

The Influence of China's Linguistics on Chinese Education and Its Enlightenment

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Abstract: Chinese education has always been the main component and the most important way of mother tongue culture education in a country or nation. Chinese education in China is always closely related to the development of linguistics. Every step forward in Chinese education reflects new discoveries in linguistic research. However, due to the influence of contemporary context, Chinese education in colleges and universities is in an awkward position and is struggling. In order to make a breakthrough in China's Chinese education reform, we must start with renewing the view of language and constructing the theoretical system of pragmatic education. At the same time, it is the way out for Chinese education reform to take the internal breakthrough mode and learn from the theoretical research methods and achievements of related disciplines. Based on this, this paper analyzes several basic problems in Chinese education from the perspective of linguistics; From the perspective of linguistic research methodology, learn from linguistic research methods to construct a new system of Chinese education; It also analyzes and discusses the influence of China linguistics on Chinese education and its enlightenment. It has certain reference significance for modern Chinese education.

1. Introduction

The position of Chinese in traditional education is very important[1]. Chinese has always been closely linked with linguistics. At what stage does linguistics research develop, correspondingly, Chinese education will follow. The research results of linguistics are helpful to further clarify the controversial questions about the nature of Chinese subjects. China's language research has always had a tradition of serving Chinese education[2]. China's ancient language research started from paying attention to two major social language problems: one is to teach children to read. The second is to help people read scriptures. Modern linguistics has been paying great attention to two fields: one is the field of social language norms; The second is the field of education. At present, there is a great controversy in the field of Chinese education about what Chinese should be taught. If it can't be clarified, I'm afraid it will be difficult to carry out all kinds of Chinese work well. Scholars of different majors start from different angles, each with its own emphasis[3]. Based on the perplexed context of humanistic education, as the main course of cultural quality education for students, Chinese education is in an awkward position and is struggling[4]. The current situation of Chinese education in China can be vividly expressed in one word-"false". The reason why this word is used to express it is mainly reflected in the behavior of Chinese teachers, who can't be down-to-earth in the teaching process and pursue an empty high profile[5]. But in any case, if we can first clarify the demands of each major from all angles, and explain what basic elements the cultivation of a major is embodied in Chinese education, and in what order it should be taught, we can actually lay the foundation for progress[6].

After the reform and opening up, the isolation between China's linguistic research and the world's linguistic research has been broken. Not only have new theories and schools such as structuralist linguistics, transformational generative linguistics, pragmatics, linguistic typology, functional linguistics and cognitive linguistics been introduced; It also introduced various research methods to the linguistic circles in China, and linguistics gradually formed an interdisciplinary subject with other disciplines[7]. It can be said that China's linguistic research has made great progress. In modern education, due to the influence of discipline specialization and subdivision, the

decline of the overall humanistic environment, and the further deepening of the values of pragmatism, the context of Chinese education in China has changed a lot[8]. At present, there are many problems in Chinese education in China. One of the most important problems is that the linguistic foundation can't keep up with the development of the times, and there are many problems in the process of Chinese education. On the surface, it is a teaching problem, but its essence is a curriculum problem, especially the linguistic view and linguistic foundation behind it. What kind of language view, what kind of language education[9]. Based on this, this paper analyzes several basic problems in Chinese education from the perspective of linguistics; From the perspective of linguistic research methodology, learn from linguistic research methods to construct a new system of Chinese education; It also analyzes and discusses the influence of China linguistics on Chinese education and its enlightenment.

2. Chinese Education Based on Traditional Linguistics and Its Disadvantages

Chinese teaching has been carried out for so many years, and it has always been the focus of teaching. It should be relatively mature in theory, but there are still many problems in practice, which need further improvement[10]. One of the main problems in Chinese teaching based on traditional linguistics is that it doesn't pay attention to practical application. This kind of teaching will make many people learn by rote only, and they can't understand it well before coming back to study, and take it as a study habit. In the forty years since the reform and opening up, especially in the last decade or two, great changes have taken place in our language life. The first is the development of media form[11]. The second is the attitude towards tradition. The third is the new vision of "building Community of Shared Future for Mankind". Chinese education should really return to verbal communication education, which is hindered by two kinds of errors in concept and practice: one is one-sided structuralism and behaviorism errors, and the other is extreme humanism errors. In the past, there was a lack of understanding, a lack of understanding of context, and the inability to learn and apply, which was quite different from the reality. In the long run, the connection between the literal meaning and the original meaning of words will be separated, and the subject of language learners will be separated from the language, which cannot be well integrated.

3. The Chinese Education System in China Needs to Be Rebuilt on the Basis of Pragmatics

3.1 Take the Cultivation of Pragmatic Communicative Competence as the Core Goal

Pragmatics is a new specialized subject, which is mainly used to study the understanding and application of language. Its purpose is to make people better use context understanding and language to communicate with each other[12]. The means of communication are various symbol systems, first of all, words, and people mainly "use language to express ideas for communication". Therefore, communication mainly refers to verbal communication. Verbal communication is "the communication between spoken and written language", which includes not only the expression process such as speaking and writing, but also the feeling and understanding process such as listening, speaking and reading. It is what people usually call oral and written expression and understanding activities in the form of speaking, writing, listening and reading. Chinese education can include multiple systems, but the goal and task of each system should be clarified separately to achieve the effect of systematic training. Understand that each restriction system has different rules. The core of Chinese curriculum goal is "learning how to use language and characters", while other goals, such as ideology, humanities, morality, politics, affection, aesthetics and culture, are derivatives of the backbone of language education. It is realized through language learning and language application. Chinese education can only find itself and return to its essence if it is based on the use of language. Among them, "pragmatic communicative competence" and "language knowledge and skills" are quite different. If "language knowledge and skills" want to achieve initial listening, speaking, reading and writing, it is necessary to have a certain understanding of language knowledge and discourse knowledge. However, "pragmatic communicative competence" pursues

more than this. It requires people who receive this kind of education to communicate perfectly in a complex language environment. The relationship between people's stable activities, educational approaches and related courses is shown in Table 1.

Table 1 Relationship between People's Stable Activities, Educational Channels and Related Courses

Stable aspects of activities	Educational approach	Correlated curriculum
Cognitive aspects of the event	Intellectual education	Basic courses of natural sciences such as mathematics, physics and chemistry
Activity value-orientation aspect	Tendencies education	Basic courses of humanities and social sciences such as politics, history and philosophy
Operation of the activity-tool aspect	Labour education	Labor class
Communication activities	Communication education	Language courses
Physical aspects of activity	Sports	PE
Aesthetic aspects of activities	Aesthetic education	Music, art and other courses

The function of education lies in being able to effectively organize relevant educational channels and properly set relevant teaching courses to control and promote people's development in response to the stability of people's activities. Chinese is a discipline of “learning languages” [13]. The development history of Chinese education for a hundred years is actually a history of “language specialization”. “Language specialization” is the only reason to set up a Chinese subject independently. Because Chinese education is deeply influenced by traditional moral education, it is not easy to realize this. Treating language from a social perspective is the main feature of modern language, and it also has very strict requirements for the communicative function of language in different social environments. In a word, pragmatic communicative competence requires pragmatic subjects to be able to adapt to various environments in life, communicate perfectly and solve problems accurately.

3.2 Take “Pragmatic Strategy Teaching” as the Basic Path

The formation of human pedigree is the prerequisite and complementary to the appearance of human communication, marked by the origin of language, the most important tool of communication. The maintenance and development of species, the production, accumulation and inheritance of social material culture and spiritual culture must be based on human communication. From the perspective of expression, Chinese ability includes two basic aspects: first, the ability to “speak”; Second, the ability of “writing”. Specifically, it is the expression ability of spoken and written Mandarin. Further, it is the ability to use the spoken and written Mandarin system. Teaching Chinese by instilling language knowledge is inefficient and ineffective, which violates the objective laws and scientific principles of language learning. There is a popular law in the formation of language ability-“speech-language-pragmatics” transform each other. When learning a language, everyone starts with some language activities and materials. In these activities, they have a slow understanding of the language, understand the relevant laws and accumulate experience. Then better apply it to real life, and gradually form your own unique understanding and knowledge.

4. Strengthen the Support of Linguistics to Chinese Education

Pragmatics is the principle discipline of Chinese curriculum. Without the guidance of pragmatic theory, the knowledge system of Chinese curriculum in China still lacks a series of language application knowledge, such as context, discourse and pragmatics. The lack of pragmatic knowledge leads to the false language ability. Language is not only a tool, but also closely related to human existence. Chinese education with the integration of science and humanities embodies the dialectical unity of philosophy of science and philosophy of humanities, instrumental rationality and value rationality; It embodies the idea of all-round development and harmonious development. Linguistics is a prominent contemporary study, and the cultural turn of linguistic research has given

birth to many new disciplines, the innovation and migration of linguistic theories and research methods, and caused the revolution of humanities. The concept of modern Chinese formal style is shown in Figure 1.

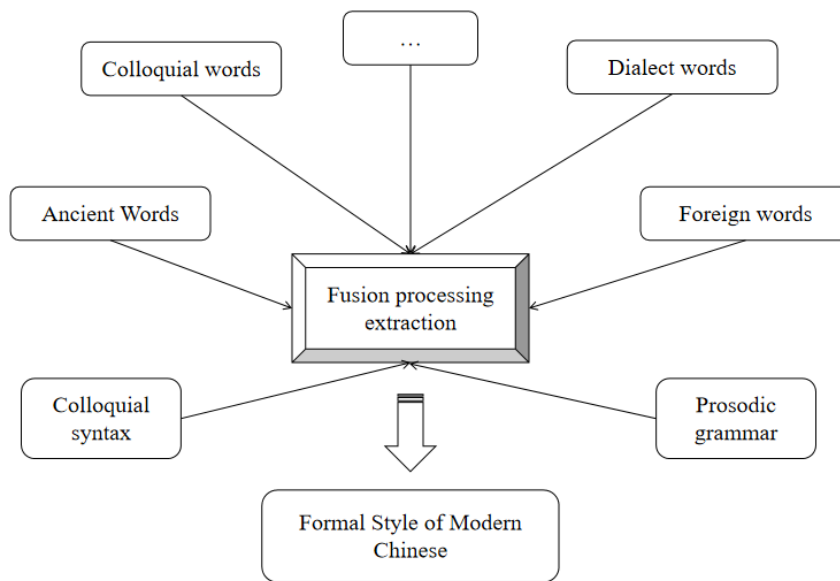


Fig.1 Concept of Formal Style in Modern Chinese

From the perspective of linguistics, interdisciplinary can discover new research horizons, produce new theories and methods, and promote the development of linguistics and other disciplines. This enlightens us to understand the structure, function and process of Chinese education. At present, educators don't pay enough attention to the current Chinese curriculum and teaching, which will lead to the lack of many important contents in education and can't guide students to learn Chinese knowledge better. This paper holds that, based on the cultivation and development of human beings, we should grasp the principle of establishing subjects in Chinese education from the curriculum structure of basic education and the division of functions of various courses, and position Chinese courses accurately and scientifically. In the new course of Chinese education reform, linguistic circles should carry forward the tradition and fully support mother tongue education. We should consider how to construct the knowledge system to support Chinese education, including the support for textbook compilation, the support for front-line teachers, the support for curriculum standard makers, and the Chinese proposition groups of senior high school entrance examination and college entrance examination.

5. Conclusions

Chinese education has always been the main component and the most important way of mother tongue culture education in a country or nation. The position of Chinese in traditional education and modern education is very important. Language is closely related to people's living activities; We should learn languages in close contact with our lives and improve our language literacy in an all-round way. This paper analyzes several basic problems in Chinese education from the perspective of linguistics. From the perspective of linguistic research methodology, learn from linguistic research methods to construct a new system of Chinese education; It also analyzes and discusses the influence of China linguistics on Chinese education and its enlightenment. If we want to do a good job in modern Chinese education, we should first focus on the language itself and where it is applied. Take the development and cultivation of pragmatic competence as the goal of Chinese education, engage in daily teaching with pragmatic knowledge, and apply pragmatics to practice; Constantly cultivate and improve students' pragmatic level, improve their literacy in this area, and constantly make efforts to study these contents. Only based on pragmatic theory, with pragmatic competence as the core; Take pragmatic knowledge as the content and pragmatic practice

as the way; The fundamental goal is to cultivate students' pragmatic competence and improve their pragmatic aesthetics and cultural accomplishment; Only by teaching Chinese locally, learning Chinese and using it, can the problems existing in modern Chinese education be solved, and the Chinese education in China be expected to embark on the road of scientific and healthy development. At the same time, language education is to establish its own knowledge system, but this system is not instilled into students in chapters and sections, but as the parameters and basis of language skills training activities, which must be integrated into students' activities and teachers' guidance process, so that it can be gradually transformed into students' abilities. I hope this study can promote Chinese education in China to the world and reach a new level.

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