

Research on Teaching Design of Chinese as a Foreign Language

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Abstract: With the rapid development of China's economy, Chinese has become more and more influential all over the world, and many international friends have become more and more in need of Chinese learning. Under this social background, Chinese comprehensive courses have developed more and more widely. One of the trends in the development of the current teaching model is mixed learning. This article mainly discusses the application of the mixed learning model in comprehensive Chinese as a foreign language, explains the principles that should be followed in the teaching design of the integrated Chinese curriculum in the mixed learning model, and analyzes various models in the mixed learning model in detail. Based on this model, the corresponding teaching case design is made in combination with the main learning content in the comprehensive Chinese course.

1. Introduction

Comprehensive Chinese as a foreign language is the foundation of teaching Chinese as a foreign language. The course teaching process and effects are directly related to whether the teaching objectives can be achieved. At the same time, it will also have a certain impact on the teaching of other courses, such as speaking and listening. Therefore, the comprehensive Chinese course for foreigners is very important. At present, the biggest problem of elementary Chinese courses for foreigners is how to improve classroom efficiency. Teachers should maximize the efficiency of teaching through scientific teaching design, thereby promoting the purpose of student learning. Therefore, standardized and systematic instructional design is very important for comprehensive Chinese as a foreign language. The students who teach Chinese as a foreign language are all just new to Chinese, and the main purpose of learning is to lay the foundation for later advanced learning. At present, there are certain problems in the teaching design of integrated Chinese as a foreign language. Combining the knowledge of linguistics and pedagogy, teachers need to learn from other teaching models, improve the existing model, and promote the development of language ability with practical training. The overall planning is the key point of the teaching design of the comprehensive Chinese course for foreigners.

2. Problems in Chinese as a Foreign Language

At present, the teaching design of integrated Chinese as a foreign language is mainly divided into skill teaching, which divides the four skills of listening, speaking, reading and writing. The teaching tasks divide the teaching stage into four levels, and each student needs to complete two. For comprehensive courses, you need to learn all four parts of listening, speaking, reading and writing. There is no separate course, so it is difficult for students to learn and teachers to teach. At present, Chinese comprehensive courses are generally designed according to the four skills of listening, speaking, reading and writing, but the textbooks used are difficult to meet their requirements. Often there are only three parts: listening, speaking and writing, each of which has a single item. Skill training, many of which are related to each other. Although teachers can accomplish their teaching goals well, the teaching content often cannot keep up with the times and cannot meet the current social requirements. The new words are not reflected in the textbooks. The new textbooks for comprehensive Chinese as a foreign language are not part of a series of textbooks, and they are prone to appear as incompatible textbooks.

Some students studying comprehensive Chinese as a foreign language think that the content of the class is not attractive to them. The more boring classrooms make them lose their interest in Chinese learning, which not only affects their classroom teaching effect, but also has a certain negative impact on future Chinese learning. The biggest problem is that there is a single classroom teaching method for integrated Chinese as a foreign language, the classroom lacks dynamism, and teachers have no humorous language, which cannot arouse students' interest in learning Chinese. Students who learn Chinese have low Chinese proficiency, and their cognition of Chinese is relatively obvious. The focus of teaching Chinese as a foreign language is interaction and communication, especially under the requirements of comprehensive courses, to develop students' listening, speaking, reading and writing skills. However, in fact, in many classroom teaching of integrated Chinese as a foreign language, there is almost no interaction between students and teachers. Individual teachers do not pay attention to students' questions and pay attention to the cultivation of students' comprehensive language application skills, and still use traditional teaching methods. Therefore, students are not interested in what the teacher says, or they may not understand it. Teachers do not know whether the students understand the content of the story, but just give lectures blindly, explaining the original knowledge over and over again. Such classrooms are boring to students, and some students lose interest in learning Chinese.

For students who are new to Chinese, the process of learning Chinese is the process of cultivating their own language skills. During the training of students' language skills, some teachers adopted a less-speaking-more-practice approach. Under this teaching method, some deviations often occur. Some teachers use a lot of exercises to directly replace classroom explanations. Students who have learned Chinese as a foreign language have basically not been exposed to Chinese before, and the Chinese level is relatively low. They often cannot understand the questions in the classroom. Some students do not understand the teacher's speech and have no opportunity to ask questions. Teachers also believe that the meaning of the explanation in the classroom teaching process is not significant, and more is practice, so let students directly do exercises and rely on rote learning to learn Chinese. This way of consolidating knowledge through a lot of exercises is difficult to achieve the desired results. In the comprehensive Chinese class for foreigners, this way of emphasizing practice and neglecting explanation is relatively common, and it ignores the cultivation of students' ability to use Chinese. The teacher asked the students to memorize the knowledge points and do a lot of practice questions, but they did not answer the questions in the classroom in time, which was a serious obstacle for students to learn Chinese.

3. The Application of Mixed Learning in the Comprehensive Chinese Course

The mixed learning model has an extremely important influence on the Chinese comprehensive curriculum and has extremely broad development prospects in Chinese teaching. Based on this, experts and scholars in China have begun to analyze and discuss the application of the mixed learning model in the comprehensive Chinese curriculum. Explore and propose a mixed teaching model of listening classroom teaching combined with distance teaching, the remote part of which can be realized through the Internet [3]. Teachers Yang Dongmei and Ma Tieli believe that flipping the classroom is the best combination of "online + offline" teaching mode, effectively achieving individual differentiation and fragmented teaching [4]. Teachers Lu Dawei and Hong Wei made an outlook on the informatization of Chinese international education, including various Chinese learning, Chinese communication platforms and the construction of various digital resources to assist Chinese teaching research [5]. These studies provide an extremely important reference for the teaching methods in the comprehensive Chinese course under the current mixed learning model. However, from the overall situation, there is still little research on the mixed mode of teaching and application in the comprehensive Chinese curriculum. Blended learning has many different learning modes. How to apply each model in the teaching design of the comprehensive Chinese course is worthy of more in-depth study. for example.

4. Principles of Mixed Teaching in Chinese Comprehensive Courses

No matter which teaching mode is adopted, the teaching design should be done well, and the design of the teaching environment is one of the most important aspects. The design of the teaching environment is inseparable from the students' mastery of the needs of Chinese learning. All the needs generated by students during the learning process can be incorporated into the demand for services and the demand for content. In the information society, based on the ecological environment and digital environment, it is necessary to build a Chinese network learning system for learning Chinese on the Internet. The teaching environment of the comprehensive Chinese course under the mixed learning mode should also start with the ecological environment and the digital environment, build a mixed learning mode learning system platform, and build a mixed learning Chinese comprehensive course service system with the ecological environment. Building a digital environment should focus on building learning resources, and building an ecological environment should focus on students' learning needs for comprehensive Chinese courses.

To design a mixed learning model for Chinese language teaching, we must first understand the characteristics and concepts of mixed learning, as well as master the characteristics and laws of Chinese language teaching. Mastering the laws and characteristics of Chinese teaching requires research on traditional Chinese classroom teaching. When designing a mixed learning model for Chinese comprehensive courses, it is necessary to solve the problems of course structure and process arrangement and teaching activity design.

The center of mixed teaching is learning, and the learning effect is greatly improved by the changes in learning methods. Therefore, the mixed teaching reform actually puts forward higher requirements for both the recipients of education and the implementers of education:

Under the mixed reform education model, the role of teachers has changed, and it is no longer a pure knowledge transmitter, but a commander of learning. Guide students to choose, or tell students how to learn. In addition, in the face of a large number of student groups, in addition to providing online and offline educational resources, teachers should take enough time to interact online. In addition to tracking the cutting-edge Chinese knowledge and various teaching methods, it is also necessary to update the teaching concept and pursue the interest or attraction of teaching methods. Compared with the past, the ways in which learners receive knowledge have become diverse and the time is not fixed. Therefore, the hybrid learning model puts forward higher requirements for students' self-discipline and judgment of knowledge. Students need to make quick judgments, where are their deficiencies, what needs to be learned, and then find what they need from a large number of learning resources. They must learn to plan their study time and effectively complete their learning tasks.

In the comprehensive Chinese class for foreigners, teachers use a variety of teaching methods, which can serve the purpose of making students interested in Chinese. Learning Chinese in a more pleasant environment has received better results. Teachers should abandon traditional teaching methods and implement new teaching methods in order to arouse students' enthusiasm for learning, enable students to accept Chinese emotionally, and actively train their comprehensive Chinese ability. Teachers can use multimedia teaching in the classroom, play some video content for students to watch, let students simulate the relevant scenes, which is of great help to students learning Chinese culture. In the classroom, teachers can let students choose their favorite movie clips and conduct random group simulation to improve the efficiency of Chinese learning. In addition, teachers can use simpler Chinese songs to enhance students' language perception, so that students can alleviate their emotions while learning song singing. The process of memorizing the lyrics is also the process of mastering Chinese, which enables students to gradually understand the grammar and meaning in the sentence. This learning method has a multiplier effect. The appropriate use of multimedia teaching by teachers in comprehensive Chinese as a foreign language can effectively improve students' ability to use Chinese.

5. Conclusion

More and more people in the world have begun to learn Chinese. Although the teaching of Chinese as a foreign language has been around for a long time, some problems have arisen in its classroom teaching, and the classroom effects have not met the current social requirements. With the development of the society, the purpose of teaching Chinese as a foreign language needs to be more clear, and the teaching design should be more interesting, so that students will have a enthusiasm for learning Chinese and improve the effectiveness of Chinese teaching.

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