

The Practical Exploration of Information-based Teaching in Chinese Teaching in Secondary Vocational Schools

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Abstract: Our country's science and technology is more and more developed, information technology is widely used in our life aspects, education is no exception, this for the secondary vocational school language teaching to modernization, closely follow the trend of The Times development is an opportunity, secondary vocational educators should seize the opportunity to realize the reform of vocational teaching. Chinese is the mother tongue of our country and the crystallization of our traditional culture and ancient wisdom. Students must learn it to strengthen their own reserves of Chinese knowledge. Chinese is one of the compulsory cultural courses carried out by schools.

Keywords: Information-based teaching; Secondary vocational language; Research strategy.

1. Introduction

Secondary vocational educators can make useful attempts on Chinese teaching classroom and use new media platform to create favorable conditions for teaching reform. Secondary vocational schools are designed to cultivate specialized vocational and technical talents for the country. Chinese subject can improve students' language expression ability, teachers should pay attention to students' solid basic skills in Chinese. Chinese is a basic course, but also a tool course. Students in secondary vocational schools mainly learn certain skills, and Chinese is a service for professional courses[1]. Therefore, Chinese is more practical in secondary vocational schools.

2. Organization of the Text

2.1. The shortcomings of Chinese teaching in modern vocational schools

2.1.1. Low quality of students

Secondary vocational students believe that the learning of Chinese is very logical, and it is easy to get sleepy and distracted in class. Teachers mostly use a simple piece of chalk and a textbook, even if the teacher is good at talking, students are difficult to be attracted to learning. The quality of secondary vocational school students is not high, most of them are forced to go to secondary vocational school because of the failure of the entrance examination, the cultural foundation is relatively weak, the self-confidence of the students is not high, easy to produce the psychology of weariness and abandonment of school, secondary vocational students do not like to learn cultural courses, and the lack of sufficient attention to cultural courses. Most of the secondary vocational students have lost their confidence in learning, and their parents' discipline is also very loose. The study pressure of secondary vocational education itself is relatively small, and they have a lot of energy wasted in aspects other than study.

2.1.2. Teachers pay little attention to Chinese subjects

Modern Chinese teaching is mostly taught by teachers and

listened by students. Students identify and understand Chinese knowledge by listening to the blackboard written by teachers, and then master Chinese knowledge. This teaching method is too boring and single, which makes students easy to produce psychological fatigue. Teachers' teaching enthusiasm is not high, secondary vocational teachers pay attention to professional courses, ignore the teaching concept of cultural courses, do not pay attention to the ability training of students outside the professional skills, the Chinese subject is increasingly marginalized in the teaching system of secondary vocational schools, secondary vocational schools do not achieve the concept of cultivating harmonious development of people. There are many defects in Chinese teaching in secondary vocational schools, and there is no really effective mode and method of Chinese teaching. Most of the secondary vocational teachers lack their own teaching characteristics, most of them have always followed the traditional teaching mode, have not carried out innovation, lack of interest, rarely pay attention to the psychological needs of students, only blindly pursue the speed of teaching, do not pay attention to the quality of teaching.

2.2. The significance of information-based teaching in Chinese teaching in secondary vocational schools

2.2.1. Innovative teaching methods for teachers

Informatization is the starting point of the reform of the Chinese language in secondary vocational schools, and it is also a skill that every secondary vocational teacher must learn. Secondary vocational teachers should guide the situation, promote the personalized development of students, constantly update the "people-oriented" teaching mode, and implement the requirements of quality education and all-round development education under the new curriculum standard education. Chinese education has a certain guiding effect on students' moral values and values, and excellent Chinese works can bring students spiritual pleasure and enjoyment.

2.2.2. Perfect the structure of Chinese teaching in secondary vocational schools

The integration of information technology has broken the

traditional teaching mode of full classroom teaching. Teachers should have their own unique teaching style to meet the learning needs of students in the information age. The integration of information technology and Chinese in secondary vocational schools broadens students' horizons. Information technology and Chinese teaching in secondary vocational schools are gradually integrating, teachers should truly apply what they learn and keep up with the trend of The Times[2]. New media is only an auxiliary form of teachers' teaching, and teachers should not rely on it blindly. Information-based teaching makes Chinese classroom scientific and reasonable. Teachers should adopt effective teaching methods to keep students' enthusiasm in learning Chinese and create happy and effective Chinese class[3].

2.3. The strategy of information-based teaching in Chinese teaching in secondary vocational schools

2.3.1. Use multimedia technology to teach and improve the efficiency of Chinese teaching in secondary vocational schools

Teachers should follow the guidelines of vocational education, exert their educational tact, constantly understand the current situation of modern education, and reform the current situation of Chinese education in secondary vocational schools. The subject of Chinese should be vivid and vivid. Teachers should inject vitality into the course of Chinese and broaden the space and field for students to learn Chinese. Teachers should use multimedia technology to teach and stimulate students' interest in learning. Multimedia teaching can make Chinese knowledge vividly displayed in front of students, deepen students' understanding, make students have immersive feelings, enrich the teaching resources of Chinese classroom, and enrich students' life and learning experience.

For example, when learning the secondary vocational language "Magical Aurora", teachers should grasp the sensitivity of The Times to avoid students' resistance, We can grasp the psychological characteristics of secondary vocational students who love the Internet, use information teaching for our own use, and bring network resources into the classroom, Make Chinese teaching become students willing to accept, so as to improve the teaching effect of Chinese classroom. The integration of multimedia teaching by teachers allows students to mobilize their thinking by watching videos of aurora. This teaching mode eliminates students' auditory and visual fatigue and improves students' learning effect. Multimedia technology can integrate the pictures, articles and videos of aurora, so that the content of Chinese teaching has changed forms, avoiding the boring and monotonous Chinese classroom.

2.3.2. Optimize teachers' teaching methods and improve students' language level

Teachers should exercise students' ability to use their hands and brains, and unify what they have learned with what they do. Teachers should constantly update their own educational programs to meet the needs of the development of The Times, Learn to make use of multimedia technology reasonably to make novel courseware to satisfy students' fresh sense of Chinese learning; Teachers should fully prepare lessons, understand students' learning situation and psychological development, and mobilize students to enter the learning state as soon as possible; Teachers should carefully design the

teaching plan, invest a lot of energy into the teaching design, enrich the language resources, use the impact of information, pictures and videos on the visual and auditory impact to grasp the best period of students' language learning, and mobilize students' various senses to participate in it.

For example, when learning the secondary vocational language "Life between rocks", network information is also an excellent assistant for teachers to prepare lessons, Teachers can collect stories or pictures related to life in the stone crevices, and make the pictures or articles on the Internet into courseware based on students' interests and hobbies, and show them to students in a concentrated way to arouse their interest in learning, this can achieve a good teaching effect, so that students feel the tenacious life between the stone cracks. Information technology can provide relevant materials, stories and classic videos for Chinese teaching to attract students' attention and enhance the interest of Chinese teaching.

2.3.3. Build a democratic relationship between teachers and students, and narrow the distance between students and Chinese subjects

Students should not only master the basic knowledge of Chinese, but also put it into practice in life, Solve the difficulties in life. Teachers can use network tools to communicate with students, face all students, understand students' inner thoughts, help students find learning methods and skills to learn Chinese well, so that students can develop good Chinese learning habits. Teachers can use network tools to strengthen emotional communication with students. Teachers should respect students and meet their learning needs.

For example, when learning the secondary vocational language "Banyan Tree in Hometown", teachers can use the network to provide students with the sharing and transmission of language learning materials. Teachers carefully select learning materials for students, guide students to collect the environment around the banyan tree in their hometown, and experience the banyan tree described by the author in detail, so as to improve the efficiency of students' Chinese learning. Teachers can use the Internet to design learning tasks and plans for students, and provide targeted guidance to students imperceptibly[4]. When students encounter unavoidable problems in the process of completing homework, teachers can provide guidance to students through the Internet, The Internet can become a platform for the exchange of class activities, and teachers can teach students the methods and skills of learning Chinese, Students can also use the network to discuss learning methods and experiences with each other, and make progress and grow together. When students use the network space to learn and communicate, they can absorb the advantages of others and make up for their own shortcomings. Only when students know their shortcomings can they make progress.

2.3.4. Build a network platform based on Chinese teaching materials for students to improve their Chinese literacy

Students should not only enhance their own Chinese knowledge, but also improve their Chinese learning ability. Teachers should fully understand the current level of students, improve students' cognitive level, and teach students to face the social situation correctly. Network information broadens students' learning channels, is a supplement to the knowledge of Chinese textbooks, it breaks the limitations of Chinese textbooks, is a good extra-curricular reading channel.

Network information provides a large number of resources for students' reading and writing. Chinese is a subject that needs to accumulate over time, and network can become the source of students' knowledge reserve. When students have no way to solve the difficulties in learning, they can turn to the Internet to collect relevant information. Network information helps students to strengthen their understanding of their own Chinese knowledge. Through reading on the network, students deepen the content of Chinese learning and stimulate their own Chinese learning potential.

For example, when learning the "Hutong Culture", the secondary vocational language, teachers should choose teaching resources suitable for students' learning, lead students to understand the hutongs culture in Beijing, watch the hutongs photos, and conduct corresponding language training for students. Students can broaden their Chinese thinking and thinking vision through Internet materials, so that students' thinking is no longer solidified. Teachers can guide students to use the Internet to write electronic essays about Beijing Hutong, and they can also ask students to write blog posts regularly. Teachers can select students according to the content written by students, encourage students to actively participate in the learning of network Chinese, and improve their Chinese level. For the written good articles, teachers should encourage and display, provide students with a platform to show their own advantages, and set an example for other students to learn Chinese[5].

2.3.5. Teachers should make full use of the advantages of the Internet to ensure the quality of Chinese teaching

There is a large reserve of network knowledge. Teachers should make good use of abundant network information and teaching resources and pay attention to students' mastery of Chinese knowledge. Students should learn to appreciate others, when other students are publishing information, other students should learn to listen, when he is not complete, other students can supplement the student's views through the network platform, and get more complete and rigorous conclusions.

For example, when learning the production of Cloisonne in the secondary vocational language, multimedia courseware is used to show pictures of cloisonne to help students understand the text. Using videos to show the production process of cloisonne, students can feel the artistic charm of intangible cultural heritage in a relaxed and pleasant environment, Understand the cloisonne production exquisite, manual operation characteristics, inspire students love labor, love the working people's thoughts and feelings.

3. The Relevance of Information-based Chinese Teaching in Secondary Vocational Schools

The combination of modern information technology and Chinese teaching in secondary vocational schools is in line with the requirements and concepts of contemporary information education, which emphasizes the effective integration of information technology and curriculum. As a Chinese teacher in secondary vocational schools, when teaching and using information technology, we should seriously consider whether these technologies have created a better information environment for students. Whether it is in line with the actual situation of students, and whether it can provide students with more effective learning resources and tools. Only in this way can we skillfully apply information technology and better apply information technology means, so as to further improve teaching means and show the advantages of information education.

4. Summary

The society should increase the support for the integration of information technology and secondary vocational language, improve the teaching evaluation system and other supporting systems, the teaching of Chinese should meet the actual situation of secondary vocational students, do not exceed the limit of education. Teachers should not take the integration of information technology as a joke and excitement, and should fully respect information technology and students' cognitive laws and teaching laws, so as to pave the way for students' future Chinese learning and pave the way for cultivating excellent socialist successors.

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