

Effective Teaching and Learning: Characteristics and Practices of People-oriented in International Chinese Language Education

Jia Song

Xi'an Shiyou University, Xi'an City, Shaanxi Province, 710065, China

Abstract: School education plays a crucial role in the process of cultivating innovative talents, and the direct target of teaching is students. At present, the aim of education and teaching is to adhere to the concept of human-centered teaching and to implement human-centered teaching methods. How to carry out effective teaching can help cultivate the sense of independent learning and the spirit of innovation among non-native speakers. How to create a suitable learning environment for students to actively explore the mysteries of Chinese knowledge. And how teachers can improve their teaching skills and make good use of interactive teaching and intelligent technology to truly realize the purposes of teaching and spreading Chinese culture.

Keywords: Effective Teaching and Learning; People-oriented; International Chinese Language Education.

1. Introduction

A good teacher is one who can inspire students to think independently and collaborate and innovate, whether he/she is teaching native students or Chinese learners in a non-Chinese speaking context. Chinese language teachers should follow the principle of "people-oriented" and improve their own teaching model to achieve truly effective and high-quality teaching. At present, the academic community has put forward many practical suggestions and solutions to improve the inefficiency of classroom teaching. For example: How do teachers prepare for classes? How to teach a new lesson? How to manage the class and how to conduct assessment, etc. All these aspects are covered.[1] However, these problems and solutions have one thing in common: people only focus on how to manage classroom teaching from the teachers' point of view, but neglect to talk about the students in depth and solve the classroom teaching problems from the students' point of view.

The principle of student-centered teaching has long been put forward in today's international Chinese education classrooms. Students are the first-hand participants in classroom teaching activities. Whether it is to test whether the teacher's teaching methods are effective or to judge whether the teacher's teaching results have achieved the expected goals, Chinese language teachers must adhere to the principle of human-centered teaching from both the teacher's point of view and the student's point of view.

The principle of human-centered teaching is actually a vivid interpretation of high-quality teaching, and effective teaching requires that educators test their own teaching behaviors or the effectiveness of their teaching in the actual classroom. This also provides education practitioners with clear teaching objectives, clear teaching behaviors, and the ability to consciously obtain teaching feedback, which points to the main line of effective teaching.[2]

Therefore, it is instructive for us to discuss what is meant by "people-centered" quality teaching and learning, so that we can better understand effective teaching and learning in the teaching and learning process. With the deepening of the curriculum reform, we need to think and

practice how teachers can truly understand the meaning of teaching and how to improve the efficiency of teaching. How to apply the summarized teaching experience in practice when facing different teaching targets is also a problem that teachers face in their daily teaching activities. Only by truly understanding the significance of teaching, the subject of teaching activities, and the use of effective teaching methods are educators able to master the "magic weapon".

2. The Connotation and Characteristics of "People-oriented" Effective Teaching and Learning

2.1. Effective Teaching

Chen Xiaoduan, in his book "A Systematic Examination and Implications of Contemporary Western Research on Effective Teaching", discusses the concept of "effective teaching".

Four generalizations were made: first, teachers' understanding and grasp of curriculum objectives and standards determine the effectiveness of classroom teaching; second, teachers are the mainstay of teaching activities, and their teaching skills and qualities directly and indirectly affect the effectiveness of classroom teaching; third, effective teaching is a reflection on teachers' teaching practice and their own professional development; and fourth, it places the influence and criticality of the learner in classroom teaching on an equal footing with that of the teacher, which is the epitome and most essential meaning of classroom teaching effectiveness.[3]

Here we can see that early educational theories still regarded the teacher as the main body of teaching activities. Exploration of effective teaching in the classroom was also from the perspective of the teacher, with the teacher as the main driver of the progress of teaching and learning activities. However, from the point of view of today's educational development, we now emphasize more on the subjectivity of students. We pay more attention to the role of students as the main body of teaching activities, and teachers play more of a guiding and instructive role to promote the development of students' innovative thinking through inspirational teaching behaviors.

The actual meaning of effective teaching is that, on the

basis of following the objective law of teaching activities, teachers can achieve as much teaching effect as possible with a small amount of time, energy and material resources. It is an activity organized to meet the educational needs of society and individuals.

2.2. A Human-centred View of the Student

A human-centred view of the student requires educators to take the student as the starting point of their teaching activities, recognizing that everything in education is for the development of each student. Teachers should always understand that every student is a developing person and that there are rules governing the physical and mental development of students; they should firmly believe that every student has a future. Teachers should recognize that every student is unique and that each student is a human being with individual significance.

Since its inception, effective teaching has always emphasized a human-centered approach to education. The progress and development of students is the fundamental embodiment of effective teaching. Therefore, taking the progress and development of students as the starting point of teaching activities requires that teachers' teaching activities should be closely linked to students, and that the status of students as the mainstay of teaching should be recognized.

Teachers should not only establish the concept of "all-round development", but also follow the objective laws of teaching and learning, conform to the laws of student development, and recognize the emotional needs of human beings. Moreover, the educational value pursued by teachers in their teaching activities is not temporary, but a lifelong need that is closely related to their students.[4] Therefore, we can accurately say that effective teaching is the most profound "human-centered" teaching, which emphasizes in-depth understanding of the students, focuses on their all-around development, and embodies the spirit of simple humanistic concern from the perspective of the human being. It emphasizes in-depth understanding of students and concern for their all-round development, starts from the human being and embodies the simple spirit of humanistic care.

3. Effective Teaching in the "People-Oriented" Practice Approach

3.1. Utilizing Appropriate Teaching Methods

Teaching methods serve to realize the purpose of teaching. Whether the teaching methods are properly chosen is directly related to the teaching efficiency of teachers. Teaching methods can be chosen on various bases: according to the objectives of teaching, according to the content of teaching, according to the characteristics of students, and according to the professional qualities of teachers, etc.

The pedagogy of international Chinese education has gone through three different stages. The first stage was from the 1950s to the early 1960s, when the teaching method mainly focused on teaching language knowledge; the second stage was from the 1960s to the early 1970s, when the Chinese as a Foreign Language (CFL) teaching method was developed and improved; and the third stage was from the 1970s to the 1980s, when the teaching method deepened the principle of practicability. These three phases are the development of Chinese as a foreign language teaching method from a macro point of view, and when it comes to teaching activities, they are divided into specific practical teaching methods according to different types of classes.

3.1.1. Stimulate Students' Potential by Inspirational Teaching Methods

Whether it is the Analects of Confucius, which states that "one cannot start without indignation, and one cannot speak without wanting", or Rousseau's doctrine of the "natural man" in *Emile*, or Locke's "blank slate", to a certain extent, they all indicate that the education system at the present stage attaches greater importance to the individual initiative of students. To a certain extent, the current stage of the education system attaches greater importance to the subjective initiative of the individual student. Teachers are no longer the implementers of "fill-in-the-blank" teaching, but the guides of interactive teaching in a cooperative mode.

Interactive teaching is the most vivid interpretation of the heuristic approach, which has a very positive effect on student learning and has a profound impact on students' knowledge and ability to apply it. Heuristics teaching method refers to the teaching activities, teachers should give full play to the students' subjective position, teachers should mobilize students' learning enthusiasm and initiative through rich and effective ways, to guide students to independent thinking and exploration. On this basis, they can consciously master what they have learned, thus improving their ability to analyze and solve problems.

3.1.2. Implementing Heuristic Teaching Method with Interactive Teaching

In his article "Introduction to Teaching Chinese as a Foreign Language", Zhao Jinming points out the need for "heuristic" teaching in the early process of teaching Chinese as a foreign language.

Some practical principles to follow: Teachers should be student-centered. The traditional view of teaching is teacher-centered, but in terms of the teaching process, students are the real subjects of this cognitive process, the purposeful bearers of teaching practices and cognitive activities. Zhao Jinming, <Introduction to Teaching Chinese as a Foreign Language In the process of international Chinese language teaching>.

Chinese language teachers should change the traditional teacher-centered teaching idea. Teachers should give full play to students' enthusiasm, initiative and creativity. Teachers can start classroom teaching by asking questions and guiding students. In the classroom of international Chinese language education, Chinese language teachers should implement the principle of heuristic teaching. Teachers should first focus on guiding students' motivation and cultivating their interest in learning.

Non-native speakers have different motivations for learning Chinese, but regardless of what motivates them, teachers should emphasize the importance of cultivating students' motivation to learn Chinese. Therefore, by applying the principle of heuristic teaching, teachers can familiarize students with the language knowledge in the Chinese language environment by means of contextual introduction, for example, by means of music introduction and video introduction to liven up the classroom atmosphere and promote the teaching process, so as to achieve the goal of effective teaching.

Secondly, teachers should guide students to think more, so that they can develop the habit of independent inquiry and thinking. The principle of heuristic teaching emphasizes that teachers should use questions to arouse students' desire for knowledge, and when students really do not know how to solve the problem, teachers should give them some guidance. Like Socrates' "maternity technique," the teacher's teaching

philosophy allows students to discover their own shortcomings and seek out correct answers in the course of conversation with the teacher.[5]

Heuristics, in part, focuses on stimulating the learning potential of students. Every student has unlimited potential, but it is up to the teacher to realize it. Teachers can promote continuous learning by giving students a sense of success, and they can foster a clear sense of purpose, so that the clearer the purpose, the more motivated the students will be. There are many ways to stimulate students' learning potential, but in general, teachers need to respect the laws of teaching and learning.

Adhering to the concept of student-centered teaching, using inspirational teaching methods to promote the successful completion of teaching activities and realize effective teaching.

3.2. Emphasize the Improvement of Teachers' Teaching Ability

3.2.1. Outside the Classroom, Teachers Should Improve Themselves and Enrich Their Knowledge Reserves.

The German educationalist Stewart Dietrichson elaborated in detail on teacher learning in his *Guide to the Training of German Teachers*, arguing that if teachers are to take up the sacred mission of teaching and educating people, they must perfect and improve themselves in all aspects. As Dong Zhongshu said in the *Spring and Autumn Dew*: "A good teacher is one who is both virtuous and prudent in his behavior, who is fleeting and late at the same time, who allows the number of students to be as many as they need to be, who fits the pace of the class, who creates and does not tend to do so, who saves his own work and makes it his own, and who makes his own work, and whose efforts are not laborious, but whose body is greatly accomplished. This is called sanctification, I take it."

Those who are good at being teachers can have a deep understanding and recognition of the spirit of the classics, and at the same time, they can be prudent in their behavior and implement the teaching in a prudent manner. For non-native Chinese speakers, teachers should pay more attention to consciously cultivating good Chinese expression skills. Language is the most basic tool for Chinese language teachers to express their thoughts, impart Chinese culture and knowledge to students, and enlighten them. Good Chinese language expression skills are the basis for international Chinese language teachers to engage in Chinese language teaching, which directly or indirectly affects students' mastery of Chinese language knowledge and their ability to communicate in Chinese.[6]

Teachers teach, teach and explain. Teachers' professional knowledge is a prerequisite for the accomplishment of their teaching tasks, and only by insisting on theoretical knowledge and consolidating their own professional knowledge in the specific teaching process, such as inspirational and interactive teaching, can they realize that teaching and learning are mutually reinforcing. Only by constantly improving and enriching the problems that arise in the course of specific teaching activities can teachers gain a thorough understanding of the teaching materials, formulate scientific and effective teaching tasks, guide students to familiarize themselves with the systematic knowledge of the content, and provide appropriate and correct explanations of the problems raised by the students.

The interactive teaching mode implemented by teachers in

the teaching process is a new teaching mode adapted to the concept of modernized teaching development, and an effective teaching mode for training and creating creative talents. In the interactive teaching mode, the traditional concept of the teacher's "egotism" is broken, and the teaching mode is shifted to a student-centered inspirational mode. Because the teaching mode is more flexible and vivid, full of uncertainties and challenges, it puts higher demands on teachers.[7]

If teachers want to improve their teaching quality, they have to base themselves on their professional knowledge, acquire knowledge other than professional knowledge in different ways, enrich themselves continuously, acquire new knowledge, and learn from a wide range of sources, so as to encompass all kinds of knowledge. The students' desire for knowledge can only be satisfied in this way. It is also possible to organize teaching activities more effectively and improve the level of teaching, so that students can fully feel the joy of learning in the teaching activities.

3.2.2. Make Full Use of Multimedia to Assist Teaching and Learning

Chinese knowledge is so vast and complex that it is difficult to attract students' interest by only relying on teachers to teach orally or by writing on the slate. Therefore, teachers can make use of multimedia to present the teaching content in the form of text, animation, audio and video. Under the domination of multiple senses, they can bring students a pleasant aesthetic experience and develop their imagination and thinking ability. It makes Chinese language learning more vivid and interesting, and transmits Chinese knowledge to students' hearts in various ways, thus effectively improving the learning efficiency.

Students are the main body of knowledge acquisition, and multimedia technology can create different scenarios, which can fully mobilize students to actively construct knowledge, so that they can experience the meaning of learning in the real world. Multimedia-assisted teaching is derived from the audition method. Teachers can combine sound, text, images and other information with classroom teaching according to the teaching objectives and on the basis of understanding the characteristics of the teaching target. Through the projector or screen display, the teacher and the computer can interact with each other in a human-computer operation.[8]

4. The Rational Construction Embodied in "People-oriented" Effective Teaching

4.1. Teaching Efficiency is More Developmental

We judge whether a teacher's teaching is effective or not, not only from the amount of knowledge acquired by his/her students at the current stage and the level of their grades, but also from a longer-term perspective, to see the extent to which the teacher's teaching behaviors have an impact on the future development of the students. Whether the students have acquired knowledge that will benefit them for the rest of their lives, and whether the individuality of each student has been enhanced. Whether the individuality of each student is respected and manifested. Teachers should not only pay attention to intellectual education, but also increase the cultivation of moral education. Only in this way can we educate and cultivate new-age talents who are both virtuous

and talented.

Effective teaching embodied in human-centered high-quality teaching focuses more on teaching and education from the perspective of students, and teachers pay more attention to how to guide and inspire students' interest in learning, and explore their potentials on the basis of meeting the reasonable development of students' personality.

Teaching is always people-oriented, and the efficiency pursued by effective teaching is not simply fast and efficient. Rather, it is based on the harmonious relationship between students and teachers in teaching, and the selection of effective teaching methods to promote the implementation of teaching activities.

4.2. Classroom Management Pursues more Humanization

Effective human-centered teaching puts more emphasis on the equality between teachers and students and between students and teachers in the process of classroom management. The teacher will be able to help each other by talking to each other. This is not only conducive to the development of students, but also helps teachers find out the problems in the process of classroom management in time and how to solve them effectively, thus realizing the effectiveness and efficiency of classroom management.

Therefore, teachers enrich the content of classroom teaching by clarifying the objectives of classroom management. In this way, teachers can create a comfortable and harmonious classroom management atmosphere by clarifying the objectives of classroom management and enriching the content of classroom teaching, as well as dealing with problems and conflicts in a timely manner in an equal exchange with students.[9]

4.3. Students' Development is More Individualized

The principle of people-oriented teaching embodies and implements the requirement of student-centred teaching, advocating that teachers should give the initiative to students in the process of classroom teaching, so that students can develop a sense of autonomy and actively participate in classroom learning. The "people-oriented" of effective teaching can encourage non-native Chinese speakers to improve their self-management and self-control in the process of learning Chinese.

5. Concluding Remarks

Teaching is the most glorious profession under the sun. If

we want to undertake this sacred mission and become an excellent teacher, we need to pay more attention to our teaching behavior in actual teaching activities. As International Chinese teachers, we need to accumulate experience in classroom practice, build a bridge of positive interaction between teachers and students, and summarize practical teaching methods. We should break away from the traditional teaching mode of indoctrination and passive acceptance, and make comprehensive use of inquiry teaching, dialogue teaching, comprehension teaching, independent teaching and cooperative teaching, so as to promote multiple interactions between teachers and students, and then realize the mutual benefit of teaching and learning in the teaching activities, thus promoting the improvement of teaching quality.

References

- [1] Chang Xiaobo. A Study on the effectiveness of Classroom Teaching of Chinese as a Foreign Language [D]. University Of Hebei. 2015(03).
- [2] Chang Xiaobo. A Study on the effectiveness of Classroom Teaching of Chinese as a Foreign Language [D]. University Of Hebei. 2015(03).
- [3] Chen Xiaoduan, Stephen Keith. Systematic investigation and enlightenment of effective contemporary Western teaching research [J]. Comparative educational studies. 2005(08):56-60+ 71.
- [4] Jiang Daochun. Exploration of the people-oriented connotation in effective teaching [J]. Journal of Nantong Shipping Vocational and Technical College. 2009(01):119-121.
- [5] Chen Mei. Application of heuristic principles in Teaching Chinese as a Foreign Language [J]. Happy reading. 2015 (10): 56-57.
- [6] Yang Xuefeng, Ren Xiujuan. On the self-improvement of teachers in interactive teaching [J]. Science and technology information in China. 2008(02):223+225.
- [7] Wang Hui, Mr. The connotation characteristics and practical path of high-quality development of international Chinese education [J]. Journal of Sichuan Normal University (Social Science Edition), 2023, (04): 131-137.
- [8] Fu Fangyuan, Research on multimedia assisted teaching of primary Chinese comprehensive course for Thai international students [D]. Yunnan University, 2018.
- [9] Zheng Zhihu. China. Deepening the curriculum reform to promote students' personalized development [J]. Basic Education Reference, 2018, (04): 25-27 +.