

Deep Development and Utilization of Teaching Resources in Modern Chinese Courses in the Digital Intelligence Era

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Abstract: With the rapid progress of information technology, we are in the digital intelligence era, which has brought tremendous changes to the field of modern education. Especially in modern Chinese courses, the deep development and utilization of teaching resources are particularly important. This study aims to explore the deep development and utilization of teaching resources in modern Chinese courses in the digital intelligence era, in order to adapt to the rapid development of educational technology and improve teaching effectiveness. Through strategies such as building digital resource libraries, developing interactive teaching resources, optimizing teaching with big data analysis, and strengthening practical teaching applications, this study deeply analyzes the current situation of the utilization of teaching resources in modern Chinese courses, and proposes targeted development and utilization methods. The research results show that these strategies can effectively increase students' interest and participation in modern Chinese courses, thereby improving their language ability and cultural literacy. This study provides a useful reference for the reform and development of modern Chinese courses in the digital intelligence era, promoting the overall improvement of teaching quality.

Keywords: Digital Intelligence Era; Modern Chinese Courses; Teaching Resources; Deep Development; Utilization Strategies

1. Introduction

In the era of digital intelligence, the rapid advancement of information technology has not only revolutionized people's lifestyles but also brought unprecedented changes to the field of education. As one of the core courses

for cultivating students' language proficiency and cultural literacy, modern Chinese courses face tremendous opportunities and challenges. Against this backdrop, how to effectively integrate and utilize teaching resources in the digital intelligence era to enhance the teaching quality of modern Chinese courses has become an urgent issue in the field of education.

In recent years, numerous scholars and researchers have conducted in-depth studies on this topic. For instance, Zhang Hang emphasized the crucial role of interactive teaching resources in enhancing student engagement and learning outcomes.^[1] Meanwhile, Ren Yonghong pointed out that digital resources can provide students with a more authentic and diverse language learning environment.^[2] Additionally, studies have also explored the application of big data analysis in teaching^[3] as well as the organization and implementation of practical teaching activities^[4]. Building on the research of predecessors, this study focuses more on the deep development and utilization of teaching resources in modern Chinese courses in the digital intelligence era. Through a thorough analysis of the current utilization status of existing teaching resources, this study aims to construct a more comprehensive digital resource library, develop more interactive teaching resources, optimize teaching methods using big data analysis, and strengthen practical teaching applications. The ultimate goal is to enhance the teaching quality of modern Chinese courses, cultivate students' language proficiency and cultural literacy, and promote innovation and development in modern Chinese course teaching in the digital intelligence era.

2. Analysis of the Current Status of Teaching Resources in Modern Chinese Courses in the Digital Intelligence Era

Against the backdrop of the digital intelligence

era, significant changes have occurred in the teaching resources available for modern Chinese courses. These changes are not only reflected in the quantity and variety of resources but also in their utilization methods and teaching effectiveness. However, through thorough investigations and practical observations, we have identified several issues with the utilization of teaching resources in modern Chinese courses.

Firstly, despite the convenience provided by digital technology for accessing and organizing teaching resources, many teachers still hold a conservative attitude towards it and fail to fully utilize digital resources.^[5] For instance, some teachers persist in using traditional paper textbooks, neglecting the rich resources and interactive features offered by digital textbooks. This conservative attitude not only limits the effective utilization of teaching resources but also hinders the improvement of teaching effectiveness.

Secondly, there are differences in the quality and content of the available teaching resources. While some resources are numerous, their quality is uneven, making it difficult to guarantee teaching effectiveness. Furthermore, due to untimely updates, outdated content is still being used in teaching, preventing students from accessing the latest linguistic knowledge and cultural information.

Additionally, there are issues with the utilization of teaching resources. Although some teachers attempt to use digital resources, they often simply transfer traditional teaching content to digital platforms without depth integration or innovative design. This approach, which replaces form without changing the essence, fails to fully leverage the advantages of digital resources and is unlikely to stimulate students' interest and enthusiasm for learning.

To illustrate these issues more specifically, we have selected several practical cases for analysis. For instance, in the modern Chinese course of a certain university, the teacher attempted to use digital textbooks for teaching. However, due to a lack of proficiency in digital technology and effective teaching strategies, students encountered many difficulties when using the digital textbooks, resulting in unsatisfactory teaching effectiveness. In another case, although a middle school's modern Chinese course

utilized abundant digital resources, issues such as uneven resource quality and untimely updates made it difficult for students to obtain effective knowledge input during their learning.

In summary, the current status of teaching resource utilization in modern Chinese courses in the digital intelligence era is not optimistic. To enhance teaching effectiveness and cultivate students' language proficiency and cultural literacy, we need to strengthen our mastery and application of digital technology, optimize the quality and update speed of teaching resources, and innovate utilization methods and approaches.

3. Strategies for Deep Development and Utilization of Teaching Resources in Modern Chinese Courses in the Digital Intelligence Era

After analyzing the current status of teaching resources in modern Chinese courses in the digital intelligence era, it is evident that despite the abundance and diversity of resources, there are still numerous challenges in their practical application. To fully tap the potential of these resources, enhance teaching effectiveness, and meet students' learning needs, this section delves into a series of strategies for deep development and utilization.

3.1 Establishing a Comprehensive Digital Resource Library

Constructing a digital resource library is the foundation for the deep development and utilization of teaching resources. By integrating existing paper textbooks, online resources, and multimedia materials, we can establish a digital resource library with rich content and diverse formats. For instance, OCR technology can be used to convert paper textbooks into electronic documents, followed by data mining and information extraction techniques to annotate, categorize, and index the resources, making them easily accessible and utilizable by teachers. As pointed out by Gong Jianguan, the construction of a digital resource library is an important marker of modernization in subject education and a crucial means to improve teaching effectiveness.^[6]

3.2 Developing Interactive Teaching

Resources

Interactive teaching resources can stimulate students' interest in learning and enhance learning outcomes. We can utilize advanced technologies such as Virtual Reality (VR) and Augmented Reality (AR) to create immersive language learning environments for students. For instance, through VR technology, students can experience cultural scenes of ancient China, while with AR technology, they can interact with virtual Chinese characters in the real world, thus deepening their understanding of the evolution of Chinese characters.

3.3 Leveraging Big Data Analysis to Optimize Teaching

Big data analysis can provide us with rich student learning behavior data, assisting teachers in more precise teaching design and adjustment. [7] Taking an online Chinese learning platform as an example, they conducted thorough research on students' online learning behaviors using big data analysis techniques. By analyzing data such as students' learning duration, progress, and error rates, they identified learning difficulties and interests. Based on these data, they adjusted teaching content and methods, providing students with more personalized learning resources and paths. This teaching approach based on big data analysis not only improves teaching effectiveness but also enhances student satisfaction.

3.4 Enhancing the Application of Practical Teaching

Wang Yuwei proposed that practical teaching is an essential path to enhancing students' language proficiency and cultural literacy. [8] We can leverage teaching resources in the digital intelligence era to design diverse practical teaching activities. For instance, through social media platforms, students can engage in actual language communication, enhancing their language application skills. With online collaboration tools, students can work in groups for project-based learning, cultivating their teamwork and innovative spirit.

In conclusion, the digital intelligence era offers vast opportunities and spaces for the deep development and utilization of teaching resources in modern Chinese courses. Through strategies such as constructing a digital

resource library, developing interactive teaching resources, leveraging big data analysis to optimize teaching, and enhancing the application of practical teaching, we can fully tap the potential of these resources, improve the teaching effectiveness of modern Chinese courses, and make positive contributions to the comprehensive development of students.

4. Implementation Suggestions and Prospects

4.1 Implementation Suggestions

In order to effectively implement the deep development and utilization strategies of teaching resources in modern Chinese courses, we propose the following specific suggestions.

4.1.1 Strengthen teacher skills training

Given the importance of digital resources in modern Chinese teaching, it is necessary to strengthen teacher training in this area. The training content should include the acquisition, evaluation, integration, and innovative application of digital resources, to ensure that teachers can fully utilize digital resources to improve teaching effectiveness. At the same time, the training should focus on combining theory with practice, through case analysis, practical operation, and other methods, so that teachers can truly master the application skills of digital resources.

4.1.2 Establish a resource sharing mechanism

In the context of the digital era, it is crucial to establish a cross-school and cross-regional resource sharing mechanism. [9] This not only breaks the information silo and maximizes the utilization of resources, but also promotes cooperation and exchange between schools, jointly promoting the innovation and development of modern Chinese courses. The resource sharing platform should provide rich digital resources, including textbooks, teaching plans, teaching videos, online tests, etc., to meet the teaching needs of different schools and teachers.

4.1.3 Deepen the Practical Teaching link

Practical teaching is an important means of cultivating students' language application ability. In order to enhance students' practical ability, more practical teaching activities with practical significance and value should be designed. For example, language practice activities can be carried out both inside and

outside the school, such as language exchange corners, community language services, enterprise internships, etc., allowing students to apply their knowledge in real language environments and improve their practical language skills.

4.1.4 Improve the evaluation system

The improvement of the evaluation system is crucial for the implementation of the strategy. In order to comprehensively reflect students' learning outcomes and teachers' teaching effectiveness, an evaluation system compatible with the deep development and utilization strategy should be established. This system should focus on the evaluation of students' practical language application ability and comprehensive quality, adopting diversified evaluation methods such as written tests, oral tests, project completion, online interaction, etc., to comprehensively reflect students' learning process and outcomes.

4.1.5 Strengthen Technical Support

With the continuous development of technology, it is necessary to strengthen the research and development and application of modern educational technology, providing teachers and students with more efficient and convenient teaching and learning experiences. For example, intelligent teaching software, learning analysis tools, etc., can be developed to help teachers better manage and evaluate students' learning situations, while providing students with more personalized learning resources and paths.

4.2 Prospects

The deep development and utilization of teaching resources in modern Chinese courses will exhibit broader development prospects and potential. On one hand, with the continuous innovation and application of technology, we will possess a richer and more diverse range of digital resource types and teaching methods in the future. These new technologies and resources will provide a more vivid, interesting, and efficient teaching environment for modern Chinese courses. For example, technologies such as Virtual Reality (VR) and Augmented Reality (AR) can create immersive language learning experiences for students, making learning more intuitive and enjoyable. Artificial Intelligence (AI) technology can be used for intelligent recommendation of learning resources,

personalized tutoring, etc., to meet students' individualized learning needs.

On the other hand, with the updating of educational concepts and the deepening of educational reform, future language education will pay more attention to students' individualized development and comprehensive quality improvement.^[10] The deep development and utilization strategy will focus more on students' individual differences and learning needs, providing them with more personalized and customized learning resources and paths. Meanwhile, the continuous development of globalization and informationization will also promote language education to focus more on cross-cultural communication and international cooperation, providing students with more learning opportunities and platforms that are internationally aligned.

Overall, against the backdrop of the digital and intelligent era, the deep development and utilization of teaching resources in modern Chinese courses will usher in more promising development prospects and challenges. We look forward to contributing more wisdom and strength to the teaching reform and development of modern Chinese courses through continuous innovation and practice. At the same time, we should also pay attention to issues such as technological ethics and educational equity to ensure that the healthy development of technology can benefit more students and educators.

5. Conclusion

Against the backdrop of the digital and intelligent era, the deep development and utilization of teaching resources in modern Chinese courses have gained unprecedented opportunities. This paper has delved into how to utilize these resources to enhance the teaching quality of modern Chinese courses and proposed a series of implementation suggestions through systematic research. Combining the current application status of teaching resources and the educational development trends in the digital and intelligent era, this paper believes that constructing a digital teaching resource library is a crucial step. This will enrich and diversify teaching resources, facilitate teachers' instructional design, and provide students with broader learning spaces.

Furthermore, developing interactive teaching resources is also key to enhancing teaching effectiveness. By introducing technologies such as multimedia and VR, students can experience the charm of language through interaction, enhancing their interest and motivation in learning. Meanwhile, utilizing big data analysis to optimize teaching is also a distinctive feature of the digital and intelligent era. Through deep mining and analysis of students' learning data, teachers can more accurately understand students' learning needs and problems, allowing for targeted teaching adjustments.

In terms of practical teaching applications, this paper emphasizes the importance of teaching resources. By organizing rich and diverse practical activities, such as role-playing and situational dialogue, students can consolidate their knowledge and improve their language application skills in practical applications. At the same time, strengthening teacher training, improving resource construction, and encouraging innovative practices are also key measures to ensure teaching effectiveness.

Looking ahead, we firmly believe that driven by the digital and intelligent era, the deep development and utilization of teaching resources in modern Chinese courses will achieve more remarkable results. This will not only enhance the teaching quality of modern Chinese courses but also provide strong support for the comprehensive development of students. We look forward to continuously exploring and innovating in this process, contributing wisdom and strength to the prosperity and development of modern Chinese teaching.

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