

# *Research on the Mode to Innovate College Literature Teaching Model under the Condition of Internet*

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**Abstract:** With the development of the times and the advancement of science and technology, there are more and more high-tech systems represented by the Internet, and they are more and more deeply integrated into our lives. The Internet represents the future development trend, and the development of all walks of life is irreplaceably associated with the Internet. At present, the reform of education and teaching in colleges and universities in China is gradually entering the stage of in-depth reform, and the reform of college literature courses has been put on the agenda. After years of development, in many aspects of college literature teaching, remarkable results have been achieved. However, under the new historical conditions, especially under the conditions of the Internet, how to improve the teaching mode of college literature courses is not only the need of the development of colleges and universities but also the inherent need of discipline construction.

College literature courses occupy an important position in China's higher education. After years of development, remarkable achievements have been made in many aspects of college literature curriculum system. However, we should not neglect the many problems that exist while noticing the achievements.

## **1. Existing Problems in the Teaching of College Literature Courses at Present**

The problems in the teaching of college literature courses can be summarized as follows:

### **1.1 Fossilization of teaching into a simple explanation of knowledge**

At present, the biggest problem in the teaching of college culture courses is to simplify the teaching process into knowledge explanation. This phenomenon is mainly manifested in the instructor's lack of comprehensive understanding of the curriculum. The literature course is only regarded as a simple accumulation of some knowledge points while neglecting the artistic attributes of the literature itself and the rich connotation features of life, and the humanistic attributes of the subject are split from knowledge. This kind of situation has both social and self-recognition reasons. Under the tide of economic development, commercial interests have given birth to many fast food cultures and misunderstandings. The literature course is considered by many people to have no economic benefits, and some people even think that learning literature is not very useful in the future. Some teachers tend to focus on literature-related knowledge points when they teach because

of their unique knowledge structure. They do not emphasize other relevant knowledge points nor connect the links between knowledge, thus eliminating the rich and connotation of literature itself. Therefore, many students feel that the literature course is boring when they are attending classes.

### **1.2 Learning objectives tend to be utilitarian**

A large proportion of students hold utilitarian learning purposes. From the beginning of the school, students do not focus on the learning of the course itself, but their first consideration is whether the employment is good after graduation, whether there is a good way out and whether they find a stable and decent job. Driven by this kind of utilitarianism, they naturally do not have much interest in the content of the course that they think does not have much effect. They regard some of the teaching content of the literature course as merely dealing with errands. They learn everything for the exam. They are used to taking notes at class, rote before the exam, and they will not review after the exam. Extracurricular reading is the most important way to learn literature that cannot be neglected. However, according to statistics, the reading volume of college students in China is generally at a low level, and the reading of literature students is not even higher than that of students of other majors. This phenomenon does not exist in individual institutions, and even Peking University and Fudan University are facing the same dilemma. Some literature majors have even not read some well-known literature works till graduation. The most direct impact of giving up reading is the decline in students' writing ability. The ability to feel words and to appreciate literature is an important part of literary ability. Once students lack these two abilities, it is impossible for them to achieve comprehensive and coordinated development. This potential impact may not appear in the short term, but in the long run, it is fatal to the students' development.

### **1.3 The textbook is too theoretical**

Literature textbooks in China are too theoretical, which has long been a drawback. Many scholars have conducted extensive and in-depth research on this issue and have made certain explorations in both theory and practice, with very good results achieved. At present, the textbooks are basically based on abstract theories and then supplemented by specific works. This model violates people's rules of understanding and the rules of education and teaching. Due to history and the system, students in China have insufficient reading ever since they are enrolled at school, and many students have never carefully read many works in their textbooks, so they are unable to organically associate theories in the textbook with practical works. We are not denying the importance of theoretical knowledge, but we cannot let the theoretical content and system constrain students' learning motivation and the charm of literature itself, which affects the enthusiasm and initiative of students.

### **1.4 The assessment system is not scientific**

The assessment system for college literature courses that are currently used is not tailor-made for literary students, but it follows the traditional test-taking assessment and serves the exam-oriented education. Such an assessment system is neither reasonable nor scientific, and it has been widely criticized. This assessment mode has negative impact on students' learning of literatures, and students can easily unilateralize the purpose of literary learning. The traditional assessment system is the most widely used one in the assessment of literary students, and there is the most urgent need to break this situation.

## 1.5 The overall quality of teachers is not high

How can be a good teacher? Different people have different answers to this question. As far as the literature course is concerned, a good literature teacher must first have a more comprehensive knowledge system as well as his own methods and insights on how to do a good job in literature teaching. As a kind of social science, literature originates from life and is higher than life. A good literary work should be a concise and sublimation of life. It is a synthesis of all the components of life. Therefore, the literary works themselves are more complicated. They require teachers to have a strong comprehensive quality, not just the major and the subject. In addition, although many of the literary teachers at colleges and universities in China graduated from the literary major, they are not graduates of the faculty. Therefore, there are certain deficiencies in education and teaching. Although many teachers have mastered a lot of knowledge, they are unable to give full play to their knowledge in teaching. The problem of a low overall literacy of the teaching staff is not only an educational issue, but also a social issue. How to improve the overall quality of teachers in the industry is an urgent problem that the whole society has to face.

## 2. Combination of the Internet with Education and Teaching

With the development of information technology in China, many functions of the Internet have gradually entered various fields of social life. In terms of education and teaching, the characteristics of the Internet are even more vivid.

The current trend of global education reform is to focus on the individuality of the individual being educated, to carry out personalized education that suits individual characteristics, and to emphasize the individualized development of students. This has something in common with the quality education advocated by China at present. At present, multimedia applications are widely used. These are just the most basic applications of education and teaching under the conditions of information and the Internet. As far as multimedia courseware is concerned, although it is only a simple application point, it greatly enhances the classroom capacity of teachers, so that teachers can present rigid teaching content in front of students in a combination of sound and image.

Internet-based education and teaching and traditional education and teaching complement each other. The traditional teaching mode takes the teacher as the core and support point of education and teaching. The teacher lectures and the students listen. Education and teaching under the Internet conditions can be separated from listening in form. The students' learning and the teacher's teaching are no longer limited by the time and place, and the form of education and teaching has been greatly expanded. For literary students, this convenience allows students to read at anytime and anywhere, using tools such as the campus network and mobile phones. At the same time, the content of reading is no longer rigid and sluggish, but rich and interesting, which will definitely enhance students' interest in learning and stimulate their desire to read.

There are still many improvements in the education and teaching model under the Internet conditions, such as WeChat public account and MOOC. Here, it is important to emphasize the view that teachers are weakened under Internet conditions is extremely wrong. As far as the author believes, under the conditions of the Internet, the functions of teachers need to be strengthened. Because higher requirements are proposed for the ability and quality of teachers under the Internet conditions.

## 3. Ways to Innovate the Teaching Mode of College Literature Course under Internet Conditions

The innovation of the teaching mode of college literature courses under the conditions of the

Internet should focus on the following aspects:

### **3.1 Redefine the relationship between teaching and learning through Internet technology**

Under the conditions of the Internet, the relationship between teaching and learning has become blurred. This is because under the Internet conditions, the traditional teacher-centered teaching method has been subverted, and students' initiative in learning has been strengthened. Many courses can even be carried out entirely on students. Teachers only need to grasp the progress and general direction of education and teaching of the literature course. Under the Internet conditions, the teaching interaction between teachers and students is enhanced. Students who encounter problems that they do not understand can directly ask questions to teachers in the form of online questions. Teachers can solve problems and doubts in students' learning in a timely manner through online questions and answers.

At the same time, under the Internet conditions, students can easily access learning materials. These materials can be obtained either from the web or from a library created by the teacher. Through the Internet teaching mode, the initiative of student learning has been greatly improved. At the same time, this learning style can effectively train students' independent thinking ability.

In the Internet and multimedia environment, the expression of literary content also shows a diversified trend. Students can interpret the content of the object through multimedia, animation, audio, comics, etc., which breaks the limitations of traditional text reading. It can not only let students choose the learning style that they like to enjoy but also add the pleasure of reading, which is indispensable for improving the initiative of students.

In recent years, methods such as MOOC and micro-course have quietly emerged on campus. Teachers only need to produce corresponding courses according to the teaching requirements and educational content. Students can rely on the campus network to learn the courses set by the teachers at anytime and anywhere. At present, the micro-course has been vigorously promoted in many schools, and from the actual results, it has achieved good results.

### **3.2 Expand students' humanistic vision**

For literature majors, whether the humanistic vision is broad or not directly affects the overall ability of students. Humanity literacy has a subtle influence on the improvement of students' overall literary ability. Because this process is more concealed, it is often overlooked. The so-called humanistic spirit is based on the concern of the people themselves, taking into account the value orientation of human beings' common survival and development interests. The humanistic spirit is the sum of the spiritual culture formed by the spiritual accumulation of human beings and precipitation. The humanistic spirit is manifested through humanistic literacy. Traditional literature courses are limited to the teaching of knowledge, focusing on the realization of specific teaching purposes, often ignoring students' self-development and humanities education. This is because that in traditional literary education, due to the limited classroom conditions, and each class has limited time, even if the teacher has relevant knowledge reserve, due to the above-mentioned conditions, many humanistic knowledge can only be simply taught but cannot be taught in-depth.

Under the conditions of the Internet, students can visually understand the interrelationship between literature and other disciplines, and they can conduct in-depth and long-term study and research on human aspects of certain aspects without the limitations of classroom teaching. The cultivation of students' humanistic spirit can be said to be the most basic educational goal of the literature curriculum, and it is also in line with the needs of the comprehensive development of individual students. Today, while advocating quality education, we attach great importance to the cultivation of students' humanistic spirit. In recent years, many experts in literature education have

explored and studied how to improve the literary ability of college students. Through their own practice, they have revealed the important role of humanistic spirit in literary learning. How to design a humanities material library that is in line with the actual application of the school in combination with the Internet is a direction that every university should strive to explore and work hard.

### 3.3 Strengthen the teaching practice for students

The design of student learning and practice links under the Internet conditions has become easier. The advantage of Internet conditions is to break the limits of time and space. Under the Internet conditions, students can conduct online teaching and other teaching practices. The current campus network environment can fully support video conferencing and multi-party video calls. Through a variety of communication activities, students can easily inspire learning in the collision. At the same time, this way can also train students' communication skills and cultivate students' team awareness. Of course, there are still many practical aspects that we can design under the Internet conditions, such as the human-machine dialogue between the Internet and artificial intelligence. In the end, which method should be used to start from the teaching conditions and students' preferences, and we should strive to support students to create a good atmosphere for literature learning.

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