Research on Chinese Classroom Teaching Function Based on Big Data Perspective

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ABSTRACT

Chinese classroom teaching is the main means for teachers to transfer Chinese knowledge and the core carrier for cultivating students' language ability. Teachers need to cultivate students' language construction ability, expand their language vision, and achieve the implicit goal of thinking development and cultural understanding in a limited time and space. To achieve this goal, it is necessary to keep pace with the times and apply the increasingly mature digital quantification system to the teaching of basic education. This is not only a trend, but also an important means to improve the quality of Chinese classroom teaching. This paper makes a preliminary discussion on the analysis behavior of Chinese learning from the perspective of big data and its application in the main modules of teaching.

Keywords: Big data, Chinese class, Teaching.

1. INTRODUCTION

The implementation of Chinese classroom teaching has always been a hot topic discussed by people, such as "not taking students as the center", ignoring students' subjectivity and receptivity; The form of preparing lessons is unitary and modular; The poor reading ability of students is always criticized by people, which really exposes the fact that the quality of Chinese teaching in secondary schools in China needs to be improved. Moreover, China is at the milestone stage of the leapfrog development of the popularization of basic education. In terms of improving the quality of basic education, the full development and utilization of big data classroom teaching applications has lasting help and far-reaching significance for grasping the quality of teaching, especially the quality of classroom teaching.

2. DIGITAL LEARNING EFFECT

Although the application of big data for classroom learning is still in its infancy, and even most of it is on paper, the rapid development of Internet technology has given us enough courage and the ability to conduct academic exploration. Among the four classroom learning behaviors, data entry and analysis of habitual learning is the simplest and easiest to achieve. And no matter in theory and practice, the big data application of habit learning analysis has been discussed by most scholars, while the analysis of associative learning behavior and reasoning learning is difficult to achieve and has no obvious effect. So the researchers take the imitation learning which is widely applied and easy to apply and practice as an example to explore the application of big data in the middle school Chinese class.

Imitative learning is a learning mode characterized by imitating the behavior of example, and the brief example behavior in Chinese classroom mainly comes from teacher demonstration, excellent student demonstration, textbook spirit demonstration and audio-visual material demonstration. Therefore, some scholars also call imitative learning exemplary learning. Although exemplary learning is different from direct learning characterized by direct response to stimulation and trial and error, it does not mean that exemplary learning is mechanical imitation, memory and recitation. Individual differences of students will lead to different imitation methods and effects, and the quality and orientation of the demonstration body will also lead to different results of imitation learning behavior. Therefore,

the quantitative analysis of big data on imitation learning has its place. In the process of middle school Chinese learning, short sentence recitation and long passage recitation have always been the core of imitation learning. If recitation is regarded as the primary purpose of classroom learning, then imitation learning is the most basic and direct step of this primary purpose. Then the researchers will look further. In view of the current concept of Chinese education, in addition to the factors of entrance examination, recitation and memory cannot be the ultimate purpose of students' learning. The most rapid and obvious effect of recitation and memory on students in the classroom and the teaching purpose to achieve are the mastery of knowledge points such as new words, grammar and syntax, the understanding of the author's emotional attitude and values, and finally the practical application of writing methods and models. No matter which goal is taken as the ultimate goal of Chinese classroom learning, it will be found that it is a long-term work to achieve and consider this goal, while the teaching of Chinese in middle schools is standardized, and teachers cannot have such huge energy to follow up the realization of the ultimate goal. At this time, big data will show the advantage of exceeding the limit of artificial ability, record the students' imitative learning behavior and integrate the long-term data to obtain the result data for teachers and students' reference. When teachers can't test whether students have reached their emotional goals in a short period of time, they can observe the results of the database based on the effect of imitation learning and the changes of students' life behavior. That is to say, students will store these items in their minds by imitating the memory and recitation in learning, and then slowly realize them when their practice and social life experience reach a certain level.

3. SCIENTIFIC TEACHING DESIGN

Here, classroom design is used as a topic for discussion, rather than instructional design or lesson plan design, because classroom design is more specific and intuitive than instructional design, and can be regarded as a part of classroom design. Classroom design generally includes four parts: introduction design, interaction design, evaluation design and goal design. Some people have also included the score system. The ultimate purpose of the above design behaviors is to create a good classroom learning atmosphere, achieve the established teaching goals, even exceed the established goals, and obtain unexpected results.

Teaching and learning are mutually beneficial. So how do researchers use big data to micro-design specific teaching links? Data needs to go through three steps from generation to use: exchange, storage and analysis. Teachers can formulate a reasonable import scheme for students' expected learning objectives and learning interests, for example, through cloud data computing, the requirements for aesthetic education in the curriculum of students' learning "Rain Alley" account for 20% of the total outline, the expected calculated value of students' learning interests for love is 35%, and the standard value of college entrance examination for modern and contemporary literature knowledge is 40%. Then, researchers will comprehensively calculate the results of small data through the preset formula to obtain an optimal import scheme; It is necessary to integrate the students' past semester achievements and establish teaching objectives. For example, if the students' basic knowledge of such problems is relatively high through calculation, it will be not necessary to set them as key and difficult points in the teaching objectives At this time, some people will ask, so since the teacher ontology has such a large contractibility and experience, why use big data to guide teaching behavior? That is because once the result output mode is determined to be more scientific, researchers can calculate a scientific way to design the classroom link, and some model experiments can not see the teaching effect in a short time, but the computer is objective, in a hundred class hours its error rate will only reach one percent, and the teacher as the main body of the person, the error rate is greatly increased. As long as the general direction and established laws are correct, scientificity is beneficial to students' learning and teachers' lesson preparation.

4. DIVERSIFICATION OF TEACHING ACTIVITIES

Classroom-based teaching activities are generally divided into lesson preparation activities, lecture (class) activities, and listening activities. In short, the analysis of teaching activities by big data is the analysis of teacher behavior for teachers' pre-lesson preparation, in-class teaching and post-class evaluation. It is subdivided into not only lesson preparation analysis, tutorial analysis, interaction analysis, in-class evaluation analysis, homework analysis, test analysis and learning result analysis, but also students' test analysis, question and answer analysis, homework analysis, learning result analysis, and interaction analysis and discussion

analysis. According to the consumption of time, resources and the proportion of output of teaching effect, it provides scientific and accurate data for the behavior of teachers and students and the completion of teaching goals. For example, through the calculation results of the now relatively complete reading teaching big data, we can easily grasp the reading situation of students at this stage, so that in the lesson preparation stage, teachers can make a reasonable arrangement of classroom knowledge structure for the calculation results, which not only provides a solution for the individualization of student group differences, but also points out the direction for teachers to prepare lessons, thereby improving classroom efficiency. However, it is necessary to pay attention to one point, and then grasp the overall reading preferences of students, the wider the data range, the larger and more accurate the data volume, and the smaller the range when arranging specific knowledge, the better.

The application of big data to optimize teaching activities is more reflected in the use of data results to change, judge and select teaching methods, such as what kind of guidance plan is more conducive to students' understanding of teaching materials; How much do students know about the original full text of the selected novels; In recent years, what difficulties the students in this stage have in the teaching of a particular style of writing, and so on. Through the analysis of big data, finding out the students' common strengths or common weaknesses can greatly improve the quality of Chinese classroom teaching. These methods are also applicable to other disciplines. These simple and effective methods are easy to understand, and can be realized without great difficulty. Similarly, based on the big data itself, using information technology to carry out Chinese classroom teaching is also an important aspect of big data application. The education in the new era is a "student + computer + Internet" education. The application of network in Chinese classroom teaching in middle schools can provide learning resources with vivid, lively, rich content, large amount of information and interactive functions, which has incomparable advantages in traditional teaching. If expanding the definition of classroom teaching and look at classroom teaching from the perspective and thinking of the Internet, the popular "MOOC", "WEB online course", "live online class", "short video online course", etc. should also be regarded as new classroom teaching, and with the strengthening of real-time network speed, online

courses can also be interactive teaching like traditional classroom teaching. If information technology is introduced in teaching, the content related to teaching materials can be introduced into the classroom in a very short time, and the comprehensive use of pictures, sounds, paintings and other forms that were not previously available in the classroom to vividly display the knowledge to be told to students, so as to broaden students' vision, develop students' imagination, and increase the capacity of the classroom. What are the connections and advantages between the application of information technology in teaching and big data? Because big data is based on the quantitative results processed by the network, GPRS, and cloud computing, the dissemination and calculation of such results will be reflected in the Internet and computers in the first time. Some simple data can even appear on the computer in real time, providing teachers with the opportunity to adapt, and can also greatly shorten the time and efficiency costs, teachers can even fine-tune the teaching objectives on the spot according to the calculation results, and analyze and process the teaching materials, so as to optimize each teaching link, from pre-class review, example explanation, to consolidation exercises. Students can also selectively adjust learning methods according to their own calculations, choose content suitable for their own level, and carry out individualized and collaborative independent learning, which is conducive to stimulating students' enthusiasm for independent learning. Some people also believe that this can make middle school students in the rebellious period discover their own shortcomings, because after all, the results of network computing are objective and practical, and students are more convinced.

5. CONCLUSION

The development and application of big data is not only the analysis of learning behavior and the optimization of teaching activities mentioned above, but also the use of big data from many perspectives. In the final analysis, education is a purposeful and planned activity to cultivate people. So as long as people follow the people-oriented idea and let the educational goals and plans follow the scientific path, big data will become a magic weapon of Chinese classroom teaching in middle schools. It is easy to put forward ideas, but it is difficult to build at the initial stage, and the most difficult thing is to apply the ideas and methods of big data into practice. And in practice, people will also encounter

the problems mentioned above, such as big data selection principles. Big data result standards, classroom application deviation from expected values and other problems still need all the scholars who are committed to big data teaching to find a breakthrough and gradually form a systematic solution. However, in any case, it is believed that against the background of China's strong network strength, under the huge advantages of big data teaching application reform and the historical trend, these problems will be solved.

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