

Research on Idiom Teaching in Teaching Chinese as a Foreign Language

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Abstract: As a fixed phrase, Chinese idioms are inherited by people through social communication in the long-term historical and cultural development. The large number, complete meaning, conciseness and structural stereotypes are the basic characteristics of Chinese idioms. This article first clarifies the positioning of idiom teaching in teaching Chinese as a foreign language, and points out that its basic positioning is an important part of teaching as a deepening or mature stage of teaching Chinese as a foreign language. Idiom teaching has its unique significance and value in teaching Chinese as a foreign language. It is embodied in the following three aspects: First, idioms are a special type in the Chinese vocabulary system, which is helpful for foreign students to master idioms; second, idiom teaching is conducive to the improvement of foreign students' expressive ability; The overall level of improvement. On this basis, the author combined with the actual teaching situation, in-depth analysis of the current problems in idiom teaching Chinese as a foreign language: First, the syllabus and the idioms included in the textbook lack of standardization; second, the importance of idioms in the Chinese language test The degree is not enough; the third is the lack of practicality of the idiom teaching model in teaching Chinese as a foreign language.

1. Introduction

The target group for teaching Chinese as a foreign language presents diverse characteristics in terms of cultural background, learning purpose, learning ability and learning level. The same is true for idiom teaching. There are great differences between the study of Chinese by foreign students and the learning of Chinese by us Chinese. These differences are mainly reflected in many aspects such as Chinese phonetics, vocabulary, grammar, and writing of Chinese characters. This does have some difficulties for foreign students to learn Chinese, and it is also a difficult problem for Chinese language teaching to foreigners. In the teaching of Chinese as a foreign language, the most important and complicated is vocabulary teaching, which has always been a weak link in the teaching of Chinese as a foreign language. As the most important part of the vocabulary system, idioms are more interesting for foreign students to learn Chinese, and their practical value of learning is also higher, but it is more difficult for foreign students to understand, master and properly apply idioms. So far, no matter whether it is for theoretical research or teaching practice of teaching Chinese as a foreign language, the relevant issues related to idiom teaching have mainly focused on the comparative study of Chinese and foreign idioms culture. A comprehensive and systematic study of Chinese idiom teaching for foreigners. In addition, there is still an inaccurate positioning problem in the teaching of Chinese idioms to foreigners. To a certain extent, it also leads to unclear goals in idiom teaching, which in turn leads to errors in the study of Chinese idioms by foreign students.

2. Orientation of Idiom Teaching in Teaching Chinese as a Foreign Language

The teaching of idioms in Chinese as a foreign language is an important part of the linguistic category, and its nature is not single. This is mainly reflected in the following two basic aspects. First, the teaching of idioms in teaching Chinese as a foreign language is teaching Chinese as a whole and belongs to Chinese teaching. Secondly, teaching Chinese as a foreign language is basically a subject that uses Chinese as a foreign language or a second language to teach students whose mother tongue is non-Chinese. In this sense, teaching Chinese as a foreign language is also a

foreign language teaching. It can be seen that the teaching of idioms in Chinese as a foreign language has dual attributes, which determines that when we study idioms in the teaching of Chinese as a foreign language, we should not only focus on the knowledge of phonetics, grammar, and semantic systems of Chinese idioms, but Study the teaching methods and practices of idiom teaching in teaching Chinese as a foreign language to make it basically consistent with the Chinese teaching methods of foreign languages. Idiom teaching in Chinese as a foreign language is based on idioms as research and teaching objects. The basic attribute is still linguistics. The development of linguistics can now be divided into two major categories: theoretical linguistics and applied linguistics. The Chinese idiom can be said to have both the attributes of theoretical research and the attributes of application, but we must also be clear that the fundamental purpose of any linguistics is not to be used solely for theoretical research, but for practical application. In the teaching of Chinese idioms, we must first study the phonetic, vocabulary and grammatical issues and also consider and study some basic language categories. First, describe the basic appearance of Chinese idioms at a certain social and historical development stage. Such as ancient Chinese idioms and modern Chinese idioms, ancient Chinese idioms and modern English idioms and other basic conditions; second is to study the historical evolution of idioms and reveal their basic development laws; third is to use comparative methods to compare different languages and reveal Similarities and differences or corresponding rules of languages similar to Chinese idioms in different language systems, so as to accurately position the teaching of Chinese as a foreign language, make the teaching of idioms in the teaching of Chinese as a foreign language more scientific and reasonable, and realize the standardization of “teaching” and “learning”.

3. The Value of Idiom Teaching in Teaching Chinese as a Foreign Language

The value and meaning of idiom teaching in Chinese as a foreign language is first manifested in vocabulary teaching in Chinese as a foreign language. Teaching idioms to foreign students can consolidate and expand the vocabulary of foreign students. The components of idioms are mostly words, and there are a few ancient Chinese words, but they are not used as words in modern Chinese, but are used more as morphemes of word formation. When studying idioms, foreign students can review the meanings of the words and morphemes that make up the idiom, which helps to consolidate the words they have learned. Therefore, we say that teaching idioms in Chinese as a foreign language is very beneficial to consolidate and expand the vocabulary of foreign students. The constituent units of Chinese idioms are mostly monosyllable ancient words. In modern Chinese, some retain the positioning of words, while others abdicate idioms. There is a combination of idioms that can guide students to guess the meaning of words based on their combination. The so-called combination idiom refers to the words in the idiom have a limited meaning, but preserve the semantic independence. The overall meaning of the idiom can be obtained by adding the semantics of the components of the idiom. After entering the intermediate and advanced stages, Chinese students have accumulated some basic vocabulary, which can guide foreign students to use the learned words or their components to guess the meaning of idioms. For example, to allow international students to understand the idiom “different from the public”, you can tell the foreign students the semantics of the four components “and” “public”, “not” and “same”, and let the international students guess the semantics of this idiom. In the same way, when explaining the idiom “Fu Xin Ru Yi” to the foreign students, you can tell the foreign students the meaning of the words “Fu Xin” and “Ru Yi”, so that the foreign students can guess the semantics of the idiom. In this way, it can help cultivate the consciousness and habits of foreign students to guess the meaning of words, guide students to gradually realize the rules of word formation in Chinese words, and improve the teaching effect of vocabulary and Chinese as a foreign language. The ability to guess words is a reflection of a person's ability to master a foreign language. When foreign students guess Chinese semantics, they often make mistakes because they do not understand the rules of Chinese word formation. Therefore, when teaching Chinese idioms, we should follow the composition structure of idioms, such as subject-predicate idioms, linked idioms, and joint idioms, etc., while analyzing the composition of idioms, and guide students to guess the words correctly, which can

reduce The chances of students guessing wrong, and in fact also mobilized the enthusiasm of students.

In teaching practice, we usually see that the quantity and quality of idioms mastered by a student directly affect the expression of its language. The level of idiom comprehension and application ability is very important for the improvement of students' reading ability and writing level. However, in the practice of teaching Chinese idioms to foreigners, we often find that some students have misunderstandings about idioms, mainly because the lecturers lack a deep and systematic understanding and understanding of Chinese culture, and often only recognize idioms based on literal meaning. Knowledge and interpretation are difficult to understand the true meaning of idioms, especially for a series of idioms such as “Ye Gong Hao Long” and “Qi Zhou Qiu Jian”. This makes the international students' insufficient understanding and grasp of the meaning of idioms. In general, foreign students' idiom learning needs to go through a process of gradual accumulation, from easy to difficult, and cannot be achieved overnight. This process has the characteristics of continuity and hierarchy. The teaching of idioms in Chinese as a foreign language is very helpful for international students to understand the different ways of thinking and customs at home and abroad, and is of great significance for solving the cultural shock period of international students.

4. Strategies for Teaching Idioms in Teaching Chinese as a Foreign Language

Just as the above mentioned government educational institutions and other relevant departments have very important significance in teaching Chinese as a foreign language, the government's education department also plays a very important role in standardizing idiom teaching materials for teaching Chinese as a foreign language. It is to increase the public budget of the relevant parties. The so-called public budget refers to the public budget of a government for a certain period of time to achieve political, economic and social goals, based on the country's policy guidelines, and based on the country's overall resources and national affordability. The fiscal revenue and expenditure plan, that is, the allocation of state resources through political procedures. At present, the only laws and regulations used to regulate the public budget in education in China are the “Budget Law of the People's Republic of China” and the “Regulations on the Implementation of the Budget Law of the People's Republic of China.” However, there are still many problems in the current budget law. For example, there is inconsistency between the law and the law, and there is a contradiction between the budget law and the education law. The budget law stipulates that the basic principle of budget preparation for local governments at all levels in China is “Balance”, there can be no deficit. “Education Law” has more clear regulations on the proportion of government's education investment in financial expenditure. This makes it difficult for local governments to increase their finances in those years, and the application of the financial sector to relevant fields such as education is often a dilemma despite the policy requirements but no funds to cash in. This makes the relevant funds for the teaching of Chinese as a foreign language often not guaranteed, and the following specifically describes how to standardize the teaching materials for Chinese as a foreign language idiom.

In order to accurately understand the semantics of Chinese as a foreign language, the following questions need to be grasped in the teaching of Chinese as a foreign language. First, Chinese teachers should have an accurate grasp of the types of idioms. Second, pay attention to the distinction between high-frequency morphemes of Chinese idioms and uncommon low-frequency morphemes. Third, pay attention to distinguish between idioms with different meanings in ancient and modern words. Teachers should also grasp the following points: First, teachers of Chinese as a foreign language should strictly grasp the types of idioms. The so-called idiom type civilization can analyze the degree of retention of idioms based on the morphemes and meanings of Chinese idioms, and distinguish Chinese idioms into three types: fusion, combination, and comprehensive. The so-called combined idiom refers to the combination of the internal morpheme meaning of an idiom, which has the characteristics of simple, intuitive description, clarity and accuracy. You can use general radial vocabulary teaching to cultivate the morpheme analysis ability of foreign students. Comprehensive idiom teaching needs to be conducted on the basis of comprehensive morpheme

teaching.

Choose flexible teaching methods and strategies for different students. At present, there are the following schools in the teaching of Chinese as a foreign language: grammar translation method (a method of teaching foreign languages based on grammar based on the mother tongue), direct method (a method of teaching the target language in the target language), Listening to speech, audio-visual method (a method of combining visual experience and auditory experience for foreign language teaching), conscious contrast method (compared with native language), cognitive method, functional method (based on language function and idea items, to develop communicative ability A teaching method). Each method has its own unique characteristics. In the process of actual education, it is necessary to choose a suitable teaching method according to the students' language level, psychological characteristics and specific cultural environment. Chinese idioms are gradually formed in a long history, and their sources generally include the following parts: myths, legends, fable stories, historical events, literary works, and oral language, which have unique historical and cultural values. Therefore, in teaching, some idioms can be explained selectively. They have a "source". After clarifying the reason, the extended meaning and figurative meaning of the idiom are clear at a glance. Such as "stand by the rabbit", "paradox", "blind person touches the elephant", "hurry, but not fast", etc., most of these idioms are related to fables or historical events. . When explaining idioms, tell students with stories, they will find it fresh and interesting, and they can all achieve the purpose of teaching and stimulate students' fun to learn.

5. Conclusion

Based on the positioning of idiom teaching in teaching Chinese as a foreign language, that is, to cultivate the comprehensive application ability of foreign students, they can use basic Chinese idioms to communicate with people, express their ideas and convey emotions. The teaching of idioms in teaching Chinese as a foreign language will gradually become more important as social and cultural progress and China's international influence increase. In the future work, I hope to attract more comers to continue to work on the study of idiom teaching, and make greater breakthroughs and innovations in idiom teaching.

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