

Teaching Design of Discussion-based Teaching Method in International Chinese Polysemy Teaching

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Abstract: Polysemous words are words which are composed of many meanings related to each other. Different from homonyms, there is a complementary relationship between the meanings of polysemous words, and each sense is only applicable to its own specific context. Therefore, it is difficult for beginners to correctly choose the right meaning in the corresponding context, resulting in ambiguity and Chinese communication barriers. In order to carry out the teaching of polysemous words in international Chinese more pertinently, this paper takes the word "shenqian" as an example and carries out the teaching design combined with the discussion-based teaching method.

Keywords: International Chinese; Polysemy Teaching; Discussion-based Teaching Method; Shenqian.

1. The Importance and Necessity of International Chinese Polysemy Teaching

Chinese has attracted learners from all over the world with its extensive and profound cultural connotation, but it is undeniable that Chinese is also one of the most difficult and complex languages in the world. After all, Chinese is one of the high-context languages, in order to achieve certain communicative purposes, people usually seldom speak bluntly but mostly express their opinions in euphemistic and implicit ways, which is especially reflected in the use of Chinese words. Polysemous words are words with two or more related meanings at the same time. Their abundant existence is a manifestation of rich Chinese vocabulary, which enriches the content of words and expands the scope of application of words. In a sense, it is more economical than adding new words. However, the rich polysemous words also increase a lot of learning difficulties for learners. The relationship between polysemous words is not equal. The most frequently used meaning is called basic meaning, and the rest are transformed from basic meaning, including extended meaning and metaphorical meaning. For beginners, the basic meaning is relatively simple to understand, but the extended meaning and figurative meaning need to be analyzed in combination with the context in which the meaning is located, and the learners' ability to grasp the Chinese context and Chinese culture as a whole should be carefully considered, especially when teaching middle and advanced students who have a certain Chinese foundation. How to explain to them that polysemous words have different meanings in different contexts is a big difficulty in polysemous words teaching. Learning polysemous words well can not only enable learners to speak correct Chinese sentences, but also make the language more appropriate and authentic.

Nowadays, the society is in a stage of rapid development, and people's values, language and cultural concepts and other superstructures are constantly changing with The Times. Especially in terms of the use of words, the use of single meaning Chinese words is limited, so the number is less and less, and the polysemy of a word has become the mainstream

development trend of Chinese words. However, it should be noted that at the beginning of the evolution of words, the original meaning is often weakened or strengthened as people change the frequency of use. Therefore, whether it is the influence of social factors or the change of vocabulary itself, the teaching of polysemy in international Chinese has a strong urgency.

2. Current Situation and Existing Problems of International Chinese Polysemy Teaching

In recent years, the study of polysemous words has achieved fruitful results. Scholars have studied the generation process of polysemous words, the division and relation of meanings, and the constraints of semantic choice of polysemous words from different perspectives. These research results have a solid theoretical foundation and provide rich and detailed theoretical support for the teaching of polysemy to international students. However, in terms of specific teaching practice, for example, how to clearly explain to learners the knowledge that polysemy meanings are related to each other but different meanings are applicable to different contexts in international Chinese classroom, and what teaching methods and methods should be used to explain them have become the major and difficult points in the teaching of polysemy in international Chinese classroom. For the Chinese, even the younger learners, although there may be doubts in the understanding and specific use of polysemous terms, they will not have greater difficulties in use. However, in the international Chinese teaching classroom, polysemy has always been a difficult point for foreign learners. Chinese belongs to the ideographic system of writing, that is, the writing system that records information with symbolic writing symbols. There is no direct connection between pronunciation and writing symbols. The phonetic system, such as English, French, etc. is one tone and one character, that is, a phonetic symbol only corresponds to one pronunciation. Therefore, Chinese people can understand the meanings of Chinese characters in different contexts according to the appearance of written symbols, while foreigners, affected by the negative transfer of their mother tongue, have some natural difficulties in understanding

polysemous words.

In terms of teaching strategies, the teaching of polysemy generally adopts the direct method, also known as "reform law" or "natural law", which was born in Western Europe at the end of the 19th century and the beginning of the 20th century, mainly France and Germany. It advocates a second language teaching method based on oral language teaching and according to the natural process of children's acquisition of mother tongue, which directly connects the target language with objective things without relying on mother tongue or translation. The direct method is used to explain polysemous words directly corresponding to the meaning of objective things, and then the meaning of relevant meanings. However, this method is rather blunt in explaining, and students can not fully understand the connection between each meaning. For example: the basic meaning of "hat" refers to a piece of jewelry that can block the sun, rain and snow, can be cold, and has a protective effect on the head. But in addition to this basic meaning, "hat" in Chinese can also refer to the meaning of crime, being excluded. However, some western countries regard "hat" as a symbol of status and basic etiquette, and even in some European countries in the Middle Ages, different colors of hats represent completely different social classes. Therefore, if foreign students have not been exposed to much Chinese culture before, it is difficult to connect and truly understand the two meanings of "hat". As the teaching method of direct explanation of polysemous meanings is too stiff and rigid, it cannot arouse learners' active thinking and interest, and students' interaction is not active, let alone inconsistent with the basic principles and purposes of international Chinese teaching, so it is not very suitable. Therefore, it is urgent to solve the problem of choosing appropriate teaching methods to guide teachers and students to fully comprehend the correlation between polysemous meanings and use situations in limited classroom time.

3. Discussion-based Teaching Method

Seminar teaching method -- as the origin of Western seminar teaching mode, seminar teaching method was first seen in Gogentin University in Germany. In the 19th century, in order to encourage academic cultivation, Seminar's teaching method gradually received attention at the University of Berlin and became one of the most advanced teaching methods. Seminar teaching method was introduced to Chinese universities in the Soviet Union in the 1950s and was well received. At the same time, the teaching method also plays an important role in medical, computer, law, biology, physics and other professional fields. Seminar's two major features, "guidance" and "discussion", respectively refer to the teacher's guidance, guidance and discussion and analysis of students. Such a teaching method can maximize the leading role of teachers in the classroom and lead students to think. Meanwhile, in the process of discussion, it also avoids the possibility of students only accepting the teacher's "filling the classroom". In the heated discussion and thinking of teachers and students, the collision of thinking sparks, fully mobilize students' interest in learning and initiative and enthusiasm, and cultivate students' divergent thinking and innovative thinking.

3.1. The Advantages of the Discussion-based Teaching Method

Seminar teaching method refers to the interactive teaching

method in which students use group or individual form to discuss and research together under the guidance of teachers in order to study a certain issue, so as to truly achieve the educational purpose of learning, learning and learning. Different from the conventional Chinese teaching mode, students are no longer passive machines to receive knowledge. The discussion-type classroom is promoted through the analysis and discussion of controversial issues by students in class, aiming to cultivate the necessary independent learning ability of students in group dialogue, form their own knowledge system, and improve the communication and learning degree with peers. [1]

The teaching of polysemous words in international Chinese has a strong dependence on context. Different contexts play an important role in explaining the different meanings of polysemous words. Therefore, the teaching of polysemous words cannot be separated from the language platform provided by the specific context. Therefore, how to provide a good language context for international Chinese learners, so that students can truly feel the difference and the same meaning of polysemous words has become a difficulty in teaching.

As a kind of teaching method used in medicine, the discussion-based teaching method is scientific and rigorous. When applied to medicine, students and teachers are required to think continuously with divergent thinking in the context created, and form corresponding conclusions and opinions. The application of the discussion-based teaching method to polysemy teaching can help learners to understand the use of different meanings of polysemous words in a created situation. In the context created by the teacher, students can solve the confusion they encounter in communication and discussion with their classmates.

In Seminar teaching method, students' subjectivity is more prominent. It strives to give full play to students' sense of ownership, to be the leader of learning, to think deeply, and to exert their maximum ability. In addition, the teaching method requires students to fully consult the materials related to the content of the course before class, so as to provide ideas for the communication and discussion in the class afterwards, and constantly sort out the problems they encounter. In the class, students are required to put forward constructive views and viewpoints and explain the reasons in combination with the classroom content and the materials at hand, and discuss their understanding with other students, so that students can find out the solutions and ideas to solve problems in this way, and enable students to master the corresponding knowledge and independent learning skills.

For teachers, the use of Seminar teaching method should play an important guiding role, as teachers should be able to throw some constructive questions worth thinking and exploring to students in class, and give some suggestions at appropriate times. In order to do this job well, compared with step-by-step lesson preparation, teachers need more solid preparation, they need to collect sufficient quality and quantity of discussion materials, think about the scope of the topic for discussion, presuppose the problems that may occur in the discussion of students in advance, and how to maintain a good class order when students actively discuss and interact. In addition, for the problems discussed, the questions designed by teachers are also required to be inspiring and have the value of discussion. It requires teachers to teach step by step from easy to difficult, from simple to complex and according to their ability, so as to achieve the simultaneous

progress of individual students and the whole class. This model of teachers as "directors" and students as "actors" creates an equal and harmonious teaching environment between teachers and students, students and students, reflects the democratization of teaching, and forms a realm of harmonious progress and mutual learning. Teachers are required to have comprehensive, profound and unique insights, understand the original knowledge base and ability level of students, and have the ability to skillfully use modern means of teaching. It is convenient for both sides to save time, change the original organization of teaching to discuss and explain, guide students to use materials and express their views, teachers should cherish it and encourage it. Teachers should also participate in various discussions, so that the discussion-style teaching has breadth and depth.

The discussion-based teaching mode is a new curriculum form developed from practice. Its purpose is to provide students with opportunities to think and discuss problems, create an open situation and approach conducive to exploration and research in the learning process, and enable students to actively search, select and process information around a certain topic, and apply knowledge to solve problems. It can not only make students increase their knowledge, broaden their horizons, but also help students improve their comprehensive ability. It also helps teachers and students to explore, discover and study together, and then close the relationship between teachers and students, and promote teaching and learning.

3.2. Teaching Cases

First, teaching important and difficult points: to make students understand the important position of polysemous words in Chinese and master the difference and connection of the "depth" of polysemous words in different contexts.

Second, teaching preparation: there is a big gap in the language level of the students in the class. In order to ensure the normal teaching effect, the classroom teaching is mainly in Chinese, supplemented by English when necessary. Prepare the relevant materials needed in class in advance, sort out the content to be discussed and the situation dialogue materials to be set, and presuppose the situations and problems that may arise in classroom teaching.

Third, teaching strategy: Seminar Seminar is committed to providing students with a good thinking and discussion environment in classroom teaching. With students as the main body, teachers provide guidance and share their own understanding and ideas on related topics. Seminar teaching mode gives full play to learners' subjective initiative and further exercises their verbal expression ability and thinking ability.

Fourth, the teaching object: intermediate Chinese level comprehensive class international students (small class) (learning Chinese for one year).

Fifth, lesson type: international Chinese polysemy teaching under the guidance of discussion-based teaching method.

Sixth, lesson: one lesson (45 minutes)

Seventh, teaching steps

1. Assign groups. According to the students' learning style, characteristics and personal wishes, the students are divided into groups. And establish a group leader to organize and manage the members below.

2. Import. Teachers set enlightening questions and have the value of discussion, and can introduce what they have learned through questions - the "depth" of polysemous words, and

investigate the changes in different contexts. Students are asked to work in small groups. Scene immersion leads to questions. Teachers use ppt, videos, pictures and other ways to show the hypothetical scene, guide students to actively express their views while thinking, and teachers can listen to and record useful information in time.

3. Create situations and ask questions. Teachers show the teaching situation through pictures, videos and performances. During the discussion of students, teachers participate in the discussion of each group, give guidance to students, guide students to discuss and adjust the discussion atmosphere.

The first step is to ask questions.

There are groups of sentences in the corpus.

The pool is just the right size and depth (distance).

(2) * How big a person, do things still so ignorant (distance).

Example 2: The definition is wrong and why is it wrong, because the "depth" here should mean that there is no sense of proportion in doing things. If we are divorced from the given context, we can not clearly explain the difference between the meanings of polysemous words, and thus the understanding of the meaning of the word deviation.

Second, discuss the problem.

It is up to students to think about solutions to problems, and students should pay attention to the differences in "depth" in different contexts. By the teacher timely call.

According to the conclusion of polysemous meaning analysis, teachers should have the following preliminary understanding: In example 1, the "depth" of polysemous words is the height of the distance from the water surface to the bottom of the pool, which is the most common and basic meaning of "depth"; "Depth" in example 2 means that a person does not have a sense of proportion and does not know the importance of things, which is an extended meaning formed on the basis of deduction and development. If students cannot find a breakthrough point in the discussion, the teacher should give appropriate language materials to advance the discussion. Such as:

(3) I know the depth of the well. (The "depth" here is the basic meaning of the distance between the water level and the height).

(4) Suddenly, there are young, energetic and ignorant lions everywhere. The "depth" here is a diversion, referring to the state of the young lion's "newborn calf is not afraid of the tiger."

But why Example 2 is still wrong is unexplained.

The third step, Chinese ontology research.

Part of speech: In both examples, the word "deep" has a different part of speech. In Example 1, the part of speech of "depth" is a noun, which is the subject of the sentence, indicating how deep or shallow the thing (pool) can hold water. The part of speech of "deep and shallow" in Example 2 is an adjective, the attributive of a lion, used to modify the limit.

(5) The intensity of the color is also known as the brightness of the color. ("Dark" 1 indicates the difference between high and low differences in color)

(6) Everyone gives gifts according to the depth of their friendship. ("Depth" 2 indicates the level of friendliness with others)

(7) There are puddles of different sizes and depths. ("Shallow" 1 indicates different puddle depths)

(8) The depth of experience is the depth of the ear. ("Depth" 2 indicates the richness of personal experience and experience)

Step four, Solve the problem.

Example (1) is correct because the preceding "pool" provides the appropriate context, so the following "depth" is correct in the sense of indicating the distance of the pool from the bottom to the top.

For example (2), because the context before "depth" is abstract, indicating whether a person does things calmly and appropriately, the meaning of "depth" here has nothing to do with distance.

Step 5, Extend the question.

What content can and should be taught to international students studying Chinese, and the economic principles of how to teach and understand the polysemy of the Chinese word, pose problems for every international Chinese teacher to solve. In the discussion-based class, in addition to the initial self-study and research part, no matter what problem can be communicated with others, and the "discussion" can be realized in the true sense through the form of teacher-student interaction and student-student interaction. [2]

4. Possible Problems in Teaching and Solutions

As a common teaching method in medicine, the discussion-based teaching method is rarely applied to the teaching of international Chinese students, especially the teaching of polysemy. Therefore, it is inevitable to encounter some difficulties in the teaching process. For example, the ontology content of polysemy teaching is relatively boring; for example, the terms such as "meaning" and "sememe" in word teaching are difficult to understand; and there are also some difficulties in setting interesting games to assist the teaching of polysemy, which may lead to the decline of students' interest in teaching and the difficulty in teaching. The teacher's inadequate presupposition of the classroom situation of international students and insufficient guidance to the direction of the questions asked by students lead to the unclear explanation of some extension questions of polysemy, which is difficult for students to fully understand.

First, promote the comprehensive use of multiple teaching methods

The discussion-based teaching method requires teachers and students to discuss about a certain topic, which gives full play to students' main role and subjective initiative. However, we should also note that the use of the discussion-based teaching method to explain some necessary theoretical knowledge is not very appropriate. Therefore, when teaching international students, we need to prepare lessons carefully, and divide the class into several different modules such as theoretical knowledge explanation, discussion exercises, and case analysis. For example, when explaining polysemy theory, we can focus on imparting teaching method; The analysis of meaning and meaning can be based on the situation method. In the research and discussion of related topics, the main teaching method is discussion-based. In each module, the most appropriate teaching method is selected for comprehensive teaching, and the advantages of each teaching method are maximized as far as possible.

Second, the use of artificial intelligence AI, Chat GPT and other auxiliary teaching.

The development of information technology, especially artificial intelligence technology, has made the education community full of expectations for "large-scale personalized education in the era of intelligence". [3] In recent years,

artificial intelligence has been widely used in various fields, such as healthcare industry, financial industry, and transportation. In the education industry, AI is also highly sought after. Chat GPT, as it is known, helps learners answer and organize the materials they need to learn. In addition, artificial intelligence can also assist teachers to complete multiple tasks such as teaching and grading homework through algorithm Settings. As a teacher, we should grasp the trend of The Times, grasp the latest technology and fully use it in teaching practice. Therefore, in the classroom teaching of international students, we can make full use of tools such as artificial intelligence and AI to collect materials logistics and answer some simple questions, so as to facilitate our teaching as much as possible.

Third, look at each international student from the perspective of development

Each international student is different due to the influence of personality characteristics, academic background, family education, self-cognition and other factors. As teachers, we should treat each international student equally, understand the learning situation of the students in the class in advance, teach students according to their aptitude, assign some targeted polysemy understanding exercises according to the characteristics of students, and treat each student from the perspective of development.

Fourth, improve their teaching level

The connotation of education is much richer than teaching, which refers to the social activities of cultivating people from the aspects of morality, intelligence, physical beauty. International students should also be given comprehensive quality education in an all-round way according to the practice of international education. [4] But at present, many international Chinese teachers do not have rich knowledge and experience of Chinese and foreign cultures, even if they are from specialized courses and have a deep knowledge of Chinese language and culture; In addition, there are many teachers themselves are not trained, whether it is the basic skills of Chinese language and culture, or the knowledge and experience of Chinese and foreign culture are very little. [5] Therefore, an international Chinese teacher should enrich his/her cultural and teaching qualities in peacetime, and learn more about foreign cultures. To contribute to the cause of international Chinese teaching.

Finally, although the research content of this paper is not sufficient, the author hopes to provide some references and suggestions for the teaching of polysemy for international Chinese teachers.

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