

A Study on the Interaction between Chinese as a Foreign Language and the Construction of Chinese Culture on Campus

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Abstract: In the course of Chinese as a foreign language, the students' ability to understand Chinese intuitively is relatively poor. Therefore, it is necessary to construct an interactive system between teaching and cultural activities on campus, to provide cultural environment and practical space support for students' application and understanding of Chinese. Based on the current situation of Chinese Chinese as a foreign language, this study systematically analyzes the construction of the deep interaction between Chinese Chinese as a foreign language and Chinese culture on campus, taking teaching and Chinese culture on campus as two main lines, to provide an effective reference for optimizing the Chinese as a foreign language effect.

1. Introduction

After the 19th National Congress of the CPC, the idea of foreign exchange, which highlights the Chinese culture, has been recognized by more countries. In the great practice of carrying out the "Chinese Dream" in our country, gradually the charm of Chinese culture itself will be displayed in various countries and nations, causing other countries and nations to learn from our culture. As an important way to spread Chinese culture and cultivate Chinese language talents, Chinese as a foreign language teaching should be carried out in accordance with the specific objectives of teaching, at the same time, we should also be able to combine the specific needs of the student groups and the ability to receive knowledge, so as to ensure the concrete results of teaching.[1]

2. The status and problems of the Chinese as a foreign language industry

2.1 Problems concerning teachers, teaching materials and teaching methods

2.1.1 Problems with teachers

There are three main problems in TCFL teachers: cross-cultural communication and the non-standard teaching.

First, on the issue of cross-cultural communication. The problem of cross-cultural communication is embodied in the concrete teaching process, and it mainly embodies two aspects, that is, the language of communication between teachers and students do not understand and

between teachers and students there are differences in culture and customs. On the one hand, the language barriers between teachers and students will not only affect the effective communication between teachers and students, but also do harm to the establishment of benign teacher-student relationship, but also on the students listening to the state, enthusiasm, and so on, not conducive to the building of a good classroom atmosphere. On the other hand, there are differences in culture and customs between teachers and students, because teachers have a poor understanding of the customs and taboos of foreign countries, especially the customs of foreign countries, and the students also have relatively little knowledge of the teachers' own habits and customs, which can easily lead to the conflict between the teachers and the students, which affects the teachers' teaching mentality and the students' listening situation, even in the specific classroom to form a vicious circle of the trend.

Secondly, in the teachers teaching non-standard problem, mainly reflected in two aspects. On the one hand, in the course of teaching, some teachers show the randomness of teaching, and even appear to be out of the teaching materials, which increases the students' difficulty in understanding classroom teaching, and even increases the students' antipathy towards classroom teaching, on the other hand, some teachers in the classroom teaching process, there are chinese-style classroom teaching management thinking, such as some students in the process of teaching Chinese as a foreign language, the lack of consideration of students' basic knowledge of Chinese leads to the difficulty in keeping up with the speed and detail of teachers' explanation, which leads to students' revulsion and teachers' revulsion psychology.

2.1.2 Problems with teaching materials

The problem of teaching Chinese as a foreign language is the key to the students' ability to learn independently and to meet their needs, although the teaching material has the characteristics of experiential and task-based teaching ideas, it can only be regarded as a basic teaching material for the rapidly developing society at present, and can not be used throughout the whole teaching, it is very difficult to do the students "No class" and subdivision of the training. This also presents a specific problem, that is, the teaching materials are not enough subdivided, difficult to adapt to students and social diversity of learning needs.[2]

2.1.3 Problems with teaching methods

In the aspect of teaching Chinese as a foreign language, the existing problems are mainly manifested in the teachers adhering to the traditional teaching ideas in the teaching process, facing the diversified teaching objects, the exploration of adaptive teaching method can not be carried out effectively. In teaching, students in different countries have different learning habits and cognitive habits, if the teacher according to the teaching process of some of the teaching ideas in their own country, it will cause the conflict between the teaching process itself and the students' study habits, and produce a bad cycle in the classroom teaching. Especially in the process of students' accepting a brand-new language subject, if teachers can not explore the teaching method according to the students' concrete accepting ability and study habit, will affect the specific efficiency of teaching.

2.2 There are problems in carrying out the activities

First of all, in the teaching activities of the project is not diversified enough, mainly manifested in the current majority of schools for student groups to carry out project activities, it mainly revolves around the four contents of Chinese culture, namely calligraphy, Wushu, dance and musical instruments, and develops in a relatively simple form. It is mainly related to competitions based on Chinese traditional festivals, activities related to Chinese folk culture, such as calligraphy

competitions and martial arts competitions, are also carried out in accordance with the corresponding traditional festivals, this has a direct impact on the activities carried out in the process of specific flexibility and the enthusiasm of students to participate. In particular, the lack of diversity in the forms of relevant teaching activities directly affects the effective implementation of activities, although activities related to Chinese culture are inherently attractive to students of the student community, however, due to the relatively single teaching form in the process of development, it will affect the freshness of Chinese culture itself, especially the teaching activities with competition as the main body, which will cause some students to rank due to fear, etc. , and gradually reduce the interest in related activities, affecting the specific effect of activities, which leads to students in the project activities in the application of Chinese language flexibility.

Secondly, on the problem of the weak relation between the relevant teaching activities and classroom teaching, the weak relation between the relevant teaching activities and classroom teaching is the main manifestation, it can not be carried out according to the content of classroom teaching, and it also lacks the ability to integrate the content of related activities into classroom teaching, that is, the interaction between the development of activities and classroom teaching is relatively poor.

3. The construction of an interactive system between Chinese as a foreign language and campus culture

3.1 suggestions on textbook compilation and classroom teaching

3.1.1 Break down textbook development

First of all, each school should combine the different grades of students, different professional and different teaching purposes of the development and application of differentiated teaching materials. At present, some colleges and universities in our country mainly use“Experiencing Chinese” in teaching Chinese as a foreign language, which is applied in different grades and majors, it is difficult to highlight the characteristics of each grade and professional. Each school should take“Experiencing Chinese” as a basic general education teaching material, again based on their own training objectives for the preparation of subdivided teaching materials. For example, for foreign students who have just come to China to study abroad, should be based on“Experience Chinese”, the teacher in the process of explanation, around the text of Chinese to tell.

Secondly, in the process of compiling teaching materials, we should not only guide students to study and arouse their enthusiasm, but also compile teaching materials according to students' specific needs, reflects the interaction between the textbook and students. Therefore, each school can organize the corresponding experts and scholars and student representatives to have a discussion in the course of compiling the teaching material, and can also combine other teaching material content to compile, reflecting its own teaching characteristics.

3.1.2 Improve the system of diversified classroom teaching methods

In the concrete teaching process, the teacher may adopt the task-based teaching mentality, carries on the classroom development by“the independent study + the grouping demonstration” the form, that is, the teacher will teach the main framework and content of the brief to the students, at the same time, the division of teaching and teaching task groups, through the division of relevant sections, guide students to the teaching content of self-learning and cooperative learning, and learning results will be displayed. Finally, on the basis of student's presentation, the teacher leads the students to review the whole process, and corrects some improper points in the process of

student's presentation.

3.2 Enrich Chinese cultural activities on campus

3.2.1 Enrich the types of Chinese language and cultural activities on campus

First of all, dig into the current category of cultural activities, the inherent cultural categories of innovative activities to improve the attractiveness of students. Therefore, schools can rely on the inherent cultural categories, combined with the specific development of Chinese culture, innovative perspective, innovative theme of the activities carried out, for example, in the process of carrying out calligraphy cultural activities, we can carry out regular script cultural activities, cursive script cultural activities, or hard pen cultural activities and brush cultural activities to promote the innovation of cultural activities themselves.

Secondly, In the process of carrying out specific campus cultural activities, each school should also fully explore other cultural categories in Chinese culture, such as the tea culture of the Chinese nation, farming and weaving culture, etc. , it can break the shackles of the original types of cultural activities and play a role in mobilizing students' enthusiasm, thus promoting better development of cultural activities.

3.2.2 To enrich the ways of Chinese language and culture activities on campus

At present, each school should reduce the competitive setting in the cultural activities, take“Participation” as the core, and display the excellent students' works, but try not to set the ranking of the participating students, so as to guide students to actively participate in cultural activities themselves. Specifically, the school can organize cultural activities in the process, by setting the scene, such as the scene of tea culture, so that students to experience the cultural activities themselves, in the process of participation, students can not only use Chinese to communicate, but also have a deeper understanding of cultural activities, and on the basis of this understanding, to form their own aesthetic content of cultural activities.

3.2.3 To improve the relevance between Chinese language and culture on campus and classroom teaching

For the students, the teachers should focus on Chinese teaching, guide the students to use the learning contents actively in the process of cultural activities, and at the same time, focus on the development of cultural activities in classroom teaching, to explain the relevant knowledge of Chinese culture to the students, promote the students to better understand the cultural activities themselves, reduce the abstraction in the teaching process, and play the campus cultural activities back-feeding classroom teaching effect, campus cultural activities will be opened up as a“Second Classroom.”. In the process of complementing and guiding the campus cultural activities, teachers should be able to explain and supplement the basic knowledge and acceptance ability of students of all grades, and not in the process of over-explaining, discourage the enthusiasm of the students.

4. Conclusions

The ability to master and use Chinese can be used to evaluate the foreign students' ability to master and understand Chinese, and it also affects the students' ability to understand in daily learning and communication. This paper combines the corresponding problems, from the two aspects of teaching and campus activities, to propose solutions. This paper holds that the key to improving the students' ability to master Chinese lies in effectively mobilizing the classroom

activity and improving the pertinence of the classroom, so as to promote the classroom teaching effect, to promote foreign student groups to effectively master and use Chinese.

References

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