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On the Role of Group Competition Mechanism in International Chinese Classroom

-- Take “Whose Bag is This” as an Example

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Abstract: International Chinese language education is a field that has attracted much attention in recent years. Under the background of China's increasing international influence, more and more people realize the importance of learning Chinese. However, with the development of international Chinese education, we should also pay attention to the research of international Chinese education classroom strategy. Based on the observation of online open courses, with group competition mechanism as the theoretical basis, take the class “Whose bag is this” in the first grade of a primary school in the Philippines as an example, observed the classroom group competition mechanism, this paper mainly introduces the competition mechanism into the Chinese language teaching classroom advantages and disadvantages, and further put forward the principles and methods of classroom competition mechanism. The aim is to provide new teaching ideas for Chinese teachers and facilitate and improve their teaching efficiency and quality.

Keywords: Teaching Design; Group Competition Mechanism; Chinese Teaching.

1. Introduction

1.1. Study Purpose

Under the background of China's increasing international influence, more and more people realize the importance of learning Chinese. Therefore, the international Chinese education cause has become a field of much attention in recent years. It is hoped that the research on group competition mechanism can enrich the relevant research content of Chinese teaching, provide specific teaching strategies for teachers engaged in international Chinese education in the future, and provide new methods for practical teaching, so as to promote the development of international Chinese education in the world. In terms of theoretical significance, by collecting the materials of the current global Chinese teaching courses, sorting out the universal teaching design theories and teaching methods, it not only provides the theoretical basis for teachers, but also can enrich the current international Chinese teaching methods. In terms of practical significance, this study can provide new perspectives and ideas for the teaching activities of Chinese teachers around the world. In addition, it can also improve its teaching efficiency and teaching quality.

1.2. Study Content

In Chinese teaching, teachers tend to fill the classroom, so as to reduce students' subjective initiative. Group activity is a common form of classroom activities, which can increase students 'communicative practice, help to improve students' opening rate, and can stimulate students' learning motivation. [1] In the Chinese classroom, the group competition mechanism will change the center of the classroom from a teacher to student, and change the identity of the teacher into a classroom guide, guiding students to think actively, rather than being forced to accept knowledge. Use the group competition mechanism to increase the classroom interest in teaching. When students actively learn, they will be impressed by the new knowledge, so that students get a better learning experience.

1.3. Study Status

A total of 102 relevant articles appeared after the CNKI search for the keyword "group competition mechanism". There was a systematic research on this teaching strategy in all subjects, but there was no relevant research on the group competition mechanism of Chinese related classrooms. However, only 2 papers are entered into the group cooperation mechanism of Chinese as a Foreign language class, and they are master's degree. Through the comparison of the number of literature, we can see that the research on the teaching strategy of group competition mechanism in Chinese teaching is not mature enough.

1.4. Study Methods

Using observation method, through the BiliBili software platform to watch the Philippine Chinese demonstration class video, and to observe and record, understand the different style of teaching methods and strategies, to conduct a comprehensive analysis of group competition mechanism, from the teaching design of speech design, text design, vocabulary design analysis four aspects, provide inspiration for research, and provide guidance for Chinese teaching practice.

2. Group Competition Mechanism

2.1. Group Competition Method

Group competition method is the necessary explanation and explanation on the content of the professor, and then the students are divided into several groups, for the same discussion or competition questions, in a limited time for group discussion. After the discussion, representatives of each group are sent to explain the results, and the teachers will judge them. Finally, the teachers will reward and punish the competition.

2.2. Group competition mechanism

Survival of the fittest in the competition is the law of nature. In today's era full of competition, we develop in the competition and survive in the competition. Competition can stimulate people's sense of struggle, can arouse people's potential to give full play to. Fair and reasonable competition will make people maintain a positive attitude and selfless morale for a long time. For students, unyielding is their character characteristics, and competition is compatible with their age characteristics and personality characteristics. Group competition is different from individual competition. Group competition is a higher level of competition based on the basis of individual competition. It abandons the selfish, narrow and isolated competition consciousness brought by individual competition, and replaces the team spirit of unity, mutual assistance and mutual restriction. Contact theory suggests that interpersonal cooperation can improve the centripetal force and friendship of the group. Moreover, only by developing into a cooperative relationship, can the effective learning and development be formed. [1]

The strategy of effectively exerting the competitive mechanism in cooperative learning will be beneficial to promote the development of teaching.[2] The introduction of "competition mechanism" in teaching, and a series of teaching routines created for it, play a great role in mobilizing the enthusiasm of students in learning and stimulating the development of students' various abilities. Students actively learn and consciously and actively participate in the competition, which completely breaks the traditional teaching mode, but also changes the passive teaching to active learning.[3]

3. Analysis of Teaching Design Background

3.1. Teaching Object

The observation course was given to 29 first-grade students from local primary schools in the Philippines, including 14 girls and 15 boys. Students were all aged between 7 and 8 years old.

3.2. Chinese Proficiency

The students in this class are all local primary school students in the Philippines. They only have one semester of learning Chinese experience. They can speak simple Chinese vocabulary and understand the simple instructions of the teacher in class. Language acquisition environment for English or Tagalog. There was little difference in Chinese proficiency among the 30 students.

3.3. Use of Teaching Materials

Philippine Chinese textbook, lesson 24, Who Is This schoolbag is This.

3.4. Course Type

This course is a comprehensive course, which mainly includes pronunciation, text and vocabulary. Course skills mainly include listening, speaking and reading.

3.5. Teaching Time

One class hour (40 minutes)

4. Teaching Design

4.1. Organizing Teaching (2 Minutes)

Teachers and students greet each other to organize the teaching, and ask the group leader to distribute the book, and instruct the students to turn the textbook to the corresponding page number.

4.2. Knowledge Point Review (5 Minutes)

The teacher leads the students to review the content of the last course. The teacher first asks a student to lead the students from January to December. Then, please ask the second student to lead the students from Monday to Friday. After the reading, the teacher asked the students questions to help them recall the key and difficult knowledge. For example: " What month is it today?"" What day is it today?"" What day is it tomorrow?"" What month is it tomorrow? "scheduling problem. Please read the text of the last class together. This link can not only quickly help students recall the content of the last class, but also increase the interaction between students.

4.3. Teaching of a New Lesson (26 Minutes)

The teaching of the new course officially begins, the teacher will take out the vocabulary cards prepared in advance and post each group of vocabulary on the blackboard in the order of pictures —— pinyin —— new words. Combined with the lead reading —— reading —— point reading way to lead students familiar with the new vocabulary. The whole process adopts the teaching strategy of group competition mechanism. The teacher divides the class into three groups, and the students are rewarded accordingly according to the seriousness of the group.

4.3.1. Voice Design Aspect

The teacher prepared a pinyin card for each student word, which was pasted on the bottom of the new words to help the students read and remember. Take "pencil" as an example, the teacher first shows the pencil picture, the students will immediately understand what the picture is, and then post the pencil pinyin at the bottom of the picture, the quick reaction students may have spell out the correct pronunciation by themselves. Then the teacher leads the students to read the correct pronunciation, and then ask some students to stand up to read. This practice process can help students to repeatedly strengthen their memory and accurately grasp their correct pronunciation.

4.3.2. Text Design Aspects

When the students read the pronunciation, the teacher will stick the text card under the corresponding picture and pinyin. After the students grasp the correct pronunciation, the teacher will ask the students on the text how to read the Chinese character. When the students master pinyin and Chinese characters, the teacher will take away the pinyin cards and pictures and leave only the words on the blackboard. After leading the students to read the side together, ask the students to post the pinyin and the picture below the corresponding text. Take the "pencil box" as an example, the teacher first asks the students to put the picture of the pencil box back to the pencil box text below, check the correct after the next student put the pencil box pinyin next to it, correct can be added points. This practice process, let the students put their own hands, can stimulate the students' subjective initiative and can directly detect the students to grasp the situation.

4.3.3. Word Design Aspects

After the students correctly grasp the pronunciation and Chinese character structure of the new vocabulary, the teacher prepares the vocabulary hand cards to each student (randomly issued to ensure that the hand cards are different), and then the teacher randomly issued instructions, such as: pencil / rubber / pencil box... then point to the corresponding card, the corresponding student will stand up, and raise their hand card to everyone, correct can be added. This practice process, let each student participate in the process, in addition to responsible for their own cards, students can also check the right and wrong of their peers, play a good role in monitoring the students of this class.

4.4. Class Summary (5 minutes)

List the knowledge learned in this course, take the students to review the key points, mainly to read the pronunciation of the birth words again. Praise and praise the students' performance in class.

4.5. Assignment (2 minutes)

In this link, the teacher asked the group leader to take back the textbook without assigning homework.

5. Evaluation and Reflection of Teaching Effect Test

5.1. Teaching Evaluation

For the evaluation method of students in this class, adopt the way of classroom evaluation. In each interaction of question answer, when the students answer the questions correctly, the teacher will give praise, add points for the group or give individual reward stickers. Secondly, the classroom adopts the group competition mechanism, this competition system is very suitable for primary school students, can not only improve students' enthusiasm in class but also always restrain students to maintain good discipline to add points for the group. Finally, it can deepen the students' impression of the knowledge learned, make the classroom atmosphere more active, and make the students more interested in the classroom.

5.2. Teaching Reflection

The advantages of using the group competition mechanism in teaching are as follows: 1. The center of the classroom is the students, no longer the teachers. The identity of the teachers becomes a classroom guide, guiding students to think actively, rather than being forced to accept knowledge.2. Stimulate students' subjective initiative. The group competition mechanism will make students raise their hands to answer questions more actively, rather than passively waiting for the teacher to ask questions.3. Improve students' focus on learning. In order to increase points, students will focus more on the class.4. Improve students' interest in learning Chinese, increase the interaction between teachers and students, make students have a sense of participation and fall in love with learning Chinese.5. Abide by the classroom discipline, in order to group points, students always pay attention to the good rules of the game, do not talk, do not do small actions.

The shortcomings of the use of group competition mechanism in teaching are as follows: 1. Students' focus shifts. Using the group competition mechanism may make students pay attention to bonus points and rewards, rather than knowledge itself.2. Groups with low scores will have bad emotions, especially if they perform well, but when the group scores are not high enough, students will inevitably have bad emotions.3. It is more suitable for lower age students by comparison.

6. Conclusion

With the world's increasing demand for Chinese language, it puts forward higher requirements for the international Chinese language education classroom. Therefore, we need to have new goals and requirements and new breakthroughs in teaching. Group activities is a common form of classroom activities, which can increase students 'communicative exercises, help to improve the opening rate of students, at the same time can stimulate students' learning motivation, and weaken the phenomenon of "marginal people". Students' active participation in classroom exercises is crucial for language learning. Competition is an integral part of most social activities. Therefore, the teaching strategy of group competition mechanism has a lot of space in the teaching of Chinese as a foreign language. Based on the observation of online open courses, taking the group competition mechanism as the theory, taking the class of 《Whose bag is this》 in the first grade of a primary school in the Philippines as an example, observes the group competition mechanism in the classroom, introduces the competition mechanism of the integration in the classroom, and the advantages and disadvantages of teaching Chinese as a foreign language in the classroom. A qualified international Chinese teacher, should improve their ability to control the classroom management classroom as soon as possible, according to foreign students in addition to Japan and South Korea, few like Chinese students in the classroom, so this requires us to foreign Chinese teachers to have the ability to manage the classroom, appropriate choice group competition mechanism of education strategy is also a wise choice.

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