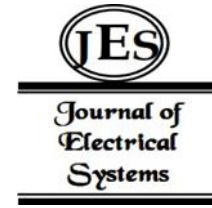[1]Jie Cheng

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The Application of Informatization Teaching and Flipped Classroom in the Teaching of Traditional Culture in College Languages

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Abstract: - For the teaching of traditional Chinese culture in universities, fully utilizing existing resources for innovation is crucial to its teaching effectiveness. Hence, this study advocates for the utilization of information technology and the flipped classroom methodology in university-level traditional Chinese culture education. By thoroughly examining the fundamental goals of teaching traditional Chinese culture at universities, this paper suggests employing information technology to develop diverse educational scenarios. These scenarios encompass generating cultural contexts, simulating cultural experiences, enhancing interactive exchanges, and broadening the scope of educational materials, all aimed at enriching the pedagogical approach to traditional Chinese culture. In the stage of designing flipped classrooms for traditional Chinese culture teaching in universities, the ARCS theory was introduced. Guided by attention motivation, association motivation, confidence motivation, and satisfaction motivation, research was conducted on course content design, teaching methods and means, learning experience, feedback, and evaluation. Through the integrated application of information technology and flipped classroom strategies, our objective is to diversify the pedagogical approaches for traditional culture. This initiative is designed to boost students' comprehension and learning outcomes regarding traditional culture, foster their enthusiasm and knowledge depth in traditional Chinese cultural studies, and encourage the preservation and evolution of traditional cultural heritage.

Keywords: Information-based Teaching, Flipped Classroom, Traditional Chinese Culture Teaching in Colleges and Universities, Core Objectives, Fundamental Teaching Task, Teaching Situation, ARCS Theory;

I. INTRODUCTION

The ongoing advancement and widespread adoption of computer technology have enhanced instructional approaches through an array of tools and resources for educators and a variety of learning techniques for students. Employing computer and information technologies in the university-level education of traditional Chinese culture can facilitate a more direct and intuitive student engagement with the cultural essence. The linguistic aspect of traditional culture in higher education encapsulates critical elements such as ancient literature, history, philosophy, and art, representing the quintessence of Chinese heritage [1-2]. This underscores its deep cultural importance. On the one hand, teaching traditional culture in college language is an important way to inherit and promote traditional Chinese culture. Through teaching, it can help students understand and recognize the essence and characteristics of traditional Chinese culture, deepen their understanding and recognition of traditional culture, and thus better inherit and promote traditional Chinese culture. On the other hand, teaching traditional culture in college language can improve students' cultural literacy and humanistic quality [3-4]. Exploring ancient literary texts, historical anecdotes, and philosophical concepts can elevate students' cultural literacy and aesthetic appreciation, and foster their abilities to think independently and innovate, thereby aligning more closely with societal progression demands. Furthermore, university-level instruction in language and traditional cultural studies can bolster students' cultural self-assurance. Deep engagement with and comprehension of Chinese traditional culture may reinforce students' national pride and cultural confidence [5-6], enabling them to contribute more effectively to the nation and its citizens. However, analyzing the actual situation at this stage, it still faces certain problems. Currently, the array of traditional cultural educational resources in college language courses is quite limited, predominantly centered around classical literary compositions and historical references, without offering a thorough and profound exploration of traditional culture. Concurrently, the complexity and depth of these materials are inconsistent, posing challenges in adequately addressing the diverse requirements of students with varying levels of understanding [7-8]. Secondly, the methods of teaching traditional culture in higher education are relatively old-fashioned, mainly focusing on traditional methods such as classroom lectures, memorization

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and mimeographs, which lack novelty and interest, and are difficult to ignite students' passion and zeal for learning. In addition, the quality of teachers of traditional culture in colleges and universities varies, and some of them lack in-depth understanding and research of traditional culture, which makes it difficult for them to fulfill the teaching tasks. Additionally, a number of educators exhibit insufficient proficiency in and application of contemporary teaching methodologies and technologies, thereby hindering enhancements in educational quality [9-10].

Building on the analysis provided, this study proposes an exploration into the utilization of digital teaching and the flipped classroom approach in the instruction of traditional language and culture within higher education settings. By fully considering educational goals, this research aims to innovate the teaching models for traditional language and cultural studies in colleges and universities through the integration of digital teaching methods and flipped classroom strategies.

II. ANALYSIS OF THE OBJECTIVES OF TEACHING TRADITIONAL CULTURE IN COLLEGE LANGUAGE

In university-level language and literature courses focusing on traditional cultural education, the primary aim is to disseminate and enhance traditional Chinese cultural values. The educational process is designed to enable students to thoroughly grasp and appreciate the core attributes of traditional Chinese culture, fostering a sense of belonging and pride in their cultural heritage, thereby motivating them to actively preserve and advance traditional Chinese cultural practices [11-12]. Consequently, within the specific educational framework, it is essential to elevate students' overall competencies by nurturing their cultural understanding and aesthetic sensibilities. Through studying ancient literary works, historical allusions and philosophical thoughts, students can accumulate rich cultural knowledge, cultivate independent thinking and creative ability, and improve their aesthetic level and cultural literacy [13-14]. On the other hand, it also aims to cultivate qualified talents with a sense of social responsibility and moral conscience by molding students' ideological concepts and moral qualities. By learning the ideological concepts and moral standards in traditional culture, students will be able to better understand and accept the socialist core values, and thus consciously practice them. Grounded in this context, the objective of teaching traditional culture within college language courses is examined from a broader perspective [15]. The goal is to foster an appreciation for Chinese traditional culture, ensuring a wider audience grasps its fundamental nature and distinctive features, and to develop a sense of connection and pride in this cultural legacy. Concurrently, by enhancing the dissemination of traditional Chinese culture, this approach aims to bolster the nation's cultural soft power, thus offering robust cultural backing to China's pursuit of peaceful development. Secondly, the task is analyzed from a relatively micro level [16], which is to cultivate students' comprehensive quality. Through learning traditional culture, students can accumulate rich cultural knowledge, cultivate independent thinking and creative ability, and improve their aesthetic level and cultural literacy. At the same time, by learning the ideological concepts and moral standards in traditional culture, they can better understand and accept the socialist core values [17-18], and thus consciously practice the socialist core values.

In conclusion, teaching traditional culture in college language is an important way to pass on and carry forward Chinese traditional culture, and also an important means to improve students' comprehensive quality and ideology. Through educational initiatives, students are enabled to grasp and acknowledge the core values and unique aspects of traditional Chinese culture, fostering an affinity and respect for this heritage, thereby enhancing their capacity to preserve and disseminate traditional Chinese cultural practices.

III. THE CONSTRUCTION OF TRADITIONAL CULTURE TEACHING SCENARIO OF COLLEGE LANGUAGE BASED ON INFORMATIZATION TEACHING

A. Creating a Cultural Context

In the process of building the teaching scenario of traditional culture in college language, according to the teaching content, we can collect relevant pictures, audio, video and other materials and make multimedia courseware, so as to integrate the traditional culture knowledge into the specific situation. Secondly, multimedia technology [19], such as projectors, computers and other equipment, can be used in the classroom to play multimedia courseware to attract students' attention through vivid images and sounds. When explaining ancient literary works, we can also add relevant historical background, cultural background and other information to help students better understand the connotation of the works.

B. Simulation of Cultural Experiences

In the process of building traditional culture teaching scenarios in college language, virtual reality technology can be fully utilized, combined with the teaching content, through the network, virtual reality software and other means, to collect resources that can simulate the scenes and experiences in traditional culture, simulate the scenes and experiences in traditional culture, so as to let the students immerse themselves in the charm of traditional culture [20-21], and enhance students' comprehension and immersion in traditional cultural practices. In the specific implementation process, it is mainly divided into three stages. The first stage is to collect virtual reality resources. Teachers can collect resources that can simulate the scenes and experiences of traditional culture, such as ancient architecture, costumes, music and so on, through the Internet and virtual reality software [22-23]. The second stage is to create virtual reality scenes, which can utilize virtual reality technology to create virtual reality scenes from the collected resources. For example, a virtual scene of an ancient city can be created, including elements such as ancient architecture, costumes, transportation, as well as the social customs and humanistic environment of the time. The last stage is the simulation experience activity, which can utilize the virtual reality technology in the classroom to let students enter the virtual reality scene for experience. For instance, by donning traditional attire, utilizing historical modes of transport, and exploring old architectural sites, students can attain a more profound insight into the everyday lives and cultural contexts of ancient populations [24]. Details of the actual implementation are outlined in Table 1.

Table 1: Simulation Process of Traditional Culture Teaching Scenarios

Stage	Content
Stage I	Collect virtual reality resources
Stage II	Create virtual reality scenes and turn collected resources into virtual reality scenes
Stage III	Simulate experiential activities to allow students to experience in virtual reality scenarios

C. Enhanced Interactive Communication

The use of information technology, so that students in the classroom interactive communication, to create a positive and active classroom atmosphere is also one of the most important links. In this paper, we design the information technology application program shown in Table 2.

Table 2: Construction of Interactive Mechanism for Teaching Traditional Culture in College Language Based on Information Technology

Number	Informatization tools	Application methods
1	Social media	Utilize social media platforms such as WeChat and Weibo in the classroom to allow students to engage in group discussions, share learning experiences, and other interactive exchanges.
2	Online learning community	Establish an online learning community where students can engage in interactive communication, discussion, and sharing of learning resources within the community.
3	Classroom interactive activities	When designing classroom teaching, add interactive activities such as questioning, group discussions, speeches, etc., to encourage students to actively participate in classroom activities.

The approach shown in Table 2 enables students to share their learning experiences more fully and promotes their motivation to learn and communicate.

D. Expanding Learning Content

With the advantage of informatization teaching, it is also necessary to expand and enrich the teaching resources. First of all, we can utilize the network resources to establish a traditional culture teaching resource base. There are a lot of resources about traditional culture on the Internet, including poems, songs, stories and movies. Teachers can utilize these resources to build a traditional culture teaching resource base. The resource base can be divided into several categories, such as literature database, cultural background database, multimedia resource base, etc., which is convenient for students to inquire and learn. Secondly, an online course platform can be utilized for teaching traditional language and culture. By establishing an online course platform, teachers can utilize this platform to teach traditional language and culture. On the platform, educators have the capability to upload instructional videos, materials, and homework, fostering an environment where students are encouraged to engage in self-directed learning and critical thinking. Additionally, this digital space allows for real-time

interaction between teachers and students, enabling prompt resolution of academic inquiries. Furthermore, the platform provides a means for educators to track and oversee students' learning progress and feedback, facilitating immediate adjustments to teaching methods as necessary. For instance, by utilizing online assessments and learning reports, instructors can swiftly gauge students' educational status and responses, allowing for timely modifications to educational tactics.

Through the above ways, information technology can be integrated into the traditional traditional cultural education in language and literature in universities to improve the vividness and interest of teaching, and to enhance students' enthusiasm for learning and improve their educational outcomes. Simultaneously, it is crucial to ensure that the employment of informational technology tools is balanced and judicious, to prevent an excessive dependence on such methods at the expense of the benefits and functions of conventional instructional approaches.

IV. Traditional Culture Teaching Mode of College Language Based on Flipped Classroom

The flipped classroom approach holds significant importance in the instruction of traditional Chinese culture within university settings. Through previewing videos, online resources, and discussions, it guides students to think deeply and interact in the classroom, stimulating interest and understanding of traditional culture. This teaching model provides students with more opportunities for active learning, promotes the cultivation of thinking ability and critical thinking, deepens their grasp and understanding of the connotation of traditional Chinese culture, and helps to inherit and promote traditional cultural values. Figure 1 shows the flipped classroom teaching structure.
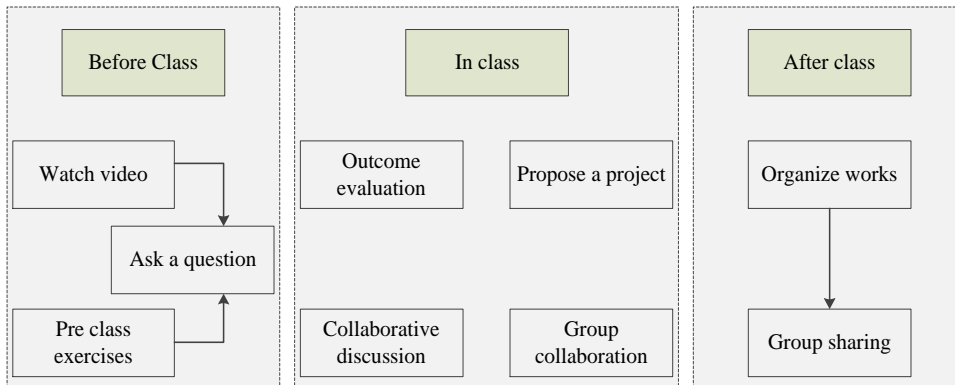

Figure 1: Flipped Classroom Teaching Structure

During the development of the flipped classroom educational framework, this study incorporates the ARCS model, with the detailed structure of the flipped classroom approach depicted in Figure 2.
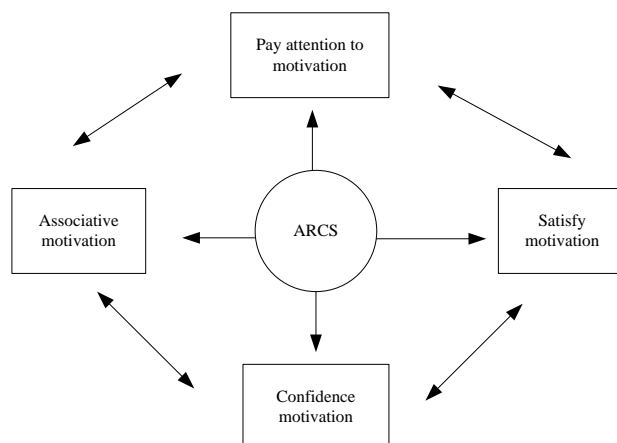

Figure 2: Framework of Flipped Classroom Teaching Model of Traditional Chinese Culture Teaching in Colleges and Universities Based on ARCS

A. Attention to the Flipped Classroom Design for Teaching Traditional Culture in College Language under Motivational Orientation

First of all, in the teaching content design of flipped classroom, teachers can take students' interests as the guide and choose teaching contents that can stimulate students' learning motivation. For example, teachers can

select some hot topics or popular culture elements related to traditional culture and incorporate them into teaching videos or e-books to attract students' attention. At the same time, teachers can also add some interactive links, such as questions, discussions, etc., to encourage students to actively participate and enhance their learning motivation. Secondly, in flipped classroom teaching, teachers can adopt diversified teaching methods and means to stimulate students' interest in learning. For instance, educators can employ multimedia technologies to develop engaging course materials, incorporating visual and auditory elements to enrich the student learning journey. Additionally, the case study approach can be applied, segmenting the content of traditional language and cultural instruction into distinct themes for group discussions, where students engage in role-playing and other interactive methods within a flipped classroom setting, thereby invigorating their interest in learning. Furthermore, instructors can tailor learning experiences to align with individual student preferences and requirements. For example, based on students' unique learning styles and interests, educators can offer varied resources and pathways for the study of traditional culture in college language courses, catering to the diverse needs of the student body. At the same time, teachers can also analyze students' learning data and feedback to adjust teaching strategies and methods to provide a better learning experience. It is important to note that in flipped classroom teaching, teachers can give students timely feedback and evaluation to stimulate students' interest in learning. For instance, educators can offer immediate assessments and responses to students' in-class engagement and homework submissions, motivating them to partake more dynamically in learning and contemplation.

B.   Associative Motivation-oriented Flipped Classroom Design for Teaching Traditional Culture in College Languages

In the flipped classroom instructional framework, educators can create links between knowledge acquisition and skill application, assisting students in utilizing their learned concepts in practical scenarios, thereby enhancing their overall competence and capabilities. For example, teachers can design some practical problems or research projects related to traditional culture and guide students to solve the problems or complete the projects through independent learning and group discussion. This approach not only aids students in acquiring knowledge of traditional culture but also bolsters their abilities to solve problems, communicate effectively, and collaborate with others. Secondly, teachers can promote the integration of knowledge and experience, help students combine what they have learned with their own experience, and improve their understanding and awareness of traditional culture. For instance, educators can facilitate student-led discussions on personal experiences with traditional culture or arrange practical activities like cultural festivals and exchanges. Through active participation in such events, students can deepen their comprehension and appreciation of traditional culture. Moreover, educators can stimulate the resonance between knowledge and emotion, help students to connect what they have learned with their personal feelings, and increase their interest and enthusiasm for traditional culture. For example, teachers can select some touching stories or classic works related to traditional culture and guide students to appreciate and understand these works to stimulate their love and emotional resonance for traditional culture. On this basis, they can help students realize the unique value and importance of traditional culture by enhancing their recognition of the value of traditional culture. For example, teachers can guide students to explore the application and value of traditional culture in modern society, or organize some discussions and exchanges related to the value of traditional culture, so that students can fully understand the modern significance and value of traditional culture.

C.   Confidence Motivation-oriented Flipped Classroom Design for Teaching Traditional Culture in College Languages

During the implementation of the flipped classroom approach, instructors have the opportunity to integrate both online and offline teaching methodologies, providing students with versatile and autonomous learning opportunities. For example, teachers can use online teaching platforms to release teaching videos, e-books and other learning resources, and at the same time organize group discussions and role-playing activities for students offline. This can not only help students better master traditional cultural knowledge, but also improve their independent learning and thinking ability. Furthermore, educators can establish challenging learning tasks to empower students to bolster their self-assurance and experience a heightened sense of accomplishment upon task completion. For example, teachers can arrange some projects or research studies related to traditional culture, so that students can complete the tasks through independent investigation and teamwork. This approach not only aids students in acquiring traditional cultural knowledge but also enhances their problem-solving and communication competencies. In response to student feedback, instructors can offer tailored learning assistance and guidance to address individual characteristics and requirements. For instance, educators can provide

personalized learning recommendations and resources aligned with students' learning preferences and interests, while also offering targeted offline tutoring and mentoring. This will not only help students better master traditional cultural knowledge, but also improve their self-confidence and learning motivation.

D. Satisfying the Flipped Classroom Design of Teaching Traditional Culture in College Language under Motivational Orientation

Throughout the flipped classroom teaching process, educators can employ a range of evaluation techniques, encompassing self-assessment, peer evaluation, and teacher appraisal, among other methods, to gain a comprehensive insight into students' learning advancements and achievements. Table 3 shows the specific ways of diversified evaluation constructed in this paper.

Table 3: Multiple Evaluation Methods of Flipped Classroom for Teaching Traditional Culture in Higher Education Languages

Evaluation methods	Main functions
Observation method	Teachers can understand students' learning status and progress by observing their performance in the classroom, participation in discussions, and answering questions
Homework evaluation method	Teachers can understand students' mastery of knowledge points and learning attitudes based on their completion of homework.
Exam evaluation method	Teachers can understand students' mastery of knowledge points and learning abilities based on their exam scores.
Peer evaluation method	Teachers can organize peer evaluations among students, allowing them to evaluate and learn from each other, in order to better understand each other's learning situation and progress
Self evaluation method	Teachers can guide students to conduct self-evaluation, allowing them to evaluate and reflect on their learning situation, in order to better adjust their learning strategies and methods.

As outlined in Table 3, educators can facilitate students' self-assessment of their progress in traditional language and cultural studies within the flipped classroom environment, encompassing factors such as learning attitude, methodology, and efficacy, among others. Additionally, teachers can orchestrate peer evaluations, fostering mutual learning and communication among students. At the same time, we emphasize on cultivating students' self-knowledge and self-management ability to help students better grasp their own learning situation and progress. For example, teachers can guide students to make study plans, arrange study time, manage study resources, etc., and also organize students to reflect and summarize, so as to better improve their learning effect and ability.

V. CONCLUDING REMARKS

This article presents a research on the application of information technology and flipped classroom in the traditional cultural education of language and literature in universities. Based on the fundamental goal of traditional cultural education in language and literature at universities, it utilizes information technology to enrich the teaching scenarios, and combines with the arcs theory to construct a flipped classroom for the traditional cultural education of language and literature at universities. With this research, it is hoped to provide valuable reference for the actual work of traditional cultural education in language and literature at universities. Through the innovative application of information technology teaching and flipped classroom, traditional Chinese culture teaching in universities has ushered in more possibilities and vitality. Constructing rich teaching scenarios and introducing ARCS theory to guide teaching design can help stimulate students' initiative and deep thinking in learning, and promote the inheritance and development of traditional culture. In the future, we will further explore how to integrate interdisciplinary resources, expand cultural experience methods, and strengthen practical and reflective aspects to provide more comprehensive and effective support for traditional Chinese culture teaching in universities

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