

# Optimization Strategy of Chinese Language and Literature Teaching in Colleges and Universities Based on New Media Environment

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**Abstract:** The article summarizes the application path of new media in teaching by combining the challenges of teaching Chinese language and literature in colleges and universities under the new media environment. Then, focusing on the current application path, based on the deficiencies faced, the teaching optimization strategy is proposed, aiming at effectively improving the quality of teaching Chinese language and literature in colleges and universities, and helping students to better master the knowledge of Chinese language and literature, inherit the culture and improve the comprehensive quality in the new media era.

**Keywords:** New media environment; Colleges and universities; Chinese language and literature major; Application path; Optimization strategy

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## Introduction

The vigorous development of new media has profoundly changed the way of knowledge dissemination and acquisition, and the teaching of Chinese language and literature in colleges and universities is in the middle of this wave of change, which has ushered in innovative opportunities as well as facing challenges. How to make full use of the advantages of new media, overcome its disadvantages and optimize the teaching strategy has become an important topic for in-depth research and practice in the field of Chinese language and literature teaching in colleges and universities.

## 1. Challenges of Chinese Language and Literature Teaching in Colleges and Universities in the New Media Environment

### 1.1 Internet resources are mixed, and undesirable information can bring negative effects

Under the new media environment, online information has exploded, and there is a vast array of resources related to Chinese language and literature. However, there is no lack of erroneous, one-sided and even undesirable information. For example, some spoof interpretations of classic literary works and online articles distorting history and culture are spreading unchecked. Such information may mislead students' correct understanding of the connotation of Chinese language and literature, interfere with the construction of their knowledge system, and affect the formation of their values and aesthetic interests.

### 1.2 Online teaching places high demands on students' autonomy and self-discipline

Online teaching mode is becoming more and more popular with the help of new media, and while breaking the time and space limitations of traditional teaching, it also puts forward a severe test on students' independent learning ability and self-discipline<sup>[1]</sup>. Due to online teaching, teachers and students are no longer face-to-face communication and interaction, in the absence of direct supervision by teachers and classroom learning atmosphere constraints in the online learning environment, some students with poor self-discipline may appear learning slack, procrastination and other phenomena.

### 1.3 Online teaching ignores face-to-face communication between teachers and students, affecting interaction

In traditional classroom teaching, teachers and students have frequent face-to-face communication and interaction, and teachers are able to capture students' expressions, demeanor, tone and other feedback information in a timely manner, so as to flexibly adjust the teaching rhythm and methods. Network teaching mainly relies on video conferencing, online discussions and other tools, although to a certain extent, communication is realized, but still can not completely restore the authenticity and richness of face-to-face communication. At the same time, it is difficult for teachers to observe the students' subtle reactions as in the traditional classroom, and it is difficult to provide targeted guidance and inspiration, which is not conducive to the communication of emotions between teachers and students and the collision of thinking, which

in turn affects the cultivation of students' literary comprehension and critical thinking in the teaching of Chinese language and literature.

## **2. The Application Path of New Media in Teaching Chinese Language and Literature in Colleges and Universities**

### **2.1 Building an online education platform**

Integrate high-quality teaching resources of Chinese language and literature and build a specialized online education platform. The platform should cover rich course contents, such as systematic lecture videos, electronic lesson plans, post-course exercises and tests for specialized courses such as Ancient Chinese Language, Modern Chinese Language, Ancient Chinese Literature, Modern and Contemporary Chinese Literature, etc. The platform should also be equipped with perfect learning management functions, such as tracking of students' learning progress, assessment and feedback of learning achievements. At the same time, the platform should have perfect learning management functions, such as student learning progress tracking, learning results assessment and feedback, so that teachers can understand the students' learning situation in a timely manner and provide the basis for personalized teaching.

### **2.2 Application of multimedia resources**

Make full use of multimedia resources to enrich the form of teaching content. In the explanation of ancient poetry, you can insert the corresponding recitation audio and animation video, so that students in the auditory and visual double stimulation, a deeper feeling of the beauty of the rhythm of the poetry and the beauty of the mood. In addition, multimedia software can be used to create interactive teaching courseware, such as designing interactive links such as character relationship diagrams and plot development mind maps of literary works, so as to enhance students' participation and interest in learning<sup>[2]</sup>.

### **2.3 Leveraging social media and mobile applications**

Utilize social media platforms to expand the teaching space. Teachers can create a class WeChat public number or microblog account, regularly push the Chinese language and literature learning materials, academic cutting-edge dynamics, cultural hot topics, etc., to guide students to pay attention to and discuss. For example, in the public number released ancient literary masterpieces of reading notes sharing, modern and contemporary literature appreciation articles, etc., to encourage students to leave comments and interaction, share their own reading feelings and insights. At the same time, the development of Chinese language and literature learning mobile application, set up vocabulary memory game, literary knowledge competition, classic recitation punch card and other functional modules, so that students use fragmented time to study and consolidate, improve learning efficiency.

## **3. Analysis of Optimization Strategies for Teaching Chinese Language and Literature in Colleges and Universities Based on New Media Environment**

### **3.1 Utilize the advantages of online platform in the new era to stimulate students' learning enthusiasm**

Online education platforms should focus on personalized learning experience design. By analyzing students' learning behaviors and preferences through big data, it can precisely recommend suitable course resources and learning tasks for students. For example, for students who are interested in ancient literature and have outstanding performance in poetry learning, the platform can recommend more in-depth poetry research courses, lectures on famous poets and relevant practical activities for poetry creation. At the same time, learning incentive mechanisms are set up, such as learning points system, medal reward system, etc. Students can get corresponding points and medals for completing learning tasks, participating in discussions, submitting quality assignments, etc. The points can be exchanged for learning materials or participating in lucky draw activities, which stimulate students' learning motivation and competitive awareness, and enable students to improve their Chinese language and literature literacy in the active exploration.

### **3.2 Flexible use of multimedia resources to enrich teaching content and improve learning efficiency**

Teachers should pay attention to the close integration with the teaching objectives when using multimedia resources. When explaining the theoretical knowledge of literature, video clips of relevant academic lectures can be selected to assist teaching and deepen students' understanding of abstract theories. For example, in the teaching of literary works appreciation, students are encouraged to create their own multimedia works to express their understanding of the works, such as making short videos of literary works and audio recordings with music, etc., and displaying and sharing them in the classroom, so as to improve students' creativity and comprehensive literacy, and at the same time to make the teaching content more vivid and interesting, and to improve the learning efficiency.

### **3.3 Utilize the advantages of social media and mobile applications to cultivate students' innovation ability**

On social media platforms, students are organized to carry out creative writing activities. For example, topic challenges are launched, such as "#Continuing Classic Literary Stories", "#Modern Perspectives on Ancient Literary Characters" and so on, encouraging students to

give full play to their imagination and creativity, writing short essays and sharing and exchanging them on the platform. Teachers comment on and guide students' works, select outstanding works for display and promotion, and stimulate students' creative enthusiasm and innovative thinking. In terms of mobile applications, the function of literary creation community is developed, in which students can release their original works, evaluate and learn from each other with other students, grow together, cultivate students' independent thinking and innovation ability, and inject new vitality into the inheritance and innovation of Chinese language literature<sup>[3]</sup>.

### **3.4 Promote efficient interaction and cooperation between teachers and students to strengthen the cultivation of cultural self-confidence**

Utilizing new media tools to strengthen teacher-student interaction and cooperation. Setting up group project learning function on the online education platform, teachers set up group tasks according to the teaching content, such as cooperating to write a collection of campus literature, and jointly studying the relationship between a certain regional cultural phenomenon and literature. In the process of interaction and cooperation, teachers guide students to dig deep into the excellent cultural genes of the Chinese nation contained in Chinese language and literature, for example, by interpreting and discussing the patriotic feelings, national temperament, traditional virtues and other contents of ancient literary works, students can enhance their sense of identity and pride in the national culture, thus strengthening the cultivation of cultural self-confidence, so that students can actively disseminate the Chinese culture in international cultural exchanges while inheriting culture. Chinese culture.

## **4. Conclusion**

The article analyzes the challenges faced by teaching and explores the optimization strategy of the application of new media in the teaching of Chinese Language and Literature, which can not only give full play to the advantages of new media and make up for the shortcomings of traditional teaching, but also effectively promote the steady improvement of the quality of teaching Chinese Language and Literature in colleges and universities and thus help cultivate more high-quality talents.

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