

Analysis on the Optimization Model of Chinese Language and Literature Teaching in Higher Vocational Colleges under the New Media Environment

Xiaoxiao Liu

Jiangxi Vocational Technical College of Industry&Trade, Nanchang, 330038 Jiangxi, China

zhaoyan201226@163.com

Keywords: New media environment, Higher vocational chinese language and literature, Teaching optimization

Abstract: In the context of the constant progress of the current new media environment, the teaching of Chinese language is not popular among students because of its boring content. In this case, Chinese language teaching is in a relatively low state, which is not conducive to the inheritance and progress of Chinese traditional culture. Therefore, the teaching methods of Chinese language must be reformed and innovated to reduce the adverse impact of the new media environment on Chinese language teaching. The article first analyzes the relevance between new media and Chinese language and literature, and then puts forward specific teaching optimization strategies according to the current situation of teaching for reference.

1. Introduction

The major of Chinese language is mainly to guide students to recognize and learn Chinese traditional language and culture through the dissemination and interpretation of ancient Chinese, so as to foster more professional talents for the society. It is a crucial way to effectively inherit and develop Chinese language and culture in China^[1]. Chinese language and literature can display China's long history and great power literacy in international exchanges. Obviously, it is very necessary to develop the teaching of Chinese language and literature. But owing to the progress of new media, more and more network terms have impacted the inheritance and progress, and even hindered the normal progress of teaching activities. Based on this, colleges should actively make changes, create a more suitable teaching mode for students to learn, and then arouse students' interest in learning Chinese language and literature.

2. Relevance between Chinese Language and Literature and New Media

First of all, the new media has changed the teaching environment, fully using the fragmented time to push the relevant content of Chinese language, as well as facilitating the reform of the teaching methods, so that knowledge can be spread more widely. Moreover, the new media has also broken the space-time limitations of Chinese language teaching. Students can learn independently through the media platform, and the threshold for literary creation is getting lower^[2]. Secondly, under the new media environment, people's awe of traditional literature has gradually weakened, and the quality of literature content is mixed. Under the impact of the network environment, students have made some mistakes in recognizing Chinese language and literature, ignoring the contemporary value of Chinese language.

3. Problems in Chinese Language and Literature Teaching in Higher Vocational Colleges under the New Media Environment

3.1 Popular Internet Language Impacts Chinese Language Teaching

Network terminology is a crucial product under the new media environment. It is formed in the network environment and widely applied in network communication. It has gradually formed a

“unconventional” language model^[3]. The network language is mainly based on the Chinese language, changing the language and oral expression forms to form innovative vocabulary. On the one hand, network terms have effectively innovated Chinese language and literature, giving them contemporary value and vitality. For instance, “Shi dong ran ju (being deeply moved, but still reject a person)”, “Xi da pu ben (The news is so exhilarating that everyone is celebrating and spreading it to the rest of the world)”, “too tired to love”, and “Bu ming jue li (I don’t quite get it, but I think you are really terrific)” are all innovations in idioms, which can effectively arouse people’s knowledge and recognition of idioms. On the other hand, network popular terms also impact Chinese language and literature to a certain degree. Compared with the preciseness of Chinese language and literature in China, network terms are more arbitrary in terms of vocabulary construction and meaning assignment. Some netizens even spoof Chinese language and literature, which is very unfavorable to the inheritance and progress of Chinese language and literature in China^[4]. In this context, some students with poor Chinese language basis will be affected by the network language, which will lead to the failure of the smooth progress of Chinese language and literature.

3.2 Break Away from Chinese Language Teaching and Real Life

The main aim of Chinese language teaching is to facilitate people’s communication. However, owing to the constant progress of the new media environment, the current teaching mode of Chinese language and literature can no longer fully play its educational value, nor can it effectively meet people’s communication needs. Currently, teachers still focus on books and textbooks, and do not focus on students’ learning needs and abilities^[5]. This not only fails to achieve good teaching results, but also leads to the formation of stereotyped thinking among students, who believe that Chinese language and literature are just a course for learning and researching ancient Chinese languages, and do not have contemporary application value. At this time, if the teacher does not change the teaching method and innovate the teaching content in time, it will reduce the students’ interest in studying Chinese language and literature, and even lead to students’ studying weariness to a certain degree.

3.3 The Curriculum Neglects the Cultivation of Students’ Language Ability

According to the current progress of teaching activities, the progress of new media environment has put forward greater requirements for students majoring in Chinese language, but the current Chinese language teaching has not optimized and adjusted. Currently, the teaching is mainly manifested in the study of ancient and modern Chinese literature, with less involvement in some foreign languages and literature. Although some colleges have set up foreign literature courses, they still focus on theoretical explanations in specific teaching activities, and test their learning ability in the form of closed-book exams. The students majoring in Chinese language have a heavy task of learning their own knowledge. This unreasonable curriculum arrangement causes students to fail to focus on the study of foreign languages and literature, thus affecting the improvement and progress of students’ language ability.

3.4 Fragmented Media Application Reduces Teaching Depth

Owing to the new media environment, students’ learning methods and writing methods have changed to a certain degree. They are increasingly dependent on the Internet, and often forget to write down, which is extremely detrimental to the inheritance and progress of Chinese language and literature in China. Our traditional culture is being gradually forgotten. Meanwhile, people’s expressions in the new media environment are becoming more and more arbitrary, and various fragmented information is transmitted to students through the network platform. Under the impact of a large amount of garbage information, students have the problem of thinking superficiality, which further affects students’ learning and recognition of Chinese language.

4. Optimization Strategies of Chinese Language and Literature Teaching in Higher Vocational Colleges under the New Media Environment

4.1 Standardize Students' Attitudes Towards Network Language

As the main users of the current new media, students are greatly affected by the network language. To ensure the smooth progress of teaching activities and effectively enhance students' ability to learn, colleges should regulate students' attitudes towards network language^[6]. Owing to the progress of the new media environment, the quality and types of network terms vary. Although some network terms can better push and inherit Chinese language and literature, the disadvantages outweigh the advantages. Most of the popular network terms will affect students' learning attitude and thinking, leading to inappropriate problems in the use of words and sentences. Therefore, teachers should guide students correctly. In the face of positive network terminology, students should actively learn and use it for reference to enrich their vocabulary and knowledge system. In the face of nonstandard network language, teachers should guide students to resolutely resist and help students establish a good learning concept.

4.2 Arouse Students' Interest in Learning by Using Network Platform

Owing to the advent of the Internet era and the progress of the new media environment, colleges must rely on the Internet platform and network technology if they want to effectively enhance the teaching effect and quality. Moreover, owing to the progress and change of the times, Chinese language and literature are also gradually developing and transforming towards modernization, which also pushes the innovative progress of the teaching mode to a certain degree. Therefore, teachers should actively use the network platform to arouse students' interest and initiative in learning. Teachers can develop online+offline teaching mode, use the network platform to develop online preview courses and record teaching videos, so that students can learn at home. In the offline teaching classroom, teachers can use the network platform to create teaching situations, strengthen classroom interaction, etc., so as to arouse students' interest in learning Chinese language, enhance teaching quality, and effectively inherit Chinese language and literature in China.

4.3 Perfect Teaching Objectives

In the new media environment, if colleges want to optimize the teaching mode, they should also enhance the teaching objectives and create a good learning environment. First of all, colleges should organically combine teaching content with ideological and political education, strengthen students' emotional cognition of Chinese language, enhance students' ideological awareness, and make students realize the significance and value of learning Chinese language and literature^[7]. Moreover, colleges should set up multi-dimensional teaching objectives to achieve the integration of production, teaching and research. On the basis of ensuring students' professional knowledge learning, they should effectively guide students' learning methods and thinking, thereby enhancing students' learning efficiency and arousing students' interest and initiative in studying Chinese language. Colleges should also reasonably optimize the curriculum of Chinese language, innovate teaching types, and effectively enhance students' knowledge of Chinese language and literature.

4.4 Promote Multimedia Teaching in Chinese Language Teaching

The traditional teaching mode of Chinese language and literature is unable to fully play its educational value and develop well in the times. Therefore, colleges should keep pace with the times, actively take advantage of the opportunities brought by the new media environment, and push multimedia teaching. First of all, teachers can use modern information technology to assist teaching. By quoting music, videos, pictures and other content, they can enhance the vividness and interest of Chinese language teaching, and then deepen students' memory of teaching content. Secondly, teachers can use multimedia to develop cooperative education, guide students to feed back their problems in online learning to teachers, and teachers can provide timely guidance, effectively broaden students' knowledge, and then help students learn better.

5. Conclusion

In a word, the current new media environment brings not only opportunities for progress, but also challenges and impacts to the teaching of Chinese language and literature. Therefore, under the new media environment, colleges should optimize teaching methods and strategies, guide students to correct their attitudes towards network terms, standardize the teaching methods of Chinese language and literature, and then guide students to develop effective Chinese language learning.

References

- [1] Wang Lingling, Fei Rixiao. Research on the relationship between new media and the teaching of Chinese language and literature -- A review of Strategies for Optimizing the Teaching of Chinese Language and Literature in the New Media Environment [J]. Research on Science and Technology Management, vol.42, no.14, pp.252, 2022.
- [2] Hou Lixia. Research on the Optimization Strategy of Higher Vocational Chinese Language and Literature Teaching in the New Media Environment [J]. Journal of Hubei Open Vocational College, vol.35, no.5, pp.169-170+173, 2022.
- [3] Li Hui, Yu Qian. Strategies for Optimizing Chinese Language and Literature Teaching in the New Media Environment [J]. Writer's World, no.35, pp.66-68, 2021.
- [4] Yang Hui. A Preliminary Study on the Optimization of Chinese Language and Literature Teaching in the New Media Environment [J]. Cultural and Educational Materials, no.28, pp.122-126, 2021.
- [5] Lisa Rula. Development and optimization of Chinese language and literature teaching activities in the new media era -- A review of Strategies for the Optimization of Chinese Language and Literature Teaching in the New Media Environment [J]. China Education Journal, no.8, pp.140, 2021.
- [6] Guo Tingmei. On the Optimization Strategy of Chinese Language and Literature Teaching in Higher Vocational Education under the New Media Environment [J]. Extracurricular Chinese, no.33, pp.44-45, 2020.
- [7] Shen Lu. Strategies for Optimizing Chinese Language and Literature Teaching in Higher Vocational Education under the New Media Environment [J]. Chinese and Foreign Entrepreneurs, no.25, pp.157, 2019.