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Research on a New Model of Teaching Chinese as a Foreign Language Based on Network and Multimedia

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ABSTRACT

The most obvious change in the promotion of modern Chinese is the change of teaching methods from paper-based to multimedia teaching. As the number of foreign Chinese learners continues to rise, there is a need to introduce multimedia technology to build a new education and teaching model. In this regard, based on the analysis of the current situation of teaching Chinese as a foreign language, we introduce the concept of multimedia education and propose new ideas of teaching Chinese as a foreign language, including the setting of teaching objectives, the division of teaching contents and the subsequent educational evaluation. The emergence of multimedia networks can not only provide more educational teaching resources for teaching Chinese as a foreign language，but also can effectively improve students' learning efficiency and has an important impact on the classroom atmosphere and learning results.

Keywords: Chinese as a Foreign Language, Education and Teaching, New Model

1. INTRODUCTION

Teaching Chinese as a foreign language originated in the 1950s, when as a brand new course, it did not have a perfect system in the teaching process，the content of the course was mostly based on the Soviet Union's "Modern Russian", which was divided into syllables, words, vocabulary, grammar, rhetoric and other parts, and the daily teaching process was completed in the form of multi-angle and multi-directional learning. It was not until the 1980s that Mr. Shi Youwei published his important work "Chinese as a Foreign Language at the Crossroads", which directly pointed out the failures in teaching Chinese as a foreign language and received the attention of the majority of language educators. As a result, a large amount of research literature on the optimization of teaching methods for teaching Chinese as a foreign language has appeared in recent years [1].

In recent years, with the development of domestic technology, the integration of modern Chinese as a foreign language education with network multimedia technology has brought about great changes in teaching ideas and teaching modes. As a typical open subject in modern society, the introduction of network and multimedia teaching has greatly changed the awkward situation of the traditional teaching of Chinese as a foreign language, and has produced great innovations in

education and teaching mode. Both the comprehensive Chinese language course and the practical oral course can better reflect the principle of student-oriented education and teaching ideology, which is undoubtedly a huge reform for contemporary teaching of Chinese as a foreign language. This teaching reform is very educational for the current mass of international students in China, and it also has an important role for overseas Chinese language lovers and learners. Because in overseas Chinese language learning, they are almost isolated from the Chinese language except for classroom time, the introduction of multimedia and the Internet can effectively broaden their Chinese language learning environment. Therefore, contemporary teachers of Chinese as a foreign language can effectively improve the quality of learning Chinese as a foreign language by using multimedia courseware to build a Chinese language learning environment.

Multimedia and the Internet have great spatial span, diversity and interest. These can provide more teaching possibilities for teaching Chinese as a foreign language, and combined with the current leading role of teachers, they can provide foreign Chinese learners with a larger communication platform and multiple types of communication media, prompting them to improve their own communication skills [2]. In response to the above, this study will focus on the comparative analysis of language teaching under traditional language teaching

and network multimedia, and use it as a basis to objectively analyze the new ideas brought by multimedia and network movement to the teaching of Chinese as a foreign language. Including its new theoretical basis combined with teaching methods, it can provide new ideas for the subsequent innovation of teaching Chinese as a foreign language.

2. ANALYSIS OF THE CURRENT SITUATION OF TEACHING CHINESE AS A FOREIGN LANGUAGE

The system of teaching Chinese as a foreign language in this study divides the language currently used into two different corpora, written and spoken, which complement each other and have corresponding differences. The so-called written language is a language that emerges through continuous processing as a spoken language. Spoken language is the language used to express emotions and information in the social sphere. In the process of using spoken language, common vocabulary, sentence structure and rhetoric all influence the meaning of the expression. In the current Chinese education for foreigners, the entire curriculum of Chinese language learning is set for written language learning. At the same time, the ultimate goal of education is to ensure that students master good written language expression and have the most basic ability of social communication. By analyzing the existing Chinese education system, we can see that the content of the written language teaching curriculum can be divided into several parts, such as vocabulary teaching, grammar teaching, language expression teaching, and reading teaching, and the use of a variety of teaching sessions arranged and combined to improve students' written language control ability. Because of the excessive emphasis on the written language in the process of teaching Chinese as a foreign language, students' oral learning and adaptability are neglected to a certain extent, making the development of students' language cultivation incomplete [3].

In the current classroom education of Chinese as a foreign language, the theoretical part of the teacher's book knowledge occupies a large proportion of the classroom, and the teacher completes the daily teaching work of the course through narration, treating students as listeners rather than participants in the classroom. This kind of teaching method emphasizes the role of the teacher, which is one of the most basic theoretical education methods and has wide application in the existing Chinese language education. However, it is clear from classroom practice that using this approach as the only way to teach Chinese as a foreign language will make the content of Chinese as a foreign language too thin and boring, and limit the upgrading and development of Chinese as a foreign language teaching method. At the same time, this teaching style has the fatal flaw of emphasizing the importance of the teacher in teaching

and depriving students of the right to speak and participate in the classroom, reversing the status of the teacher and students in the classroom. In courses using this teaching method, teachers will take part of the class time to ask students questions, but students rarely take the initiative to ask questions, and students' participation in the class is low, which affects the communication between students and teachers and undermines teachers' confidence in the curriculum reform.

At the same time, the study of students' learning of Chinese as a foreign language shows that students' learning of Chinese as a foreign language is mainly limited to classroom learning, and there is a serious lack of independent learning outside of class. Students' desire for learning Chinese as a foreign language is low, and the lack of content outside the classroom cannot make up for the lack of learning in the course. In the after-school study of Chinese as a foreign language, only a small number of students take the time to read the textbook or look at it when reviewing. Based on the above analysis results, it can be seen that there are great problems in teaching Chinese as a foreign language, which are partly congenital caused by the characteristics of the subject itself, and partly acquired caused by the lack of rationality in the design of teaching contents and teaching methods. It is possible to improve the current deficiencies in teaching Chinese as a foreign language only when both innate and acquired conditions are grasped simultaneously [4-5].

3. NEW IDEAS FOR TEACHING CHINESE AS A FOREIGN LANGUAGE PROPOSED

According to the above analysis of the current situation of teaching Chinese as a foreign language, it can be seen that there are problems caused by both innate and acquired factors in the current teaching of Chinese as a foreign language. Therefore, it is necessary to propose a corresponding new direction of teaching and learning to deal with the current problems in teaching Chinese as a foreign language. Before proposing new ideas for teaching Chinese as a foreign language, the following issues need to be recognized: first, how to set the focus of the goals of teaching Chinese as a foreign language; second, how to deal with the relationship between the nature of the Chinese as a foreign language curriculum and its tasks; and finally, how to compensate for the incomplete development of language cultivation in the process of teaching Chinese as a foreign language. Only by solving the above problems can we put forward new ideas of teaching Chinese as a foreign language in line with the current situation of education in China. The emergence of network multimedia can undoubtedly help open up a new model for the current teaching of Chinese as a foreign language. At present, the study divides the overall optimization ideas into four parts, which are: resetting the educational objectives of teaching Chinese

as a foreign language according to the market environment; setting reasonable content of teaching Chinese as a foreign language based on network media; optimizing the technology of teaching Chinese as a foreign language with multimedia as the core; and reforming the learning evaluation system. In this study, a comprehensive setting of the above contents will be launched.

3.1 Goal Setting for Teaching Chinese as a Foreign Language in the Market Environment

The ultimate goal of introducing language enhancement into the goals of Chinese as a foreign language education is to enable students to achieve the dual goals of language proficiency and language enhancement in their daily education, as well as to draw strength from them, gain appropriate language control, and promote the harmonious development of mind and body. This kind of educational goal is systematic and comprehensive, and cannot be interpreted as improving language expression and humanistic qualities. The Chinese as a Foreign Language course is a comprehensive course, which is not only a means to promote students' humanistic qualities through language learning, but also an educational course that promotes students' all-round development together with their moral education, aesthetic education and physical education. Therefore, as an important part of quality education, Chinese as a Foreign Language has multidimensional and comprehensive characteristics, and has many educational functions for students' language cultivation, literary cultivation, personality cultivation and thinking patterns.

In this study, Chinese as a foreign language is regarded as a fully developed curriculum system, and this openness determines the multifaceted integration of Chinese as a foreign language teaching objectives, which can be achieved through diversified curriculum content settings and the introduction of network multimedia equipment and the establishment of a unique material database. According to the needs of learning Chinese as a foreign language, we combine the database to change the overall setting of teaching Chinese as a foreign language, and divide it into three parts: pre-course Chinese education, classroom Chinese education and after-course Chinese education. The main body of pre-course Chinese education consists of family education, classroom Chinese education includes basic education and high-level education, and after-course Chinese education refers to the continued education of Chinese as a foreign language in society after classroom learning. Using this curriculum teaching mode, we can achieve the goal of lifelong and consistent Chinese language education. If necessary, multimedia data can be used to share various types of Chinese language materials in various forms, such as videos and images, to achieve continuous improvement of the curriculum system.

In the current language teaching system, Chinese as a foreign language serves as a bridge between the basic language courses and the higher level language courses, linking the language teaching system as a whole. Its main teaching goal is to improve the average level of students after learning Chinese, and also to serve the goal of Chinese language learning cultivation. According to the results of the above analysis, in this study the objectives of teaching Chinese as a foreign language will be set with an emphasis on its undertaking with the objectives of basic language education, and not to make it completely disconnected from basic language education. At the same time, through the optimized objectives of Chinese as a foreign language education, students' enthusiasm for learning is increased and a lifelong learning concept of Chinese as a foreign language is established. At the same time, in the design of teaching objectives, some deviations in the current teaching of Chinese as a foreign language need to be corrected accordingly. In the process of teaching linguistic knowledge or grammar, it is not necessary to adopt a systematic theoretical classroom format, but to use diversified teaching methods to focus on students' comprehension and cultivation of language sense, to improve students' language cultivation, and to establish a correct literary aesthetics.

3.2 Teaching Chinese as a Foreign Language Content Setting

Through a comprehensive analysis, it is clear that the nature of the Chinese as a Foreign Language curriculum determines its teaching objectives and content, and also indicates the direction for the daily teaching content setting. The current course content design mostly takes the course objectives as an important part of the construction. However, there are still some shortcomings in the current Chinese as a Foreign Language curriculum, such as the lack of understanding of the nature of the Chinese as a Foreign Language curriculum and the lack of content in the design of the curriculum. In the process of research, we found that the nature of the curriculum of Chinese as a foreign language has led to no reasonable planning of the curriculum, and the criteria for setting the curriculum content have not been clarified, which directly affects the implementation of the content of teaching Chinese as a foreign language and makes the curriculum content empty and disorderly.

In recent years, the curriculum standards for Chinese as a foreign language have been in the process of revision and optimization. In the new curriculum standards, the content of oral learning and language usage are added to improve the shortcomings of the original curriculum. At the same time, they also provide clear directions for the development and design of teaching materials. Among the teaching contents, textbooks are the course resources that have the most direct impact on the teaching effect of Chinese as a foreign language. In the process of textbook

development, we should adhere to the principle of openness, make reasonable use of the existing curriculum resources, and realize the accumulation of words with the help of textbook contents. Set reasonable text scenarios to mobilize students' language thinking and enhance the fun of learning Chinese as a foreign language. Relying on the content of the textbook, we realize the requirement of language literacy enhancement, close the distance between the content of course knowledge and the extra-curricular language environment, and optimize the teaching content from multiple perspectives of language knowledge accumulation, language ability enhancement and language cultivation. From the traditional teaching of lessons to the teaching of ability cultivation, the organic connection between the content of the lessons and the extra-curricular environment opens up a systematic and comprehensive channel for learning Chinese as a foreign language, so that students can effectively use their learning achievements. Integrate language cultivation content into foreign Chinese education to improve students' ability to control language.

From the analysis of the characteristics of the subject of Chinese as a foreign language, it is clear that speech is one of the main differences between it and other subjects. And the famous educationalist Mr. Ye Shengtao once proposed, "Language is oral language, and literature is written language. When spoken language and written language are said together, it is called Chinese." Similarly, this theory can also be applied to Chinese as a foreign language, where the content of teaching Chinese as a foreign language is the process of students learning and using language. At the same time, the verbal nature of Chinese as a foreign language requires that in the process of teaching, all educational contents should serve for the development of language activities. Thus, the main purpose of teaching Chinese as a foreign language is to improve the quality of all students in the process of language learning, so that students can improve their ability to adapt to the language and language cultivation.

3.3 Multimedia Web Application Session Setting

In the process of teaching Chinese as a foreign language in the new era, adding modern educational network technology can effectively alleviate the problem of poor integration of emerging technologies with Chinese as a foreign language education. To introduce modern educational technology in teaching Chinese as a foreign language, firstly, we need to determine the rationality and necessity of the content of modern educational technology application; secondly, in order to enhance the rationality of the usage method, we need to select the application link of the technology available.

Since entering the information age, Chinese as a foreign language, as an important public basic course, is very practical to improve the overall quality of students, and is an important reflection of the unity of humanistic

and instrumental aspects in the design of students' curriculum. The use of modern educational technology has an important role in improving the overall quality of students. At the same time, from the perspective of the discipline characteristics of Chinese as a foreign language, it is not only a unique discipline system, but also a cross-disciplinary discipline that integrates the knowledge and views of various disciplines and is highly comprehensive. At present, most of the disciplines are educated with modern education as the main body, and applying this technology to Chinese as a foreign language education is not only helpful to the one-way development of the discipline, but also can realize the integration and communication of multiple disciplines. The introduction of the new standards has increased the learning content of Chinese courses for foreigners to a certain extent, and also compressed the classroom learning time. With limited teaching time, the traditional teaching methods become a limiting factor for teaching efficiency. The continuous addition of extra-curricular knowledge has led to a continuous decline in effective classroom time. This situation has led to a serious disorder in the Chinese as a Foreign Language curriculum. Because of this, the development of modern educational technology in the existing teaching of Chinese as a foreign language has become the main way to alleviate the daily teaching problems.

In the process of applying modern educational technology, it can be regarded as an auxiliary tool rather than the main teaching method. The emphasis on the users of modern educational technology should be raised in the teaching process and the focus on the technology itself should be weakened. The purpose of this approach is not whether modern education technology is used or not, but whether modern education technology can be used to improve students' language skills and achieve the goal of improving the effectiveness of teaching Chinese as a foreign language. In the development of daily course teaching, multimedia technology and Internet technology can be used to make the classroom content closely linked to the teaching content, highlight the focus of the course, and increase students' attention to the course content, so that the teaching task can be completed more effectively and achieve good results.

3.4. Building an Evaluation System for Learning Chinese as a Foreign Language

Focusing on the research core of language cultivation improvement, the changes of curriculum structure and teaching techniques oriented to quality improvement are proposed in the above contents. After the improvement of the teaching system, the corresponding evaluation system of learning Chinese as a foreign language should be added, so as to ensure the effect of the optimized teaching process. In this study, the optimization process of the evaluation system of learning Chinese as a foreign

language is divided into three parts, as follows: reconstruction of evaluation content, reorganization of evaluation disciplines, and reconstruction of classroom evaluation system. The evaluation system proposed in this study completes the evaluation process mainly through interdisciplinary research. Using a multidisciplinary and multi-faceted evaluation approach to analyze the effectiveness of teaching Chinese as a foreign language in a holistic manner. For example, from the perspective of quantitative analysis, the rigor of a lesson, the difference between one more knowledge point and one less knowledge point, and whether the teaching process of Chinese as a foreign language can be completed by using the teaching mode of other disciplines. For example, whether the effectiveness of teaching Chinese as a foreign language can be evaluated through the evaluation system of other disciplines, and whether good and stable evaluation results can be obtained by applying this evaluation method, etc. All the above settings are inspired by the perfect evaluation system of other disciplines. In this study, in order to ensure that the evaluation system is in line with the characteristics of Chinese as a foreign language education, the evaluation system should be based on the learning objectives of teaching Chinese as a foreign language, in order to promote interdisciplinary communication and to provide the possibility of improving students' language skills.

At present, the improvement of language cultivation as an important part of teaching Chinese as a foreign language has been reflected in many areas of the teaching process. In the future of teaching Chinese as a foreign language, a certain amount of space needs to be given to the development of language cultivation in order to confirm its suitability as a new direction in Chinese as a foreign language education. In this study, the new ideas of Chinese education for foreigners are inevitably biased based only on the existing literature and theoretical and practical teaching experiences, and the research and analysis of the above-mentioned contents will be strengthened in the future research on teaching Chinese as a foreign language.

4. CONCLUSION

For teachers of Chinese as a foreign language, improving the comprehensive quality of teaching Chinese as a foreign language is a long-term and arduous task. Teachers not only need to constantly update the teaching contents, but also need to consider the optimization of teaching methods. The emergence of multimedia networks can provide more educational teaching resources for teaching Chinese as a foreign language. Relying on the flexibility and fun of the Internet, it can effectively improve students' learning efficiency and has an important impact on the classroom atmosphere. The new mode of teaching Chinese as a foreign language in this study puts forward new teaching ideas by analyzing the current situation of teaching. In the future, we should dig deeper into multimedia teaching methods and integrate the two to improve them continuously.

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