

Research on Teaching Chinese as a Foreign Language Based on Text Diversification

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Abstract: With the continuous growth of China's economic strength, the study of Chinese has gradually become a hot topic in the worldwide. Under such a background, the study of teaching Chinese as a foreign language will not only contribute to the long-term development of China's economy, but also accelerate the outward promotion of Chinese culture. In the study of teaching Chinese as a foreign language, it is found that in order to improve the efficiency of Chinese learning, research on text diversification should be strengthened to meet the needs of different learners. Therefore, this paper first analyzes the research status of teaching Chinese as a foreign language, and then discusses the teaching of Chinese as a foreign language based on text diversification, hoping to provide a reference for the future development of teaching Chinese as a foreign language.

1. Introduction

With the rapid development of China's economy, learning Chinese has gradually become a hot topic. Therefore, the study of teaching Chinese as a foreign language becomes more and more important, which is not only related to the future development of China's economy, but also to the outward spread of Chinese culture. The study of teaching Chinese as a foreign language enables many Chinese learners to learn Chinese more effectively and enables more foreign friends to understand our culture and thinking. For language learning, text plays a very important role. When learning Chinese, there are some situations in which it is easy to understand what you hear but difficult to read it accurately. It can be said that the form of writing is closely related to the study of Chinese ^[1]. Therefore, in order to reduce the difficulty of Chinese learning to a certain extent, research on text diversification should be strengthened to improve the quality of teaching Chinese as a foreign language.

2. Research Status of Teaching Chinese as a Foreign Language

After years of development, Chinese as a foreign language has gradually grown into an independent discipline. The study of teaching Chinese as a foreign language is very important for further promoting our culture and language. Some people think that as long as they can speak Chinese, they can teach Chinese. This is obviously wrong. We must study it as an important subject. From the first introduction of teaching Chinese as a foreign language till today, it has only been more than 30 years. It can be said that this is a very young subject. To do this work well, it is necessary to break through many difficulties and obstacles ^[2].

From the perspective of Chinese language culture, we have local advantages which are incomparable for other countries, and have academic foundation accumulated for many years. Therefore, in the production of textbooks for teaching Chinese as a foreign language, we should rely on our own strength to explore a suitable path for the development of textbooks. At the same time, we should consider that the teaching targets are foreigners. Most of them are at zero level of Chinese proficiency. That is to say, many people are exposed to Chinese for the first time. This requires teachers of relevant majors at certain degree to master the learner's native language. In recent years, it has begun to assess the foreign language proficiency of Chinese language teachers in this respect. I believe this will promote the effect improvement of teaching Chinese as a foreign language.

With the further growth of China's national strength, on a global scale more and more people want to learn Chinese. The development of the network is undoubtedly a new way for Chinese learners to learn anytime, anywhere. By establishing a network platform for Chinese learning, it is possible to realize the rapid sharing of various teaching resources, which is unmatched by offline classrooms. By using the latest technology, students can choose the appropriate content according to their own needs, and also enable students to use the network to achieve convenient communication with teachers, which will not only enable students to quickly get answers to questions, but also make teachers quickly get feedback on teaching, thus effectively promoting the development of teaching Chinese as a foreign language. In addition, in order to improve learning efficiency, research on text diversification should be strengthened to meet the needs of different learners.

3. Teaching Chinese as a Foreign Language Based on Text Diversification

3.1 The application of the law of diminishing marginal utility

After years of development, the pinyinization of Chinese characters has been around for hundreds of years. Although it has achieved remarkable achievements in general, the subsequent development has slowed down, especially the expression of metaphone has been neglected which makes certain degree of difficulty on text reading. In the development of teaching Chinese as a foreign language, we should use language as an important carrier to record through phonetic characters, so that learners can achieve better results when learning Chinese. So with the more complete the voice information, language learning can be easier^[3]. During this process, for the application of the "marginal utility diminishing law" in teaching Chinese as a foreign language, we should use various methods to solve the problems related to the diminishing marginal utility, analyze and integrate the elements in a whole, and then use the marginal utility to express. If the coding of voice information is insufficient, it will make the text have certain limitations. At this time, it is necessary to make the phonetic symbol more precise through the assistance of the sound. Similarly, when encoding semantic information, more detailed information can be expressed through the assistance of the right side. For grammar information, we can use the coding of grammar information to help learners analyze their meaning and accurately read and understand.

3.2 Follow the principle of morpheme spelling identity

The study found that for language coding, pinyinization is a very important form. Like Chinese Pinyin, the phonetic is the most important, but there is a lot of grammar information involved in the text, which is often the easiest. It has been ignored by people. For grammar and semantic information, there is no absolute difference between the two. For example, for English learning, even the same morpheme, there will be different variants. Even if there is a consistent root morpheme, there is a big difference in pronunciation, although in some cases there will be the same. In addition, from the perspective of French morphemes, in the case of different variants, no sound will be emitted, but it must be written when writing^[4]. Therefore, in the process of teaching Chinese as a foreign language, we should adhere to the principle of "morpheme spelling identity". Even if different variants of the same morpheme should be presented as much as possible, the diversification of teaching Chinese as a foreign language should be realized.

3.3 Strive to develop multi-text

Take the United States as an example. When people are learning Chinese, they often use the pinyin method. This kind of learning progress is the fastest. You can use a short-term intensive training to express an authentic Chinese. Therefore, learners often use Pinyin learning as an important form of Chinese learning. Of course, for most learners, learning Chinese is very difficult. Even if you can read it proficiently after a period of study, you will still have the problem of writing a manuscript in pinyin. After all, this is more conducive to reading. Therefore, the study of teaching Chinese as a foreign language should strive to develop multi-text, so that Chinese learners can

correctly learn and use Chinese, so that the learned text can more fully display its value.

3.4 Diversification of Chinese texts in the information age

Historically, whenever there is a change in writing tools, it will quickly bring about a change in the form of text. In the current information age, electronic input methods are gradually replacing traditional handwriting methods. This change is a fundamental change in the form of writing. This requires us to change our minds and keep up with the pace of the times, so that Chinese characters with a long history can adapt to the rapidly developing information technology. Moreover, the electronic input method also contributes to the enrichment of the text form. On the one hand, it is very easy for a computer to switch between various types of text. On the other hand, for word-based text, the size of the space is relatively easy to control. The learner can gradually change the size of the space according to the level of his or her own learning. It can also be used in reading, depending on the situation. Switch between texts. In addition, with the application of information technology, pinyin input is often input in units of words. By recording and analyzing the process of inputting Chinese characters through software technology, word boundaries can be quickly displayed as needed. The text encoded into more semantic information will also greatly benefit the information processing of Chinese text.

4. Conclusion

In general, with the rapid development of China's economy, in order to improve China's competitiveness in the context of globalization and to achieve friendly exchanges with different countries, it is necessary to pay sufficient attention to the teaching of Chinese as a foreign language, which is not only related to The future development of China's economy is related to the outward spread of Chinese culture. We must not only work hard on the teaching materials, but also through the continuous optimization of teaching methods to achieve a diversified teaching of Chinese as a foreign language, and thus improve the quality of teaching Chinese as a foreign language. For the future development of Chinese language learning, foreign language educators should take the initiative to take greater responsibility, further strengthen the study of teaching Chinese as a foreign language based on text pluralism, and then adopt a more specific teaching method based on the different situations of learners. Finally, the rapid development of teaching Chinese as a foreign language is realized.

References

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