

# ***Research on the Current Situation and Countermeasures of Personalized Teaching of Chinese Language Courses in Island Areas***

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**Abstract:** Using Chinese language courses as a medium to teach Chinese to students in island areas can not only promote the promotion of Mandarin in island areas, but also help students improve and enhance their interpersonal communication, emotional communication, regional mobility, and other aspects. Due to the weak foundation of Chinese language among students in the island area, as well as the obvious practicality and practicality of the island dialect system, personalized teaching of Chinese language courses faces various obstacles. This study analyzes the current situation of Chinese language education in island areas, and systematically analyzes the many shortcomings of personalized teaching in current Chinese language courses in response to the requirements of personalized teaching. It attempts to improve students' Mandarin proficiency, Chinese language and literature cultivation, and basic Chinese knowledge in island areas through various personalized teaching methods.

## **1. The role of personalized teaching in the language application process of students in island areas**

Students in island areas are more likely to experience exclusivity in Mandarin application and daily communication, which is closely related to the practicality and practicality of island dialects. If this exclusivity cannot be resolved in a timely manner, it will directly lead to students' aversion to learning. The emotional feedback of students in island areas during the learning process of Chinese language courses is more easily perceived, but the learning experience hidden under classroom performance is more difficult to detect. Students with weaker learning experience will also face a situation of weakened learning interest as they age. Personalized teaching of Chinese language courses also plays an important role in compensating education for students in island areas. It not only helps to fill the language gap of island students, but also helps them improve their language expression ability, making learning and living more convenient within the region. Through personalized teaching for students in island areas, on the one hand, it can make up for students' deficiencies in the process of language learning and improve their language and cultural understanding; On the other hand, utilizing forms such as smart classrooms and colorful classrooms can help improve the attractiveness of the classroom, enhance students' interest in learning, and cultivate and develop their independent practical abilities.

Personalized teaching of Chinese language courses can help improve students' language expression and interpersonal skills, expand their horizons, enrich their imagination, and enhance their communication and connection with the outside world. In the research process of Chinese language course teaching, many scholars compare personalized teaching to a tool that can promote students' development and cognitive growth. At the same time, they also pay attention to students' personalities and interests in personalized teaching, accurately grasp students' learning difficulties at different stages, and promote students' comprehensive development through personalized teaching of language courses.

### **1.1 Cultivating the Aesthetic Taste of Students in Island Areas**

Chinese language courses can subtly enrich students' existing cognition, while personalized teaching can cultivate students' aesthetic ability, thereby achieving the coordination and unity of knowledge, intention, and action. In the specific language practice, students need to meet the basic cognition of Chinese traditional culture, especially Chinese classical literature, which is the concentration of Chinese traditional culture. Students need to have solid Ancient literature literacy and classical Chinese knowledge to accurately interpret, in addition to meeting the needs of daily life. By combining the unique culture and customs of the island area, guiding students in the island area to combine their daily life experiences and try to interpret the "fishing culture" in traditional culture, students often maintain a stronger curiosity towards these cultural factors. Therefore, for students in island areas, personalized teaching of Chinese language courses not only helps to enhance their learning enthusiasm, but also helps to cultivate their aesthetic taste and enhance their cultural literacy.

### **1.2 Enhance the experience of students in island areas**

The personalized teaching of Chinese language courses is based on island culture, guiding students to experience and experience island life in diverse cultures from multiple perspectives, and further expanding the depth and breadth of students' life experience. For example, teachers can choose texts with obvious characteristics of island culture or fishing culture [1]. On the one hand, students in island areas can focus on daily experiences and narrow their psychological distance from Chinese texts; On the other hand, students can perceive the surrounding culture and folk customs from multiple perspectives, thereby enriching their knowledge reserves and improving their humanistic literacy. The distinctive "fishing culture" in island areas is a personalized teaching example with distinct characteristics. When students in the island area first come into contact with "fishing culture", they see the usual life scenes with their eyes, but ignore the historical and cultural factors behind "fishing culture". These cultural factors that penetrate into daily life require teachers to use Chinese language courses for personalized teaching, guiding students to deeply analyze the historical roots and development process of "fishing culture". In order to deeply explore these historical and humanistic factors, teachers can organize students to experience the fishcut prints, and enhance the students' sense of Cultural identity and belonging in the specific division of labor.

### **1.3 Enrich the spiritual life of students in island areas**

Students living in island areas all year round have relatively weak abilities in oral pronunciation and Chinese character writing, and are unable to accurately memorize some character sounds and shapes. Pronunciation and Chinese character memorization have strong practical and exclusive characteristics, which are the reasons for the relatively weak Chinese language and cultural nourishment of students. Through personalized teaching, teachers explore teaching activities that

are more innovative than sequential strokes and reading aloud. This not only helps students better learn the basic knowledge of the Chinese language, but also helps build a bridge for modern information dissemination, helping students receive more foreign information[2].For example, when some students' language logic is unclear, independent writing becomes even more difficult, making oral communication a convenient and intuitive way to correct errors. In personalized teaching of Chinese language courses, teachers can organize students to jointly complete oral communication activities through group cooperation and exploration. In this process, students collaborate collectively, repeatedly correct mistakes, and choose appropriate language expression techniques, resulting in a small-scale "agglomeration effect".

#### **1.4 Promoting the Improvement of Cognitive Ability of Students in Island Areas**

Personalized teaching of Chinese language courses emphasizes individualized teaching, focusing on cultivating students' ability to apply what they have learned and their critical thinking ability. Teachers can create cultural contexts and guide students to reproduce common fisherman life scenes, such as identifying fish species, fishing techniques, and observing the weather through the clouds. These common life knowledge that is close to students' birthdays can often stimulate students' interest in learning and help them understand the content and life knowledge of the text. Furthermore, it enhances students' interest in general and extended knowledge. Personalized education in Chinese language courses can stimulate students' existing cognition through concrete or abstract life knowledge, guide them to interpret cultural origins in daily life, and continuously enrich their existing cognition, enhancing students' speculative consciousness. In the process of improving students' cognitive abilities, it can also continuously stimulate their imagination and create favorable conditions for the accumulation of literary knowledge.

## **2. The current situation and shortcomings of personalized teaching in Chinese language courses**

In the personalized teaching process of Chinese language courses, teachers need to provide targeted teaching to students from different island regions, and try to help students with different learning abilities find suitable learning methods, so as to achieve individualized teaching and guidance according to the situation. On the basis of following the laws of students' physical and mental development, teachers closely combine literary knowledge with common life knowledge, pay attention to the cultivation of students' personality and interests in personalized teaching, and cultivate students' learning interest from multiple levels and perspectives based on their language habits and dialect system. In the process of teaching Chinese courses, the purpose of Chinese courses is no longer to impart basic cultural knowledge, but to cultivate students' understanding of literary knowledge. It is also an important way for schools to carry out aesthetic education by selecting teaching models that are suitable for the needs of the courses and inheriting Intangible cultural heritage.

At present, there are many personalized teaching methods for Chinese language courses targeting students in island areas. However, personalized teaching in Chinese language courses focuses more on students' original cognitive foundation and "nearest development zone". This teaching method to some extent ignores children's "subjective wishes", making it difficult for children to receive effective rehabilitation treatment, and to some extent, it will also affect their development of strengths and interests. For a long time, the form of Chinese language courses has been monotonous, and the content is rigid and uninteresting. This has also led to low learning enthusiasm and even rejection psychology among students during the class process. Students' learning initiative cannot be effectively improved, making it difficult to improve learning efficiency.

Meanwhile, although some schools have developed school-based textbooks, the quality of teaching plans designed from the perspective of personalized student development varies. During the investigation process, it was not difficult to find that some teachers did not achieve the expected results in using school-based textbooks and teaching resource platforms, which is also related to the professional literacy of teachers and the quality of teaching resources. Although some schools take into account the actual development of students in the content of Chinese language courses and the selection of textbooks, they do not attach importance to exploring students' potential personalities and interests. The key and difficult points of teachers' teaching are still to master basic cultural knowledge, analyze writing skills and emotional emotions, and the penetration of aesthetic education and children's personalization have not become the key and difficult points of art teaching.

### **3. Exploring the Path of Personalized Teaching in Chinese Curriculum**

Personalized teaching of Chinese language courses does not only focus on rehabilitation therapy and exercise training, but also on individual performance in art activities to achieve their own needs, continuously explore the value of children with intellectual disabilities, and continuously overcome their cognitive barriers. Through Chinese language courses, children with intellectual disabilities are encouraged to express their emotions and ideas, while guiding them to learn to accept others, closely connect themselves with the surrounding environment, improve and regulate personalized education programs, and pay attention to the comprehensive development of students' knowledge, emotions, intentions, and actions.

#### **3.1 Using multimedia technology to establish a systematic and personalized teaching concept**

The purpose of Chinese language courses is to shape creative individuals. Art teachers use multimedia teaching to effectively combine visual and auditory guidance in personalized teaching processes, allowing the eyes and ears of children with intellectual disabilities to receive stimuli simultaneously. In personalized teaching practice, Chinese language courses can not only integrate psychological sandbox, rhythmic dance, etc., guiding students to perceive art images through their bodies, but also integrate poetry, notes, photography, animation, etc. to achieve the exchange of interactive thinking modes. Therefore, in the teaching process, teachers should fully utilize the subjective initiative of children with intellectual disabilities, pay attention to stimulating their imagination and creativity, and cultivate students' learning enthusiasm. For example, when selecting art materials, teachers can allow students to freely choose painting materials after a brief introduction. In group cooperation and exploration, teachers can focus on guiding students to learn from each other, maintaining their learning enthusiasm and creativity, and stimulating their imagination and creativity [3]. Maker education is an important way of personalized teaching in Chinese language courses. In the process of maker education, excessive behavioral intervention by teachers may affect students' personalized expression. Therefore, teachers need to establish a correct teaching perspective in the personalized teaching process, which can only assist students in completing projects and tasks, and cannot arbitrarily interfere with students' creative ideas. At the same time, they should respect students' imagination and creative desire, give students the opportunity to showcase their personality and self-expression, and allow students' personality and talent to be displayed in front of their classmates.

With the development of Internet technology, the promotion of "Internet plus+intellectual education" has also made the personalized teaching of Chinese courses have greater development space. With the promotion and application of techniques such as Changyou Rhythm, Rhythm Projection, and Multi-sensory Training, literary knowledge can be transformed into various types of

knowledge that students enjoy, and even some difficult to understand knowledge can be transformed into activity forms that students enjoy[4].Maker forums, entrepreneurship speeches, industry debate competitions, and other forms can not only cultivate students' innovation awareness, but also guide them to fully immerse themselves in the industries and technologies they are interested in. The gradual progression of Chinese language courses in this teaching method not only enhances students' interest in learning, but also stimulates their cerebral cortex in a relaxed teaching environment, further stimulating classroom vitality, and expanding students' participation.

### **3.2 Diversified evaluation standards, actively promoting outdoor practical courses**

For students in island areas, the evaluation focus of personalized teaching of Chinese language courses is not only on testing students' cultural basic knowledge, but also on meeting their development needs through diversified teaching methods, thereby improving their overall quality[5].For example, students living in remote Insular area are relatively weak in self-care ability. Therefore, in the process of personalized teaching, one of the goals of personalized teaching of Chinese courses is to enhance students' self-care ability and help students develop good living habits. Due to students living on islands all year round, the scope and content of interpersonal communication are often narrow and singular. Therefore, creating a harmonious, mutual aid, equal, and harmonious learning environment is particularly important. This not only helps to bridge the gap between students, break down communication and communication barriers, but also helps students express their personal development aspirations and establish correct values. More importantly, teachers should also comprehensively evaluate students' development behavior, evaluate students from diverse perspectives, guide students to continuously correct their problematic behavior, and thereby enhance students' moral judgment and practical level.

Outdoor practical courses are based on students' interests and hobbies, and are divided into multiple different groups according to each student's personality and strengths. They work together to complete course tasks through group collaboration and exploration. The advantage of outdoor practical courses lies in effectively stimulating students' creativity, respecting their individuality and development needs, and stimulating their learning potential through teamwork. Outdoor practical classes are generally organized and implemented outside the classroom, requiring independent educational and practical activities to be carried out outdoors. This not only helps teachers to grasp students' learning progress, but also cultivates students' sense of teamwork.

## **4. Conclusion**

Personalized teaching of Chinese courses respects the uniqueness and particularity of students' individual development, which not only improves students' development level, but also can stimulate students' interest in learning, thus expanding the Learning space of students in island areas and helping students develop sound personality. The Chinese language curriculum in island areas requires teachers to base themselves on the local language and cultural foundation and customs, promote curriculum construction in a practical and realistic manner, promote students' healthy development step by step, repeatedly verify and improve existing teaching methods in teaching practice, and continuously enhance the practical value of personalized Chinese language curriculum teaching in island areas.

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