

The Reform on Teaching of Chinese as a Foreign Language in Colleges and Universities Based on Internet

Wang Linxia

School of Literature, Xi'an University, 710065

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Abstract: Internet is a common conception. The high-tech system represented by Internet is entering our life more and more deeply with the irresistible trend. The growth of all walks of life has been widely affected by Internet technology. At present, the reform of China's higher education and teaching are gradually in deeper and more advanced development and the reform of university Chinese as a foreign language has also been put on the agenda. After years of development, scholars in the teaching of Chinese as a foreign language in colleges and universities have made remarkable achievements in many aspects, but under the new historical conditions, especially under Internet, how to do well the reform and innovation of the Chinese as a foreign language method is not only the need of the university's own development, but also the inherent need of the discipline construction.

Teaching Chinese as a foreign language plays an important role in higher education in China. Although the teaching system of Chinese as a foreign language in universities has made remarkable achievements in many aspects after years of development, we should not ignore the existing problems while we see the achievements.

1. The Problems existing in Teaching of Chinese As A Foreign Language, Especially in University

The problems in teaching Chinese as a foreign language in universities can be summarized as follows:

1.1 Shaping teaching into a model of simple knowledge-oriented preaching.

At present, the biggest problem in teaching Chinese as a foreign language in universities is to simplify the teaching process into knowledge explanation. This phenomenon is mainly manifested in the teachers' lack of comprehensive understanding of the curriculum, regarding the process of teaching Chinese as a foreign language only as a simple accumulation of knowledge points, ignoring the rich cultural connotation of the curriculum system, and completely separating knowledge from the humanistic attribute of the discipline. The appearance of this kind of circumstance has some social reasons already, also have the teachers' own cognitive reasons. Under the tide of economy, commercial interests have given rise to many fast food cultures and cognitive misunderstandings. Many people think that TCFL courses do not bring much economic benefits,

and some even think that it is not very useful to learn the subject well in the future. Some teachers, due to their single knowledge structure, tend to focus on textbook knowledge points when giving lessons, but skip over other related knowledge points without connecting the knowledge, which weakens the rich and colorful connotation of the discipline itself. As a result, many students find the lectures boring.

1.2 Learning objectives tending to be utilitarian

Those who hold utilitarian learning goals account for a large proportion of students. From the day they come to school, the focus of the student is not on their study but on whether or not they can find a good or decent job after graduation. Driven by this kind of utilitarianism, they naturally show little interest in the course which they think is of little use. Some of the teaching content in TCFL is just to deal with errands; they do everything just for the test; they are used to taking notes in class, and remember something mechanically before the test, and forget everything after the test. Attaching importance to the study of culture at home and abroad is an essential part of TCFL, and it is also the method that cannot be ignored. However, according to the statistical data, the cultural knowledge of college students in China is generally at a low level, and some students majoring in Chinese as a foreign language are not even better than other major students in cultural learning. This phenomenon does not exist in individual institutions, even some well-known institutions of higher learning in China are facing the same dilemma. Many students until graduation are still very weak in some daily, universal cultural knowledge. The most direct impact of the weakening of cultural learning is the decline of students' communicative competence and cultural perception. Once students are deprived of these two abilities, it is impossible for them to achieve comprehensive and coordinated development. Such potential influence may not appear in the short term, but in the long term, it is fatal to the development of students majoring in relevant subjects .

1.3 The textbook being too theoretical

The teaching materials of Chinese as a foreign language in many universities in China are too theoretical, which has long been a disadvantage. Many scholars have conducted extensive and in-depth research on this issue, and have made certain explorations in both theory and practice, and achieved very good results. At present, the teaching materials are basically based on abstract theories and rarely take practical cases for examples. This kind of pattern goes against the law of people's cognition and education. Due to the influence of history, system and other reasons, the scope of knowledge of Chinese students is limited to a small range at the beginning of enrollment, and they cannot organically connect the theory in the textbook with the practical application. We are not here to deny the importance of theoretical knowledge, but to emphasize that the theoretical content and system should not be allowed to restrict the motivation of students to learn, shackle the charm of teaching and exchange of Chinese as a foreign language, and affect the enthusiasm and initiative of students in learning.

1.4 The system of assessment being not quite rational

The current TCFL assessment system is not tailored for TCFL learning, but follows the traditional exam-oriented assessment and serves the exam-oriented education. Such an assessment system is neither reasonable nor scientific, and has been widely criticized. The impact of this assessment model on students' learning is negative, and it is easy for students to make the learning objective one-sided. At present, the traditional assessment system is the most widely used one in the assessment of Chinese for a foreign language student and necessary to be done away with..

1.5 The teachers being not well-qualified

What kind of teacher is a good teacher? Different people have different opinions on this question. In terms of teaching Chinese as a foreign language, a good TCFL teacher should first have a relatively comprehensive knowledge system, and at the same time have their own methods and opinions on how to do relevant education and teaching. As a kind of social science, the teaching system of Chinese as a foreign language originates from life, but higher than life. Therefore, teaching Chinese as a foreign language itself is a complex synthesis, which requires teachers to have a strong comprehensive ability, not just to be limited to the major, and the discipline. In addition, although many teachers of Chinese as a foreign language in colleges and universities in China have received some professional training in relevant majors; some of them have not graduated from normal universities. Therefore, there are certain deficiencies in the overall education and teaching. Many teachers are rich in knowledge, but they can not express all they have learned. The low quality of teachers is not only an educational problem, but also a social problem. How to improve the comprehensive ability of teachers is an urgent problem that the whole society has to face.

2. The Necessary Combination of Internet and Teaching

With the development of China's information technology, many functions of the Internet have gradually entered into various fields of social life. The Internet plays the most incisive and vivid role in education and teaching.

The general trend of the current global education reform is to pay attention to the individuality of the educated, to carry out suitable individualized education, and to emphasize the individual development of students. This has a lot in common with the quality education advocated in our country. At present, multimedia is widely used, which is only the most basic application of education and teaching under the condition of information and Internet. Although multimedia courseware is only a simple application point, it greatly enlarge the classroom capacity of teachers and enables them to present dull teaching contents to students in the form of sound and images.

Internet-based education and teaching are complementary to traditional education and teaching. The traditional teaching mode takes the teacher as the core and the support point of the education teaching. Under education and teaching of Internet, speaking and listening can be separated from each other in terms of form. Students' learning and teachers' teaching are no longer limited by time and place. The form of education and teaching has been greatly expanded. Convenience for teaching Chinese as a foreign language gives the students the chance to make the best use of such tools as campus network and mobile phones, and etc, to read and learn anytime, and anywhere. At the same time, reading and learning are no longer dull, but colorful, and interesting, which must largely improve students' interest in learning, stimulate their desire to read.

There are still many aspects to improve the education and teaching mode under the Internet, such as WeChat Public Account and Mooc. It needs to be emphasized that it is extremely wrong to think that teachers' functions are weakened under the Internet. Personally, the author believes that teachers' functions need to be strengthened under the Internet because higher requirements are put forward for teachers' ability and quality.

3. The reform on teaching of Chinese as a foreign language in universities based on Internet

Under the Internet, there are following spheres which e should be paid more attention to for teaching of Chinese as a foreign language:

3.1 Defining the relation between teaching and learning via Internet technology

Under the Internet, the relationship between teaching and learning has become blurred. This is under the Internet, the traditional teacher-centered teaching method has been overturned, students' initiative in learning has been motivated, and many courses can even be carried out with students as the main body. Teachers only need to grasp the progress and direction of education and teaching in relevant courses. Under the Internet, the interaction between teachers and students has been enhanced. Students can directly ask teachers online questions if they don't understand. Teachers can timely solve the difficulties and doubts in students' learning by answering questions online.

At the same time, under the Internet, students can conveniently obtain learning materials, from the network, but also from the material library compiled by the teacher. Through the Internet teaching mode, students' learning initiative has been greatly motivated. At the same time, this learning method can effectively exercise students' independent thinking ability.

In the Internet and multimedia environment, the expressions of teaching materials are also diversified. Students can learn the content of knowledge through multimedia, animation, audio, comics and other forms, which breaks the limitations of traditional learning methods. It not only allows students to choose their favorite way of learning, but also improves the fun of learning, which is indispensable for bettering students' learning initiative.

In recent years, Moocs, micro-lessons and other ways have been quietly rising on campus. Teachers only need to make corresponding courses according to the teaching requirements and teaching contents. Students can learn the courses set by teachers anytime and anywhere by relying on the campus network. At present, micro class has been vigorously promoted in many schools, and has made good results from the practical effect.

3.2 Expanding the humanistic vision of students

For students learning Chinese as a foreign language, whether the humanistic vision is broad or not directly affects the level of students' comprehensive ability. Humanistic quality has an imperceptible effect on the improvement of students' overall communicative ability, which is often ignored due to its obscurity. The so-called humanistic spirit is a value orientation on the basis of people's own concerns and in consideration of the common survival and development interests of mankind. Humanistic spirit is the sum of spiritual culture and the accumulation of human spirit. Humanistic spirit is manifested through quality and other ways. Traditional Chinese as a foreign language teaching related courses are limited to the teaching of knowledge, pay attention to the realization of specific teaching purposes, often ignore the students' self-development and humanistic education. In the traditional humanistic education, due to the limited classroom conditions and the limited duration of each course, even if teachers have relevant knowledge reserves, it is hard for them to teach the knowledge. Under the Internet, students can vividly understand the humanistic spirit of different customs, and even have an in-depth understanding of the cross-connection of other disciplines. They cannot be affected by the limitation of classroom teaching and make an in-depth and lasting study and research on the humanistic connotation of some aspects. It can be said that the cultivation of students' humanistic spirit is the most basic educational goal of teaching Chinese as a foreign language, and also meets the needs of students' overall development. In advocating quality education today, we pay special attention to the cultivation of students' humanistic spirit. In recent years, many experts in humanistic education have discussed and studied how to improve the humanistic spirit of college students. Through their own practices, they have revealed the important role of humanistic spirit in promoting the learning of Chinese as a foreign language. How to design a library of humanistic materials in line with the actual application of the university based on the Internet is the direction that all colleges and

universities should make efforts to explore.

3.3 Enhancing the teaching practice of students

Under the Internet, it is easy for students to design the process of the design of learning and practicing. The advantage of Internet has broken the limitation of time and space. Under the Internet, students can carry out online discussion and other teaching practice activities. The current campus network environment can help carry out the video meeting and multi-video call of many students. Through various forms of exchange activities, it is easy for students to be inspired in the process of learning. At the same time, this way can also exercise students' ability to express and communicate, and cultivate students' sense of teamwork. Of course, there are still many practical links we can design under the Internet, such as human-computer dialogue combining the Internet and artificial intelligence, etc. Which method should be adopted according to the teaching conditions and students' preferences? Teachers strive to create a good atmosphere for students to learn Chinese as a foreign language with the support of technical means.

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