

Research on the Innovative Development Path of Language Education from the Perspective of Digital Communication

*Xiuzhen Fan, Hean Liu**

(Sehan University, Jeollanam-do, 58447, South Korea)

Abstract: In the context of the rapid development of digital technology, digital communication is profoundly changing the organizational form and content presentation of language education. Based on the connotation and characteristics of digital communication, this paper systematically analyzes the embedding path of new media platforms, artificial intelligence technologies and educational apps in Chinese classroom teaching, after-class development and evaluation mechanisms. The study pointed out that digital communication not only expands the teaching field and methodology of language education, stimulates students' interest in learning, but also promotes the improvement of core Chinese literacy. However, problems such as information fragmentation and uneven digital competence of teachers cannot be ignored. Therefore, this paper proposes an optimization path, including improving teachers' digital literacy, constructing multimodal teaching scenarios, and improving content review and data governance mechanisms, in order to provide theoretical support and practical guidance for the digital transformation of language education.

Keywords: Digital Communication; Language Education; Pedagogical Transformation; Multimodal Teaching; Core Literacy

1. Introduction

As a core discipline in the basic education system, Chinese education has always carried the multiple tasks of inheriting the excellent traditional Chinese culture, improving the ability to use language and writing, and cultivating aesthetic and humanistic qualities. With the continuous advancement of curriculum reform, the status and function of Chinese discipline have become increasingly prominent, and Chinese is no longer a simple "tool discipline", but a highly comprehensive quality education carrier. Driven by the global wave of digitalization, the rapid development of information technology represented by the Internet, big data, artificial intelligence, virtual reality, etc., has had a profound impact on the traditional education model, especially in the way of communication and learning has undergone fundamental changes. Digital communication means, as a product of the integration of technological development and education, are becoming an

important driving force for educational innovation in the new era.

At present, Chinese teaching in primary and secondary schools is facing a series of challenges, such as students' lack of interest in learning, declining reading ability, and single teaching methods of teachers, all of which call for in-depth changes in teaching content, methods, and evaluation methods in Chinese education. With its advantages of interactivity, immediacy and diversity, digital communication provides the possibility to solve these problems. Through the dissemination of poems through new media platforms, the correction of essays with the help of AI technology, and the immersive experience of classical literature through virtual reality technology, Chinese education has begun to show a development trend of diversified integration and symbiosis of wisdom.

At the same time, in recent years, the Ministry of Education and local education administrative departments have vigorously promoted the

* Corresponding author: Hean Liu, Email:33894549@qq.com

construction of the "smart education" platform, and the national smart education public service platform and various regional education cloud service platforms have been continuously improved, which provides a solid guarantee for the sharing and dissemination of Chinese teaching resources. The deep integration of technology and education is reshaping the new ecology of the Chinese classroom by teachers accessing resources and updating teaching content through digital platforms, and students learning anytime and anywhere through digital terminals.

However, we should also be soberly aware that digital communication is not a panacea, and its application process also exposes practical difficulties such as information fragmentation, entertainment of educational content, and insufficient digital literacy of teachers. On the basis of maintaining the core values of language disciplines, how to make reasonable and effective use of digital communication means is an important issue that must be faced in the current reform of language education.

Based on the basic characteristics of digital communication methods, this paper will deeply analyze the specific application scenarios of digital communication methods in language education, and put forward operational countermeasures and suggestions based on typical problems in current educational practice, aiming to provide ideas and references for the high-quality development of language education.

2. The Connotation and Characteristics of Digital Communication Means

Digital means of communication refer to the means of information dissemination constructed by relying on digital technologies (such as the Internet, multimedia, intelligent algorithms, mobile communications, etc.), which have significant characteristics such as digitization, networking, interactivity, and personalization. It breaks through the limitations of time, space, form and media in the traditional communication mode, and realizes the efficient circulation and accurate access of information.

In the context of language education, digital communication methods are mainly reflected in the following aspects:

(1) Development and use of multimedia teaching resources, such as Chinese teaching PPT, audio

explanation, animation demonstration, micro-lesson video, etc.;

(2) The construction and promotion of mobile learning platforms, such as mobile terminal learning tools such as "Learning Power" APP, "Little Ape Search Questions", and "100 Words Chop";

(3) Personalized teaching services supported by artificial intelligence and big data, such as AI essay evaluation system, speech recognition system, intelligent language assessment platform, etc.;

(4) The language content dissemination function of online social platforms, such as WeChat official account, Douyin, Kuaishou, etc., in disseminating literary works and explaining language knowledge.

These methods not only enrich the teaching resources of Chinese education, but also change the teaching methods of teachers and students' learning behaviors, and further promote the transformation of teaching from "teaching-centered" to "learning-centered".

3. The Positive Impact of Digital Communication on Language Teaching

3.1 Diversification and Vividness of Teaching Content

In traditional Chinese teaching, teachers mainly rely on textbooks and boards, which is difficult to fully mobilize students' interest in learning. The introduction of digital communication means has made the teaching content more diverse and interesting. For example, when explaining "Climbing the Stork's Tower", the teacher can play the chanting video created by the UP master of station B, with dynamic pictures and soundtracks, to arouse students' resonance and emotional experience. Multimedia means can also vividly display the artistic conception of poetry, text structure, rhetorical skills, etc., and improve students' comprehension and expression skills.

3.2 Autonomy and Interaction of Learning Methods

Digital communication tools enhance the interactivity and engagement of learning. Students can use the tablet to complete exercises in the smart classroom, submit essays through online platforms, watch teacher review videos, and get instant feedback. At the same time, online Q&A, virtual discussion areas, student work display walls and other functions also enhance students' autonomy and collaboration in learning.

3.3 Promote Educational Equity and Resource Sharing

High-quality Chinese teaching resources can be widely disseminated in urban and rural areas through the Internet, which alleviates the problem of uneven distribution of regional educational resources. For example, the National Smart Education Platform for Primary and Secondary Schools and the "Air Classroom" allow students in remote areas to receive guidance from famous teachers and high-quality courses.

3.4 Expansion of Discipline Integration and Cultural Communication

Digital means of communication promote the integration of language with disciplines such as art, history, and technology. For example, the use of AR technology to reproduce the scene of "The Story of the Peach Blossom Spring" not only enhances the interest of learning, but also promotes the dissemination and recognition of excellent traditional Chinese culture.

4. Problems and Challenges of Digital Communication in Language Education

4.1 Information Fragmentation Affects in-depth Reading

Digital media content is usually presented in the form of short videos, push messages, etc., and the content fragmentation is obvious, which is not conducive to students' continuous concentration and in-depth thinking, and is easy to form a "fast food" reading habit, which is not conducive to the cultivation of deep ability in Chinese subjects. This kind of fast-paced and shallow information reception mode weakens the depth of students' Chinese thinking and aesthetic experience.

4.2 Teachers' Digital Literacy is Uneven

Although the technical means are constantly enriched, there are obvious differences in the practical application of teachers. Some teachers lack the interest or ability to use new technologies to effectively integrate them into the classroom, and even have a "technology cold spot" phenomenon.

4.3 The Trend of Entertainment in Teaching Content is Aggravated

Some online resources are excessively entertaining in order to attract traffic, such as "reciting ancient texts in a rap way" and "traversal lectures", although they can attract attention for a short time, they are easy to ignore the connotation of the text and even mislead students' understanding.

4.4 Data Security and Privacy Protection Issues

While digital platforms are widely used, students' personal information such as learning behavior and performance data is also at risk of being abused, and it is necessary to establish a reasonable data use and protection mechanism.

4.5 The Teaching Evaluation Mechanism is Lagging Behind

At present, the evaluation system of Chinese teaching is still mainly based on paper-and-pencil tests, which is difficult to fully reflect the performance and growth of students in the digital learning environment. In particular, there is a lack of effective evaluation standards and methods for multimodal expression ability and cross-platform learning outcomes.

4.6 Insufficient Governance of Digital Platforms

Some education platforms have obvious commercialization tendencies, uneven content quality, problems such as advertising placement and data abuse, and lack of effective supervision and professional review mechanisms, which can easily have a negative impact on young people's values.

To sum up, although digital communication provides a diversified development path for language education, it is still necessary to face up to the structural challenges brought about by it, avoid the tendency of "technology first", and ensure that education pays equal attention to the humanistic and scientific aspects.

5. Strategies for Optimizing Digital Communication Methods in Language Education

In order to effectively deal with the problems and challenges faced by language education in the context of digital communication and promote its healthy and orderly development, it is necessary to construct a systematic optimization path from multiple dimensions such as institutional mechanisms, teacher development, curriculum resources, and evaluation systems, including:

(1) Strengthen Teachers' Digital Education Capacity Building

Carry out systematic digital teaching ability training, promote teachers to understand the educational logic of digital communication, and improve their ability to integrate technology into teaching. Teacher development can be normalized through methods such as "sending teachers to the countryside", "online live training", and "teaching community building".

(2) Construct a Multi-modal Language Teaching Environment

Integrate text, images, audio, video, animation, virtual reality and other expressions to form an infectious and expressive teaching scene. For example, animation interpretation and VR walkthroughs are added to the teaching of ancient poems to improve students' sense of immersion.

(3) Establish a Scientific Resource Review and Recommendation Mechanism

Professional language education institutions or experts and scholars should establish a resource evaluation mechanism to check the academic, ideological and appropriate nature of teaching content, so as to avoid inferior or erroneous resources entering the classroom.

(4) Promote the Digital transformation of Teaching Evaluation Mechanism

With the help of AI evaluation and learning trajectory analysis, the dynamic diagnosis and accurate feedback of students' language learning process are realized, and the process, diversification and personalization of evaluation are promoted.

(5) Improve the Diversified Evaluation Mechanism

Combined with speech analysis, behavior trajectory tracking, learning process data and other means, a comprehensive evaluation system with formative evaluation as the main focus and equal emphasis on process and outcome was established. It focuses on the multi-dimensional growth of students' language expression, reading comprehension, cultural understanding and critical thinking ability.

(6) Strengthen the Supervision and Ethics of Education Platforms

Establish cross-departmental coordination mechanisms, complete content review systems and privacy protection mechanisms for educational platforms, clarify the boundaries of data use, prevent risks such as algorithmic discrimination, information overload, and addictive use, and ensure educational fairness and students' physical and mental health.

(7) Create an Integrated and Innovative Language Education Ecology

Schools, families, and society are encouraged to participate in the construction of language digital education, forming a teaching community with online and offline linkage and complementary in-class and out-of-class activities. Guide publishing institutions, technology enterprises and other parties to participate

in content production and technical support, and build a development pattern of collaborative education.

Through the optimization of the above-mentioned multi-dimensional paths and the implementation of strategies, it is expected to solve the practical dilemma of language education in the era of digital communication, and realize the harmony and unity of technology empowerment and cultural education.

6. Conclusion

Digital communication has brought unprecedented possibilities to language education, and has also triggered a rethinking of the essence of education and the mission of educating people. In the future, the innovative development of Chinese teaching should grasp the technical logic, construct integration scenarios, and promote the collaborative evolution of subject teaching and digital civilization on the basis of adhering to the humanistic spirit. Only in this way can Chinese education radiate more vitality and educational value in the new era. However, the digital future of language education will also face more challenges, such as ethical governance, in-depth cultural dissemination, and teacher team construction, which still need in-depth research and systematic response. Future research should focus on key issues such as cross-platform teaching effectiveness evaluation, localization innovation of digital resources, and optimization of teaching intelligent paths, so as to promote the transformation and upgrading of language education from form innovation to connotation deepening in the digital wave. The future of language education is not only digital, but also integrated, humanistic, and intelligent. Only by constantly exploring and responding to the needs of the times can language education achieve a real leap in the wave of digital communication.

References

- Ministry of Education. (2022). Chinese curriculum standards for compulsory education (2022 edition) [S]. People's Education Press.
- Hu, J. (2023). Challenges and responses of Chinese teaching in the digital era. *Primary and Secondary Education Research*, (10), 45–48.
- Zhang, M. (2022). Research on Chinese teaching innovation from the perspective of multimodal teaching. *Educational Theory & Practice*, (15), 69–72.
- Chen, J. (2021). The reform of language education in the context of artificial intelligence. *China E-Education*, (3),

23–29.

Liu, Y. (2024). Practice and thinking of digital tools in Chinese teaching in junior high school. *Teacher Development Research*, (2), 55–58.

Plateau. (2023). Research on the improvement path of digital literacy of primary and secondary school teachers. *Journal of Teacher Education*, (4), 74–77.

Wang, F. (2022). Opportunities and challenges of Chinese education in the era of short videos. *Modern Basic Education Research*, (8), 60–63.

Zhou, X. (2021). Digital teaching design from the perspective of Chinese core literacy. *Education and Teaching Research*, (9), 88–91.

Huang, X. (2022). Construction of language intelligent assessment platform based on artificial intelligence. *China Modern Educational Equipment*, (4), 31–34.

Yao, J. (2023). Exploration of Chinese teaching mode in middle school under the background of digital age. *Educational Research and Experiment*, (6), 112–115.