Analysis of the Implementation Strategies of Chinese Education in the Internet Environment

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ABSTCRAT: With the advent of the Internet era, it has brought great challenges to traditional Chinese teaching. The language subject occupies a very important academic position, and it is also the basis for students to develop other subjects. Therefore, this paper focuses on how to reform the traditional teaching mode of Chinese education in the Internet environment and innovate the new teaching methods of the network language subject. It is found that the creation of network language classroom teaching environment and the introduction of network technology to assist Chinese teaching have far-reaching significance for improving the quality of Chinese education.

KEYWORDS: Internet environment; Chinese education; teaching strategy

1. Introduction

In the late 1990s, with the rapid development of the global Internet and the informatization of China's society[1], information technology with computer multimedia technology and network technology as the core also entered the field of education and teaching in China, which led to the revolution of education and teaching. The hotspot of teaching reform that teachers are concerned about. It is based on network resources as the main content of learning, and under the guidance of learning theories such as "constructivism" and "humanism"[2], "open" distance education with "learning" as the main goal and development of students' ability as the main goal . Although it belongs to the distance education category of the Internet, the teaching form in this network environment has also entered the classroom of basic education, and has officially become an important part of the modernization of

school education.

2. Classroom advantages of online language teaching

2.1 highlights the humanity of Chinese teaching

Traditional Chinese teaching emphasizes the teaching of teachers, pays attention to the study of textbooks, pays attention to the infusion of Chinese knowledge, and neglects the inner experience and real feelings of students, resulting in students' narrow knowledge and separation from life[3]. On the contrary, online language teaching reflects the concept of "big language teaching concept" of the new curriculum, which is the result of reflection on traditional Chinese teaching. Teachers and students are freed from the teaching materials and from the one-sided teaching and learning of Chinese knowledge, striving to develop students' various language abilities, develop their thinking, cultivate their creativity and sound personality. On the basis of learning the basic knowledge of teaching materials, students should extend the teaching tentacles to a wider space and time, emphasizing that Chinese teaching should become a process for students to build spiritual life and realize value, so that students' colorful and individual worlds should be presented. To establish an equal and democratic teacher-student relationship, we must create a harmonious teaching environment.

2.2 Students independently construct knowledge independent personality

Bruner scholars emphasize the active learning process and the dynamics of knowledge acquisition. Under the guidance of constructivist learning theory, network language learning recognizes that students are gradually constructing knowledge about the external world in the process of interacting with the surrounding environment, so that their cognitive structure can be developed. Knowledge is not instructed by teachers[4], but students are assisted by others, through interpersonal collaboration, discussion and other activities to achieve the meaning of construction. Teachers are only helpers and facilitators of meaning construction, not providers and indoctrins of knowledge. Multimedia and network technology Because the interface image provided is realistic, the process of students

browsing on the Internet is itself a process of constructing the meaning of knowledge. This knowledge is completely constructed by students' active exploration and mutual consultation. Its value far exceeds the teacher's instilling in the traditional classroom, which is more conducive to the maintenance of knowledge. In addition, students are the masters of learning, and language learning should pay attention to cultivating students' subject consciousness.

2.3 Personalized teaching environment and rich teaching resources

The teaching network creates a relatively individualized teaching environment in the same space. Because the multimedia teaching network has the remote control function of students, students can learn and coach each other, which is conducive to cultivating students' ability to cooperate with each other. In addition, each student can get the opportunity to fully communicate with teachers[5], making personalized teaching possible. Using multimedia as a channel for disseminating information, teachers and students, students and students can simultaneously transmit a large amount of information, greatly improving the quality of teaching and teaching efficiency. The diversity and extensiveness of online content can better deal with the contradiction between the limited knowledge of teachers and the infinite needs of students, and can meet the development of students in many aspects. Achieving a truly open teaching resource, students can freely learn through the Internet at any time and any place.

2.4 Teacher-student interaction creates a cooperative and democratic teaching atmosphere

Network teaching reflects the equality of teachers and students in the teaching process. The reason is that the Internet as a resource-based media[6], its resource sharing function and open features, make the power and authority resources of traditional education occur in the network environment to understand and reorganize. The interaction structure between teachers and students in the process of teaching and learning and the interpersonal relationship between teachers and students have undergone a fundamental transformation. The relationship between teachers and students is presented as a benign social relationship. In teaching, the interaction

between teachers and students becomes inevitable, and the teacher-student relationship of true democracy, equality and cooperation in the classroom is established. Online language teaching has brought about earth-shaking changes to the traditional "speaking, reading, writing and reading" approach. The combination of electronic text and hypermedia such as hypertext provides a broad space for students to learn autonomously. Students can read and write in a dynamic learning state, and hypertext e-reading and paperless writing also greatly impact the traditional way of reading and writing.

3. Internet integration into Chinese teaching classroom strategy

3.1 Do not abandon traditional Chinese teaching materials

Since the reform of the new curriculum, people have criticized the traditional Chinese teaching only teaching materials, only textbooks, the knowledge is too narrow, does not meet the educational concept of large language learning, emphasizing that language learning should not be limited to textbooks. This understanding is correct. However, we also do not advocate the popular non-textbook theory in online language teaching, replacing electronic text reading with traditional textbooks. Because the selection of Chinese textbooks embodies the hard work of several generations of education professionals, the selected articles are often beautiful masterpieces and articles close to the student's life experience. There are essays with mixed scenes, poetry with long-distance moods, exciting novels, The exquisite essays and clear explanations of the philosophical lines are full of rich emotions. They have strong artistic appeal and can arouse the resonance and communication of students' emotions. They are a model for students to learn language. Moreover, the arrangement of knowledge and the cultivation of students' ability in the textbook are systematic and progressive, and students can learn knowledge and develop ability more comprehensively, orderly and effectively.

3.2 can not ignore the teacher guidance role

The new curriculum concept emphasizes that while changing the way students learn and highlighting the subjective status of students, the guiding role of teachers

can not only be weakened, but also strengthened. Teachers are always organizers, mentors, collaborators, and facilitators of student learning. Especially in the elementary school stage of basic education, the students are young. During the teaching process, teachers should cultivate their good study habits consciously and step by step according to the age characteristics of the students, and teach them effective learning methods such as active inquiry and independent cooperation. In the study, the teachers should be the guides of the students, guiding them to form a benign learning consciousness, cooperation consciousness, evaluation consciousness and competition consciousness, in order to achieve true sense of autonomy.

3.3 Emphasis on emotional communication between teachers and students

The author believes that although the Internet language teaching classroom has brought the close-up basis between teachers and students, this kind of communication lacks real emotions. In Chinese teaching, more emphasis is placed on emotional communication and communication between teachers and students, between students, between students and teachers, and between authors and texts. Therefore, in the teaching process, teachers should not simply manipulate the machine. They should carry microphones, electronic pointers and other communication equipment to move around properly. Try to use body language to remind and exchange teaching information and mobilize the classroom atmosphere. The teaching network is only a teaching tool. The human element is the first. It ignores the emotional communication and management communication between teachers and students. It will make students' self-learning too free, and it is easy to deviate from the teaching goal and cannot effectively Regulation and guidance, thus reducing the learning effect, but also the lack of ideological collisions and emotional exchanges between teachers and students. In fact, through face-to-face communication with students, teachers can influence their personality in a subtle way. This influence is unmatched by any textbook or web information.

3.4 Emphasis on language reading guidance

In the traditional Chinese teaching method, reading is an important part of Chinese classroom teaching. Reading in Chinese teaching is one of the most

important personality characteristics of Chinese language. The so-called "book reading a hundred times, its righteousness." Teachers' successful demonstration reading, students' free reading and sub-language reading, and sometimes even recitation or performance, can create realistic situations, reproduce the characteristics of the scene, scene and objects depicted in the text, and reveal the characters described in the text. In the inner world, experience the emotions of the text and feel the momentum and charm of the text. The participation of information technology can add color to reading aloud, such as soundtrack and reading aloud, making reading more artistic and aesthetic, and more likely to stimulate students' interest in reading, and it is easier to integrate their body and mind with texts. But information technology can only be an aid. In the classroom, students read the ups and downs of the texts, the beauty of the form, the rhythm of beauty, and the beauty of music. It is a kind of beauty infiltration, beauty and beauty purification. This is more than a simple courseware reading or online search. The impact of the comments on the depths of the students is much greater and lasting.

4. Conclusion

In short, how to properly handle the relationship between network-assisted teaching and traditional teaching in the Internet environment, as the focus of Chinese classroom teaching, we must recognize that Chinese teaching should achieve the integration of information technology and language courses. "The relationship with modernity" should increase the length of information technology and make up for the short of traditional teaching.

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