

Exploration and practice of modern Chinese classroom teaching reform under blended teaching mode

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Abstract: *Blended teaching provides a reform opportunity and practical foundation for classroom teaching. With the assistance of the online course teaching of "Modern Chinese A" by the Shandong Provincial Curriculum Alliance, the exploratory teaching method has been implemented in modern Chinese classroom teaching. In the classroom, we adopt a group collaborative learning approach to provide assistance for blended teaching. The integration of online courses, exploratory teaching methods, and collaborative learning will jointly promote the reform of modern Chinese classroom teaching, truly realizing the teaching concept of "student-centered".*

Keywords: *Blended teaching; Inquiry teaching; Group support; Cooperative learning*

1. Introduction

The teaching of modern Chinese characters has always been a difficult part in modern Chinese language teaching in higher education institutions, mainly due to two reasons: firstly, the part of characters has a lot of theoretical content, involves a large historical span, a large number of basic concepts, and a dense knowledge point, especially the part that involves the transformation of ancient characters to modern characters, which is relatively abstract and difficult to understand, affecting learning interest; Secondly, the current research on the teaching of Chinese characters in the academic community is not highly targeted. Existing research mostly focuses on the overall study of modern Chinese language teaching, lacking specialized research on the teaching of Chinese characters. In addition, it mostly stays in the stage of theoretical exploration, lacks practicality, and is difficult to combine the research and application of Chinese characters. Students do not have a specific and emotional understanding of the theory of Chinese characters, nor have the ability to apply it to teaching, research, and other fields. The goal of effectively learning the national language and writing to enhance national confidence and cultural confidence has not been achieved, and the student-centered teaching philosophy cannot be reflected.

It is an urgent problem to be solved in the teaching of characters that how to improve students' interests in learning the theory of characters and combine the teaching of characters with the advanced theory and practice. Blended teaching provides a way to solve this problem. Blended teaching generally refers to an "online" + "offline" teaching method that combines the advantages of online teaching and traditional teaching. Through the organic combination of the two forms of teaching organization, learners' learning can be led from shallow to deep learning. Online learning breaks through the limitations of traditional teaching that teaching and learning need to be at the same time and place. Teaching and learning can be conducted in different time and place, and at different times and places. Therefore, it must be recognized that blended learning is not a simple online replication of traditional teaching, and traditional classrooms must be restructured. How to reorganize classroom teaching is the core problem of blended teaching. Traditional classroom teaching is usually based on "teaching" and "learning" as a supplement, while blended teaching mode should be based on "learning" and "teaching" as a supplement, returning to the essence of the classroom and taking students as the center, which is the core issue of classroom teaching reform.

In order to achieve the goal of teaching reform, we adopt the blended teaching mode, and practice the inquiry teaching method and the cooperative learning mode of group mutual assistance in the teaching of Chinese characters theory.

2. Design and implementation of inquiry-based teaching under blended teaching mode

2.1 Connotation of inquiry teaching mode

Inquiry-based teaching mode refers to a teaching mode in which students are required to independently learn, deeply explore, and collaborate on the main knowledge points in the current teaching content under the guidance of teachers, in order to better meet the requirements of cognitive and emotional goals in the curriculum standards. Its main characteristics are "autonomy, exploration, and cooperation".^[1]

2.2 The specific application of inquiry teaching mode in modern Chinese character theory classroom

Modern Chinese is the basic course for the major of Chinese language and literature for teachers. Based on the national language policies and regulations, it systematically teaches the course of modern Chinese pronunciation, characters, vocabulary, grammar and rhetoric knowledge. The course can help students understand modern Chinese scientifically and form a better knowledge system of modern Chinese. The course can enhance students' ability to understand, learn, and apply modern Chinese. The section "Simplification of Chinese characters" belongs to the characters theory of modern Chinese course.

The teaching objectives are divided into three levels. The first level is to understand the basic theory of Chinese character simplification and be able to repeat the basic concepts of Chinese character simplification. The second level is to analyze the methods which were used to transform traditional characters into simplified characters. The third level is to have a certain research and innovation ability on the content of Chinese character simplification and Chinese character standardization, and establish the awareness of Chinese character use and standardization. The three levels are elementary goals, intermediate goals, and advanced goals.

Then, how to use inquiry-based teaching mode to achieve three levels of teaching objectives?

2.2.1 Students can gain knowledge through practical analysis and use exploratory methods to enhance their abilities.

"The simplification of Chinese characters" involves many concepts, such as simplified characters, traditional characters, different characters, etc. "The method of simplifying Chinese characters" is also more complicated. In traditional classroom teaching, the teacher provides detailed explanations in class, with clear organization, rich examples, and rigorous logic, which can be said to be very serious in teaching. However, in this mode, students just passively accept the knowledge output by teachers and cannot effectively understand and remember concepts and theories.

Under the blended teaching model, students can learn basic concepts through online courses, have a preliminary understanding of the concepts, and then carry out exploration activities through classroom activities, deepening the understanding and memory of knowledge in practice. The online course "Modern Chinese A" of Shandong Curriculum Alliance is an online course funded by Taishan University, in which 3.3-3.4 is related to the simplification of Chinese characters.

Students are required to learn the relevant concepts through online courses and complete the corresponding pre-class topics before starting the class. In class, the teacher guides the students to analyze the corresponding typical language application materials.

Through case comparison, students can intuitively find that there is one situation in the simplification of Chinese characters: Since ancient times, there have been two traditional characters "hou", the first font is a simple character, the second is a complex character, when the Chinese characters are simplified, the complex writing is abandoned, and the simple writing is retained, resulting in the "hou" character we use now, both inherited the traditional characters and simplified characters.

In the process of analysis, a simplified method of Chinese characters is summarized. Other simplification methods can be explored in roughly the same way, which enhances students' learning interest and deepens their understanding of Chinese character simplification methods.

Through the above exploration activities done by students themselves, students have an intuitive and perceptual understanding of the basic concepts of Chinese characters and simplified methods. Combined with classroom discussion, students can obtain a profound understanding of the theory of

characters and cultivate their ability of analysis and application.

These knowledge are acquired by students through their own "learning" and "discovery" in the process of their own analysis and exploration. This process of knowledge acquisition is full of challenges and fun, and practical ability is also improved in the process of their own exploration.^[2]

Through inquiry-based teaching, the primary and intermediate teaching objectives of the course are accomplished.

2.2.2 Inquiry learning mode can guide students to improve their ability to analyze and solve problems, and cultivate scientific literacy

Modern Chinese is the universal language of the modern Chinese nation, and the society requires students majoring in Chinese language and literature to be able to use Chinese flexibly, not only to learn to guide and analyze from a strategic perspective in theory, but also to reflect professional qualities in listening, speaking, reading and writing.

Limited by many factors such as class hours, the teaching in the past mostly focused on theory, and the teaching goal was also to teach students basic knowledge and basic theories, which was difficult to put into practice. Teachers also held an attitude that students would naturally learn to use the language knowledge of modern Chinese when they entered the platform and society.

This practice of not recognizing the teaching objectives leads to students' theory being divorced from practice, not being sensitive enough to fresh language phenomena, not having an intuitive understanding of language norms, stopping at middle-level goals and making it difficult for them to achieve high-level goals.

On the basis of the previous stage of exploration, we guided students to continue to think: in addition to the known types of simplification of Chinese characters, will there be other types? What are the effects of simplification of Chinese characters? According to this idea, we led the students to collect a wide range of simplified Chinese character examples, carry out in-depth exploration activities, and investigate the group as a unit.

Students first master the investigation and research methods of simplified analysis of Chinese characters through online learning, and complete the collection of specific examples of the transformation of traditional characters into simplified characters. In class, students conducted analysis and observation of these example characters under the guidance of the teacher, and summarized some methods that were different from the methods of simplifying Chinese characters. Taking the simplified Chinese character "ai" and the traditional character "ai" as examples, the students analyzed how to correctly view the simplification of Chinese characters, had a general understanding of the history of simplifying Chinese characters, cultivated scientific thinking ability, and were able to question the inherent knowledge and form innovative thinking. Students achieve advanced course objectives.^[3]

Through the inquiry learning mode, we can achieve modern Chinese theoretical teaching beyond Chinese character teaching, allowing students to first accumulate and reflect through preliminary previews, then systematically connect and sort out the entire knowledge system. The third step is to deepen students' understanding and construct a knowledge framework through practical analysis, thus achieving the ultimate goal of autonomous learning. Exploratory learning has strong applicability and is very suitable for modern Chinese language teaching. It is an important means to achieve teaching objectives and cultivate excellent talents.

3. The practice of group mutual assistance cooperative learning in classroom teaching reform

3.1 The connotation of group cooperative learning

Group cooperative learning is a teaching method under the background of class teaching system, that is, on the premise of recognizing classroom teaching as the basic form of teaching organization, teachers take student learning groups as an important driving force, guide group members to cooperate, form a learning mode of "cooperation among group members and competition among group members", and give play to the positive function of the group. This learning method can enhance individual learning motivation and ability, effectively achieving the goal of completing specific teaching tasks^[4]

3.2 The specific application of group mutual assistance cooperative learning in modern Chinese character theory classroom

The prerequisite for the implementation of group cooperative learning is that students have learned the relevant knowledge of online courses and textbooks, and they discuss together in the learning process, and teachers answer questions online.

For example, during the learning process, students asked a question that did the simplification of Chinese characters bring any drawbacks? The proposal of this kind of question is very good and also reflects the views of some people in society on simplified characters. Some people believe that after the simplification of Chinese characters, love loses its heart and relatives cannot meet, so simplification makes the world without emotions; Some people believe that the simplification of Chinese characters deprives them of aesthetic and cultural value; Some people believe that the simplification of Chinese characters has affected their international status; Some even say that the simplification of Chinese characters disrupts the inheritance of Chinese culture, leading to historical gaps. We cannot use blocking methods to suppress students' problems, but should provide appropriate guidance. Therefore, teachers should have a certain understanding of the history of simplifying Chinese characters, clarify that the simplification of Chinese characters is a historical trend, and that Chinese characters are tools for recording Chinese characters. They should not impose responsibilities that do not belong to Chinese characters on Chinese characters, nor should they unilaterally emphasize the drawbacks of simplifying Chinese characters. They should see the advantages that simplification of Chinese characters brings to cultural popularization and promotion, and view the enormous advantages that current Chinese characters play. Only inappropriate simplification, such as neglecting the correlation between the sound, form, and meaning of Chinese characters, can bring problems to Chinese characters. Chinese characters are the carrier of the long and splendid Chinese civilization. Rough simplification of Chinese characters will hinder people's profound understanding of our civilization, and "cultural confidence" will also be a rootless tree without a source of water.

According to the learning content, the teacher assigned a topic, and the students were grouped into groups to explore it in extracurricular time, including consulting literature, sorting out, forming ideas, writing reports, and reporting the reports in class. For example, "Broad categories of Chinese character simplification", different from the methods of Chinese character simplification, it divides the broad categories of Chinese character simplification, and cuts into the problem of Chinese character simplification from a new Angle. Students have an overall grasp of Chinese character simplification, break the rigid cognition of original knowledge, and cultivate innovative thinking.

Combined with online course resources, we divided the group into 5 groups, each group of 8 people, the group as a unit to complete the study and analysis of online resources, and under the leadership of the group leader to complete the discussion and summary, write a report, 1-2 people in class to report.

To avoid inaction in classroom presentations, clear reporting rules should be formulated, and inter-group and intra-group mutual evaluation should be carried out to supervise and motivate students to participate in intra-group cooperation. In addition, the writing of the investigation report exercises students' comprehensive abilities such as the combination of theory and practice, completes the deep learning goals of the course, and realizes the requirements of challenge and advanced level of the course.

From the perspective of assessment methods, before the reform, the proportion of normal scores was small, and more emphasis was placed on final exams, while the emphasis on process assessment was not enough. After the course evaluation reform, a process evaluation system was established, with normal scores accounting for 40%, including online learning data, periodic tests, group discussion reports, survey reports, and mind map summaries, and final exam scores accounting for 60%.it increases the course of continuous and process assessment.

4. Evaluation of the effectiveness of the "online"+"offline" blended classroom teaching reform

This course adopts the blended teaching mode, which combines students' online learning and offline teaching. The online content learning adopts the way of assigning tasks and solving problems to deepen learning and improve students' practical ability. The offline content adopts the way of "online preview before class - classroom question answering or group reporting during class - online testing or writing report after class", which effectively uses class time.

It improves students' autonomous learning ability, promotes students to connect language knowledge with professional education and language application, and promotes the realization of knowledge transfer. [5]

Modern Chinese teaching has achieved good results by adopting the blended teaching method reform of online course self-study and classroom cooperative learning. By comparing the scores of different semester of 2020-2021 and the first semester of 2021-2022, we can find that:

In terms of passing rate, the final exam score of the experimental class was 97.50%, that of the original control class was 76.19%, an increase of 21.31%; the comprehensive score pass rate of the experimental class was 100%, that of the original control class was 95.24%, an increase of 4.76%; In terms of the proportion of good, the experimental class was 47.50%, the original control class was 30.95%, an increase of 16.55%; Both the highest and lowest grades have improved, which fully indicates that the overall grades have improved significantly. Compared with the data, it can be seen that the teaching effect has improved significantly and the students' learning enthusiasm has increased.

We also made a survey on the satisfaction of inquiry teaching mode and group cooperative learning mode, respectively on inquiry teaching, cooperative learning, Chinese character simplification method analysis and application ability, Chinese character simplification theory research ability.

Table 1: Satisfaction survey on teaching methods

Evaluation index	Evaluation results (40 respondents)		
	Be satisfied	Be partly satisfied	Be not satisfied
Satisfaction with inquiry-based teaching model	82.5%	12.5%	5%
Satisfaction with group cooperative learning	77.5%	15%	7.5%
Chinese character simplification method analysis and application ability	75%	11.5%	13.5%
Chinese character simplification theory research ability	72.5%	15%	12.5%

As the table shows, students have high satisfaction with inquiry-based teaching and cooperative learning, both of which are more than 90% satisfied, and the proportion of dissatisfaction is less than 10%. More than 80% of students are satisfied with the inquiry-based teaching mode and the group mutual assistance cooperative learning to improve students' analytical application and research ability.

The blended classroom teaching reform has also promoted the improvement of teachers' teaching level and ability. The main lecturer won the third prize of the lecturer group in the school teacher Teaching Innovation Competition, and Modern Chinese A was approved as the first-class course at the school level, which has gained a lot in teaching reform and teaching papers.

5. Innovation, characteristics and promotion value of the case

The promotion and application of a teaching mode requires teachers and students to practice for a long time, and teachers need to pay continuous attention to the renewal of teaching concepts, the reserve of professional knowledge, the improvement of teaching ability and the enhancement of research ability. Blended teaching is not a simple patchwork of online course teaching and classroom teaching, but takes online course teaching as an auxiliary means to realize the reform and reconstruction of classroom teaching. The reform measures adopted are inquiry teaching mode and group mutual assistance cooperative learning mode.

The characteristic and innovation of curriculum reform is to give full play to the advantages of "online" and "offline" teaching to transform the traditional teaching mode, and to change the problems caused by excessive use of lecture in the classroom teaching process, such as low learning initiative of students, insufficient cognitive participation, and large differences in learning results of different students.

Blended teaching mode is the basis and premise of the implementation of classroom reform, inquiry teaching mode is the soul and core of classroom reform, and group mutual assistance cooperative learning mode is the beneficial auxiliary and necessary conditions of inquiry teaching, and the three complement each other, so that the teaching finally realizes the "student-centered" teaching concept.

6. Conclusion

It is of great significance for the construction of language courses, the improvement of teaching quality and the improvement of students' learning ability to carry out the research on the expansion and application of the blended classroom teaching model.

The teaching reform of the course "Modern Chinese" requires continuous practice in specific cases, gradually improving the blended teaching design of the course from the aspects of objectives, content, teaching, evaluation, etc., and exploring classroom application models suitable for language courses. This will help promote and apply relevant course teaching.

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