Research on the Teaching and Promotion Methods of International Chinese under the Background of "Internet Plus Education"

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Abstract: *The Opinions on Promoting the Implementation of the National Cultural Digitization Strategy* issued by the Ministry of education clearly stipulates that China should form an online and offline integrated and interactive educational and cultural service system during the 14th Five Year Plan period. International Chinese teaching should change the traditional online teaching mode, build and improve the mixture of online and offline education and teaching system, innovate the traditional teaching mode, optimize the quality of digital education and teaching services, and enhance the influence of international Chinese teaching courses. By analyzing the impact of "Internet Plus" on the promotion of international Chinese teaching and the development of major Chinese teaching platforms and learning application at home and abroad, this article discusses the current situation of the development of international Chinese courses, and it finds out the problems in international Chinese education and teaching under the background of "Internet Plus Education", and puts forward reference opinions with theoretical and practical value, with a view to promoting the innovation and development of international Chinese teaching.

1. Introduction

With the continuous development and innovation of the Internet industry, the concept of "Internet Plus Education" is deepening, the global cultural information is widely exchanged, the influence of Chinese courses is gradually increasing in the world, and many foreign students are interested in Chinese courses. At present, the traditional Chinese teaching mode still has some problems, such as limited interaction between teachers and students, poor self-control ability of students, unstable network equipment and learning environment. So how to better integrate the international Chinese teaching curriculum into the "Internet Plus", and how to optimize the quality of digital education and teaching services have become the main research objectives of this paper. Therefore, this paper analyzes the influence of "Internet Plus" on the promotion of international Chinese teaching and the development status of major Chinese teaching platforms and learning application at home and abroad, finds out the problems in international Chinese education and teaching under the background of

"Internet Plus Education", and puts forward reference opinions with theoretical and practical value, with a view to promoting the innovation and development of international Chinese teaching [1-5].

2. The Impact of the Internet on the Teaching and Promotion of International Chinese

2.1. Reshaped Teaching Mode

The traditional teaching mode of international Chinese courses is mainly based on the teaching system. As the main transmitter of knowledge, teachers explain the prepared teaching contents to students, and help students acquire new knowledge and master language skills through classroom question answering and interaction. Internet technology has supported the development of education, assisted the reform of teaching mode, and made great changes in traditional teaching mode. At this stage, students can connect with teachers through Tencent conference, Dingding, zoom and other platforms, watch teachers' live teaching videos, share multiple screens with teachers, and connect remotely to complete learning tasks. They can also log in to MOOC application or official website, Wisdom Tree and other teaching platforms to find the required Chinese course resources and carry out independent learning. Thus it can be seen that the current new teaching mode is characterized by breaking through the traditional time and space restrictions, strengthening students' autonomy, changing teaching order etc.

2.2. Both Teaching and Learning Subjects Are Benefited

With the help of the Internet, international Chinese teaching has brought benefits to both teaching and learning subjects. On the one hand, the online course resources are screened through self survival of the fittest in the market competition, and the course resources that are ultimately retained have super concentration and high quality. In this context, students can save time from choosing courses and improve learning efficiency. This new teaching mode also enables students to have greater autonomy in course selection, and can choose courses according to their actual needs. Therefore, the matching degree between courses and their own learning situation is better, which can further enhance students' interest and self-confidence in learning. On the other hand, under this new teaching background, teachers are also constantly improving their professional teaching ability and knowledge reserve, so as to complete the teaching of professional knowledge and gain the recognition of students in the context of larger scale learners. So far, the two-way linkage can form a two-way incentive mechanism to help students and teachers make progress together and complete the benign cycle of learning and teaching.

2.3. The Syllabus Has Changed

The construction of the traditional teaching syllabus adheres to the linear organizational thinking and construction principle of "easy before difficult, general before concrete, superficial before in-depth". The teaching objectives and unit teaching links often have a one-to-one correspondence, and the teaching procedures are relatively fixed. In the context of the Internet, the syllabus of the international Chinese course has been reshaped. The teaching content adopts the principle of spiral organization, and the courses are formed into different learning blocks according to different contents. At present, the teaching content of online Chinese courses has been condensed from the original 40-50 minutes of classroom explanation to only 5-20 minutes, and the time of a single video of the content of basic Chinese grammar courses is even shorter, basically only five minutes. The video time will be relatively extended for some language difficulties, language key and high difficulty Chinese grammar courses. Currently, the construction of the syllabus system of domestic MOOC curriculum

resources is still relatively weak, and there is still greater room for promotion compared with the offline syllabus that has been formed. As a high-altitude grasp of the whole teaching process, the syllabus must be constantly reformed and standardized internally, and the target requirements and time allocation must be strict.

2.4. Analysis of Advantages and Disadvantages of Course Promotion

The audience of traditional international Chinese courses is mainly foreign students from neighboring countries and domestic students who need Chinese certificates, and the audience is small. The development and popularization of Internet technology have brought new opportunities for the promotion of the international Chinese curriculum. Its appearance has broken the original curriculum teaching mode, especially under the current epidemic situation, and provided more learning methods for people with Chinese learning needs in various countries. At the same time, the Chinese course can expand the popularity and brand effect of the course and attract more students interested in Chinese and Chinese language and culture by displaying it together with other top courses. Therefore, the number of Chinese learners has doubled, gaining more and more attention. On the other hand, the rapid development of Internet technology has exposed the defects of the original online resource courses and teaching platforms to a certain extent, resulting in the inability of the original teachers and teaching levels to match the opportunities brought by the current technological innovation, which limits the progress of further promotion of the courses. How to better seize this opportunity and turn the current challenges into new opportunities is the key issue of curriculum promotion.

3. Development Status of Major Chinese Teaching Platforms and Learning Application At Home and Abroad

3.1. Online International Chinese Teaching Platform

The online international Chinese teaching platform can be roughly divided into three modes: pure online real-time teaching, online recording and broadcasting course teaching, and online plus offline hybrid teaching. For example, the Ihatoo Chinese cross-border online teaching platform adopts the online real-time teaching mode. Teachers, students and course consultants are the main components of this teaching platform. The curriculum consultant is responsible for timely monitoring and statistics of students' attendance rate, teachers' class quality and students' learning level. Teachers are divided into lecturers and teaching assistants, who undertake the primary and secondary tasks of teaching and jointly complete the teaching process. The pure online real-time teaching mode has the advantages of strong interaction and remarkable teaching results, but at the same time, coordinating students' learning time and maintaining network stability have brought certain difficulties to this teaching mode. The online and offline mixed teaching mode is a relatively common teaching mode. By combining the two teaching modes, we can maximize the advantages of both sides and improve the teaching quality. This teaching mode has higher requirements for teachers' comprehensive ability. Teachers need to prepare online and offline teaching resources at the same time, preset various teaching situations in advance, and plan classroom activities well. At the same time, this teaching mode also has high requirements for students' self-control ability. Students need to actively complete learning tasks and build knowledge. The online Confucius Institute is a famous Chinese teaching platform for online recording and broadcasting courses. As a large library of Chinese curriculum resources in China, it contains rich and high-quality curriculum resources. Teachers can improve their teaching quality on the premise of watching excellent teaching resources. Students can also appreciate the charm of Chinese and master Chinese learning skills by watching free or charged courses [6].

3.2. Online international Chinese Learning Application

Learning application is a new type of learning form that aims at the current needs of students' independent learning. Online international Chinese learning application can be roughly divided into comprehensive learning application, language test oriented application and single learning application. There are many kinds of courses in the comprehensive learning application, including grammar, vocabulary, communication and Chinese characters. The application for language test is an app based on HSK test questions and taking Chinese proficiency test as the main function of the application. The operation and program of the single learning app are relatively simple, and the aim of this kind of application is specific, the students can directly use this application for Chinese special learning.

4. Problems Existed in International Chinese Teaching under the Background of "Internet Plus Education"

4.1. Limited Interaction between Teachers and Students

The interaction between teachers and students is an essential and indispensable key link in teaching. But at present, when using online resources and interactive application to explain courses, international Chinese teachers pay less attention to and invest in the interaction between teachers and students. And in the actual classroom, teachers always maintain an active and continuous way of explanation, so that students become passive listeners in language learning. Chinese language learning, as a highly interactive course, has a high requirement for students' actual language movement ability. Students are in a learning state of passive acceptance of knowledge for a long time and lack of output after integration of knowledge, which is not conducive to students' mastery and improvement of language application skills.

4.2. Poor Self-Control Ability of Students

In the context of "Internet Plus Education", while bringing benefits and convenience to students' learning, it also brings some hidden worries about learning. Under the traditional teaching mode, teachers and students jointly constitute the supervisor of students' learning, and it is easier for teachers to find students' learning problems and master the actual situation of the classroom in offline classes. The new mode of education supported by the Internet makes students the main body of learning, the first monitor and regulator of their own learning progress and learning quality, and the supervision power of teachers is limited. So students' self-control ability is an important factor affecting the final learning effect. In the moment, students may have low attention and reduced learning efficiency due to problems such as time and learning environment. In the online teaching mode, teachers can't get students' learning information immediately, and there is a certain delay in teaching, which is also one of the teaching problems supported by the Internet.

4.3. Unstable Network Device

Online teaching is a teaching mode with high requirements for network equipment and network stability. As teachers and students who constitute the same teaching body, they are at both ends of the network and will be affected by network signals to varying degrees. From the perspective of teachers' use, network connectivity and fluency will directly affect the market and clarity of course teaching, and then affect students' class status and course experience. From the perspective of students' users, network stuttering and network interruption destroy students' original learning thinking and progress,

affect their original semantic logic, affect students' mood, and reduce the level of learning quality. As a relatively uncontrollable factor, network quality has become a difficult problem hindering the digital development of the current international Chinese curriculum.

4.4. Learning Environment Problems

The learning environment is an important factor to ensure students' emotional stability and learning enthusiasm. From the psychological level, this is because a good environment will form certain psychological hints, encourage students to become part of the environment, strengthen their learning tendency, and improve their concentration in the learning process. At present, online teaching makes students' learning environment more casual, and there are many redundant factors interfering with learning around, which makes many students vulnerable to the influence of the surrounding environment when they are learning online, resulting in inattention or distraction, which affects students' mastery and absorption of learning.

5. Suggestions on Teaching Reform and Innovation of "Internet Plus International Chinese"

5.1. Promote the Teaching Construction of SPOC Courses

Under the promotion of the Internet, the distance course teaching mode has become the main form of the current international Chinese course. The most prominent features of SPOC courses are small-scale and online courses, of which the letter S is the abbreviation of "small", indicating that the course features are mainly short and concise [7]. SPOC curriculum teaching mode is a new form of online teaching to make up for the problems of insufficient classroom interaction between teachers and students, low utilization of resources and single teaching mode in MOOC curriculum. First of all, in terms of the number of online classes, SPOC teaching mode rationally plans the scale of learners according to the actual teaching ability and teaching coverage of teachers, and the number of students in each class should be controlled within 500, so as to reduce management problems in the teaching process and provide more opportunities for good interaction between teachers and students. At the same time, scientific regulations and restrictions on the number of students can ensure that teaching resources are maximized and that every student can obtain higher quality teaching services. Secondly, in terms of teaching organization procedures, SPOC teaching mode introduces a variety of teaching elements and teaching links, making content assistance and extension, teachers' online Q & A, typical case analysis and explanation an education closed loop, presenting a teaching system with better completion. Therefore, education developers should strengthen the research and development and construction of SPOC curriculum system, so as to ensure that teachers can make good use of their teaching advantages and present optimized classes for students. Teachers should formulate targeted and practical teaching plans for international Chinese learners according to their needs and characteristics. First of all, we should pay attention to the organizational design of the preview link before class. Teachers should send the course learning content to students in advance and properly explain the classroom tasks to ensure that students can obtain video information according to the task instructions. After completing the preview, students can integrate their doubts and difficulties, and eliminate problems and doubts through lecturer's explanation and guidance in actual course teaching. This teaching mode can effectively distinguish basic knowledge from key and difficult knowledge, make full use of offline teaching time, and help students form a strict knowledge system.

5.2. Enhance the Construction of Interactive Platform

Classroom interaction between teachers and students is an implicit teaching method, which not

only can mobilize students' enthusiasm for learning, but also teachers can perceive students' language expression problems in actual communication, so as to better promote the progress of both sides' abilities.

Application developers and educational researchers can add real-time bullet comments and topic discussion functions in the video playback system of learning application, and teachers can set the switch of bullet comments to ensure that students can discuss relevant issues when they actually watch videos. The process of discussion between teachers and students is also a process in which students' thinking is expanded and their language ability is further improved. The technology of remote connection and video interaction function is relatively mature in today's era. Teachers should actively use these interactive platforms and communication application to guide students to choose Chinese culture and related social topics they are more interested in, and carry out thematic debate competitions or discussion meetings [8]. Taking *Informal Talks* as an example, this program gathers youth groups from different countries, selects an open topic in each issue, and informs them of the interview theme in advance. Participants of the program must prepare materials related to the theme in advance as interview speeches and materials. This open and easy form of interview can help students improve their communication skills and master certain Chinese expression skills. Teachers should correct students' wrong grammar and word use in language expression in time, and improve the accuracy of their pronunciation and language. Teachers can also appropriately strengthen the difficulty of teaching by setting up some Chinese games and lifting training activities, so as to naturally improve students' language level in the activities.

5.3. Top Level Design of Existing Resources

Online international teaching platform and Chinese learning application are the two main ways of digital development of international Chinese courses. However, the two resources lack macro design and planning in terms of internal system and integration relationship, resulting in lax online teaching procedures, syllabus and teaching management. Relevant educators should carry out top-level design and management of resources at this stage from three aspects: textbook development and management, teaching courseware revision and learning resources construction. In the management, attention should be paid to the classified management of course teaching resources, and other courses such as geographical knowledge, historical and cultural knowledge and food culture should be combined with language courses to enrich the content of Chinese courses and improve students' curiosity for knowledge. At the same time, the teaching objectives are re-planned according to the existing resources, the teaching schedule is arranged in strict accordance with the teaching objectives, and the teaching syllabus is designed to ensure the systematicness and integrity of students' learning [9-10].

5.4. Carry Out Online Plus Offline Mixed Teaching

The online plus offline mixed teaching mode can effectively make up for the shortcomings of the two teaching modes and integrate the advantages of the two teaching modes, so as to make full use of the existing teaching resources and ensure the teaching effect of teachers and the learning effect of students. Online teaching focuses on students' self-study and breakthrough learning. Students can carry out extended learning according to their learning progress, and discover their weak points of knowledge through online testing. In offline teaching, teachers mainly focus on the difficult and complex knowledge points in the Chinese curriculum by collecting students' current language problems and solving them in class, they provide students with learning supports, overcome obstacles in their learning, and effectively use classroom time to answer students' questions and solve their doubts. At the same time, in the mixed teaching mode, teachers collect their usual scores through offline interaction, collect their final exam scores through online course quality and online test

questions, and evaluate students from many aspects, thus ensuring the democracy and fairness of the whole evaluation process.

6. Conclusion

Under the background of "Internet Plus Education", the development and innovation of the teaching and promotion mode of the international Chinese curriculum is conducive to the exchange of education and culture between China and other countries, promoting the development of Chinese education and culture in China, and integrating high-quality teaching resources of the international Chinese curriculum to ensure the systematization and integrity of students' learning.

Acknowledgements

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