

# Putonghua Teaching in Colleges and Universities: Aesthetic Education Function and Implementation Strategy

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**Abstract**—Due to its own characteristics, putonghua can play an important role in aesthetic education for learners in the learning process. Putonghua teaching in colleges and universities is an effective carrier of aesthetic education for college students. This paper uses logical analysis, literature and other research methods to explore the specific implementation path of Putonghua teaching in colleges and universities to carry out aesthetic education for college students on the basis of clarifying the aesthetic education function of Putonghua teaching in colleges and universities.

**Keywords**—putonghua; aesthetic education; colleges and universities; teaching

## I. INTRODUCTION

Aesthetic education is an ability education to feel beauty, know beauty, express beauty and create beauty. Its fundamental significance lies in moving students' emotions through the beauty of external forms, edifying and infecting students' inner hearts, thus educating students to form a correct aesthetic view and achieving the goal of cultivating and beautifying people. Herbert Read once pointed out that "aesthetic education has not only become an important part of today's education, but also has become the foundation of the whole education and the breakthrough of educational reform". Mr Cai Yuanpei once put forward that "as long as there is a close relationship between the curriculum in schools and aesthetic education", he formally included aesthetic education in the educational policy. Higher education pays special attention to college students' aesthetic education, and language teaching courses also shoulder the important task of aesthetic education. Aesthetic factors are gradually cultivated in the use of language, of which Putonghua, as the common language of modern Chinese, is considered to be one of the most beautiful languages in the world. Professor Zhang Song once pointed out in "Thoughts on Normative Consciousness" that "Putonghua shows her concise, accurate, profound and graceful character everywhere, often showing her musical sense of cadence and priority, reaching the aesthetic level of" nationalization ", "stylization ", "artistic conception "and" rhythm ".It is also" Huang Zhong Da Lu ",which is independent of the world's national forest. "[1] The aesthetic education function carried by Putonghua teaching in colleges and universities cannot be ignored. This research will analyze how to realize effective aesthetic education function through

Putonghua teaching, and discuss specific implementation methods and strategies.

## II. THE AESTHETIC FUNCTION OF PUTONGHUA TEACHING

### A. *Perceiving the Beauty of Speech*

Language itself contains aesthetic factors, and the beauty of language is most obviously reflected in the beauty of pronunciation. Syllable is the basic structural unit of Putonghua and consists of initials, finals and tones. Vowels dominate the vowel system, with vowels taking a very obvious advantage. The pronunciation of vowels is characterized by loud and clear tones, which makes Putonghua mellow and bright. Among them, the nasal consonants in the nasal finals resonate in the nasal cavity, and the whole syllable sounds loud and pleasant, with musical tone components. As a result, Putonghua has less impurities, loud voice and pleasing sound. In Mandarin pronunciation system, there is no phenomenon that two or more consonants are linked together. Most Putonghua syllables have only one consonant at the beginning as the initial consonant, and two consonants in syllables containing nasal vowels will also be separated by vowels at the head and the tail. The syllable boundaries formed by this structure are clear and neat, making Putonghua syllables have distinct rhythm when read. What highlights this sense of rhythm is the tone of Putonghua. Each syllable in Putonghua has its own unique variation of elevation and depression. Although there are only four tones in Putonghua, the changes are distinct. The rising and falling tone and the rising and falling tone endow Chinese with unique musical beauty and rhythm. The tone makes Chinese sound like music. These factors form the inherent and unique auditory beauty of Putonghua pronunciation. In the process of producing Mandarin pronunciation, it will also use external forms to show its beauty. For example, the light and heavy forms of words, syllable changes such as double tones and reduplication, and phonetic changes such as nursery rhymes and neutral tones all make the phonetic expression more stereoscopic and rich and the language expression more powerful. Another example is the stop-and-connect conversion used interactively in the speech production process, the high and low intonation forms, the speed matching of fast and slow alternation, and the light and heavy changes in strength, which can fully express the humanity, emotion and aesthetics contained in the sentence and increase the aesthetic pleasure of the listener.

### *B. Stimulate spiritual beauty*

Language itself is a culture. From the perspective of cultural inheritance, Chinese is not only an information carrier but also a cultural carrier. It carries the spiritual connotation and cultural psychology of the Chinese nation. Putonghua teaching in colleges and universities should not only play the basic role of language demonstration and enhance the "language image" of college students, but also shoulder the burden of carrying forward the excellent traditional culture of the motherland, patriotism and enhancing the cohesion of the Chinese nation. Putonghua teaching can promote the cultural charm of Chinese, Putonghua classes can inherit the humanistic care of Chinese, and Putonghua learning can enhance the cultural cultivation of college students.

Ghua require a standard oral expression ability. After completing the training, the students have perfected their language skills and improved their language level. In practice, they can experience progress and a sense of accomplishment. With this comes a strong sense of self-confidence and satisfaction, and naturally the negative emotions will disappear. For a long time, Putonghua classes have cultivated college students' active and enterprising spirit and will to strive for progress.

### *C. Shaping the Beauty of Image*

Putonghua is a standard, national common language and an important "business card" for communication between people. It is very important for image promotion. The ability to express Putonghua affects one's social image and the effectiveness of oral communication. The role of Putonghua is becoming more and more important with the development of society, economy and culture, and the promotion of Putonghua in the whole country is getting better and better. In our country, both men and women, young and old can basically recognize Putonghua and gradually communicate in Putonghua. Although the good and bad are mixed, we can already feel the national image carried by Putonghua. Everyone who uses Putonghua can feel the convenience and beauty brought by Putonghua. Putonghua teaching in colleges and universities, as an important way to promote Putonghua, can help college students experience and shape the beauty of image.

## III. THE IMPLEMENTATION STRATEGY OF AESTHETIC EDUCATION IN PUTONGHUA TEACHING IN COLLEGES AND UNIVERSITIES

### *A. Accurately locate Putonghua courses*

In order to realize the effective aesthetic education function in Putonghua courses in colleges and universities, we must first determine what kind of courses Putonghua is. Mandarin refers to the Beijing pronunciation as the standard tone, to the northern dialect as the basic dialect, with a model of the modern vernacular Chinese as a grammar of the modern Chinese common language. The definition of putonghua puts forward the standard of putonghua from pronunciation, vocabulary and grammar, which means that putonghua learning is a comprehensive embodiment of the trinity of these three aspects and is indispensable. At present, most people have a wrong understanding of Putonghua. They simply think that learning Putonghua is learning Putonghua pronunciation

knowledge. In Putonghua teaching, they only pay attention to pronunciation knowledge, attach importance to mechanical skills training, and pay more attention to the pass rate of Putonghua proficiency tests. This ignores the core objective of Putonghua curriculum. The core objective of the Putonghua curriculum in colleges and universities is to enable college students to communicate in standardized languages, accelerate the popularization of Putonghua, and guide college students to pass Putonghua proficiency tests to meet relevant professional requirements. Therefore, the orientation of Putonghua curriculum should not only focus on pronunciation teaching, nor should it simply and utilitarian become an examination tool. Learners should not only be proficient in using Putonghua pronunciation, but also master standard vocabulary and grammar usage as well as various language expression skills, so as to continuously improve language and cultural literacy and grasp the spiritual connotation of Putonghua.

### *B. Explain the aesthetic feeling of the demonstration language*

Putonghua teaching has typical educational interaction. The essential link in Putonghua teaching is students' learning and imitation of correct pronunciation. In this link, teachers, as communicators, play a role in standardizing and guiding students' speech acts, which requires teachers' beauty demonstration. Students will naturally have the desire to learn and imitate while feeling beauty. Therefore, in Putonghua teaching, we should explain, demonstrate and emphasize the beauty of language. The beauty of Mandarin comes from the clarity, accuracy and beauty of spoken language. First, guide students to speak every word clearly from the aspects of oral strength, speaking speed and psychological quality. On the basis of clarity, what must be done is accuracy. To read the initial consonant, vowel and tone of each word accurately and correctly is an important standard and solid foundation for the oral expression of Putonghua. For example, the pronunciations of the tip of the tongue, the retroflex of the tip of the tongue, the glossal surface tone, the finals of the back nose, and the upper tone are all the difficulties in learning Putonghua, which should be emphasized during learning. If the pronunciation is not accurate, the aesthetic feeling of spoken language will be damaged to varying degrees, which will lead to misunderstanding of spoken language when it is serious.

The beauty of Putonghua also has its inherent rules: grammar should conform to rules, rhetoric should be vivid, and diction and sentence-making should be popular and standard. Teachers should guide students to use regular grammar in oral expression. Correct grammar can make the listener easy to understand, feel smooth and have a pure aesthetic feeling. When teaching and practicing Putonghua, we should avoid using grammar irregularly. On the basis of grammatical norms, vivid oral rhetoric is added, which can increase the vividness of oral expression and raise the aesthetic feeling of oral expression to a higher level. However, when using rhetoric in oral English, attention should be paid to the degree of mastery. The most direct function of Putonghua is to transmit information. This requires that every word in the speech should be as easy to understand as possible. Only on the basis of understanding can there be aesthetic feeling. If you bite the tongue, it is neither

cordial nor easy to understand, and it will only affect the effect and feelings of communication.

Intonation and tone also affect the aesthetic feeling of oral expression in Putonghua communication. Intonation can assist the language to enhance the expression effect. Therefore, handling intonation with twists and turns, cadence, no affectation, and no blandness will naturally increase the aesthetic feeling of oral expression. At the same time, it is also necessary to emphasize that the tone should be cordial and natural to make the listener feel comfortable and cordial.

### *C. Stimulate students' aesthetic emotion*

The State Council's "Notice on Forwarding the State Language Commission's Request for Instructions on Current Language Work" pointed out: "Language is related to national unity, national unity, social progress and international exchanges. It is a basic project to popularize cultural education, develop science and technology, and improve work efficiency. It is of great significance to the construction of socialist material civilization and spiritual civilization. "One of the important executors of this social and historical task is universities. The teaching of Putonghua in colleges and universities should pay more attention to emotional education. Aesthetic education is essentially an emotional education, and emotional experience accompanies the whole process of aesthetic education. Many people roughly understand Putonghua as a language skill. Many college students even take learning Putonghua as a single means to successfully pass the Putonghua proficiency test. As a result of taking learning Putonghua as a utilitarian act, the function of Putonghua will come to an end after passing the Putonghua proficiency test. Students can't appreciate the pleasure and interest of learning Putonghua, let alone its beauty, if they stay at the examination level. Putonghua teaching in colleges and universities should not only stimulate college students' cognitive needs, but also meet their emotional needs and aesthetic needs. For example, the selection of practice materials and the reading of 60 works in Putonghua proficiency test are famous works with brilliant literary grace, emotional charm and beauty. In the process of pronunciation practice, don't neglect the students' understanding of the aesthetic implication of the works, so as to drive the students to have an emotional understanding and excavate the aesthetic image and aesthetic implication in the works. Naturally, the rhythm of the language will accompany the rhythm in the reading process. Adding emotional stimulation and aesthetic edification to Putonghua classes in colleges and universities will make teachers interesting and scholars happy, gradually guide students to form correct motivation to learn Putonghua, and enable students to realize the charm of Putonghua itself. Only in this way can students actively learn Putonghua and use Putonghua, genuinely like Putonghua and promote Putonghua.

### *D. Mobilize students to practice their emotions actively*

The subjective condition for realizing the aesthetic education function of Putonghua teaching is the active exercise emotion of college students in Putonghua class. The process of learning Putonghua is a combination of listening and speaking. In the first stage, students acquire Putonghua pronunciation skills, methods and perception of beauty through listening to teachers. In the second stage, students practice pronunciation and demonstrate their language skills through speaking. Teachers can start from these two links to arouse students' emotion in practicing Putonghua.

First of all, the content and quality of what students hear in Putonghua class is very critical. As mentioned earlier, in Putonghua teaching, we should explain the language beauty of the demonstration Putonghua so that students can realize that what they hear is beautiful. The good and bad, beauty and ugliness of what one hears determine the content of knowledge and the feeling of beauty that one obtains.

Secondly, finish the speaking exercise on the basis of listening, which is also a more difficult step. Many students are afraid of difficulties in the process of speaking. Teachers should help students build confidence in learning Putonghua, so that students can accept Putonghua from the bottom of their hearts and dispel their resistance. This requires arousing college students' aesthetic feelings in Putonghua classes. These aesthetic feelings will resonate with students, thus mobilizing them to learn Putonghua freely, easily and happily. In the best psychological state, students will gain great recognition of their own potential, which naturally translates into the internal motivation for learning Putonghua. At the same time, in the teaching process, teachers should have a pair of eyes to discover beauty, be good at discovering students' progress, encourage them in time and guide them correctly. Practicing Putonghua is a skill and a habit, which requires a long period of correct imitation and repeated practice to gain something. Teachers should make students firmly believe that as long as they keep practicing, consolidating and accumulating repeatedly, they will eventually form correct language habits.

## IV. CONCLUSION

Today's society puts forward higher requirements and expectations for the comprehensive quality of college students. Putonghua teaching in colleges and universities is a powerful way. Mandarin courses in colleges and universities shoulder the important mission of aesthetic education. Putonghua teaching can guide college students to discover beauty, appreciate beauty, pursue beauty, and create beauty to the best of their ability. It focuses on cultivating and improving college students' aesthetic ability, helps to cultivate high-quality college students, and is conducive to carrying out quality education in colleges and universities. This study analyzes the aesthetic education function of Putonghua curriculum in colleges and universities, puts forward the ways to implement aesthetic education in Putonghua curriculum, and provides research reference materials for Putonghua curriculum reform.

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