On the Misunderstandings of the Integration between Literature Curriculum Teaching and Modern Educational Technology

Chuanbo Huang

Chinese Department, Dezhou University

Dezhou 253023, Shandong, China

E-mail: hcbdzxy@126.com

Abstract

It is an important thinking of educational reform for every university instantly to make use of modern educational technology to optimize and improve the classroom instruction. The integration of modern educational technology and literature curriculum teaching must be cautious. If we deal with their relation improperly, it will enter into the mistaken idea and influence the realization of the teaching result. While using the modern educational technology to carry on teaching, we can't ignore the traditional teaching means either.

Keywords: Literature curriculum, Modern educational technology, Misunderstanding, Integration

It is an important thinking of educational reform for every university instantly to make use of modern education skill to optimize and improve the classroom instruction. Modern educational technology, based on the computer technology, multimedia technology, network technology and virtual reality, have created good terms for students' developing intellectual faculties and creative development of latent energy. It offers technical support for teaching optimization. In the teaching practice, that the information technology assists teaching has displayed its enormous superiority more and more. The expression techniques of various kinds of audio-visual education Medias are rich and colorful, which increases the usable space of the classroom. Its function is particularly obvious in literature curriculum teaching which has amount of information and thick density. Its application has optimized the structure of classroom, and can be in favor of the training of students' differential thinking and innovation ability, which have improved teaching efficiency. So, it is the inevitable requirement that information technology is applied to the classroom instruction of literature to achieve educational modernization. It has already had a history of eight years that I am engaged in the literature course teaching of Chinese Department of the university. I began to apply modern educational technology on the teaching two years ago and made better result. But at the same time according to my own practice and others' experience, I feel the integration of modern educational technology and literature curriculum teaching must be cautious. If we deal with their relation improperly, it will enter into the mistaken idea and influence the realization of the teaching result. Below are my opinions on the misunderstanding of the integration between literature curriculum teaching and modern educational technology.

1. Modern educational technology can well displace the traditional teaching way of blackboard and chalk.

Videotape replaces analysis. Taping becomes the substitute of demonstrated reading aloud. OSD displaces blackboard-writing. Complete modern operation takes place of the traditional teaching way of blackboard and chalk. Above are many young teachers' disadvantages at the time of using modern educational technology, which is the reason that some old teachers resist modern educational technology. According to students' reaction, I find that more images may not necessarily draw their interest and attract their attention. In the process of teaching, I have adopted the multimedia means. But I often adopt the traditional teaching way of blackboard and chalk on account of some more abstract content of courses, which can make student tend to the positive thinking state too. At the same time no image can stimulate their imagination even more and thus think thoroughly. The cultivation of students' real interest and innovation ability, not merely reflect on the visual aspect, but should be at psychological aspect. Visual culture which lacks rational spirit and thought and lay particular stress on stimulating students' direct interest and neglect the deep thought, which in fact is very unfavorable to the training for innovative thinking ability. The traditional teaching way of blackboard and chalk, through practice for many years, have already formed a set of successful teaching normal form. We should get the utmost out of it under the condition of modern educational technology, and can't take attitude of refusing to it only because it is not enough to be "modern". We should fully realize that modern educational technology is only the coaching tool in our teaching, must not put the cart before the horse, and put it on the space of top prominence.

2. The more students see, the more they receive, and their quality is developed naturally.

A lot of teachers think that we can show more study contents through the slide. The more they see, the more they receive. In fact the idea is very wrong. The application of modern educational technology enables students' accepting knowledge to Visualize. But the favor to visual resources is apt to cause the bias of student's quality development. Visual resource have ocular characteristic, which can make a lot of abstract, tedious knowledge become easily to understand. But on one hand, this kind recipient knowledge is only limited to the understanding of the perceptual top layer. The result analyzing the concept figuratively brings about concept particularly and exclusively, which limits students to comprehend of limitation the concept greatly. On the other hand, visual images have deprived students' chance of training their own logic ability and imagination. That linguistic culture is transformed by visual culture makes logical thinking, the main way turning information into knowledge, no longer essential to students and result in the sensory ability to the visual image. This kind of simplification inclines to make teenagers' imagination and logic thinking ability shrink seriously, makes them only pay close attention to instantly perceptual stimulation, and neglects the visible meaning in the back of the image. Under the background of visual culture, because hegemony status of picture has curbed languages, the crisis of the thought meaning has already become a reality. Current culture is inclined to a perceptual way, which is satisfied with the need of "look" but not "think". The need pursuing pleasant sensation has covered the existence of thought. The humane spirit of education is desalinized and cleared up. If it goes on like this, it may the bad development of students' personal competencies.

3. When we emphasize the media, the teacher can be with the marginalization.

When many teachers use multimedia to teach, they play a role like a mouse and have not fully realized their own function. It enables teachers totally to become the role of the sound outside and be in marginalization seriously. The integration between literature curriculum teaching and modern educational technology should not be the result that the multimedia substitute teachers' status in the classroom. Though there are unparalleled advantages as to other teaching means in teaching of literature curriculum under the condition of modern educational technology, literature teaching is the human-oriented teaching after all. "Read" is the important link that can't be ignored in the literature curriculum teaching. A lot of teachers have taken the form of recording. Students would really like to hear, but this kind of teaching has lost the scene. During the demonstrated reading aloud of teachers, except sound, figure and expression are the important means to transmit information. At the same time teachers can follow mood of students and make adjustment. Teachers' reading aloud often is both excellent in voice and affection. Students like to listen and furthermore help him to understand the literature works thoroughly. When students read, the teacher can give them guidance, which has the noticeable function for training their language sense and developing their languages even more. The teacher teaches students by personal example as well as verbal instruction, which can unconsciously influence their growth. The teacher's personality glamour is irreplaceable for multimedia, so we can't neglect the function that teachers and students exchange live.

4. Teaching plan can be given up under the condition of modern educational technology, which makes preparing lesson very easy and simple.

A lot of teachers think, under the condition of modern educational technology we can copy completely our Teaching materials into the courseware, then show it to students through slideshow, and so we can totally give up the traditional teaching notes. Meanwhile, it is once and for all to do it. It makes preparing lesson very easy and simple and our work will become very easy. But in actual teaching, preparation course of the teacher should have careful consideration on the basis of the last lecture each time. Every teacher will contribute the arduous mental labor. They should not only consider content of courses and students' abilities to study and use the teaching theory in depth, but also make great efforts to grasp the characteristics and laws of teaching, and search the new way of the reform in education. It is preparing lessons again and again that has just promoted the teacher's culture and improvement of professional skill progressively, which has laid a solid foundation for every lesson too. Good teaching is impossible without abundantly preparing lessons and carefully instructional design. The experience of countless outstanding teachers indicates that extensive knowledge accumulated at ordinary times will make their preparing lessons and teaching plan writing is just like fish in water. If teachers' work stays on simply repeating the content of teaching material and can't widen the visual field of knowledge, undoubtedly this kind of education fails. An outstanding teaching note is the designer's synthetic performance of educational thought, intelligence, motive, experience, individual character and teaching artistry. If a teacher is lazy in preparing lessons, the renewal of his teaching concept is to fight only on paper.

The integration between literature curriculum teaching and modern educational technology has already become the teaching trend under the new situation in universities. But as a kind of new developing education teaching

means at the same time, there are some misunderstandings to use modern educational technology. So we should carry on the localization in teaching for it accurately. We must get hold of the application of modern educational technology while improving literature course teaching result by a large margin. We should go to seek the law of integration, and turn the idea into the real teaching course.

References

Cheng, Lirong. (2009). A probe into the teaching of literature courses using open multi-medium network. *Journal of China West Normal University*, 2, 73-76.

Guo, Jinghua. (2009). Study on application of modern educational technology in higher education. *Journal of Gansu Lianhe University (Natural Science Edition)*, 5, 78-82.

Jing, Man. (2009). The collision of multimedia teaching and traditional teaching: comparative study of college literature course teaching methods. *Journal of Gannan Normal University*, 4, 129-133.

Peng, Xiaoming. (2008). On the integration between Chinese teaching and modern educational technology. *Educational Research*, 1, 84-87.

Tu, Yuzhen. (2006). Reform of teaching methods based on multimedia ancient literature course. *Journal of East China Institute of Technology (Social Science)*, 4, 449-451.

Zhou, Yushan. (2009). On the application mistaken idea of the modern education skill means in university education. *Silicon Valley*, 19, 181.