

## Application of Simulation Test in Putonghua Teaching

Zhang Lixia

Xi'an Peihua University, Xi'an, Shaanxi, China

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**Abstract:** In the process of learning Putonghua, college students often pay little attention to the teaching process and lack the motivation of extracurricular practice. Therefore, there are often some problems in Putonghua proficiency test, such as inaccurate pronunciation, incomplete pronunciation, improper pause and connection, poor logic and so on, especially when reading essays and oral problems. In teaching, teachers can take the way of one-to-one guidance and group guidance between teachers and students to demonstrate and guide individual students in class. When there are many teaching objects, they can train and guide students according to the question type and difficulty of the National Putonghua proficiency test. It can also improve students' Putonghua level and teaching effect more effectively and practically.

### 1. Introduction

When college students learn Putonghua, they often don't pay enough attention to it because of their poor self-discipline ability and weak learning motivation. They often start to pay attention to it when they want to participate in the National Putonghua proficiency test, but language learning and the correction of pronunciation problems are a long-term process. At the same time, due to the restrictions of students' educational environment, the language habits of ethnic minorities or dialects and the influence of family language environment, many college students have a poor phonetic appearance. In addition, many teachers often use large class teaching in Putonghua teaching. If language class learning is carried out in a large number of classes, the teaching effect is often not ideal. Putonghua Course is a skill course. However, in the National Putonghua proficiency test, students are unfamiliar with the test question type and content, lack of test skills, and the test results are often unsatisfactory. Therefore, the simulation test method can be used in the teaching of Putonghua in secondary vocational schools.

### 2. Simulation Test Basic Content

"Intelligent Putonghua level simulation test" system is a real simulation test and learning system based on the computer-aided Putonghua level test information management system identified by the State Language Commission and the core technology. It can automatically evaluate the Putonghua level of candidates through the network in real time, provide test reports, and help candidates quickly improve their Putonghua level.

At the beginning of teaching, Putonghua teachers roughly divide Putonghua teaching time into four parts. At the end of each part, conduct classroom simulation test. The test content is Putonghua proficiency test, the test object is each student, and the test time is the teaching time of each class. Most schools offering Putonghua courses will organize students to participate in the Putonghua level simulation test, because this is the highest standard to test the quality of Putonghua teaching. Putonghua teachers generally have the qualification of Putonghua testers, that is, Putonghua teachers not only have the demonstration of pronunciation, but also have the operability of Putonghua testing. Therefore, teachers should give full play to their evaluation role in teaching, not only guide students to read words, sounds or paragraphs in class, but also let students gradually correct their pronunciation in imitation, so as to achieve the purpose of Putonghua teaching. As shown in Figure 1:



Figure 1 Putonghua simulation test in progress.

### 3. Role of Simulation Test

#### 3.1. Enriching teaching content and broaden teaching form

Putonghua teaching materials are generally arranged in order according to the training contents, such as initials, finals, intonation, reading paragraphs and oral skills. In the training of reading paragraphs and oral skills, the content of the textbook can basically meet the needs of participating in the Putonghua proficiency test. However, for the training of monosyllabic words and polysyllabic words, the content of the textbook is somewhat thin. In the outline of Putonghua proficiency test, the syllable requirements of questions 1 and 2 are as follows: “In 100 syllables, the number of occurrences of each initial consonant is generally no less than 3, the number of occurrences of each vowel is generally no less than 2, and the number of occurrences of four tones is roughly balanced; the arrangement of syllables should avoid the continuous occurrence of the same test element.” Therefore, there are many classified exercises in the textbook, such as “zh” initials of “ch” and “sh”, or consonant comprehensive exercises with tongue raised, which can not meet the arrangement requirements of consonants, vowels and tones in Putonghua proficiency test. If it is limited to classified exercises, students will make more mistakes in the Putonghua proficiency test. Therefore, the simulation test of the first and second questions for students can enrich the teaching content, make students adapt to the content of Putonghua proficiency test as much as possible, and improve the test results(Liu Zhifang,2021).

Putonghua teaching forms are rich and colorful. Courses include crosstalk, sketch performance, film and television drama appreciation, scene simulation and other vivid and interesting literary and artistic forms. However, in the case of time constraints, teachers can only organize teaching closely around the Putonghua proficiency test. At this time, simulation test is a good method. If every class is a collective based teaching form. If the simulation test is conducted every few weeks, each student has the opportunity to report the results to the teacher alone, which not only broadens the teaching form, but also mobilizes the students' learning enthusiasm.

#### 3.2. Increasing communication opportunities and build a harmonious classroom

Generally speaking, Putonghua teachers have more classes, face a large number of students and spend less time communicating with students alone. Although Putonghua teachers try to raise the frequency of questioning as much as possible and create more practice opportunities for students, it is a passive and unequal communication for students. Putonghua proficiency test simulation test is a face-to-face oral test, which makes Putonghua teachers and students must maintain close contact.

From the author's teaching class, some students can master it after the first test. Even if the content of communication is only a sentence and represents the meaning of a symbol, teachers can feel the harmony between teachers and students, the intimacy between students and themselves, and the brilliance of their career.

### 3.3. Eliminating tension and face the test calmly

When it comes to exams, everyone inevitably feels nervous. In particular, the Putonghua proficiency test is not a written test conducted by candidates facing the test paper, but an oral test conducted by two testers(Zhao Qiang,2021). The degree of tension can be imagined. In the exam, we often encounter candidates who can't give full play to their real level. Some candidates can't even take the exam and can only leave with regret. In the face of students' regret, Putonghua teachers should make up for their losses and actively study countermeasures. The content of Putonghua proficiency test is divided into four simulation tests, which is an effective way to eliminate students' nervous psychology. Through four simulation tests, students can not only summarize a set of examination methods suitable for themselves, but also deeply understand their real level and eliminate their fear of evaluators. As shown in Figure 2:



Figure 2 Putonghua simulation test to exercise.

## 4. Practical Function of Simulation Test

### 4.1. One to one classroom simulation test practice method

When the number of students in the class is small and the teaching time is sufficient, teachers can directly use simulated test questions or real test questions similar to the National Putonghua proficiency test after each part of theoretical teaching to practice and train in the type, number and difficulty of test questions. After the simulation exercise, the teacher will test the teacher, and the teacher will give targeted guidance to the students after one-on-one listening and testing. Especially after learning the basic theory of Putonghua pronunciation, students can be trained through the real question simulation test of Putonghua proficiency test. For example, students often have the problem that it is difficult to distinguish flat and warped sounds, and can not find accurate pronunciation methods and parts. Therefore, one-on-one targeted guidance can better solve such problems, let students understand their problems, and then better correct themselves.

### 4.2. Group practice in class

In the case of a large number of classes and limited teaching time, teachers can group the students in the class and give targeted guidance in turn. In group exercises, each group can practice the same content. During guidance, teachers can solve common problems at one time, and can also give individual guidance to individual students with problems at a close distance, which not only

improves the teaching efficiency, but also has pertinence. For example, in the problem of reading multi syllable words, each group discusses the pronunciation that is most likely to cause the problem or is most difficult to correct, and the teacher will classify and solve it. Under the teacher's close-up standard demonstration, students can hear the sound length and pitch more clearly and see the lip shape more clearly. Teachers can also better grasp where students may cause problems and give key explanations.

### **4.3. Classroom demonstration guidance practice method**

In large class teaching, the number of students is large, so it is difficult to give one-to-one guidance to each student. In addition to the conventional common problems, individual students can also be randomly selected for simulation test, which can not only test a problem alone, but also simulate a complete set of Putonghua test questions for individual students. In this way, teachers and students can jointly analyze and solve the common problems in Putonghua test. For example, if students lose the most points in the Putonghua test, they can randomly select several students from the class to conduct a voice simulation test on a unified topic. Through the individual speech situation of students, we can judge the common problems of middle school students in class and give guidance. Most students are illogical in answering speech questions and always say what they think. Even though Mandarin teachers have repeatedly stressed that speech problems should have a beginning, middle and end, students often lack the logic of speech in their formal speech. After randomly checking the students' statements, the teacher can analyze the students' logical problems with specific examples, and then tell the students how to improve similar problems in the whole class.

### **4.4. After class simulation test paper consolidation practice method**

However, many teachers do not pay attention to the actual homework after class, so many students often do not pay attention to the homework after class. However, students will pay more attention to the content of the exam. At the end of each class, teachers can directly arrange Putonghua simulation test questions or real questions, so that students can practice the test contents in the question bank every day, which greatly enhances students' familiarity with Putonghua proficiency test questions. In addition, it is easier to find what they are not good at in practice. In classroom teaching, when teachers guide students one-on-one, students can also directly put forward their shortcomings or difficulties and get the help of teachers. For example, many southern or ethnic minority students usually do not distinguish between front and back nasal sounds. They can ask the students to draw the key points with a pen during the after-school practice and ask the teacher questions in class. Teachers can also directly help students correct front and rear nasal sounds.

## **5. Conclusion**

The application of new media technology has become the only way of curriculum teaching reform. New media technology subverts the traditional teaching mode, updates people's understanding of the Internet, and speeds up the pace of information-based teaching reform. New media technology not only promotes the fundamental reform of teaching contents and methods, but also promotes the repositioning of teachers themselves. For Putonghua Education, we should keep pace with the times, learn and master new technologies and means, improve teaching ability, and enhance students' professional ability and learning interest. While improving the teaching effect, we should pay attention to using rich resources to cultivate students' autonomous learning ability, so as to better adapt to the changes and development of the future society.

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