

How to Improve the Effectiveness of Chinese Classroom Teaching

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Abstract: Classroom teaching is the most important link of international Chinese teachers. The choice of teaching strategies and the arrangement of teaching design will directly affect the effectiveness of the whole classroom teaching. Effective teaching strategies can not only help students to master Chinese knowledge efficiently, but also build teaching confidence for junior international Chinese teachers, and promote them to continuously explore and improve teaching methods in the subsequent teaching process, so as to gradually grow into senior Chinese teachers and make contributions to the development of International Chinese Language Education. This paper refers to the relevant books and literature, combined with the author's professional course learning experience, through the analysis of the factors affecting the effectiveness of Chinese classroom teaching, and puts forward the corresponding teaching suggestions and strategies, so as to ensure the implementation of effective teaching.

Keywords: International Chinese Language Education; Effective Teaching; Classroom Teaching.

1. Foreword

From May 18 to 19, 2023, the China-Central Asia Summit was held in Xi'an, China. It is the first major diplomatic event hosted by China this year. The summit is an important milestone in the history of China's relations with Central Asian countries. At the summit, China and Central Asian countries signed a series of government documents on higher education cooperation, and the number of Central Asian students studying in China is further increasing, so the International Chinese Language Education will enter a period of more vigorous development. The core force of International Chinese Language Education is the majority of Chinese teachers, and the main position of Chinese teaching with their professional level is the classroom. The effectiveness of classroom teaching directly determines the final learning effect of students, and also affects the teaching and research work of Chinese teachers. About how to improve the effectiveness of Chinese teaching classroom, the scholars of different paths, the author from the perspective of their own professional, combined with the introduction to pedagogy specialized course learning experience and by reading books, literature, put forward relevant teaching strategy, in order to subsequent to other countries in the International Chinese Language Education teachers to provide reference.

2. Effective Teaching in International Chinese Language Education

Different scholars have different opinions on the standards of effective teaching. American psychologist Lai Zhi proposed the QAIT model of effective teaching, namely teaching quality, appropriateness of teaching, inducement and time.[1] That is to say, effective teaching should focus on the ease of information and skills, which depends on the quality of the course and the quality of the presentation of the course itself; at the same time, ensure that the teaching content meets the teaching preparation level of students, so that students feel neither too difficult nor easy; then teachers should motivate students to complete learning tasks to enhance their motivation; finally, the final concern is to allow the students

to learn the teaching materials.

Huang Xiaoying put forward the standards of effective teaching, namely, the practical teaching content, the achievement of teaching objectives, the students' active initiative and the efficient teaching activities.[2] The ultimate goal of students to learn Chinese is to be able to communicate in Chinese, so the practicability of the teaching content is the primary factor affecting the effective teaching. Only the teaching is truly effective; teaching is very important and students can actively participate in the classroom. The teaching to maximize the Chinese level in a limited time can be called efficient teaching.

Effective teaching should be "three high" teaching: it should be high efficiency in time and space, in the least time; in the second, the teaching results can bring more benefits; from the relationship, the psychology, personality, thinking and emotion between teachers and students.[3]

In summary, The effectiveness of International Chinese Language Education should be reflected in three aspects: first, The selection of the textbooks and the design of the courses should conform to the students' understanding ability and acceptance level, At the same time, the final application of students to life communication as the goal oriented; second, Teachers should set goals for the students and themselves in each class, Make full use of the class time, To maximize the effect of Chinese teaching in the classroom; third, Focus on the individual students, Chinese language education is not just about the teaching of language knowledge, It also includes teaching students learning methods, good moral character and other content, Therefore, teachers are required to establish a good teacher-student relationship with students, In the teaching process, we pay full attention to students' psychology, personality, thinking, emotion and other aspects. The author believes that the above three points are important guarantees for the realization of effective teaching in International Chinese Language Education.

3. Factors that can Affect Effective Teaching

There are many factors affecting the effectiveness of

teaching. Only when teachers know what are the key factors and how to control and improve these factors, can they ensure that the teaching is good. The author believes that the key factors affecting effective teaching can be divided into three categories, respectively from three aspects: students, teachers and teaching.

(1) Student level

The strength of the learning motivation. Different Chinese learners have different learning motives. For example, some students are for subsequent career planning and need to use Chinese; some students are only interested in Chinese culture and use learning Chinese as a hobby to enrich their further understanding of Chinese culture; some students are to meet the requirements of the school only to complete Chinese courses and get corresponding credits. The above three different types of students in the Chinese classroom have achieved completely different learning results.

The first type of students often have a high learning motivation, because the quality of Chinese learning effect directly affects the quality of their subsequent work. However, according to Yerkes-Dodson Law in psychology, the relationship between learning motivation and work efficiency presents an inverted U-shaped curve, that is to say, moderate motivation can produce the highest learning efficiency, and if the motivation is too high or too low, teachers should guide such students to control their motivation reasonably.

The motivation of the second type of students is very unstable. Some people are almost obsessed with Chinese culture, who are usually very active in learning; others sometimes have strong interest, and sometimes dispel their interest because of the difficulty in learning Chinese. Teachers should pay attention to consolidating the learning motivation of such students, and can gradually strengthen the learning motivation of such students according to the teaching plan from easy to difficult.

The third type of students is the most critical group to affect the effectiveness of Chinese teaching classroom, because these students often have low learning motivation and do not actively or even treat learning negatively. If the teacher can not treat this part of students well, it is likely to make them resist, which will not only affect the students' own learning effect, but also produce adverse effects radiating to the whole classroom. Teachers should pay special attention to this kind of students.

Differences in the cognitive style. The differences in cognitive styles are mainly reflected in learners of different ages. It should be particularly pointed out that children have a critical period of language acquisition. In this period, children's language learning ability is very strong, especially they need to pay attention to guidance and education. Older Chinese learners usually have a strong purpose, and their abstract thinking has been highly developed, so teachers should first teach them the language rules, and then expand to practice and communication. In addition, there are independent and dependent learners, for the former teachers should set more developmental questions, let the learners explore until they solve the problem; for the latter, teachers should teach more things in life, let them according to follow, and gradually summarize the rules of the use of Chinese language knowledge.

(2) Teacher level

The relevant quality of teachers in International Chinese Language Education will also affect the effectiveness of teaching, which is mainly reflected in the strong teaching

purpose and lack of teaching experience of some teachers. Too strong purpose means that some teachers set the high learning goals for the students at the beginning of teaching, forcing the students to achieve it, which frustrated the students' enthusiasm in learning. This kind of teachers do not pay attention to the individuality of students. Students are independent individuals of objective existence, and teachers cannot regard them as learning machines. Teachers must dilute their own purpose, pay more attention to students' daily learning and life, Chinese teaching should pay attention to a "natural" process. Lack of teaching experience is a dilemma faced by many novice Chinese teachers, because of the lack of a lot of teaching practice, it is often easy to rush at the beginning of teaching. This requires teachers to be good at summing up experience and good at learning, a good teacher must be a good teaching and research person, so teachers should pay attention to the training of their own teaching and research identity, so as to improve the effectiveness of their teaching to a greater extent.

(3) Teaching level

Zhang Yongsheng mentioned the system view of teaching design in his book *Educational Psychology*, That is, taking the view of system theory as the guiding ideology of teaching design, [4] The principles it should follow are as follows: the starting point of teaching design is learners; The choice of teaching modes, methods and communication media should not only target different learning types and teaching purposes, And to consider the different character characteristics of learners; The evaluation of the teaching effect can only be based on the changes before and after the teaching process and the scientific measurement of the students' homework; The evaluation of teaching effect is to obtain feedback information to correct and improve the original teaching design; The teaching effect is not ideal, not only from teaching and learning, We should study it in detail from each link and composition of teaching design.

The aspect of teaching affecting the effectiveness mainly lies in whether teachers pay attention to the transmission of cultural knowledge, whether they can use high-tech means to integrate into the classroom and whether they can achieve teaching and learning.

The classroom teaching of excellent international Chinese teachers must not only have the teaching of language knowledge, but also pay more attention to the teaching of Chinese culture communication. Language is the carrier of culture, Chinese culture with a long history of five thousand years is the core, Teachers should pay more attention to the dissemination of culture, Integrate cultural teaching into all aspects of classroom teaching; With the development of science and technology, Contemporary education has become far different from traditional podium teaching, An excellent international Chinese teacher should also be good at using advanced scientific and technological means to teach Chinese; Finally, we should also strengthen our own lifelong learning ability, Even the best international Chinese teachers have areas that they are not good at, So only by establishing the concept of lifelong learning, In order to teach in middle school, teaching in learning, Continuous optimization of the teaching methods, Improve the teaching model.

1) Pay attention to the spread of Chinese culture

Chinese culture has a long history, extensive and profound. With the advancement of time, the collision of traditional culture and modern civilization has created a brilliant Chinese culture together. International Chinese teachers should inherit

the ancient and the new, take the essence and discard the dross, integrate cultural factors into language teaching, and tell Chinese stories well guided by teaching. In today's rapid development of information, international Chinese teachers should improve their ability and tell Chinese stories well by words and deeds.[5]

Specifically for classroom teaching, teachers can introduce cultural elements such as ancient Chinese myths and legends, classical literature, Tang, Song poems, Tang costumes and Han costumes into the classroom, so as to attract students with culture and enrich students' cultural learning with teaching, which can promote each other and develop together. At the same time, teachers should also pay attention to the local culture, try to avoid the cultural conflict between the two countries, and seek common ground while shelving differences, so as to better let foreign students accept Chinese culture.

2) Good at using scientific and technological tools in teaching

With the rapid development of modern science and technology and educational technology, intelligent teaching has gradually entered people's vision. The prominent sense of science and technology and wisdom in Chinese teaching is helpful to stimulate learners' senses, improve their interest in Chinese learning, and also help to improve the teaching level and teaching efficiency. The realization of teaching objectives does not depend on the accumulation of "various" scientific and technological tools and teaching activities, but on the reasonable and efficient use of scientific and technological tools on the basis of respecting the laws of Chinese language teaching and language acquisition.[6]

The teaching style of international Chinese teachers should also keep pace with The Times, and use the current popular Internet media elements for teaching, such as software simulation classroom competition, which can greatly enhance students' enthusiasm for learning.

3) Strengthen your lifelong learning ability

The new Chinese teachers to establish the concept of "lifelong learning", has the ability of lifelong learning, strengthen professional knowledge, constantly accept, update, expand and deepen their own knowledge system, actively learning new skills, according to the teaching demand innovation teaching methods, improve teaching methods, to resolve all kinds of "new problems", improve the quality of teaching.[7]

With the development of The Times, language knowledge will be constantly updated and iterated, and the succession of network buzzwords and words reflecting social development are good examples. International Chinese teachers should keep learning, whether in new theories involving their own teaching skills or new ideas of designing language ontology knowledge, they should learn and establish the concept of lifelong learning. Only by making our theoretical learning solid enough can we better apply it in teaching practice and lead students to make progress.

4. Effective Teaching Strategies

In his book pedagogy, Chen Weijun mentioned the basic characteristics of teaching strategies, which are comprehensive, operable and flexible.[8] Comprehensive is reflected in the selection or formulation of teaching strategy must consider the teaching content, organizational form, methods, steps and other elements; operability requires teaching strategy for teachers and students to implement or

operate the program, with clear and specific content; flexibility refers to the teaching strategy is according to different teaching objectives and tasks, students to select the most appropriate teaching content and teaching method, to ensure the effective teaching process.

(1)Effective lesson preparation

When Yang Yujie studied the teaching of Chinese classroom culture in Thai vocational schools, she believed that Chinese teachers need to prepare students, prepare teaching materials and prepare teaching methods in order to prepare lessons effectively.[9] In the author believes that for students, it is to understand the students' learning situation, Chinese mastery level, family situation, cognitive style and personality characteristics before class, and then constantly record in the teaching process to improve the understanding of the students. Only by fully understanding students, can we exert corresponding influence on students according to their growth and development process, and help them learn better. The teaching material is to select appropriate textbooks according to students' understanding level. Teachers can choose textbooks that are neither too difficult nor easy according to the "i + 1" theory of Lo, and try to allow students to explore hard to master knowledge. Often the practical effect of a single teaching method is limited, and only the comprehensive application of various teaching methods can be done with ease. In addition, in view of the current development of Internet technology, it is also a good choice to use science and technology elements in the teaching process. For example, the use of game simulation software, the open classroom into a game that students compete with each other, so as to greatly mobilize the enthusiasm of students to learn.

(2)Classify classroom exercises and pay attention to feedback

In his survey and study of Chinese classroom teaching behavior in Elementary schools in Pakistan, Li Peng found that in the choice of classroom exercises, girls preferred role playing and singing Chinese songs, while boys were more interested in classroom games and personal or group competition activities.[10] Therefore, Chinese teachers should do differentiated teaching, and choose appropriate classroom practice methods according to students' gender, Chinese level, grade and different teaching contents. Feedback in class is very important. Giving students timely feedback after answering questions in class will improve their enthusiasm and cultivate their sense of achievement in learning. In addition, teachers should pay attention to taking into account the students with different personalities, and avoid the class roll call only for the active and extroverted students, thus ignoring another part of the students. In the course of classroom teaching, students should be taught in accordance with their aptitude, and different teaching methods should be given to active students and silent students, so as not to inadvertently defeat the enthusiasm of students in learning Chinese.

(3)Guide students to use the metacognitive strategy to learn Chinese

Guiding students to adopt metacognitive strategies to learn can make students realize their own learning process, so as to greatly enhance their self-study ability and improve the learning effect in a subtle way. When using metacognitive strategies, teachers should focus on helping students enhance their metacognitive experience during Chinese learning. Metacognitive experience is reflected in two language

acquisition, which is the pros and bad of students' sense of achievement gain caused by the quality of learning effect when learners use the strategies of learning language they have mastered. On the one hand, this directly affects students' confidence in the initial strategies formed by their own learning of two language. Teachers should pay attention to guiding students to view their learning strategies positively, and then gradually modify their shortcomings. If students question or even abandon their own cognitive strategies from the very beginning, it is easy to fall into a vicious circle of continuous summary and abandonment, and fail to form learning strategies suitable for their own cognitive style.

Strengthening the students' metacognitive experience can be achieved through regulatory strategies. When using metacognitive strategies, the learners should give full play to their subjective initiative, and reasonably select the detailed branch strategies of metacognitive strategies according to different learning contents, so as to better adapt the medicine and improve the efficacy of metacognitive strategies. Learners can also use the "adjustment strategy" in metacognitive strategies to adjust their own learning strategies in time, so as to choose better methods to help the second language acquisition.[11]

Teachers should first take the initiative to understand the strategies formed by the students in learning, and then plan the corresponding adjustment strategies according to the students themselves. For example, when Japanese students learn the auxiliary word "gone", they will think that "gone" simply indicates the completion of the past form or action, forming an overgeneralization strategy, which leads to the saying that "I often went swimming last summer". In addition to teaching students to pay attention to the bias and form a correct understanding, teachers should also guide students to produce overgeneralization strategies themselves, not negative metacognitive strategies, so as to avoid actively summarizing strategies in the subsequent knowledge learning. That is to say, students can maintain confidence in the correct part of their learning strategies, change and adjust their shortcomings, so as to further adjust their thinking of forming learning strategies, which can greatly improve their self-study ability of Chinese.

5. Sum Up

"One should not instruct a student until he is anxious to learn; one should not give guidance to a student until he wants to express himself but does not know how." [12] The author believes that the reason why teachers are called the engineer of the human soul is because what teachers do is "teach people to fish", just like opening the door to the new world for an ignorant child, and teach him to take the initiative to take risks, to make themselves stronger, so as to have a strong capital to read the beauty and vicissitudes of the world.

In the Chinese teaching classroom, First, the teachers should pay attention to the students, Teach students according

to their aptitude, This is the basis of ensuring effective teaching; next, Teachers should focus on themselves, Reduce your own teaching utility, Think of the students as unique individuals, Under the principle of teaching, At the same time to teach students Chinese culture and moral knowledge; once more, Teachers should pay attention to science and technology, The development of The Times will inevitably lead to the transformation of the classroom teaching mode, If teachers cannot keep pace with The Times, Using the latest online media intervention in teaching, Then he will be eliminated by The Times; last, Teachers should think about the world, Communication of Chinese culture, Let the whole world know about the real China, At the same time, let those students who like China should not only learn Chinese, Can also understand the charm of Chinese traditional culture, philosophy and history, This is the meaning of the international Chinese teacher profession.

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