

The Practice of Hybrid Teaching Mode in Chinese Language and Literature Major

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Abstract: In the context of educational digitalization, higher demands are placed on university curricula, requiring the full integration of digital technologies to enhance teaching quality. Chinese Language and Literature, as a discipline dedicated to cultivating literary talents and preserving China's outstanding traditional culture, holds significant importance in combining its specialized courses with digital technologies to improve talent development. This study focuses on curriculum reform in Chinese Language and Literature programs, proposing innovative teaching methods through blended online-offline instruction to stimulate students' learning interest and enhance educational outcomes. The research provides fresh perspectives for pedagogical reforms in Chinese Language and Literature education.

Keywords: blended teaching, Chinese language and literature major, curriculum reform

The development of digital technology has brought profound impacts to the field of education. Faced with increasingly complex social demands, universities urgently need to promote the deep integration of digital technology and course teaching, break through the limitations of traditional teaching models, and improve the quality of talent cultivation. The major of Chinese Language and Literature is an important humanities major in colleges and universities. Under the background of the continuous reform of higher education, the traditional teaching mode has gradually shown its drawbacks in teaching and is difficult to meet the increasingly diversified learning needs and professional development needs of students. The blended teaching mode is the product of the deep integration of digital technology and traditional course teaching, bringing new opportunities for the curriculum reform of the Chinese language major. It can break the time and space constraints of traditional teaching and stimulate students' initiative in learning ^[1]. This article first analyzes the significance of applying the blended teaching mode in the Chinese language major, and then focuses on discussing the specific application of the blended teaching mode in the Chinese language major classroom, which has practical significance.

1. The application significance of blended Teaching mode in the Chinese Language major

1.1 Expand teaching time and space and extend learning scenarios

The Chinese Language major offers a rich variety of courses, including multiple disciplines such as literary history, selected readings of literary works, writing, ancient Chinese, and modern Chinese, with a considerable amount of knowledge. In traditional classroom teaching, the limited class hours often restrict teachers' expansion. In order to complete the set teaching progress, teachers often have to "fill the class" and list knowledge points during the teaching process. However, courses such as literary history and selected readings of literary works often require further expansion by teachers. But the limited class hours confine the knowledge points only to the written content, which restricts the expansion of students' knowledge base. The application of the blended teaching model can break through the limitations of traditional classrooms and greatly extend and reconstruct the time and space of teaching activities. By using online

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channels, teachers can create videos, PPTS and other forms of knowledge points such as background information of teaching content, biographies of figures, and basic summaries of works. Students can study them before class, thus shifting the "transmission" stage of knowledge from inside the classroom to outside. Offline learning can be used to discuss more profound issues, further enhancing the academic level of the class.

1.2 Stimulate students' initiative in learning and enhance their participation in class

The acquisition of any knowledge is not about passively accepting theoretical dogmas, but rather about actively exploring in order to gain profound learning experiences. The study of Chinese Language and Literature is no exception. However, in traditional classroom teaching, the teacher is at the center. The teacher talks freely on the podium, while students passively accept knowledge. Many students are reluctant to answer questions actively in class, have difficulty concentrating, and have low participation in the class. By actively learning knowledge from online platforms, students can offer their insights and raise questions in offline classes, and engage in in-depth academic exchanges with classmates and teachers. During this process, students' learning of professional knowledge in Chinese language and literature has shifted from passive acceptance to active exploration, which has greatly cultivated their autonomous learning ability, independent thinking habits and academic inquiry spirit. The study of the Chinese Language and Literature major requires a large accumulation of extracurricular knowledge. Reading extracurricular literary works is sufficient to show the value of the blended teaching mode for the teaching of the Chinese Language and Literature major.

1.3 Promote the reform and innovation of Chinese language teaching and improve teaching quality

The application of the blended teaching mode represents a fundamental innovation to the traditional teaching mode. Under the background of the rapid development of educational digitalization, there is a deficiency in the teaching methods of the Chinese language major, which is relatively single. The blended teaching model has restructured the traditional classroom teaching process through technological empowerment, extending the acquisition of knowledge beyond the classroom. The traditional classroom teaching mode is hard to stimulate students' enthusiasm for learning. The blended teaching model has brought profound changes to the traditional classroom mode, reshaped the roles of teachers and students, and further highlighted the dominant position of students in teaching [2]. Meanwhile, through online platforms, teachers can also obtain objective reports on students' learning situations. For instance, by leveraging the data analysis capabilities of online platforms to analyze students' completion rates of online assignments and the accuracy of their mastery of knowledge points, etc., the weak points of students in knowledge points can be precisely identified, and teaching strategies can be adjusted accordingly. Students can also use the learning situation report to formulate their own study plans and meet their individualized needs.

2.The Practical Application of Blended Teaching Mode in the Major of Chinese Language and Literature

2.1 Pre-class Session: Integrate resources and preview in advance

The pre-class period is a stage for students to preview independently. Through self-preview before class, students can master the basic knowledge of the content to be learned, prepare for in-depth discussions in offline classes, and avoid the problem of "full-class lecturing" in class. Teachers can recommend learning resources, assign preview tasks and guide students to preview on the online platform based on the content to be learned in class [3]. Learning resources can be in the form of PPTS, document materials, videos, audios, micro-lessons, e-books, pictures, etc., to facilitate students' learning. For instance, in the study of Lu Xun's works in "Modern and Contemporary Literature", teachers can upload documentaries, PPTS and other materials about Lu Xun's life, introduce his various works and the background of their creation, and help students sort out the writer's works and the context of their works. Meanwhile, design guiding learning tasks. For instance, in the study chapters of "The Call to Arms" and "Wandering", students are required to read these two collections of short stories before class, explore the ideological connotations of each work as well as the characters' images and symbols, and apply them specifically to each work. For instance, questions such as the exploration of the ideological connotations of "The True Story of Ah Q" and the interpretation of the "Ah Q Spirit" require students to fill in the answers online and

submit them. Teachers can check the students' responses through the back-end to accurately grasp the difficulties in their understanding.

2.2 In-class session: Interactive communication and in-depth discussion

During the class, the focus is on offline classroom discussions, transforming the knowledge points previewed before class into in-depth understanding and ability training, addressing the issues of insufficient interaction and low participation between teachers and students in traditional courses. Teachers design diverse classroom activities based on the students' learning situation they have grasped before class to guide students to further think and express themselves. With the support of online previewing before class, teachers no longer need to spend time repeating the basic content they have already learned in class. Instead, they can use more offline class time to organize exploratory academic activities. For instance, in "Ancient Chinese Literature", select the literary works involved in the textbook and organize students to discuss the issues. For the problems that students cannot solve during the pre-class preview stage, teachers present them through PPTS, and students discuss and solve them in groups before expressing their opinions. Teachers should pay attention to controlling the pace of the classroom and guiding students in the direction of discussion. In the classroom, by constantly raising questions, students' attention to the class is mobilized. By organizing classroom activities, the classroom atmosphere is enlivened, and students' understanding of Chinese language and literature knowledge is deepened through classroom discussions.

2.3 After-class Session: Consolidation and expansion, continuous optimization

The after-class session is used to consolidate the knowledge learned in class and expand extracurricular knowledge. By integrating online tasks with offline practices, it avoids the traditional single model of relying solely on homework for consolidation after class, helping students transform the knowledge they have learned in class into practical abilities. Online, teachers can assign homework on the platform. For instance, in the "Writing" course, teachers ask students to submit writing tasks online. Through the platform, teachers make annotations and corrections, and point out the problems existing in the writing. Summarize all the writing problems existing among students, record thematic micro-lessons, and continuously improve students' writing skills. Offline, organize and carry out practical activities, such as writing theme essays and shooting microfilms related to literature. Meanwhile, through online platforms, literary works worth reading are recommended to students. Students can check in on the platform every day to share their reading insights, which will be included in their regular grades.

Based on students' learning feedback on the platform, teachers can continuously optimize their teaching designs and improve teaching quality.

Conclusion

In conclusion, the blended teaching model is of great significance for improving the teaching quality of the Chinese Language and Literature major. The application of the blended teaching model can inject new vitality into the classroom of the Chinese Language and Literature major. The application of the blended teaching mode can effectively expand the breadth and depth of teaching and is conducive to stimulating students' subjectivity. In the future, with the development of digital technology, the blended teaching model is bound to revolutionize the teaching of the Chinese language major once again and play a more important role in the cultivation of talents in the Chinese language and literature major.

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