

Reconstruction of Chinese Language and Literature Teaching Mode Driven by New Media and Digital Technology



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Abstract: In the context of the booming development of new media and digital technology, the way of information dissemination, the mode of learning and the means of education have undergone a radical change. However, this change has challenged the traditional teaching methods of Chinese Language and Literature and given it unprecedented development opportunities. With the wide application of new media technologies and the increasing abundance of digital resources, how to effectively integrate these emerging technologies and resources into the teaching of Chinese Language and Literature has become a problem that needs to be solved for the education reform. In this context, this paper discusses the reconstruction of the teaching mode of Chinese language and literature under the dual drive of new media and digital technology, aiming to improve the quality of teaching through innovative teaching methods, optimizing teaching content, and at the same time strengthening the construction of the teaching team and teaching facilities, so as to provide a strong support for the modernization and internationalization transformation of the education of Chinese language and literature, and to push it to realize the leapfrog development under the background of the new era.

Keywords: new media, digitalization, dual-drive, Chinese language and literature, teaching mode

Introduction

In the fast-changing information technology today, new media and digital technology are changing people's life, learning and working methods at an unprecedented speed. This is both a challenge and an opportunity for the teaching of Chinese language and literature. The traditional teaching mode of Chinese language and literature can no longer meet the learning needs of students in the new era, and the current situation has put forward the requirements of innovation and reconstruction. New media and digital technology provide rich resources and means for the teaching of Chinese language and literature, and make the diversification, personalization and interaction of teaching mode possible. Therefore, discussing the reconstruction of the teaching mode of Chinese language and literature under the dual drive of new media and digital technology may explore a new path for the

modernization and internationalization of Chinese language and literature education, and contribute to the development of Chinese language and literature talents for the cultivation of cross-cultural communication ability and innovative thinking.

1. The Influence of New Media and Digital Technology on the Teaching Mode of Chinese Language and Literature

The wide application of new media and digital technology, mainly the Internet, multimedia and problem-solving software examination systems, has enriched the teaching content and theories and made Chinese language and literature easier to understand; traditional teaching of Chinese language and literature is based on paper textbooks, podium presentation and paper assignments. However, with the rise of new media, such as the popularity of online platforms, social media and digital publications, students can more conveniently access the rich resources of Chinese language and literature,

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which promotes the wide dissemination of knowledge and in-depth communication. Meanwhile, the application of digital technologies, such as virtual reality (VR), augmented reality (AR) and artificial intelligence (AI), has brought a new interactive experience and learning mode to the teaching of Chinese language and literature, and has made abstract textual knowledge vivid and intuitive. These technologies not only enrich the teaching means, but also stimulate students' interest in learning and improve the teaching effect. Therefore, new media and digital technology are gradually becoming an important driving force to promote the innovation and development of the teaching mode of Chinese language and literature (Sun, 2024).

2. The Application of New Media and Digital Technology in the Teaching of Chinese Language and Literature

2.1. Application of new media technology

New media technology can powerfully broaden the boundaries and forms of teaching in the teaching of Chinese language and literature. Teachers can release teaching previews, learning materials, literary reviews and other information through social media platforms such as microblogs and WeChat public numbers, and students can give instant feedback on their learning experience, forming a learning community where teachers answer questions and students interact and discuss. Online education platforms, such as MOOCs and NetEase Cloud Classroom, provide a wealth of online courses in Chinese language and literature, and students can choose to study at any time and any place according to their own interests and needs, realizing personalized learning paths. In addition, by utilizing new media technologies, such as live lectures and short video analysis, teachers can explain literary knowledge in a more vivid and intuitive way to enhance students' understanding and memory. These new media forms not only enrich the teaching means, but also greatly improve the students' learning participation and enthusiasm, so that the learning of Chinese language and literature is no longer subject

to the limitations of time and space, which promotes the wide dissemination of knowledge and in-depth communication, and injects new vitality and possibilities into the teaching of Chinese language and literature.

2.2. Application of digital technology

Digital technology makes the traditional Chinese language and literature learning mode subversive transformation, through the construction of literature learning digital resource library, such as e-books, read-aloud audio, lecture video and other content, so that students can access these resources at any time and any place, which promotes the students' independent learning and free research, and the content and form of learning have been greatly enriched. Digitization also enables more personalized learning path design, and based on a large amount of data and analytical learning technologies, the system can intelligently recommend relevant learning materials and practice questions based on students' learning behaviors and performance to improve learning efficiency. In addition, the use of VR and AR enables students to truly experience scenes from literary works in a virtual environment, enabling students to gain a deeper understanding and comprehension against the text. The application of these digital technologies not only enhances the interactivity and interest of teaching Chinese language and literature, but also promotes the cultivation of students' critical thinking and innovation ability, and provides strong technical support for the modernization and transformation of Chinese language and literature education (Han, 2024).

3. Reconstruction Strategies of Chinese Language and Literature Teaching Mode

3.1. Reconstruction of teaching philosophy

Under the background of new media and digital technology, the reconstruction of the teaching mode of Chinese language and literature firstly needs to make a fundamental change in the teaching concept. The traditional teaching concept often focuses on the inculcation of knowledge and the cultivation of

test-taking skills, but under the influence of new media and digital technology, the teaching concept should be shifted to a student-centered one, emphasizing the cultivation of active learning, critical thinking and innovation ability. Specifically, this means that teachers should change from knowledge transmitters to learning guides and facilitators, and encourage students to carry out independent exploration, cooperative learning and innovative practice through the new media platform. For example, the teaching concept of “project-based learning” has been introduced into the Chinese Language and Literature major of a university, in which students are required to utilize new media tools (e.g., social media, video production software) in groups to carry out creativity, planning, content creation and sharing around a specific literary theme, such as “modern interpretation of Tang and Song poems”. Students are required to utilize new media tools (e.g. social media, video production software) in groups for creative planning, content creation and sharing. In this process, students not only studied the literary works in depth, but also learned how to combine traditional literature with modern means of communication to create works with both cultural heritage and modern aesthetics. This case demonstrates that after the reorganization of teaching concepts, students can deepen their understanding of Chinese language and literature in practice, and at the same time exercise comprehensive abilities such as cross-media communication and teamwork, laying a solid foundation for their future careers. Through such a teaching mode, Chinese language and literature education can keep pace with the times and better adapt to the needs of the digital era (Zhang, 2023).

3.2. Innovation of teaching methods

The reconstruction of the teaching mode of Chinese language and literature should be realized through the improvement of teaching methods. With the development of the times, the didactic teaching mode can no longer fully meet the learning needs of students in the new era, and more diversified, interactive and convincing teaching methods are

needed. Using new media and digital technology, we can implement the “flipped classroom” mode, i.e., students learn the basic knowledge independently through digital resources such as videos and e-books before class, and the classroom time is used for in-depth discussion, case analysis and project practice, so as to realize the internalization and deepening of knowledge. Take the course “Ancient Literature and Modern Life” as an example, the teacher pre-recorded a series of short videos to introduce the historical background, author's life and themes of ancient literature and uploaded them to the online learning platform. Students watch these videos before class and complete the corresponding online tests. In the classroom, instead of repeating the basics, the teacher guides students to discuss in groups the application of ancient literary elements in contemporary society, such as recreating ancient stories through modern theater, movies, advertisements and other forms. Each group of students is also required to produce a multimedia presentation to report their findings. This teaching method not only stimulates students' interest in learning, but also cultivates students' critical thinking, teamwork and innovation ability, which makes the teaching of Chinese language and literature closer to modern life and enhances the practicability and interestingness of learning. Through the innovation of teaching methods, Chinese language and literature education is able to take on new vitality and vigor driven by new media and digital technology, and better serve the overall development of students.

3.3. Renewal and expansion of teaching content

In the reconstruction of the teaching mode of Chinese language and literature, the updating and expansion of teaching content is an indispensable part. With the rapid development of new media and digital technology, the teaching of Chinese language and literature should not be limited to the interpretation and analysis of classical texts, but should follow the pace of the times, incorporate multicultural perspectives and modern technology elements, so as to make the teaching content more rich, diversified and close to the reality. Specifically,

new media literature, network literature, digital humanities and other emerging fields can be added to the teaching content, and students can be guided to explore the characteristics and values of these new forms of literature, as well as their impact on traditional literature. For example, in the course of “Contemporary Literature and Culture” of a university, teachers not only teach traditional literature, but also set up a special unit of “New Media Literature Phenomenon Research”, which organizes students to research microblogging literature, network novels, short-video scripts, and other emerging forms of literature, analyze their creative techniques, audience, and so on. Students are organized to research new forms of literature such as microblogging literature, online novels, short video scripts, etc., and analyze their creative techniques, audience characteristics and social influence. Students are required to select specific cases for in-depth analysis, such as studying the fan economy of a popular online novel, or exploring how short video scripts integrate traditional cultural elements for innovative expression. Through this innovative teaching content, students not only deepen their understanding of the diversity of contemporary literature, but also learn to utilize new media tools for literary research and enhance their comprehensive interdisciplinary literacy. Through such updating and expansion of teaching content, the teaching of Chinese language and literature can be closely integrated with new media and digital technology, which not only broadens students' academic horizons, but also cultivates their ability to adapt to future social changes (Hou, 2022).

3.4. Reform of teaching evaluation system

In the reconstruction of the teaching mode of Chinese language and literature, the reform of the teaching evaluation system is the key to ensure the quality of teaching and the overall development of students. The traditional teaching evaluation system often focuses on the results of written and oral exams, which is difficult to comprehensively reflect the students' learning ability and comprehensive literacy in the environment of new media and digital

technology. Therefore, it is particularly important to reform the teaching evaluation system and establish a diversified and process-oriented evaluation mechanism. Various evaluation methods, such as project-based learning evaluation, online interactive evaluation, and peer mutual evaluation, can be introduced to comprehensively assess students' performance in knowledge mastery, innovation ability, teamwork, critical thinking, and so on. For example, in the Chinese Language and Literature course of a university, the teacher designed a practical task called “Digital Humanities Project”, which requires students to utilize new media technologies, such as big data analysis and virtual reality, to carry out innovative interpretation and dissemination of a classical literary work. Upon completion of the project, the evaluation included not only the final presentation and report, but also the performance of project planning, teamwork, online discussion and other aspects. Teachers, peers and students participate in the evaluation, forming a diversified evaluation system. This reform not only enhances students' willingness to learn and judgment, but also undoubtedly promotes the development of self-learning and lifelong learning in the online environment. The new evaluation system of Chinese language teaching has changed many defects of the traditional evaluation mode, made it more consistent and practical for students' learning, and also provided a strong support for the continuous innovation and development of the teaching mode.

4. Guarantee Measures for Implementing Chinese Language and Literature Teaching Models Driven by New Media and Digital Technology

4.1. Strengthening the teaching team

When implementing the teaching mode of Chinese language and literature driven by new media and digital technology, strengthening the construction of the teaching team is a key safeguard to ensure the quality and innovation of teaching. Teachers not only need to have solid professional knowledge of Chinese language and literature, but also have a good grasp of new media and digital technology, so as to

effectively integrate them into teaching design and practice. Colleges and universities should regularly organize teachers to participate in new media and digital technology training to improve their abilities in information technology application, online course design, digital teaching resources development and other aspects. At the same time, teachers should also be encouraged to participate in academic exchanges and seminars to update their teaching concepts and methods and adapt to the development of the times. For example, the Department of Chinese Language and Literature of a university cooperated with XIVO and other technology companies to introduce the “Smart Classroom” project, which provides teachers with advanced digital teaching tools and platforms. On this basis, the department regularly organizes teachers to participate in the digital teaching ability improvement training held by XIVO, through practical exercises, case studies and other ways to help teachers quickly master the application of new media and digital technology in teaching skills. In addition, the department has established a mechanism for sharing and exchanging teachers' experiences, encouraging teachers to learn from each other and make progress together, forming a favorable atmosphere for teaching innovation. Through the implementation of these measures, the application skills of new media and digital technology of the teaching team have been significantly improved, which provides a strong talent guarantee for the innovation and practice of the teaching mode of Chinese Language and Literature. At the same time, this also promotes the professional growth and career development of individual teachers, and improves the comprehensive strength and competitiveness of the whole teaching team(Wang, 2021).

4.2. Improve the construction of teaching facilities and resources

For the implementation of the teaching mode of Chinese language and literature driven by new media and digital technology, the construction of teaching facilities and resources is an important foundation to ensure the teaching quality and teaching effect.

Colleges and universities should, according to the application needs of new media and digital technology in the teaching of Chinese language and literature, increase the investment in teaching facilities, upgrade the classroom facilities and equipment that have already been constructed, and equip them with advanced new media technology tools, such as interactive whiteboards, VR equipment, AR equipment, etc., in order to create an intelligent and interactive teaching environment. Specifically, a digital teaching resource library can be built, containing a wealth of e-books, audio and video materials, online courses, etc., so that students can learn independently anytime, anywhere(Liu et al., 2025). At the same time, teaching software and platforms for Chinese language and literature majors are developed, such as online homework system, intelligent assessment system, etc., in order to improve teaching efficiency and management level. For example, the Department of Chinese Language and Literature of a university cooperated with online education platforms such as Superstar Elegant, and jointly developed the “Chinese Language and Literature Online Learning Platform”. The platform not only provides rich online course resources, but also supports students to submit assignments, participate in discussions, conduct self-tests and other learning activities online. In addition, the department has invested in the construction of a digital library, which contains a large number of electronic books, journals, papers and other academic resources, and is equipped with an advanced retrieval system, which is convenient for students to carry out academic research and data search. Through the implementation of these measures, the teaching facilities and resources have been greatly enriched and improved, providing strong support for the application of new media and digital technology in teaching. At the same time, this also provides students with a more convenient and efficient way of learning and promotes the cultivation of their independent learning ability and lifelong learning ability(Sun, 2024).

4.3. Establishing effective cooperation and exchange mechanisms

When implementing the teaching mode of Chinese language and literature driven by new media and digital technology, it is of great significance to establish an effective cooperation and exchange mechanism to promote resource sharing and teaching innovation. This includes strengthening inter-school cooperation, school-enterprise cooperation and international exchanges, and realizing complementary advantages and resource sharing by building cooperation platforms and organizing exchange activities. Colleges and universities can establish Chinese language and literature teaching alliances with other sister institutions, jointly develop online courses, share teaching resources, and organize teaching seminars and academic forums to promote the exchange of teaching methods and experiences. At the same time, they can establish cooperative relationships with technology companies and cultural media organizations, introduce advanced new media and digital technology, jointly develop teaching software, build digital humanities projects, etc., and promote the deep integration of industry, academia and research. For example, the Department of Chinese Language and Literature of a university cooperated with Tencent Classroom to launch the “Chinese Language and Literature Online Open Class” program, inviting famous scholars and writers to give online lectures, which attracted a large number of on- and off-campus students and members of the public to participate, and effectively enlarged the influence of Chinese Language and Literature. In addition, the department has established cooperative relationships with foreign universities, regularly organizes international academic seminars, and invites experts from home and abroad to make academic reports and exchanges, which promotes international exchanges and cooperation in Chinese language and literature. Through the establishment of these cooperation and exchange mechanisms, it not only enriches the teaching resources and teaching methods, but also broadens the academic and international horizons of teachers and students, and

provides a broader space and opportunities for the innovation and development of the teaching mode of Chinese Language and Literature. At the same time, this also promotes cross integration and collaborative innovation between disciplines, injecting new vitality into the future development of Chinese language and literature(Li et al., 2024).

Conclusion:

The rapid development of new media and digital technology has brought unprecedented opportunities for the reconstruction of the teaching mode of Chinese language and literature. By integrating new media tools and digital technologies, such reforms include innovative teaching methods, content enrichment, optimization of the assessment system, and strengthening of the faculty and teaching facilities. Each year, the new students not only make their learning more interesting and outward-looking, but also contribute to critical thinking skills and the development of creativity and cultural exchange. At the same time, the establishment of effective cooperation and exchange mechanisms has provided strong support for the internationalization and modernization of Chinese language and literature education. In conclusion, the reconstruction of the teaching mode of Chinese language and literature driven by new media and digital technology is leading Chinese language and literature education towards a more open, diversified and efficient new era.

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The author declares that she has no conflicts of interest to this work.

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