

Study on the Optimization of TCFL (Teaching Chinese as a Foreign Language) From the Perspective of Educational Psychology of Foreign Language

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ABSTRACT

Seen from educational psychology of foreign language teaching, the author aims to explore the effective methods and strategies of teaching Chinese as a foreign language by analyzing the psychological characteristics of overseas students and the factors influencing their Chinese acquisition. Therefore, teachers of TCFL (Teaching Chinese as a Foreign Language) can improve the quality of classroom teaching and optimize the process of Chinese acquisition for overseas students.

Keywords: educational psychology, TCFL, Chinese acquisition, optimization

I. INTRODUCTION

The teaching of Chinese as a foreign language is inseparable from the guidance of the psychology of foreign language education. "(One of the characteristics of the development of modern science) is interdisciplinary influence and mutual penetration." (Gui Shichun, 2002) Dr. H.H. Stevenson, a scholar in Canada, also points out that "no one can teach language without understanding psychology teachers and course theories. Similarly, it is not surprising that many teaching theory works have signs of psychological characteristics and refer to modern psychological theories from time to time." (Ge Linfen, 2004) Psychology of foreign language education is an interdisciplinary subject of linguistics, pedagogy, management and psychology. In the classroom teaching of Chinese as a foreign language, the application of psychology of foreign language education as the theoretical basis will be able to optimize the classroom teaching of Chinese as a foreign language.

II. THE RELATIONSHIP BETWEEN EDUCATIONAL PSYCHOLOGY OF FOREIGN LANGUAGE AND TCFL

"Teaching Chinese as a foreign language (TCFL) is a new interdisciplinary subject that teaches and studies Chinese as a second language." (Chen Feng, 2007) With the warming of Chinese language, more and more attention has been paid to the teaching of Chinese as a foreign language. The teaching of Chinese as a foreign language has become an important part of college teaching. First of all, the teaching objects are special. Most of the foreign students are at the zero level, but

their age level, understanding and acceptance ability are relatively strong. Secondly, the particularity of teaching objects determines the particularity of teachers. Teaching Chinese as a foreign language requires teachers to have a good basic foundation of Chinese and a comparable level of foreign language ability. Finally, due to the differences in regional culture, language system and language habits between China and the West, it is difficult for foreign students to acquire Chinese, which is a great challenge for teachers of Chinese as a foreign language. Foreign language education psychology as an emerging subject, the main "research on the rules of the psychological movement in the process of foreign language education, namely the study foreign language educators in the process of foreign language education of ideology, knowledge, language skills, individual differences (intelligence, non-intelligence, personality, social environment and so on) and reveal the essence and develop effective learning process of scientific method education... In fact, the process of foreign language education is a process in which learners can actively and effectively learn a foreign language under the guidance of educators." (Jia Guanjie, 2007)

In teaching Chinese as a foreign language, to understand and master the psychological characteristics of foreign students, according to the principles of psychology of foreign language education, the design of classroom teaching procedures can optimize the classroom efficiency, improve the teaching effect, make the classroom teaching of Chinese as a foreign language become effective teaching. Therefore, teachers of Chinese as a foreign language need to take the theory of psychology of foreign language education as the

theoretical guidance of classroom teaching, and constantly improve the teaching means and skills.

III. NON-INTELLECTUAL FACTORS INFLUENCING CHINESE ACQUISITION OF FOREIGN STUDENTS AND PSYCHOLOGICAL CHARACTERISTICS OF FOREIGN STUDENTS

The process of foreign language learning seems simple, but in fact it is extremely complex and involves many non-intellectual factors. These factors directly affect the learning effect of Chinese learners, such as learning motivation, learning attitude, learning interest, will and personality are the most direct and main factors. "Educationalist Jakobovits once investigated and found that several major factors affecting foreign language learning: motivation accounts for 33%, ability accounts for 33%, intelligence accounts for 20% and other accounts for 14%. (Jia Guanjie, 2007) The process of language learning is controlled by consciousness. Therefore, Chinese learners must have a strong desire to learn, a clear purpose for learning Chinese, and a subjective motivation to take action.

The formation and development of TCFL is closely related to the development of language theory, the basic conditions of language learning of foreign language teaching objects, and the psychological characteristics of language learning of foreign language teaching objects. The method of leading in listening and speaking has been a dominant method in foreign language teaching for decades, and its linguistic theory is based on the linguistic view of structural linguistics. "Structural linguistics holds that spoken language is primary and written language is secondary." (Zhou Xiaobing, 2006) The "leading in listening and speaking" in foreign language teaching is also related to the language characteristics of Europeans and Americans, who are extroverted and fond of face-to-face communication, and can often chat with strangers for half a day. Learning a foreign language is mostly listening and speaking training, they feel very natural, very accustomed. Westerners, on the other hand, were very interested in learning Chinese characters at first, but soon gave up because of the difficulty. Many Europeans and Americans often communicate very well in Chinese, but they can only understand Chinese characters but cannot write them.

Influenced by traditional Confucian culture, Easterners, especially Koreans, are introverted and not used to speaking in public. While South Korea and China both belong to the Chinese character culture circle. Europeans and Americans are afraid of learning Chinese characters, but Koreans are very familiar with and feel the love of things. Under the influence of such language psychology and cultural habits, most Korean students do not like to take the initiative to speak in class. When assigned oral homework, they usually

write it on the draft first and read it according to it. In this way, it is more suitable for Korean Chinese teaching to take the lead in reading and writing, and then to listening and speaking.

Teachers of Chinese as a foreign language should constantly optimize classroom Teaching of Chinese as a foreign language under the guidance of psychological principles of foreign language education.

IV. OPTIMIZING TCFL BY USING THE PRINCIPLES OF EDUCATIONAL PSYCHOLOGY OF FOREIGN LANGUAGE

TCFL is a process in which TCFL teachers effectively achieve their teaching objectives by coordinating the relationship between teachers, students and students. Teachers of Chinese as a foreign language take into account the psychological characteristics of foreign students' Chinese learning in their classroom teaching, and under the guidance of the psychological principles of foreign language education, actively optimize the classroom teaching of Chinese as a foreign language and continuously improve the efficiency of Chinese teaching. First of all, the teaching of Chinese as a foreign language must adhere to the student-centered principle, strengthen classroom interaction, guide foreign students to study independently, conduct appreciation education, fully mobilize students' enthusiasm, initiative and creativity, and at the same time complete the teaching tasks, focus on cultivating and improving their learning, practice and innovation ability.

A. Strengthening classroom interaction and enhancing the awareness of international students' participation

The interaction theory proposed in the 1960s is an important branch of cognitive psychology. With the in-depth study of human language learning by psychologists, language educators proposed that "TCFL should advocate the teaching tenet of 'learner-centered and teacher-led' and emphasize the subject position and initiative of learning." (Xu Ziliang, Wu Shipu, 2006) In TCFL classroom teaching, foreign students, as the subject of Chinese learning, should not passively accept but actively practice in the original Chinese knowledge system to form a new Chinese knowledge system and learning experience.

TCFL teachers should give foreign students more opportunities and sufficient time to think and explore in classroom teaching activities so that they can experience the natural process of language knowledge acquisition. For overseas students from eastern countries, especially Korean students, teachers should actively encourage them to speak in class, while European and American students can make full use of

their psychological characteristics and let them lead other passive learners. In teaching Chinese as a foreign language, constant interaction and cooperation can activate the internal causes of Chinese learning. Therefore, TCFL teachers should play the role of a good organizer in the teaching process, organize a variety of meaningful activities, such as group discussions, and fully reflect the subject status of learners through mutual encouragement and evaluation, so that international students from different cultural backgrounds can have the willingness to participate in classroom teaching. Using various activity elements such as scene, collaboration and conversation to mobilize the active participation consciousness of international students in classroom teaching and finally realize their interaction in classroom learning. To build a new Chinese knowledge system through communication and discussion, and to provide students with more opportunities to listen, speak, read, write and translate through creating a relaxed, lively, cooperative and competitive teaching environment, so as to improve the level of Chinese communication.

B. Guiding independent learning to cultivate the spirit of exploration of international students

Autonomous learning has been an important subject in the psychology of foreign language education since the 1950s. In teaching Chinese as a foreign language, the independent learning ability of foreign students should include the ability to self-manage Chinese learning, the ability to make wise decisions on learning contents, methods, learning strategies and learning progress, and the ability to correctly evaluate the effect of independent learning. After all, the time for teaching Chinese as a foreign language is limited, so the cultivation of students' independent learning ability is not only the ultimate goal of Chinese teaching, but also a teaching concept and a learning strategy.

Emphasis on foreign language teachers in the foreign language education psychology plays a leading role in class, is the organizer and leader of teaching activities, teaching Chinese as a foreign language in Chinese language environment should avoid the traditional habitual "cramming" teaching, the traditional foreign language teaching mode can't guarantee the quality of Chinese teaching, is not conducive to the cultivation of the students divergent, critical and innovative thinking, more conducive to cultivate their innovation spirit and practice ability. Teachers of Chinese as a foreign language should be aware of the roles and status of teachers and students in the teaching process, and take international students as the center.

Teachers of Chinese as a foreign language should actively challenge the traditional foreign language teaching methods and use the mode suitable for teaching Chinese as a foreign language, such as "case

teaching, which includes setting the scene, determining the problem, independent learning, cooperative learning and effect evaluation (Gao Yunhong, 2007). Teachers of Chinese as a foreign language can choose topics related to learning content as the center of learning and discussion. "As an ancient saying goes, 'Learning starts with thinking and thinking starts with doubt.' Curiosity often starts with questioning." (Gao Yunhong, 2007) Creating a situation is to create information gap between the teaching content and the students' thirst for knowledge, that is, to find problems, and how to solve problems is the learning content. Teachers of TCFL provide clues to international students to solve problems, give them more freedom and flexibility, and cultivate their ability to think and solve problems independently. The purpose of this teaching process is to guide international students to think actively so as to fully tap their thinking potential. Any students including Europe, America, southeast Asia and other regions, are inevitably exist inert study, therefore, in the Chinese as a foreign language classroom teaching, the teachers also must be persuasive, exploit, create open and harmonious and democratic Chinese autonomous learning environment, let the students to actively participate in problem solving, itself to explore actively, train the ability of autonomous learning, exploring learning potential, to improve Chinese language using ability.

C. Carrying out appreciation education to mobilize the enthusiasm of international students

"Appreciative education is a way of education by appreciating and praising the advantages of the educated. It is an educational way of personality education by mobilizing the non-intellectual factors of the educated, namely emotion, motivation, interest, will and character." (Gao Yunhong, 2007) Studies have shown that students with a high degree of attachment will continue to work hard and achieve excellent grades after they receive recognition or praise from their teachers. Children who grow up in an environment full of praise, who are confident and often praised by their teachers, also do better in school.

Any cultural atmosphere, in daily communication between the mutual praise and praise, will be a dose of pistachio and lubricant, let the listener happy, cheerful, confident. Therefore, in teaching Chinese as a foreign language, Chinese teachers should grasp the right time and give sincere affirmation and praise to the progress of foreign students. Foreign students are the main body of Chinese teaching. Once they have enthusiasm and interest in Chinese learning, they will take the initiative. Only in this way can teachers of Chinese as a foreign language truly influence students and achieve more obvious results in Chinese acquisition. Interest is the core factor of learners' consciousness and enthusiasm. It

will stimulate international students' interest in learning Chinese to the maximum extent, and will surely make them have a strong thirst for knowledge. They will direct their perception, memory, attention, thinking and other intellectual activities to or focus their Chinese learning, and actively, actively and happily explore and learn. Of course, appreciation education also puts forward higher requirements for teachers of Chinese as a foreign language. In addition to having solid teaching foundation and professional knowledge, teachers must also have the unique vision of collectors and see the extraordinary side of seemingly ordinary items. For foreign students, the acquisition of Chinese will not be accomplished overnight, and the difficulty of Chinese learning is beyond the grasp of native Chinese speakers. For their progress, teachers should explore with their heart, give affirmation and praise.

V. CONCLUSION

Teaching Chinese as a foreign language (TCFL) is a complex process, which involves various disciplines, such as linguistics, pedagogy, management and psychology. Therefore, psychology of foreign language education inevitably plays a pivotal role in TCFL and plays a positive role in promoting it. Only when teachers of TCFL are familiar with and master the learning psychological characteristics of foreign students in different regions and cultural backgrounds, make clear the non-intellectual factors that affect Chinese acquisition, use the theory of foreign language education psychology as a guide, and constantly optimize the classroom teaching of Chinese as a foreign language, can they carry out TCFL effectively and make the acquisition of Chinese by foreign students achieve remarkable results.

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