plays an important role in the teaching of Chinese language and literature, which can be reflected in many aspects. In order to make full use of these advantages, colleges and universities should pay attention to students' feedback according to the actual situation, and pay attention to details in the process of classroom teaching. In order to further improve the quality, we need to introduce modern educational technology and equipment, and enrich the use of modern educational science and technology. We also need to be guided by students' learning achievements, actively participate in the teaching activities of the course of "modern educational science and technology centralized training activities", and flexibly apply modern educational science and technology to various teaching scenes, so as to attract students' attention and guide them to explore.

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