

Research on the Current Situation and Strategies of Primary Chinese Teaching Differences in International Schools

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Abstract: Against China's increasing international influence, many countries have set off an upsurge in Chinese language learning. China has also trained many international Chinese language teachers, who have gone to various parts of the world to conduct international Chinese language teaching. Although international Chinese and primary Chinese in China also teach the knowledge of Chinese, there are connections and differences between the two. This paper mainly compares the two teaching methional Chineseods and clarifies international and primary school Chinese teaching characteristics.

1. Introduction

Over the past few years, foreigners have become increasingly interested in the Chinese language and culture, leading to the opening of more and more Chinese language schools in China. The development of international Chinese education has become increasingly important to promote Chinese culture in the international arena and enhance its international status. Many international Chinese teachers from different countries have spread Chinese culture through their teaching. The international teaching of Chinese and the teaching of Chinese in primary schools are both considered language courses. The two teaching methods will be analyzed and compared in detail in this paper.

2. The Background of International Chinese Education Development

The overall power of China is increasing day by day, and more and more countries are paying attention to this vast land of China. As one of the most common languages in the world and one of the official working languages of the United Nations, Chinese plays an important role in the field of communication. Therefore, learning Chinese and understanding Chinese culture have become requirements for foreigners to communicate with Chinese people. It is a great opportunity for Chinese people to promote the Chinese language and traditional Chinese culture worldwide. Against the current favorable circumstances, a wave of "Chinese fever" has swept the world, and international Chinese education has also made important breakthroughs.

3. The Current Situation of the Promotion of Chinese International Education

3.1 International Chinese Education Becomes the Core of Chinese Promotion

Over the past half a century, Chinese language education has developed rapidly and has formed a veritable "industry" in China. At present, Chinese education has gradually formed a comprehensive development strategy of "teaching Chinese as a foreign language" and "International Chinese education" and has carried out preliminary exploration on the two ways of "bringing in" and "going out." Teaching Chinese as a foreign language began in the Han dynasty, which is an educational activity with a Chinese background and using Chinese as a second language. International Chinese education is a foreign language learning method that has emerged recently. It is a language learning method with non-Chinese as the mother tongue. "International exchange" is an important part of Chinese education's history and an important way for Chinese to go abroad and achieve sustainable development. Chinese teachers go all over the world and undertake the important task of spreading

Chinese together with Chinese lovers, which has become the main way for the internationalization of Chinese.

3.2 Prospects for the Future Development of Teaching Chinese as a Foreign Language in China

In 2007, with the establishment of the headquarters of Confucius Institutes across the country, there was a wave of Confucius Institutes in the world. Up to now, there are more than 300 Confucius Institutes worldwide, covering nearly 100 countries. In 2007, with the establishment of the headquarters of Confucius Institutes across the country, there was a wave of Confucius Institutes in the world. Up to now, there are more than 300 Confucius Institutes worldwide, covering nearly 100 countries. Take Lanzhou University as an example [1]. In addition to co-organizing the Tbilisi Confucius Institute with Georgia, Lanzhou University also selects a group of outstanding undergraduate and postgraduate students to teach under the guidance of Hanban. Besides, it has established friendly and cooperative relationships with many countries, including primary and secondary schools in South Korea and Confucius Institutes in Ukraine. Many excellent students are sent to these countries to teach Chinese every year. While teaching Chinese abroad, they also conduct many Chinese-related teaching and promotion activities, such as the Chinese Bridge Competition, the Chinese Bridge Foundation, the Confucius Institute Scholarship, and the research and development of new Chinese textbooks. Another important reason is the government's strong support and funding of their studies and activities [2].

4. The Current Situation of Primary Chinese Teaching Differences in International Schools

Against the backdrop of China's continuous expansion and opening up and continuous improvement of economic strength, the development prospects of China's Chinese language education and training industry are attracting more and more attention. At the same time, under the background of Chinese peaceful growing up, the rapid demand for the Chinese language, Chinese culture, and national affairs in all countries worldwide will create a great room for development in Chinese language teaching. "Chinese Fever" set off a wave of upsurge in the world, but there are still many obstacles to popularizing the Chinese language in China. China needs a solid approach to bolster and direction, and a few instructive thoughts are still in reverse, and a few schools, as it were remain at the financial level in popularizing Chinese. The school does not have clear proficient characteristics, no clear school-running logic, outlandish courses, inadequately instructing materials, and insulant solid educating staff, which cannot guarantee the quality of Chinese dialect instruction.

4.1 Differences in Teaching Objectives

In recent years, with the deepening of the reform of the Course of Study, the teaching goals of the Chinese language course at primary schools have also changed. Helping students master Chinese reading comprehension, reading, writing, and oral communication skills etc., which is a routine and basic educational goal. At the same time, higher teaching requirements are also put forward for students' comprehensive Chinese learning ability. In addition to the teaching mentioned above objectives, the new curriculum standard also advocates that in the teaching process, the teaching advantages of this course should be brought into full play to truly realize the role of Chinese in educating people.

This means that moral education must be effective. Its purpose is to help students establish the right emotional attitudes and values in the learning process and to promote the healthy development of physical and mental health. In addition, aesthetics plays a very important educational role in Chinese primary schools. In teaching, students can fully experience the beauty of rhythm, music, artistic conception, and Chinese emotion to form good emotions and improve their literary appreciation ability. The main goal of international Chinese teaching is to cultivate students' language communication abilities.

Students are trained in basic grammar, listening, speaking, reading, and writing, and their verbal communication is constantly improved throughout the learning process. In addition, the new HSK Chinese Language Proficiency Test tests Chinese listening, reading, and writing skills and establishes

more detailed rules of Chinese vocabulary that students of different levels must master, and this point has a certain similarity with the teaching of English in China. Nevertheless, international Chinese focuses not only on teaching the Chinese language but also on teaching Chinese culture and nationalism. As a result, Chinese culture should be considered an important aspect of Chinese language education. For example, one of the most basic greetings is, "Have you eaten yet?" In order to better understand the profoundness of Chinese culture, Chinese language learners must have a strong interest in Chinese culture to participate more actively in learning, learn from Chinese customs and gain more happiness in the culture.

4.2 Differences in Teaching Elements

4.2.1 Differences in Chinese Character Teaching

In China, because primary school students grow up in an atmosphere of Chinese, most of them can recognize Chinese characters in this atmosphere, such as TV advertisements, roadside billboards, supermarket packaging, etc. After formally learning Chinese at the primary school stage, it is the stage of rapid accumulation of Chinese characters, and students can recognize many characters. After years of practice, we established relatively complete teaching methods in Chinese character classes in primary school. In the arrangement of textbooks, the Chinese characters that have been learned are repeated to strengthen memory to help students master a large number of new characters faster. For primary school students in the lower grades, in terms of reading comprehension, many teachers will also let students inculcate rhymes to increase their interest in reading comprehension so that they can understand Chinese characters more easily. For example, in teaching, students are guided to adopt the split memory method, "ears listen, eyes see, mouth say, the heart thinks" to improve students' memory of these complex Chinese characters with more complex pinyin and shape. Due to the large number of Chinese hieroglyphs, Chinese can be considered a pictographic language. A majority of the languages of other countries are based on phonetic memory and are classified as phonetic systems. Therefore, in international Chinese education, students' ability to perceive the shape of Chinese characters is relatively poor. Just like Chinese people read Arabic characters, the feeling of learning Chinese characters is the same for people whose mother tongue is not Chinese.

To better achieve teaching goals, stimulate students' ability in Chinese communication, and lay a solid foundation for their future independent learning, international Chinese teachers must understand how Chinese characters can be taught effectively. The arrangement of teaching materials is also being improved and more scientific to achieve this goal. For example, according to factors such as the difficulty of Chinese characters and the frequency of daily use, Chinese characters are divided into different levels. As the level increases and the difficulty increases, the number of Chinese characters that students need to learn decreases significantly, and on the contrary, the lower the level, the greater the number of Chinese characters included. In this way, the teaching principle from easy to difficult can be followed step by step to avoid students losing confidence in learning because of the difficulty of learning.

4.2.2 Differences in Vocabulary Teaching

Primary Chinese teaching follows the laws of learning ability and cognitive development of primary school students based on cultivating students' natural mastery of vocabulary. The students' Chinese vocabulary will gradually increase as the learning time increases. Primary school students are mainly exposed to written vocabulary and pay more attention to improving students' cultural literacy and writing ability.

International Chinese education emphasizes practicality, and students do not need to learn much more vocabulary, mainly to master common vocabulary and to be able to apply it in daily communication. As for the deep meaning of related words, there are usually no higher requirements, just remember the general meaning and how to use it.

5. The Future Vision and Strategy of Primary Chinese Teaching Differences in International Schools

5.1 The Unity of the Syllabus

In Chinese education, the syllabus is also an important and instructive factor. Since there is no unified and authoritative Chinese curriculum in foreign countries, there is no unified and authoritative Chinese teaching syllabus [3]. Due to this, different schools "do it their own way" when formulating teaching goals and plans, which makes it difficult to provide high-quality instruction. The reason is that foreign countries have concerns about the complete opening of Chinese teaching. Therefore, the full opening of Chinese education in various countries has become a basic measure to solve the problem of teaching syllabi. In recent years, foreign countries have placed great importance on this issue and decided to convene relevant experts to study and formulate a unified plan of action. The Chinese government will also try to maximize its role for each stage of the Chinese curriculum, such as university, middle school, university, and the links between each stage. Therefore, in the teaching process, teachers should strictly follow and implement the syllabus formulated and use it as a guiding document [4].

5.2 The Perfection of Textbook Compilation

At present, Chinese teaching textbooks for foreigners are not complete enough. The compilation of a textbook requires a lot of time, money and energy, and the development of teaching materials for Chinese as a foreign language just started decades ago, so compared with English, a second language textbook with a history of hundreds of years, the development of Chinese teaching textbooks have reached a new level. China is trying to provide better Chinese learning materials for students worldwide, many of which have been widely recognized by Confucius Institutes in various countries, but problems still need attention. These problems are constantly explored and discovered while teaching Chinese as a foreign language. Only by continuously solving these problems can we better serve Chinese education as a foreign language.

5.3 Gradual Professionalization of the Teaching Staff

Countries and schools are paying more and more attention to teachers. In the future of China's international education, the professional level of teachers will be higher and higher, and the teachers will be more diverse and diversified. Hanban should strengthen the training of Chinese teachers and, at the same time, attract more teachers with Chinese education backgrounds to join to provide more professional talents. Appropriately increase teaching abroad, especially for Chinese teachers who stay abroad for a long time, provide them with a better working environment and benefits to live and work abroad in peace and contentment. In addition, more local teachers should be recruited to serve Chinese language education in China.

6. Conclusion

Regarding teaching objectives and content, there is still a considerable gap between international Chinese education and primary Chinese education. Primary Chinese education, however, can still serve as a reference for international Chinese education, thereby promoting the system and methods of teaching international Chinese education to students.

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