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Application of Information Technology in Oral Chinese Teaching as a Foreign Language

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Abstract—With the reform of education and teaching, more and more teachers have introduced information-based teaching methods when designing classrooms, making full use of pictures and audiovisual materials to increase the amount of information input, and at the same time, dynamic static teaching content makes classroom rich and interesting. Through multi-faceted learning of vocabulary, effective processing of text elements (text, pictures, sounds), diversified setting of exercise topics, and better setting up scenarios based on the characteristics of students, psychological acceptance and needs, Static textbooks have become rich and vivid textbooks. In the teaching of human-computer interaction, students can quickly understand and master the language they have learned. An excellent spoken textbook not only considers what to learn, but also reflects how to learn. The information-based teaching form can greatly improve the use effect, teaching effect and learning effect of teaching Chinese as a foreign language.

Keywords: Chinese teaching materials for foreigners, information technology, teaching method

I. INTRODUCTION

With the continuous reform of teaching models and methods of teaching Chinese as a foreign language, the effectiveness of oral English classes has increasingly become the focus of attention for foreign Chinese workers. Selecting the most suitable spoken textbooks and choosing the most effective teaching methods, so that students can express themselves to the maximum and actively becomes the most difficult problem facing teachers of Chinese as a foreign language. In every textbook we use, there is a certain teaching method. A good teaching method runs through the entire textbook, and when the author analyzes and studies the current spoken textbooks, the author finds that many of the textbooks we have used are far away from actual life and have limited teaching resources. Having a fixed routine, coupled with a single training method for the teacher in the classroom, often with less effort, is extremely detrimental to the improvement of students' oral expression ability.

With the rapid development of the Internet, more and more teachers have introduced information-based teaching methods in classroom design. If we can use information technology in spoken language teaching, we can not only make up for the shortcomings of the above problems, but

also break through the flatness and level limitations of the textbooks, and can make full use of its unique large amount of information, intuitive and fast flexible and diverse advantages. Through the processing and improvement of various types of information and language points in the textbooks, it is displayed to students in a more interesting and flexible form, so that they can learn in a relaxed and pleasant atmosphere and have fun in teaching.

According to the theory of the Soviet psycholinguist: "The characteristics of the quantity and quality of knowledge control depend on the students 'processing methods of knowledge, and the effective use of image teaching methods greatly promotes the reasonable organization of students' acquired knowledge and optimizes the reproduction of knowledge." [1] In practice, we have seen that information-based teaching has indeed created situations that are difficult to create with traditional teaching methods, and has effectively realized the organic combination of teaching material structure and teaching environment.

This article focuses on the application of informatization methods in the teaching of spoken Chinese as a foreign language from the aspects of new word teaching, text teaching and practice.

II. THE SPECIFIC APPLICATION OF INFORMATION TECHNOLOGY IN ORAL TEACHING

A. Teaching of new words

In the teaching of Chinese new words to foreigners, especially the vocabulary teaching stage at the primary stage, it is very important for students to improve their learning efficiency and rapidly expand their vocabulary. How to make learners pronounce accurately, quickly and effectively understand the meaning and usage of new words, and improve their ability to memorize and use new words is also a question we need to explore further.

1) Pronunciation of new words: Due to the particularity of the Chinese phonetic system and the individual differences of students, after the end of the intensive speech training phase, there will still be some students who inevitably have irregularities in their pronunciation. Teachers are still required to continue to teach it.

Traditional vocabulary orthographic methods are generally read by teachers and correct pronunciation, but the problem of tongue position can only be explained by drawing or gestures. If information technology is introduced, you can use lip plots, animations, etc. at any time to repeatedly observe and experience the sound, shape, and sound. You can also record your own voice and compare it with the recording. Teachers can also use the homework recorded by students to perform speech tailoring, pick out sentences with pronunciation problems, summarize them, and "consult" the teachers and students together in the classroom to quickly and effectively correct students' pronunciation problems.

2) Use of new words: According to the author's observation, many teachers' processing of new words is often limited to reading and comparing translations. With this single method of memorizing, some words students may soon forget. The use of information technology can deepen the understanding and understanding of the words learned through various forms, increase the stimulation of memory senses in various aspects, and leave a deep impression on students' minds.

We can watch and talk, and talk and watch. For example, say "eating", we can put a video of eating or show a picture of eating; say "air conditioning", we can show a picture of air conditioning and so on. When the word "change" is spoken, a change is demonstrated; when the word "anger" is to be expressed, a picture of a smiley expression on the head is displayed. Studying in this way links the rigid new words with the physical image in life.

For another example, the doctrine "These pants are very fat." We can show a picture of one fat and one thin pair of pants. Students can say "fat" and "thin" based on the picture, and then say "this pair of pants is fat." Or "this pair of pants is thin." Learn to describe in terms of what they have learned. Use the quick and intuitive information technology to practice words and sentences. Through quick demonstrations, train students' quick verbal or sentence reaction and oral expression skills. In order to better train students' ability to use words, teachers can further process the textbooks, design various information-based practice forms, fully mobilize all memory organs, and use them audiovisually. For example: see pictures to talk, see pictures to speak, see pictures to fill in the blanks, listen to words to choose pictures, and so on.

Under this practice mode, the interactivity of the classroom is enhanced, and the students 'interest in memorizing new words is greatly increased, and the vocabulary grasped in a unit time is also increasing. Especially in a short period of time, with the increase of the amount of knowledge, not only the new knowledge is effectively input, but also the efficiency of reviewing the old knowledge is improved. Informatization teaching has played an optimizing and strengthening role in all-round learning of new words.

B. Teaching treatment of text

The text is the main body of textbooks for teaching Chinese as a foreign language. The problems in the text part of the current oral textbooks are generally manifested in two aspects. On the one hand, the setting of text content in traditional textbooks may not be comprehensive and appropriate. Some of the content in the current spoken English textbooks are different from reality. The contextual design is often not practiced in classroom teaching with real, natural 'living in' and familiar communication situations. Practical significance, it is difficult to implement the real situational teaching. On the other hand, students cannot feel the scene of each sentence and use it accurately. Students may have understood what the teacher was teaching at the time, but they may not be able to use it accurately and flexibly in daily life after class. Then information-based teaching methods can relatively make up for this deficiency.

1) Display of text content: Regarding the presentation of the text content, we can consider the design from the following three aspects.

- Teachers can find some relevant scene pictures or video clips based on the content of the textbook to deepen the students' understanding of the text.

- In teaching, teachers can decompose the text content and demonstrate it through information technology to facilitate the interaction between teachers and students.

- Refine and summarize the grammar knowledge involved in the text so that students can learn better and use it accurately.

No matter which level or part of the text is to be studied, the informationization intervention needs to pay attention to the relevance of the text content and the degree of relevance to life. It must be due to the text and the real life. Only in this way can the text be truly alive in the minds of students.

2) Exercises for the text: For example, when I was teaching the language function project of "seeing a doctor", I felt that the content of the text was not enough to support the actual spoken language activities. Then I found some pictures and scenes of scenes in the hospital as a supplement to the teaching, so that the students were exposed to the real topic. I heard that in the context, they naturally elicited their desires for oral expression, and at the same time allowed students to understand the relationship between such text content and their lives, mobilized the students' interest, exerted their imagination, and promoted their understanding of the text content. And use.

Give full play to the advantages of information-based teaching methods to turn abstraction into an image. In explaining the language point "more and more...", such as: (1) the weather is getting hotter. (2) He drives faster and faster. (3) My sister gets up earlier and later. The advantages of informatization mean that students can easily understand and accurately use this abstract sentence pattern. They can quickly use this pattern to describe different situations. So

intuitive, concrete, and vivid, transforming static grammar into dynamic grammar enables students to enhance their perception of language points and truly achieve expressions based on understanding.

In the practice phase of the text, using the information technology means of a large amount of information, the practice form is fast and convenient, first divide the text into single sentences, orally fill in the blanks or complete the sentence. In practice, you can complete the sentence based on the picture, or you can choose to complete it based on the groups of words displayed. Dialogues or paragraphs can then be completed by content, and pictures or words can be provided as a reference if necessary. Finally, students can be described or retell the whole lesson. During the practice, scenarios related to the content of the text can be displayed, so that students can develop a psychological state of entering the communicative situation, and conduct simulation or dialogue in the role-based practice scenario.

Throughout the exercise, guidance and prompting through information technology can effectively help students to complete tasks. It is necessary to continuously and quickly carry out repeated exercises of the learned language points and sentence patterns. At the same time, it is necessary to take into account the individual differences among students, use the characteristics of informatization, and set the difficulty, intermediate, and ease of the exercises to enable students of different levels There is room to play, alleviating the tension caused by level reasons during the practice. For example, during the lesson "Let's taste it," ("Quick Chinese Speaking (Introduction)"), after explaining the lesson, we set up different exercises based on different levels.

3) Setting the key sentences in the text dialogue to blank and complete the blank: Set the sentences related to invitation, ordering, ordering, and checkout to fill in the blanks, like "I heard, let's go, shall we?" "Come one, one, and then one more." "Delicious is delicious, but." Students paired to complete the dialogue to examine their basic grasp of the language function of a la carte meals.

4) Setting the text scenario and complete the next plot: Gives a prompt: "There are four people in Xiaoyu's dormitory. Xiaoyu is going to treat her today. Xiao Zhang said: 'Let's go to eat Korean food, shall we?' Xiao Wang said: '...'.... ".." Guide students to imagine what might happen below, and complete the conversation in groups.

5) Completing the expression of other related topics according to the topic of this lesson: Set the topics "Characteristics of Chinese cuisine", "My specialty dishes", "My favorite restaurant", etc. Expand students' thinking, make the content of the text extend to daily life practice, and improve the ability of students to express in sections.

Informatization teaching is not only an ideal teaching method for teachers, but also a good tool for training students' speaking ability. Allow students to complete assignments in other media such as PPT or WeChat. Students can express or explain in sections based on their media assignments. In this way, students of all levels can

participate in oral practice activities. This form of practice is proactive, active, happy and confident. Note that the teaching activities should not be confined to a framework at any time, and the flexibility of the exercise content and the extension of the students' thinking should be maintained.

III. THE ISSUES NEEDING ATTENTION IN THE USE OF INFORMATION TECHNOLOGY TEACHING

In the process of information-based teaching, we must first be very familiar with and understand the language content and knowledge structure of spoken textbooks, and have a basic assessment based on the students' different cultural backgrounds, Chinese proficiency, and the difficulty of the textbooks. The combination of teaching content and informatization forms ensures that classroom teaching is targeted, effective and interesting. Multi-faceted sensory stimulation stimulates students' intrinsic learning motivation, and oral teaching is more natural and effective. The teaching mode can be a multi-dimensional mode of teacher-student communication, student communication, and human-computer communication, enhancing the interaction and initiative of teaching.

It needs to be emphasized that the modern teaching method of informatization is only an auxiliary method of teaching. In classroom teaching, you should not blindly give the initiative of the classroom to the machine, but it will make the classroom atmosphere dull and tedious because of the lack of ideological communication. The use of informatization means should adopt a modest principle. Human-machine communication cannot replace interpersonal communication. For example, when using video materials, we should pay attention to grasp the projection time. According to observation and recording, some people have concluded that the total length of a class is 45 minutes, and the video projection time is about 10 minutes. If the time is too long, it will cause visual and nervous fatigue of students, and reduce the students' desire to express after speaking. The video can take a variety of playback forms — retelling, asking questions, dubbing, etc. In short, the flexible approach is based on the principle of keeping students interested and enthusiastic at all times.

IV. CONCLUSION

Informatization is not only a mechanical training tool for "stimulus-response", but it also meets the cognitive needs of students in teaching Chinese as a foreign language, and it can become a cognitive tool to assist students in active learning. [3] Informatization function is applied to the teaching of spoken Chinese as a foreign language, which enriches teaching methods, and the teaching content is closer to the students' cognitive law, which has promoted new development of teaching methods of spoken Chinese as a foreign language. As long as we combine strengths and avoid weaknesses, organically integrate information-based teaching with spoken textbooks, and reasonably integrate classroom teaching, we can enable students to participate in classroom activities widely, achieve the goals set by the

textbooks to the greatest extent, and truly improve students' oral learning results.

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