

# **The Similarities and Differences of Chinese as the First Language Teaching and Chinese as the Second Language Teaching**

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**Keywords:** Chinese, The first language, The second language, Teaching similarities and differences

**Abstract:** The acquisition of language is mainly through the rules, for the first language and the second language, although there are differences in the native tongue identity, but also have the same thing. One-language acquisition motivation can be ignored, and motivation is one of the factors that cannot be ignored in second-language acquisition research. For present, the two-language motivational self-system is a relatively new theoretical system to be further developed. By reviewing the relevant research papers at home and abroad, we tries to describe its development status, in contrast to the teaching of Chinese as the first language, in order to find some enlightenment in the teaching of foreign Chinese language.

## **1. Introduction**

Chinese language as the first language teaching is to cultivate students' ability to use language. The main body of the first language acquisition is generally from the stage of young to small. Because the subject is younger, the teacher's educational language plays the role of enlightenment teacher in the primary school, which is inseparable from the guidance of teachers. Teachers' language education has a great influence on primary school students. According to the characteristics of primary school students, their effective language education is conducted to promote the educational effect of Chinese as the first language. The second language is basically learned in adulthood, and the Chinese language as a teaching language can play an auxiliary role.

## **2. The Importance of Chinese Language as the First Language Teaching**

The breadth and depth of Chinese education knowledge are constantly improved, which has put forward certain conditions for language education. There are many different types of textbooks in students' Chinese textbooks, which permeate into the lives of primary school students. These more meaningful articles, without the correct guidance of teachers, students are difficult to understand. Therefore, in the process of imparting knowledge, teachers should fully grasp the content of the textbook, and change the expression mode of the language to a certain extent, so as to improve the educational effect and efficiency.[1]

## **3. The Common Problem of Chinese as the First Language Teaching and Chinese as the Second Language Teaching**

### **3.1 Boring of Chinese Education**

The most important thing for students to improve students' learning efficiency is to be interested in paying attention. Since students are not fully mature, the hardest thing they do is to focus on something. However, due to the influence of exam-oriented education, the language and teaching content used by the teachers in the classroom are relatively boring, and it is not easy to arouse the students' interest. Most classrooms are taught by teachers, and students listen to the textbook. The guidance method has not changed. This not only makes the students lose their interest in learning, but also limits the students' creative thinking.

### **3.2 Do Not Pay Attention to the Main Status of Students**

Under the influence of the exam-oriented education model in the past, most primary school teachers have adopted the education model of “teachers say, students listen”. Therefore, students cannot participate in classroom teaching, and their interest in learning decreases. As the main body of education, students are in a passive learning state. Teachers keep saying that it is difficult for students to keep up with the pace of teachers' education. In order to improve the learning efficiency of students, teachers must change this problem.

### **3.3 Lack of Innovation in Chinese Education**

Traditional educational language is single, narrow knowledge and abstract language. Some teachers will even directly teach their students the esoteric languages such as ancient poetry and paleo-Chinese, rather than converting the classical Chinese into modern articles. Students' ideas did not form. Students can not understand, more can not be good at absorbing complex language. That was a huge challenge for them.

## **4. The Inevitability of Chinese as the First Language Teaching and Chinese as the Second Language Teaching**

At present, the guiding role of teachers is particularly important. Image realistic language, can attract the attention of students, so that students understand the central idea of the article, fully improve the quality of learning. Therefore, as a first language teacher, a real Chinese language should not only have rich professional knowledge, but also have excellent language expression ability. Whether Chinese language as the first language education is attractive to students, the key lies in whether teachers' educational language conforms to the psychological characteristics of students, and teachers' educational ability is also reflected in the language aspect. In the teaching of Chinese as the first language and the second language teaching, there are the following several remarkable characteristics.[2]

### **4.1 Language Standardization**

Primary school stage is the best time to learn the language. Learning is largely done by imitation. For example, some teachers are influenced by previous education, prone to the phenomenon of “southern dialect”. Therefore, all teachers have to pass the Mandarin test to determine whether Chinese standards are used in the teaching process. Only in this way can students be in an appropriate language education environment and contribute to the smooth development of their language.

### **4.2 Scientific**

Language teaching should be to improve students' comprehensive quality, expand Chinese knowledge, accurate communication, follow scientific emotion. Teachers must master the correct meaning of the emotional color and the style color contained in the language, and make a correct and profound analysis and communication of knowledge. In addition, Chinese teachers must also grasp the key point, grasp the key point, emphasize the essence of the teaching process, and also pay attention to the scientific nature of education.

### **4.3 Acceptance**

Tight educational language can enable students to smoothly into language-related life, making it easier to be absorbed and understand. In language, large numbers of professional terms are avoided. To use the children familiar way, with a more vivid expression, as close as possible to the students' daily life. Primary school students are generally used to figurative thinking. In teaching, teachers' guidance language should pay attention to the grammar is concise and easy to understand. Due to the strong cognitive ability of primary school students, the language that teachers speak can be more profound and rigorous.

#### **4.4 Advantages**

Chinese teaching materials are mainly based on the psychological characteristics and way of thinking of primary school students. The textbook contains many pure memories and emotional chapters. In the process of guidance, teachers should combine the guidance content with the characteristics of students, and try to use vivid and perceptual language for guidance. For example, when teachers teach the text, to use vivid language, with the help of new things, according to create specific artistic concepts of the teaching content, shorten the distance between students and knowledge points, can improve the teaching effect. When the teacher explains the meaning of the language, if only the language explanation, that is, the intuitive scientific explanation, this abstract expression is difficult for the students to fully understand. If the teacher explains it in clear language, the classroom may be more effective.

### **5. Chinese as the First Language Teaching and Chinese as the Second Language Teaching Are Different**

#### **5.1 Chinese is the Language Enlightenment in the First Language Teaching**

In the new round of educational reform, quality education has gradually entered people's vision. Practicing high-quality Chinese education is crucial to Chinese as the first language education. As one of the important disciplines to improve the comprehensive quality of primary school students, Chinese is worth paying attention to. Many educational practices have proved that the drip education model is not conducive to the improvement of students' ability, and enlightening education can effectively improve the quality of education.

#### **5.2 Different Mechanisms**

The so-called motivation is a formed emotional feeling that promotes the actor to continuously maintain a certain action and keeps the act going towards an established goal. Learning motivation is the driving force for learners to learn. Some experts have divided the motivation into several types, including the integration type, tool type, outcome type and intrinsic type, etc. While the first two are often considered to be a key element of second language acquisition. Among them, the motivation of integration is for learners to have a certain understanding and expectation for the learning organization of the target language, and are highly interested, eager to join the organization, shorten the distance with the members of the organization, express their internal emotions and thoughts, and integrate with the life of the learning organization as soon as possible. This motivation is generally to start the second language acquisition in the formed second language environment, and an extension of the mother language acquisition motivation theory, and the degree of influence changes dynamically.

### **6. Conclusion**

To sum up, there are similarities between the Chinese language as the first language teaching and the second language teaching to some extent. Both internal teaching and external teaching should enhance the language teaching status of the Chinese language and promote the acquisition of the first language and the second language.

### **References**

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