What is Actually Taught: The Task of Language Teaching

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Abstract: Language education needs to clarify the issue of "what is actually taught", which is a work worthy of attention in the construction of language education theory and an important content of language education research. However, for a long time, research on language education has been relatively focused on knowledge dissemination, cultural exchange, reading and writing, while neglecting language itself, which may be closely related to the complexity of language education. The research on language application in education and teaching enriches the connotation of language education content, which is a meaningful perspective that can avoid blindness in language teaching choices and achieve language education goals.

1. Introduction

Language teaching is the integration of daily language teaching, scientific language teaching, and artistic language teaching. It is a task determined by the essence of language education and the foundation and core of the entire language education. Only by firmly grasping this foundation and core can we fundamentally improve teaching efficiency and cultivate talents to adapt well to the needs of social development. However, in current language education, there is still a lack of sufficient understanding of the importance and urgency of improving teaching efficiency through language teaching, and further research and revision are needed[1].

2. Teaching of daily language

Daily language refers to the language that can be spoken and understood immediately. It is a collection of all the "musical notes" that an individual can "self-understand" and express, and is a "living language" that involves multiple senses simultaneously. As a "metalanguage" of scientific language and even artistic language, its directness, flexibility, simplicity and other characteristics cannot be replaced by other languages. The various advantages of everyday language are a reality, and it is necessary to strengthen the learning and application of everyday language, and fully utilize its advantages, rather than disdain or distrust towards everyday language. Daily language not only reflects a person's cultural literacy, but also relates to their overall image. Teachers attach great importance to daily language in language education, which can effectively improve the oral

acceptance ability, oral comprehension ability, and oral expression ability of learners.

The directness of everyday language lies in the fact that the speaker and listener of everyday language are in the same temporal and spatial structure, so their words only have a suggestive nature. It may not have a rich connotation in itself, but it arouses the listener's attention to the surrounding environment, thus focusing their attention on many things related to the language. Its directness lies in the ability of all sensory organs, including vision, hearing, touch, taste, smell, and mind, to function simultaneously. In everyday language, the speaker not only speaks with their own mouth, but also expresses their opinions through gestures, eye contact, facial expressions, postures, and movements; Even sound, its rhythm, melody changes, pitch, size, thickness, and other factors are presented simultaneously, expressing not only "meaning", but also desire, emotion, mood, and will. The listener perceives, feels, and understands the speaker's language from the speaker's direct expression and all language factors within the overall atmosphere and environmental conditions of this temporal and spatial structure. Everything in everyday language determines the listener's perception, understanding, and response to the language information; The same word written on paper definitely does not possess such complex connotations and rich expressive power. Therefore, everyday language can be understood as a "metalanguage", a comprehensive language that is difficult to decompose, and it is always the most expressive form of language. Of course, precisely because of the directness of everyday language, it inevitably contains limitations in the scope of dissemination and must lose its continuity.

The flexibility of everyday language lies in its on-site generation and adaptability, which is a form of agency and creativity for individuals. Daily language is the crystallization of human experience passed down from generation to generation, gathering the common experiences of humanity and expanding vertically and horizontally with the development of the experiential world. Therefore, daily language is always in a state of continuous development. It is manifested in the display of personality and literacy in word choice and sentence construction, the selection of angles and focal points in prompt methods, and even the innovation of certain vocabulary to express certain "hints". In fact, the generation of everyday language is so natural and free, so effortless and effortless that most participants do not feel the mental effort and social limitations involved in expressing everyday language. In everyday language, whether it is the collection of individual "notes" or the language of a group or community, the concept represented by their "notes" is always constantly expanding and filtering; Even in adult society, where there are no longer nominal educators to guide, the increase in life experience, communication among friends, interaction between groups, and the lifelong learning and "learning to learn" abilities required by a "learning society" will keep individuals and groups in a dynamic state of daily language development. Under normal circumstances, everyday language is "free", "given", and "natural" for new individuals. Newly born individuals acquire language in such a natural community and complete their initial "socialization" process. To some extent, it can be considered that everyday language constrains an individual's current state and development space; Everyday language shapes the brain and influences cognition, and different languages cultivate different individuals. On the other hand, individual agency and innovation also lead to a revolutionary expression in daily language, thus enabling individuals to have the ability to adjust, shape, and surpass the community's daily language to some extent.

The simplicity of everyday language lies in the fact that it is the most "self-explanatory" and clear language, and also the easiest language to learn and master. In the rapidly developing era, more attention is paid to the speed of time. In order to save time and facilitate input, concise everyday language has emerged. If community members communicate in everyday language, there is no need for additional explanation or clarification. When a new vocabulary is not widely recognized by "members", it needs to be explained; The language of interpretation must be a

community language, that is, interpreting the unknown with the known. The conciseness of everyday language is also reflected in the fact that the everyday concepts represented by various "musical notes" are often concrete and vivid, with clear references and experiential support. In addition, daily language is mainly composed of simple short sentences and prompts, which are easy to understand and reduce the requirement for "listening". Furthermore, due to long-term evolution and natural competition, humans have learned how to transmit information with minimal physical and mental effort, which requires daily language to have the clearest referents, shortest sentences, and the most "self-explanatory" meaning. Therefore, daily language is often a "whole language" that is suggestive and supplemented by body language. In fact, everyday language is a real-time, "whole language" transmission of information in the same time and space. Although some "musical notes" cannot be distinguished solely by hearing, "whole language" also involves other sensory organs, so the transmission of information must be concise. Moreover, even if there are ambiguities, the listener can immediately indicate and the speaker can immediately 'correct' them. If everyday language is not competent, there will be no other language to express it clearly.

3. Teaching of Scientific Language

Scientific language refers to the language used in strictly regulated articles, conferences, speeches, and magazines, such as teaching books, administrative documents, scientific speeches, academic papers, etc., all of which belong to the category of scientific language. As a rigorous and rigorous form of language expression, it follows the characteristics of "fixed method", "using reason to create speech", and semantic stability that cannot be replaced by other languages. The advantage of scientific language moving in an objective direction requires us to use accurate, detailed, and specific language to express, describe, and reflect the facts, attitudes, emotions, etc. that we want to express.

The scientific language follows the principle of "regularity" in that it must strictly adhere to grammar rules and logical forms, accurately and concisely express facts or make inferences through normal language formats. Its expressive function is achieved through the referential function of language, mainly using language forms that conform to grammar and logic. The "standardization" of scientific language includes two aspects. Firstly, it requires strict adherence to grammar and logical conventions, and breaking rules is considered non standardized; Secondly, there is a significant use of terminology and specialized language. Terminology and specialized language are standardized and cannot be created arbitrarily. They must follow the principles of conventions and conventions. The specialized language used in scientific discourse, such as "in summary", "as an example", "as a reason", "briefly analyzed", "as can be inferred from this", etc., are all formulaic languages, and even commonly used sentence patterns and structures are also formulaic. This is the 'formula' of scientific language, which is in line with its practical purpose. The reason why scientific language is a true statement is that it is connected to specific objects in the real world and conforms to objective facts. Since scientific language aims to express objective things, it must be accurate, objective, and scientific, without personal emotions, and not influenced by conditions such as time, place, and context. With the acceleration of the pace of social life, although scientific language is also changing accordingly, its stability is still unquestionable.

The emphasis on "rationality" in scientific language lies in the use of grammatical rules such as language combination structure and sentence structure to make judgments, inferences, and predictions. Therefore, it is a rational and patterned language. The language in a large number of scientific and knowledge-based works, some artificial languages, and meta languages used to study language phenomena all have rational functions. Its characteristic is closely related to human logical thinking, universal cognitive activities, and habitual behavior. It always pursues a standard of

generalization, abstraction, universality, and logicality. Scientific language forms concepts through the abstraction and generalization of language, which determines that it must follow certain grammatical rules and express clear and fixed meanings, so that it can serve as a medium of communication with room for improvement. But it is precisely this fixed and clear expression of meaning, as well as logical structure, that makes scientific language unable to fully fulfill its function of expressing emotions. In the statement of scientific language, language only plays a symbolic role, that is, language is the carrier of information, and information is transmitted through the medium of language. Apart from this transmission function, it does not have independent value in itself. In addition, scientific language is only used to convey information, not to focus on conveying emotions. For scientific language, emotional effects are not important, which requires authors to strive to eliminate the infiltration of subjective emotional factors and strive for objective and scientific statements. Therefore, when choosing words and expressions, they should be objective and neutral, without subjective emotional color or any figurative color. The statement of scientific language requires rigorous logic and authenticity, and must convey information in a concise, clear, and rational manner.

The advocacy of "single meaning" in scientific language lies in the fact that scientific language should aim at "language expression" and not pursue rhetoric and literary style. Even if aesthetic effects occur, they are subordinate to practical purposes. In order to achieve the function of accurately expressing facts in scientific language, a "signifier" can only represent one "signified", and conversely, a "signified" can only be represented by one "signifier". They refer to each other, especially in legal and regulatory documents. This is the singularity and transitivity of scientific language symbols. Without this, scientific language cannot accurately and objectively state facts. In the system of artistic language symbols, ambiguity, polysemy, and vagueness are often present. That is to say, a 'signifier' does not only correspond to a 'signified'. The content of the 'signifier' contained in the form of a 'signified' can completely change according to people, events, time, place, situation, and environment. This applies to both the author and the receiver. In the statement of scientific language, the meaning of language is only evoked by its grammatical and logical structures, while in the description of artistic language, the meaning of language is not only evoked by grammatical and logical structures, but also by associations with them. That is to say, the grammatical and logical meanings of language are relatively fixed and singular, but their associative meanings vary from person to person, and for the same receiver, they also differ from event to event and from time to time. Throughout history, artistic language, especially poetic language, has often emphasized subtlety and implication, with the meaning implied beyond words. Authors often use metaphors, hints, and other techniques, resulting in vague and ambiguous semantics that are difficult to determine. Scientific language must achieve a single and precise meaning, and avoid the occurrence of ambiguous and vague phenomena. If there is ambiguity and ambiguity in scientific language statements, it is the result of inaccurate expression, which is highly likely to bring serious consequences.

4. Teaching of Art Language

Artistic language refers to the language used by an author in a specific context to express emotions, which deviates from conventional language and has aesthetic effects. Although it appears to be contrary to common sense, uses abnormal words, and intentionally has incomplete sentence structures, its deeper meaning is special. This language is a transcendent form of language that seeks features such as "variability," "emotionality," and "implicature" that cannot be replaced by other languages. [2]Artistic language transcends the real world and enters the spiritual world of humanity. It creates a unique aesthetic psychological time and space, containing the author's unique

experiences, emotions, and deep aesthetic information. It effectively overcomes the limitations of conventional language and maximizes the aesthetic potential of language.

The emphasis on "liveliness" in artistic language lies in its skillful use of language, breaking through language conventions, breaking language frameworks, and breaking through the limitations of inherent patterns under semantic guidance. This phenomenon is not allowed in the statement of scientific language. From the perspective of language combination and structural form, artistic language is a transcendence and violation of conventional language, generally achieving the description of the psychological world by reflecting the alienation of the object. Therefore, it often goes beyond linguistic norms, not based on grammar, but on "mental law", in order to pursue higher social norms and express unspeakable meanings. That is to say, artistic language is not a depiction of reality, but a recreation of the author, which makes it more flexible, vivid, and lively than scientific language. So in many literary works, we often see sentences that do not conform to common grammar habits, and sometimes even intentionally innovate to offend general grammar norms.

The emphasis on "sensibility" in artistic language lies in its ability to express a unique "meaningful form" that belongs to the individual author and is emotional. Artistic language is fundamentally non logical and non inferential, and even if there is a phenomenon of logical reasoning, it is subordinate to emotional meaning and used to stimulate emotional attitudes. Artistic language is born from emotions, detached from form and revealing spirit, capable of expressing the author's deep consciousness, focusing on expressing emotions and aiming to convey them. Therefore, a large number of words with emotional and visual colors are used, resulting in a strong aesthetic effect. The study of scientific language sifts through thousands of everyday communicative language, following only a limited number of sentences and analyzing objects that remain on the sieve. It is a symbolic trial sentence in the language system. That is to say, we must never define artistic language as a fixed grammar or logical system in a static way. We must examine it in its communicative application, that is, in the activity of speech, and make this activity always infiltrate the author's emotions and overall life. The variation and deviation of the structure of artistic language all imply the abnormality of the author's emotions, feelings, and intentions. The emotions of artistic language are creative emotions, emotions that we can feel in our lives, all of which possess the beauty of subtlety, ethereal beauty, and elasticity. In this sense, artistic language is actually the transformation of everyday language into a poetic and mutated language. Artistic language originates from the ups and downs of the author's soul and emotions, and can express the author's psychological world. It can present the author's perceptual desires, self-awareness, and world consciousness, and lead the receiver to experience and perceive the depths of people's hearts in a three-dimensional way. As an expressive language form, artistic language emphasizes and pursues the logic of emotions. Its essence lies in the integration and communication of the author's psychological mechanism and thoughts and emotions, which naturally achieves the unity of ordinary psychological processes and emotional resonance. All of these are sufficient to demonstrate that it is completely different from the language of science.

The pursuit of "polysemy" in artistic language lies in the frequent use of convoluted and circuitous techniques to express meaning, making it difficult to grasp the intended meaning without much thought and speculation. The correspondence between the symbols and semantics of artistic language is not so direct or certain, which is the ambiguity of artistic language. The ambiguity of artistic language is not only the conscious pursuit of the author in expressing meaning, but also the aesthetic needs of the receiver in appreciation. From the perspective of the author, it is a strategic expression of artistic language and the author's wisdom, sentiment, and aesthetic sense. Often, it is "the words are full and the meaning is infinite", "the words are here and the intention is there", and often it is "profound and hidden, the aftertaste is wrapped", "without a single word, it is all elegant";

From the perspective of the recipient, it is the artistic language that is related to the aesthetic requirements of the recipient. The recipient can gain more room for imagination and reflection from the inexhaustible nature of the content referred to by the imagery in the artistic language. As is well known in academia, the semantics of artistic language have maximum openness. It creates its own world of meaning through emotions and beauty, aiming to strengthen and deepen its aesthetic effect and artistic appeal.

5. Conclusions

Language education is an important component of children's educational activities and has significant implications for their physical and mental development. However, there are still many problems in China's language education activities, such as outdated concepts, weak goal orientation, and lack of creativity in activity design. In this regard, we should follow the characteristics of children's language learning and acquisition, clarify the tasks and goals of language teaching, creatively organize teaching activities, create learning situations, teach students according to their aptitude, and enable children to perceive and accumulate a large amount of language materials through teaching activities.

References

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