

How to Realize Effective Teaching in Teaching Chinese as a Foreign Language with Heuristic Teaching Ideas

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Abstract: How to make Chinese teaching more efficient and effective, so as to meet the needs of the increasing number of Chinese learners, is an urgent issue in the field of teaching Chinese as a foreign language. The idea of heuristic teaching has been widely used in the teaching of various subjects from Confucius to today, and the student-centered teaching point of view is more and more adapted to modern education. The application of heuristic teaching ideas in teaching Chinese as a foreign language can not only improve the classroom teaching effect, but also enhance the learning efficiency of students to achieve effective teaching. Starting from the idea of heuristic teaching, this paper discusses how to realize effective teaching in Chinese as a foreign language classroom. It is of reference significance to improve the teaching effect of Chinese as a foreign language and realize effective teaching.

Keywords: Chinese as a Foreign Language Class; Effective Teaching; Heuristic Teaching Idea.

1. Introduction

Under the guidance of heuristic teaching theory, this paper explores effective teaching methods to improve students' enthusiasm in learning Chinese, so as to realize effective teaching of Chinese as a foreign language.

This paper first studies the heuristic teaching thought and summarizes the core views of the thought. Then the heuristic teaching idea is applied in the Chinese as a foreign language classroom, and the specific teaching methods are summarized to achieve the purpose of effective teaching. Finally, effective teaching strategies are summarized to improve the quality of classroom teaching.

Aiming at how to realize effective teaching of Chinese as a foreign language, this paper takes heuristic teaching thought as the theoretical basis, explores the significance of effective teaching under the guidance of this thought, and studies how to realize effective teaching of Chinese as a foreign language. And summed up the specific teaching countermeasures, so it has strong operability. It has practical significance for improving the efficiency of teaching Chinese as a foreign language.

2. Methodology

The idea of heuristic teaching means that in the teaching process, teachers adopt a variety of teaching methods according to the teaching tasks of the course and students' learning rules to inspire students' thinking and mobilize their enthusiasm and initiative in learning. Heuristic teaching combines the leading role of teachers with the principal position of students, which is conducive to the all-round development of students' theoretical knowledge and intelligence.

3. Overview of Effective Teaching

3.1. The Concept of Effective Teaching

Zhong Qiquan made a comprehensive and in-depth discussion on the research value of "effective teaching": In the research of "effective teaching", teachers no longer walk

into the classroom with the attitude of knowledge authority and absolute power to "preach, teach and dispel confusion", but act as a variety of roles of "active promoter", "equal interlocutor" and "action researcher" of curriculum implementation. In other words, as a teacher, there is neither the so-called eternal structure of knowledge nor the so-called authority of knowledge, and the teacher is more of a "deconstructor".

Guppy and other scholars believe that effective teaching refers to the teaching activities in which students successfully achieve predetermined teaching goals under the guidance of teachers. In other words, the effectiveness of teaching should be judged according to the degree of achievement of teaching objectives.

3.2. The Significance of Realizing Effective Teaching

Effective teaching is a modern teaching concept that can improve teachers' work efficiency, strengthen process evaluation and management by objectives, and its core is the efficiency of teaching. The so-called "effective" mainly refers to the progress and development of students after a period of teaching by teachers. In other words, the progress or development of students is the only indicator of the effectiveness of teaching. Effective classroom teaching means that teachers and students communicate with each other, inspire each other and complement each other. In this process, teachers and students share each other's thinking, experience and knowledge, exchange each other's emotions, experience and ideas, enrich teaching content, and seek new discoveries, so as to reach consensus, share and progress together, and realize mutual learning and common development.

3.3. How to Achieve Effective Teaching

Effective teaching must be established on the basis of regular teaching, and learners must be enabled to achieve certain teaching goals. In effective teaching, teachers and learners complement each other, and either side may lead to the failure of effective teaching due to some factors. According to the definitions given by previous studies, it is not difficult to conclude that teachers need to meet the

following basic requirements to achieve effective teaching:

First, there must be an "object" consciousness, that is to say, teaching is not a one-man show, apart from "learning", there is no "teaching". Teachers must establish students' main position and establish the idea of "all for the development of students". Second, teaching objectives should be as clear and specific as possible. The "clear and specific" goal of classroom teaching means that the goal is clearly directed, quantified as much as possible, expressed concretely, and has certain strategic direction. Third, teachers need to teach clearly and clearly. Clear teaching means that the teacher should make the lecture points easy to understand, the speech is clear and unambiguous, the language is clear and standardized, and there is no special habit or language that distracts the attention of students. Fourth, diversified teaching. Diversified teaching refers to the flexible presentation of teaching content in various forms, different ways of presentation and feedback according to different content, and different teaching strategies to guide and manage students' learning. Fifth, guide students into the learning process. In the process of arranging classroom teaching activities, teachers should limit the opportunities to distract students' attention, so that students can concentrate on thinking, discussing and inquiring about the teaching content. Sixth, teachers should be good at using naturally occurring classroom dialogue to guide students to state, extend and comment on what they have learned. Encourage students to think twice and elaborate on the correct answer. Transfer responsibility for learning gradually to students - encouraging independent thinking, problem solving and decision making. Seventh, ensure the success rate of students' learning. The success rate of a student's learning is the rate at which a student understands and accurately completes an exercise. Teaching with a higher success rate of learning helps to improve students' self-confidence and enhance students' positive attitude towards the subject content. In teaching, teachers should match the class difficulty with students' ability level, change the difficulty according to needs, present teaching materials in small steps, and provide more opportunities for practice to ensure the success rate of medium and high levels.

4. Heuristic thought to Realize the Concrete Method of Effective Teaching

In teaching Chinese as a foreign language, we can use different heuristic teaching methods to improve teaching efficiency according to different classroom teaching contents such as pronunciation teaching, vocabulary teaching and grammar teaching .

4.1. About Phonetics Teaching

4.1.1. Simulation Method

Phonetics teaching is a self-transmission activity, and teachers' demonstration and students' imitation are the most important, direct and effective methods to teach phonetics. The content of demonstration and imitation ranges from single sounds to syllables, to words, to sentences; From vowel to stress, pause, speed, tone and so on. Four-paragraph reading is best used for demonstration and imitation. That is, demonstration - imitation - demonstration - imitation. The first imitation is best for the whole class, and the second can be a whole class imitation, or a group imitation or an individual imitation. The whole class imitation can give

students more opportunities to practice, a large amount of activity, a warm classroom atmosphere, and save time individual imitation can understand the pronunciation of each student, targeted. For example: syllables "z,zǐ,zǐ,zì" the first time the teacher demonstrates, the second time the whole class imitate, the third time ask individual students to imitate.

4.1.2. Demonstration Method

It is very difficult for international students to learn Chinese aspirated pronunciation, and teachers can help students understand the pronunciation skills with the help of real demonstrations. For example, when sending "p,t,k,q,c, ch", the teacher can hold a piece of paper in front of his mouth and let the airflow blow the paper. When sending "b,d,g,j,z,zh" the paper does not move. Then let the students send air and unaspirated sounds to the paper respectively to experience the difference in air flow.

4.1.3. Gesture Posture Method

Gestures can demonstrate the high, low, front, back, flat, roll and other actions of the tongue position, can also demonstrate the distance between the tip of the tongue and the teeth and the size of the opening degree, and can also demonstrate the rise and fall of the tone. For example, the palm is upward, and the five fingers want to extend flat in front, indicating the flat tongue sound, that is, the pre-tip of the tongue sound "z,c,s". The four fingers are raised to indicate the raised tongue sound, that is, the posterior tip of the tongue "zh,ch,sh,r". Palm down, the back of the hand raised, can indicate that the base of the tongue raised; The thumb and forefinger are separated to indicate that the corners of the mouth are spread out; Use the fingers in the air to indicate the four sounds Yin, Yang, up, go, etc. Students will understand the gesture as soon as they see it, forming a class in which everyone moves together and teachers and students cooperate with each other. For another example, in the practice of stress, pause, tone and intonation, with facial expressions, the joy and sorrow show, so that students are infected, can be easier to understand and master the teaching content.

4.1.4. Prompting Method

Some students in pronunciation, due to the influence of the mother tongue, intonation is often inaccurate. In such cases, teachers should not overstep the role of students who have the ability to self-correct mispronunciation, but only instruct and inspire students to correct themselves. Students can not let go after the correction, the teacher should be timely affirmed, and let him repeat several times the correct, in order to understand the pronunciation of the sound and methods, deepen the impression, change the inherent pronunciation habits, develop correct pronunciation habits. For example, some intermediate level students shi (four) this sound is still not good, often said si. Teachers only need to write "siX, shiV" on the blackboard with colored chalk, and students will understand and avoid repeating past mistakes.

4.2. About Vocabulary Teaching

4.2.1. Direct Method

It is a strong stimulation method for teachers to use objects, models, pictures, actions, gestures and other intuitive means to explain the meaning of words, which can directly establish the connection between words and objects, which is conducive to enlightening students to think in Chinese, and helping students to firmly engrave the "sound", "form", "meaning" and "use" of words in their minds.

Teachers make full use of objects in the classroom, such as

students, male students, female students, desks, chairs, blackboards, glass, Windows, curtains, etc. Lead students out of the classroom into the campus, there will be more physical objects, such as dormitories, cafeterias, playground libraries and so on. There are different objects in different places, and students can learn more, more practical and fresh words in bringing them from the campus to the big social classroom.

When using intuitive means to explain the meaning of the word, it should be demonstrated while saying the words, and it should be combined with the sentence pattern practice, for example, when teaching the word "book", you can practice the following sentence pattern: What is this book? This is the book. Is this a book? This is the book. What kind of book is this? This is a Chinese book. Whose book is this? This is Miss Wang's book. While demonstrating and practicing, from word to sentence, from near to far, carrying out such a set of exercises, the students were strongly stimulated and were able to firmly engrave the "sound", "form", "meaning" and "use" of the word "book" in their minds. When needed, the "book" can be easily selected from the brain's memory bank, and the sentence pattern can be said easily and happily.

4.2.2. Morpheme Method

Chinese is a morpheme language, which takes morpheme as its basic unit. Morphemes are the smallest combinations of sounds and meanings. The main characteristics of Chinese morphemes are as follows: First, a morpheme is a syllable. Secondly, some morphemes can be formed into words independently. Finally, the word formation materials of two-syllable words and multi-syllable words. Morpheme method is the same morpheme to form a large number of words, Easy for students to memorize. For example, "flower" is a monosyllable, a morpheme, and a word. With "flower" can be composed of flower POTS, flower shows, words, stamens, flower hearts, flowers, flowers, flowers and other words, the teacher said a morpheme, so that students a large number of words, so that students unconsciously expand the vocabulary.

4.2.3. Translation Method

In the primary stage, some function words are explained in Chinese, the students can not understand, can not use the direct method of interpretation, if the students in the class speak the same mother tongue, the teacher is familiar with the language can use the translation method. The teacher speaks Russian. The student replied, "Still." The teacher asked, "Is this a desk or a chair?" The student replied, "Chair." This accelerated the student's understanding of the word.

4.2.4. Play Method

Teachers can use games to express their teaching purpose. Let the students acquire the language in a relaxed and pleasant environment. For example, when the words for the five senses such as eyes, ears, nose, mouth, and eyebrows are used, the teacher can ask the students to quickly point out their five senses with their hands, which makes adult teaching naive, but enables the students to participate in effective learning.

4.3. About Grammar Teaching

4.3.1. Setting Situation Method

In the teaching of "Tuo" sentence, students have some difficulties in understanding and using complex sentence patterns like "Tuo" sentence. In the teaching, it is necessary to create a language environment to inspire students to understand the meaning of "Tuo" sentence and correctly grasp the situation in which to use "Tuo" sentence. The teacher is

holding a dictionary. The teacher asked the students: Where is the dictionary? The student answered: In the student's hand. Then the teacher put the dictionary on the platform and continued to ask the students: Where is the dictionary now? Student: On the podium. The teacher asked again: Who put the dictionary on the platform? Student: On the podium. The teacher asked again: Who put the dictionary on the platform? Student: The teacher put the dictionary on the desk. In this way, through the setting of the scene, the students naturally say the word "ba" and understand the meaning of the disposal of the word "ba", the teacher can also guide the students to set the scene with each other and use the word "ba" correctly

4.3.2. Communicative Approach

When we explain the "yes" sentence structure, we can use it as a communicative exercise. The teacher asks student A A set of questions, the content is about others, student A does not know the answer, he must ask others, talk with others before he can answer. For example:

Teacher: When did he (Student B) come to Beijing?

Student A: (Ask B) When did you come to Beijing?

Student B: I came to Beijing last September. Student

Student A: (to teacher) He came last September. Teacher:

Where does he come from? Student

Student A: Where are you from? Student

Student B: I'm from Japan. Student

Student A: He's from Japan. Teacher: How did he come here? Student

Student A: How did you come here? Student

Student B: I came by plane.

In this kind of question and answer exercise, the teacher said little, but the students said more, and the students said the truth, which aroused the students' enthusiasm for learning and improved the students' comprehensive ability to use the language.

4.4. Read Classroom Teaching

4.4.1. Music Method

When we explain the reading of the text "The Butterfly Lovers", we can first ask students to listen to the violin concerto "Butterfly Lovers". The beautiful melody and beautiful music not only make students enjoy the beauty, but also have a certain understanding of Chinese classical music. In this atmosphere, the teacher will introduce the story "The Butterfly Lovers", and the students will read the text and learn the text with curiosity and thirst.

4.4.2. Questioning Method

Before asking students to read an article, teachers can ask some general questions, let students read the article with questions, and pay attention to guide students to focus on the content of the article in the first place. For example, in the Second exam, we can ask such questions as: What strange thing happened to Professor Su Lin? Did Chen Yiling attend the second interview? What about Chen Yiling's singing effect? Why did Professor Su Lin decide to hire Chen Yiling? Students are then asked to answer these questions in one sentence, and then summarize the meaning of the paragraph and the general idea of the passage. This can not only improve students' ability to analyze the topic of discourse, but also improve the quality of stored information. In addition, we can also make use of the environment of the classroom, paste some Chinese pictures, photos, maps on the walls of the classroom, which not only enlivens the teaching atmosphere, but also facilitates our

teaching and use.

5. Effective Strategies for Teaching Chinese as a Foreign Language

5.1. Effective Preparation for Teaching

Teaching preparation is the key to determine the quality of classroom teaching, and it is an extremely important part of the effective teaching of Chinese as a foreign language. Teaching foreigners is not a simple matter of knowing Mandarin, and preparation is not a simple matter of browsing textbooks. In order to make a lesson appealing and achieve the best teaching effect, we must work hard in preparing the course, ourselves and students.

5.1.1. Preparation of the Course

The preparation of the course includes the arrangement of teaching links, the design of blackboard, the choice of teaching methods, the preparation of teaching AIDS and so on. The preparation of the teaching content should be specific to the explanation and practice of each word, each stroke, and each grammar point. Before each class, teachers need to think about how to design blackboard writing, how to ask questions, how to deal with the relationship between learning and practice, and how to create a lively and relaxed classroom atmosphere. At the same time, the role of teaching AIDS in teaching Chinese as a foreign language can not be ignored. The proper use of physical or picture teaching AIDS is vivid and vivid, easy for students to understand and remember, and often can get twice the result with half the effort. In addition, teachers also need to simulate the implementation of the classroom process, predict the possible situation in the classroom, and fully mobilize the enthusiasm of students.

5.1.2. Prepare Oneself

To prepare oneself is to require teachers to constantly improve their own quality. Chinese as a foreign language teachers need to have solid professional knowledge, proficient teaching skills, high foreign language level and strong cross-cultural communication ability. Without these qualities, teachers can only prepare new words and texts when preparing lessons, and there is no way to achieve effective teaching. Of course, an excellent teacher of Chinese as a foreign language can not be prepared overnight, and needs to continue to explore and learn, accumulate over time.

5.1.3. Prepare Students

Prepare students, that is, teachers should deepen their understanding of students. Before class, students' needs, Chinese proficiency, weaknesses, etc. can be understood through interviews, questionnaires, tests, etc., and the right medicine can be tailored to students' cultural differences and personality characteristics, so as to avoid students' unfamiliar knowledge points.

5.2. Effective Board Design

Blackboard writing is a part of teaching design, effective blackboard writing design should be scientific and reasonable layout, highlight the teaching focus. On the one hand, it can save teaching time and improve teaching efficiency, and on the other hand, it is convenient for students to understand the teaching content. Board writing can not do as you like, think of what to write, write while changing, disorderly, not the teacher blindly write, students blindly copy. The text and chart of the blackboard should make full use of the limited space of the blackboard, overall arrangement and elaborate design. In

general, the motherboard is written on the left, the right side can be used as a sub-board, the motherboard can also be written in the middle, leaving a part on both sides. The content of blackboard writing should be concise and general, showing the key points of teaching or similar grammar points by comparison. The timing of blackboard writing should be properly grasped, not too early, it will distract students' attention, and it will be superfluous after the party, you can talk after the book, you can also talk while the book, if the content is more or more complex charts can be written in advance before class. Effective blackboard design is a process of interaction between teachers and students, which can inspire students step by step and fully mobilize students' enthusiasm and participation in class.

5.3. Effective Classroom Organization and Management

Classroom organization and management, including classroom questioning, the regulation of teaching rhythm and so on, is an essential part of classroom teaching. Effective questioning can stimulate students' thirst for knowledge, open up students' thinking, and guide students to deeply understand the knowledge. Teachers should carefully design questions according to the teaching content and students' level. First of all, ask the right questions. The difficulty of asking questions is too great, which will affect students' learning confidence and reduce their interest in learning. Questions are too easy, and students can answer them without thinking, which does not develop their mind. Secondly, taking into account the individual differences of students, when students find it difficult to answer, the teacher can appropriately prompt, supplement, change different angles, and actively inspire students to give better answers. Finally, there should be a variety of ways to ask questions, which can be answered by one person, voluntarily, or as a group. You can ask and answer, and you can ask and answer. Avoid a single form, answer questions are always so few people, other students have no opportunity to practice, class participation is not high.

Whether teachers regulate the teaching rhythm properly directly affects the teaching efficiency. Teaching pace is too fast, students have no breathing room, difficult to digest and understand, the rhythm is too slow, the student spirit is slack, attention is not concentrated. Too little teaching content and loose links will lead to a waste of time. Too much teaching content will exceed students' ability to understand and accept, and will also lead to low teaching efficiency. Effective rhythm control should be relaxed, slow and moderate, scientific allocation of teaching time, detailed and appropriate.

6. Conclusion

The ultimate goal of effective teaching is to improve teaching quality and efficiency, promote students to acquire knowledge and improve their ability. Compared with "inefficient" and "ineffective" teaching, "effective" is not an absolute "effective" concept. The "effective teaching" of Chinese as a second language means that Chinese teachers can make students better accept and use the Chinese knowledge they have learned through a series of teaching methods and means. For teachers, an important factor in effective teaching is the teacher's preparation for the course and understanding of the students. For students, learning motivation is very important in learning Chinese.

This paper studies the meaning and methods of effective

teaching on the basis of inspiring teaching ideas, and puts forward effective teaching strategies, so that the classroom teaching process can truly become the process of teachers guiding students to carry out effective teaching activities. In the teaching process, no teaching method is absolutely effective. Some of the theses used by many teachers on Taihan's effective teaching strategy analysis method seem to focus on students and the classroom atmosphere is very warm, but they may not be in line with the teaching at that time, and students do not benefit much from it. Therefore, the effectiveness of teaching should be determined by whether students have more gains in the course. Teachers should start from the characteristics of students themselves.

In short, whether it is intellectual education or moral education, the teaching of Chinese as a foreign language can adopt the heuristic teaching method of good guidance, follow the objective law of students' learning process, guide students to grasp knowledge consciously, correct mistakes, realize their own improvement and development, and finally realize effective teaching.

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