

Research on Online International Chinese Language Teaching in the Digital Age

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Abstract: With the continuous progress of science and technology, we have gradually entered a digital technology-led era, that is, the digital era. This era brings great opportunities, but also with a variety of challenges. The Digital Age has brought about great changes in our lives. In terms of education, digital technology provides learners with more learning resources and diversified learning paths. More and more people rely on the information technology and its derivatives and bring a variety of hardware equipment, making online Chinese teaching to comply with the Internet era, the development of online teaching and research started late in our country, in the mid-1990s began to develop, on-line Chinese teaching research is yet to be improved. Against the background of a great deal of research on online foreign language teaching and a lack of research on online Chinese teaching, this paper takes online Chinese teaching as a research point, it highlights the differences between online and offline Chinese teaching and the characteristics of online Chinese teaching. In this paper, using the method of literature research, first of all, the concept of online Chinese language teaching is summarized, but also on the theoretical support of online Chinese language teaching 052.5%. And the development of online Chinese teaching is summarized. This paper expounds the teaching process of online Chinese teaching, and advances some suitable solutions to the problems existing in online Chinese teaching.

Keywords: Online Teaching; Digitization; Development; Cross-Cultural Communication.

1. Purpose and Meaning of Research

The teaching of Chinese as a foreign language can be divided into online Chinese teaching and traditional offline Chinese teaching. In 1953, Mr. Zhou Zumu published the first paper of his discipline, "Some problems in teaching non-han students to learn Chinese", which has been published for more than half a century, especially in the last 20 years, off-line Chinese teaching has accumulated rich theoretical achievements. However, the online Chinese teaching based on Internet technology has a bright future, but it starts late, and the teaching research is still confused at present. This paper tries to provide reference for the future online Chinese teaching through the research of online Chinese teaching. From the perspective of learners, learning Chinese in the classroom requires a certain amount of time investment, is a long cycle of systematic learning process, in traditional offline Chinese learning, a large number of students do not have strong motivation to learn Chinese, just for credit or other reasons. When learning Chinese online, most of the time, the students choose it on their own initiative, the students themselves have some motivation and interest, at the same time, the students can choose the teachers that suit their learning style, each student has a personalized learning program. Therefore. Further research on online Chinese language teaching will help learners learn Chinese more effectively.

2. Background

Since 1998, when Beijing Language University developed the first teaching website for Chinese as a foreign language in China, he began to pay attention to the use of modern information technology in Chinese language teaching, they made a simple explanation of the application of the electronic language teaching with the appearance of PEN Input Technology, multimedia technology and network technology,

it shows that we should attach importance to the technical support of modern information technology for International Chinese teaching and call for the active development of information-based international Chinese teaching field. By the year 2000, the rapid development of online teaching in human and material resources has become a scale, Zhang Jianmin in "Domestic foreign Chinese online teaching progress and problems," This paper sums up the progress of teaching through network from participating units, teaching techniques, teaching methods and teaching institutions, and probes into the existing problems of technology, network, talents and investment. Zheng Yanqun discusses the direction of international Chinese teaching reform in the context of his essay "Chinese on the curriculum and the classroom on the internet", it also proposes to balance the relationship between traditional classroom teaching and online international Chinese teaching, and hopes that modern educational technology can create a harmony between teachers, students and modern media technology. In the following ten years, the rapid development of network technology, and our lives are closely linked to the use of modern network technology to promote the International Chinese teaching and learning more and more research. Meng Fanjie pointed out that traditional teaching cannot meet the needs of the international promotion of Chinese language in his article "New Directions for the development of international Chinese teaching in the form of the international promotion of Chinese language", it is necessary to develop distance Chinese teaching by means of diversified curriculum, nationalization of teaching materials and courseware, and interaction of "Teaching" and "Learning".

3. The Definition of Online Chinese Teaching

Generally speaking, the external performance of web-based teaching is the teaching activities by using the all-round,

multi-channel and interactive system of teaching information processing and communication, which is made up of the communication facilities of the Yuan dynasty, some people in foreign countries define it as a kind of teaching arising from the Internet, where students and teachers can accomplish tasks related to learning. This type of teaching involves more than simply distributing information to students, "In this activity, the multi-media classroom teaching (such as slide show, projection, audio recording, television, etc.), which is realized by many kinds of equipment and technology, is integrated into the computer. Audio and video can interact with each other in real time, and the teaching information such as text, symbol, picture, video, sound, animation and so on can be processed arbitrarily according to the teaching needs, which reflects the strong integration, at the same time, it has the timeliness of teaching information dissemination, the interaction of teaching process, and the good function of teaching information, resource sharing and individualized teaching." It is similar to the live broadcast of TV programs, highlighting the real-time nature of teaching activities and the interaction between learners and professors. Therefore, some domestic scholars think that network teaching is the use of network technology and network resources in the teaching process. Activities that promote student development. Chinese as a foreign language (Chinese as a second language) is a kind of teaching activity based on modern network technology and audio-video communication equipment, which integrates the teaching principles and teaching methods of Chinese as a second language into the network platform and thus innovates the promotion of Chinese. On-line Chinese teaching takes the teaching process as the core and adopts the teaching method that is closest to "Student-centered". Chinese teachers can set up network classrooms to teach Chinese without leaving their homes and students, so as to realize the maximization of the utilization efficiency of teacher resources. In the process of e-learning, students participate in the online Chinese teaching environment under the guidance of teachers to achieve the goal of improving Chinese language skills and communicative competence. For teachers and students, online Chinese teaching is a simple and efficient new way of Chinese communication. It breaks through the limitation of time and space and reaches a wider audience. The online Chinese teaching, which is derived from the traditional offline Chinese teaching, has the advantages of low cost, convenience and resource integration.

4. The History of Online Chinese Teaching

As far as the teaching technology is concerned, online Chinese teaching is the product of the development of Computer Assisted Instruction (CAI) in the 1960s. Computer assisted instruction (CAI) is a process of teaching in which the interaction between teachers and students is established in the network. In terms of teaching methods, it is also the latest stage of the development of distance education in the contemporary era. Distance learning has gone through three stages of development. The early stages for traditional distance learning can be traced back to the 1840s when European communication courses, or correspondence courses, were delivered by mail and printed materials: by the 1930s, the development of electronic information technology has provided a new technological foundation for distance education, and has entered the era of radio and television

education, that is, distance teaching for the main media by means of radio and television technology, this is the second stage of the development of distance education: in the 1980s, distance education began to turn into a computer network-centered, computer multimedia technology in a comprehensive teaching model, therefore, it shows a broad prospect because of its characteristics of large information flow, high information quality, strong convenience and good interactivity, etc. , therefore, the third stage of the development of distance education with network multimedia technology as the main media is formed. With the continuous breakthrough of network technology and the improvement of virtual technology, the third generation of distance education is developing to virtualization, especially the virtual university which is coming into being. Relying on virtual university to carry out virtual teaching, is the latest form of contemporary online teaching development, is the latest crystallization of digital technology in cyberspace. Modern educational technology has been used in the teaching of Chinese as a foreign language for nearly 30 years. From the Chinese audio-visual teaching and computer-assisted international Chinese teaching in the 1980s, to the online international Chinese teaching, E-Learning and international Chinese teaching in the late 1990s, "Through the effective integration of information technology and international Chinese teaching curriculum to achieve the ideal Chinese learning environment and a new, can fully reflect the Chinese learner's main role of learning, so as to improve the overall Chinese language learners communicative ability."

5. Characteristics of Online Chinese Teaching

Through the comparison between online Chinese teaching and traditional offline Chinese teaching, it is found that there are both similarities and differences between the two, although online Chinese teaching is a new teaching method on the basis of traditional offline Chinese teaching, online Chinese teaching has its unique features.

5.1. The Era of "Digital" Background

The development of digitalization is based on the maturity of information science and technology. The application of digital resources in International Chinese education and teaching is also a hot topic in the field of education. At present, the network voice connection with WebEx and Skype, combined with stable network and efficient audio and video equipment, ensures the stability and order of online Chinese teaching. In the process of online Chinese teaching, both teachers and students need to have some knowledge of the network and the operation technology of the network tools. Whether it is from the selection of teaching courses, the establishment of classroom links or online teaching process of teaching and learning, all need to be carried out through the network. On the one hand, teachers and students are required to master the necessary methods to deal with the network emergency, on the other hand, they need to maintain the background network in order to avoid the technical accidents such as dropping the line and delay. On-line Chinese language teaching to the network technology extremely high request, "The digitization" time background promotes on-line Chinese language teaching unceasingly to develop and consummates.

5.2. The Change of Students' Subjective Consciousness

Students who choose to learn Chinese online usually have personal communication needs and learning goals. Students are the center of learning. For example: the study goal is the commercial exchange student only needs to emphasize the study business Chinese, and mainly enhances the listening and speaking ability. So, in the teaching process, the teacher guides the students to carry out special exercises of "Listening and speaking", which saves the time of "Reading and writing" exercises and completes the learning task more efficiently, the shift in students' subjective awareness also makes them more motivated to learn. At present, both official and non-official online learning websites tend to build students' e-learning files according to their learning background, Chinese language level and other learning needs, and tailor-made learning plans for students, it has changed from passive learning to active learning.

5.3. Complete Teaching System

Although the details of online Chinese teaching still need to be improved, but now it has developed to a stage with a complete teaching system. Teachers, students and curriculum arrangements, the three most important elements of teaching Chinese online are fully managed. In addition, including the teaching network test, classroom test and other technical aspects, as well as the arrangement of classes, classroom arrangements and other organizational teaching aspects are reflected in the teaching system. It can be said that at present, online Chinese teaching has entered a complete stage of the teaching system, the future trend of development is all aspects of online Chinese teaching system in-depth development.

5.4. Breaking the Time and Space Constraints

Chinese as a foreign language (Chinese as a foreign language) teaching on line has broken the limitation of time and space, making time, space, place and distance no longer the limitation of teaching Chinese as a foreign language. Chinese learners can feel the authentic Chinese teaching without going out of their homes. The online Chinese teaching through network links to form non-entity classrooms, to achieve the optimization of resource allocation and use, reducing resistance to the international spread of Chinese.

The only time-space relationship that online Chinese teaching needs to face is jet lag, which can be solved by means of teachers' voluntary principle, such as shift arrangement or increasing the salary of night classes. In practice, a considerable number of teachers have chosen night courses, and Chinese students abroad in their spare time online Chinese teaching, solving the problem of jet lag. It can be said that online Chinese teaching completely breaks the space-time limit.

6. Cross-cultural Communication in Online Chinese Teaching

The objects of online Chinese teaching and traditional offline Chinese teaching come from non-chinese-speaking countries or regions. The different regional cultures make cross-cultural communication more and more important, both online Chinese teaching and offline Chinese teaching need to pay attention to cross-cultural communication. Hu divides the process of cross-cultural communication into five aspects: verbal communication, nonverbal communication, social

communication, interpersonal relationship and management. In the process of online Chinese teaching, due to the limited audio and video window, teachers and students do not communicate face to face in the process of online teaching, social interaction, interpersonal relationships, and management are not so important in cross-cultural communication. Therefore, verbal communication and nonverbal communication of hand and face are very important in online Chinese teaching.

The problems of language communication in cross-cultural communication mainly arise from the differences among language, thinking and behavior. For different language communication, we can use the substitution method to explain to the students. Using the words in the students' vocabulary system to replace the language communication that the students may not understand can achieve twice the result with half the effort. At the same time, teachers should be fully prepared after class, for online Chinese learners, there will be confusion of the teacher's instructions, and the use of English instructions is not consistent with the learners in the Chinese context of Chinese learning strategies, at this time, the use of fixed classroom language plays an important role in classroom communication. However, it is important to avoid cultural taboos in the classroom.

7. Limitations of Online Education

The development of online Chinese teaching is not perfect, and there are some problems and bottlenecks in the process of its development. Felix (2001) has listed some of the shortcomings of online language courses that students report. Currently, online education in China is less interactive than traditional education, the main performance is difficult to control the learning effect, technical problems, teaching platform is not systematic, the quality of teachers varies. Two major problems exist in the online Chinese teaching platform, hindering the prosperity and development of online Chinese teaching.

7.1. Control of the Overall Learning Effect

The front-end teachers in online Chinese live teaching cannot manage the remote students, some students do not have the habit of self-learning, attention is not focused, unable to turn passive learning into active learning, unable to achieve a high degree of self-discipline, in addition, Chinese is a difficult language to learn, for students, it is easy to slack off, if not adjust learning methods, do not form good learning habits, then learning will be affected. For teachers, online Chinese teaching means a variety of teaching, among them, the multimedia method relying on technology, the entertainment teaching method of "Chat-style" teaching and the community teaching method of multi-module combination are obviously different from the offline Chinese teaching, however, due to their differences, quite a number of teachers cannot adapt to online Chinese teaching, which leads to these diversified teaching tools become a teaching burden, affecting students' learning results.

7.2. Technical Issues

In online Chinese teaching, more stable technical support is needed, mainly for smooth broadband connection and continuous audio and video support, which is two-way, both teachers' and students' network conditions affect the connectivity of the classroom. Network technology problems lead to stutter, drop-out, audio-visual delay, teaching PPT

courseware is not synchronized, online teaching tools are very limited and lack of imagination, and so on.

8. Conclusion

There are similarities and differences between online Chinese teaching and traditional Chinese teaching in terms of teaching objectives, teaching contents and teaching objects, however, there are some differences in teaching arrangements, teaching methods, teaching feedback and course evaluation. In actual teaching, different teaching methods should be distinguished, in addition to integrating traditional offline Chinese teaching into online Chinese teaching, we should also pay attention to the unique features of online Chinese teaching.

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