

The Primary Exploration of The Curriculum Setting of Chinese Audio-visual Course Under Informatization Background

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Abstract: Under informatization background, the shortcomings of conventional Chinese audio-visual course have been revealed. Using current education methods to set up audio-visual course is the product of the deep integration of situational teaching theory and mixed teaching method.

Keywords: Informatization, Audio-visua, Mixed teaching.

1. Introduction

The implementation of the "One Belt, One Road" proposal enables many countries in the world to join the route, and the international influence of The Chinese language is also increasing. Many countries have incorporated the Chinese language into the national education system, and the international influence of The Chinese language and Chinese culture is also increasing. Therefore, how to improve the quality of Chinese teaching and enhance the charm of Chinese culture spreading overseas is a common topic faced by Chinese teachers in the new era. Combined with the new international development situation, enhancing language ability and cultural influence, and reshaping the charm of Chinese culture, in the final analysis, depends on the cultivation of language ability. Under the background of educational informatization, it will be an effective means to improve comprehensive teaching ability to thoroughly reform the traditional teaching mode with modern network technology and open the audio-visual course in the Chinese class of overseas students.

2. Shortcomings of Conventional Audio-visual Course

According to the different training target and the different abilities of listening, speaking, reading and writing, traditional Chinese teaching offers corresponding courses, such as listening and speaking, spoken class, reading, writing, etc. This teaching method of separate skill training pays attention to the teaching of language elements, which can achieve a targeted breakthrough in special skills, especially for junior Chinese learners. However, with the increasing improvement of Chinese ability, especially in the middle and advanced Chinese stage, disadvantages of the skill training mode have been gradually revealed, which cannot effectively improve students' language application ability.

The shortcomings of conventional audio-visual course are as follows: 1. The traditional listening and speaking curriculum is dominated by teachers, ignoring the subject position of students, resulting in bad learning effect. 2. The traditional listening and speaking class mainly plays audio recordings, and the single sound input is monotonous. Students passively receive information, which leads to bad

learning experience. 3. Traditional listening and speaking courses are difficult to reproduce the real context, and lack of vividness. Especially for the students in the primary stage, whose Chinese language foundation is relatively weak, will be seriously frustrated.

Practice has proved that due to excessive emphasis on a skill, there are many people who can only hear, read, write. Separate skills teaching is not conducive to cultivate students' comprehensive language ability, especially the language perception ability and language practice ability. Thus, under the background of education informatization, it is a major challenge to reform the traditional separate skill-based teaching mode, adopt modern teaching means, integrate multiple language skills, and create an efficient and high-quality classroom for the Chinese teaching today.

3. The Connotation of Audio-visual Course

The audio-visual course is a class type which integrates listening training, oral expression, cultural communication and other elements through the form of images. To a certain extent, it breaks the barrier of special abilities, realizes the integration and improvement of various abilities, and has great advantages beyond the traditional courses. Currently, Beijing Language and Culture University, Peking University, East China Normal University and other universities have increasingly launched such courses. From the perspective of teaching effect, audio-visual course has significant advantages. In the teaching process of audio-visual course, teachers provide students with understandable language input through the real communication environment provided by network resources, which not only adds to the interest of the course, but also improves the sense of language substitution, so as to stimulate students' imagination and desire to express, and promote the rapid improvement of multiple abilities.

The audio-visual course fully exhibits the teaching concept of student-centered theory, which makes full use of modern teaching means to create a three-dimensional communication situation and fully stimulates students' enthusiasm for learning and integrates interactive and emotional experience to fully mobilize the enthusiasm of students to learn the language, which shows the student-centered theory. Since the

1990s, epistemological changes have increased the importance of the learning environment. Use modern technology to create a learner-centered, encouraging and creative learning environment to meet your own unique learning interests and requirements. This learning environment implicitly or explicitly embodies the proposition of constructivism epistemology, such as problem-based learning, target scene-based learning, project-based learning, etc. The creation of this learning environment represents the main variation of teaching design research and practice.

4. The Corpus Source of Audio-visual Course

The construction of teaching materials is the key to the success of the course. Excellent teaching textbooks should integrate skill cultivation, cultural edification and language use. First of all, the teaching material should highlight the input of students' language knowledge, and the video content should reflect the training targets of the teaching syllabus, and skillfully integrate the Chinese teaching vocabulary and grammar into the video plot. What's more, the teaching material should pay attention to the cultivation of students' comprehensive skills and integration of listening, speaking, reading, writing and other skills, setting up training mode with the combination of spoken expression and written expression. Thirdly, the teaching material should attach importance to the cultivation of students' cultural perception ability, choosing proper communication mode according to different communicable occasion, object and purpose.

Although the materials of the audio-visual course are rich, the quality is uneven, which needs to be carefully screened before use. At present, the corpus usually used is mainly from film and television works, film and television works editing, short videos and Chinese learning videos. Film and television works mainly choose the current popular film and TV dramas, which have the advantages of temporal spirit and close to daily life, and at the same time, they also have the disadvantages of long duration and are not prominent language elements, so it is not the best "audio-visual" material. Film and television works editing regards one language element as the object, selecting film and television works which contains the language element, processing and editing, so as to showing the different usage scenarios. Whose advantage is to highlight the use environment of language elements, and to realize the repeated co-occurrence of language elements, so that students can master the listening and speaking skills imperceptibly. However, this fragmented material only highlights the learning of certain language elements, but ignores the construction of discourse, which is not conducive to the cultivation of students' comprehensive ability. Although short online videos are selected from daily life scenes and have a high degree of colloquial language, they cannot highlight the needs of teaching targets. To sum up, the network corpus is not aimed at Chinese teaching and cannot reflect the language elements in Chinese teaching, so it can only be used as teaching auxiliary materials, rather than directly as course teaching materials. Online video resources can only be used as textbooks according to the needs of the training objectives. The Beijing language university developed China micro lens series of audio-visual teaching materials, which are selected from project, news, sitcoms, interview programs, entertainment, content, micro movies, using modern network technology and mobile

communication means to create real natural language environment for students, promote the organic integration of language and learning, receiving good response.

Chinese learning videos refers to videos that concentrate on overseas students Chinese teaching cultivation targets and Chinese level and simulate real scenes, such as traditional festivals, Chinese cuisine, charm of China, job interviews, business negotiations, public speaking and so on. This way can not only reproduce the real scenes in life, but also allow students to participate in the fragments, realizing the deep integration of "audio-visual speaking" multiple skills, which is the ideal textbook for us while opening this course. Currently, the more successful audio-visual textbooks are China Panorama, Happy Chinese, Happy Chinese and so on.

5. The Design Philosophy of Audio-visual Course

The audio-visual course is the outcome under the conduction of constructivism theory, whose teaching design is different from the past, requiring learners to learn actively, rather than receiving passively like traditional teaching, realizes students' role in the process of knowledge construction. The significance of constructivism teaching concept to teaching design is mainly reflected in the following aspects:

The teaching design philosophy has changed from teaching activity design to learning activity design; (2) The teaching design changes from subject to the integrated knowledge orientation of subject integration; (3) Emphasize the importance of situational learning and combine the learner experience to solve practical problems; (4) Emphasize the active and participatory learning of learners; (5) The role of teachers has been changed from the imparting of knowledge to the promoter of learning; (6) Learning models that encourage group collaboration and so on.

All in all, audio-visual course embodies the teaching design of constructivist teaching design epistemology, and subverts the traditional teaching design based on objectivist epistemology. The constructivist learning environment under the guidance of this theory has the following characteristics: 1, Provide realistic multiple table evidence; 2, Avoid oversimplified teaching and reflect the essential complexity of the real world; 3, Highlight the construction of knowledge, rather than the replication of knowledge; 4, Present authentic task, rather than abstract teaching; 5, Attach importance to the reflective practice of cultivating learners; 6, Emphasis on situation and content-specific knowledge construction activities; 7, Highlight social synergy to support collaborative knowledge construction, rather than competitive ways.

6. The Teaching Model of Audio-visual Course

Audio-visual course is the concrete application of "mixed" teaching mode in international Chinese teaching. Among the research findings of "mixed" teaching, the Chinese professor and Jonassen (American) is the leading figure. "Mixed" teaching is to use multimedia information technology, computer and network communication as the core to optimize the education and teaching process, so as to improve the effect, efficiency and benefit of education and teaching.

In the new stage of educational informatization

development, people's ideas have changed and updated greatly, among which the most important thing is the formation of mixed education ideas. The idea emphasizes the combination of teacher leading and students main body education idea, is to combine the advantages of traditional pedagogy way and the advantages of information technology, that is to say, should play to teachers guide, inspire, monitoring the leading role of the teaching process, and to fully reflect the students' initiative as the main body of cognitive process, enthusiasm and creativity. Under the guidance of mixed education ideas, the final way to realize the teaching design formed through integrating teaching and learning is to deeply integrate information technology and subject teaching, and effectively improve the teaching effect under the information teaching environment.

In the Internet era, we should realize the deep integration of information technology and education and teaching. Deep integration is a structural change education system, creating one kind of informatization teaching environment through effectively mixing information technology into teaching process of various courses, to realize a new way of pedagogy that can not only give full play to the leading role of teachers, but also highlight the main body status of students, with independent inquiry and cooperation among students. So as to fully play out the students' initiative and creativity, make the traditional classroom teaching structure fundamentally changed, and turn the teacher-centered teaching structure into the teaching structure combining the dominant subject. Deep integration of information technology and education teaching include three fundamental features, namely, creating an information teaching environment, realizing a new pedagogy mode and changing the traditional classroom teaching structure. Creating an information-based teaching environment is the premise, referring to the creation of a teaching environment that can support a new type of pedagogy characterized by independent inquiry and

cooperation, which includes the teaching environment that supports real scenario creation, enlightening thinking, information acquisition, independent inquiry, cooperative learning, multiple interaction, resource sharing and other educational aspects.

Modern information technology is conducive to creating a situational teaching model. Situational theory thinks that knowledge is an activity which is situational and concrete, constructed as part of the interaction in the "individual-environment". Cognition is not a mental activity, but a practical activity with real situations, which puts each activity participant in a vivid scene. In particular, the theory emphasizes: supporting the meaningful participation in the rich situational experience, and the acquisition of knowledge should shift from "gain" to "participation". Audio-visual course is the product of deep integration of modern information technology and educational concept.

Acknowledgment

Teaching and Research Project of Yangtze University: Theoretical Construction and path Research of Chinese Audiovisual Speaking Course for Foreign students under information background. (N.O JY2020046)

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