EXPLORATION OF ONLINE TEACHING MODE OF CHINESE AS A FOREIGN LANGUAGE

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Abstract: This paper takes the online teaching mode of Chinese as the research object, and through the comparative analysis of online and offline teaching modes of Chinese as a foreign language, it points out the problems and shortcomings of the online teaching mode of Chinese as a foreign language, and explains and analyzes the reasons for its emergence. Combined with the actual teaching in the comprehensive classroom, we will apply relevant theories and put forward solutions and countermeasures to explore how to reform and improve the teaching system of Chinese as a foreign language in the special context of the times, so as to adapt more to the development and needs of the times.
Keywords: Online teaching; Chinese language teaching model; Teaching Chinese as a foreign language

1 INTRODUCTION

With the improvement of China's comprehensive national strength, the global trend of Chinese language learning has started, and it will be an inevitable trend for Chinese to become a common language in the world in the future. With the outbreak of the COVID-19 epidemic, the mode of teaching Chinese as a foreign language has been reformed and changed accordingly, and has rapidly migrated to online classroom teaching in just a few years. The online mode of teaching Chinese as a foreign language has transcended the limitations of time and space, and has provided a broad platform for every Chinese language learner who loves Chinese language to learn Chinese at any time and any place, and has given Chinese as a foreign language teaching a brand-new direction of development in the period of the epidemic. It has also given Chinese as a Foreign Language teaching a new direction during the epidemic, greatly promoting the popularization of Chinese language teaching worldwide [1]. While the offline classroom can have a linguistic environment, the virtual space constructed by changing the mode of teaching from offline to online loses the actual application scenario of using the learned language, which is the biggest difference between online and offline classrooms, and this change also has a greater impact on the cultivation of students' comprehensive linguistic competence. Based on the current development of the online teaching mode of Chinese as a foreign language, this paper combines the relevant literature on online teaching of Chinese as a foreign language to initially explore the teaching design of the online classroom of Chinese as a foreign language, with a view to providing inspiration for the research on the practice of online teaching of Chinese as a foreign language.

2 REVIEW OF RELEVANT RESEARCH

With the improvement of China's comprehensive national strength, the global trend of Chinese language learning has started, and it will be an inevitable trend for Chinese to become a common language in the world in the future. With the outbreak of the COVID-19 epidemic, the mode of teaching Chinese as a foreign language has been reformed and changed accordingly, and has rapidly migrated to online classroom teaching in just a few years. The online mode of teaching Chinese as a foreign language has transcended the limitations of time and space, and has provided a broad platform for every Chinese language learner who loves Chinese language to learn Chinese at any time and any place, and has given Chinese as a foreign language teaching a brand-new direction of development in the period of the epidemic. It has also given Chinese as a Foreign Language teaching a new direction during the epidemic, greatly promoting the popularization of Chinese language teaching worldwide. While the offline classroom can have a linguistic environment, the virtual space constructed by changing the mode of teaching from offline to online loses the actual application scenario of using the learned language, which is the biggest difference between online and offline classrooms, and this change also has a greater impact on the cultivation of students' comprehensive linguistic competence. Based on the current development of the online teaching mode of Chinese as a foreign language, this paper combines the relevant literature on online teaching of Chinese as a foreign language to initially explore the teaching design of the online classroom of Chinese as a foreign language, with a view to providing inspiration for the research on the practice of online teaching of Chinese as a foreign language.
Through a comparative analysis of the Chinese as a Foreign Language (CFL) classroom teaching mode and the online teaching mode in the post-epidemic era, we will explain the development of the traditional CFL teaching mode in the special context of the post-epidemic era, and explore how the CFL teaching mode can be changed to better meet the needs of the times in the current context [2].

The study will explain the basic process and concepts of the online teaching mode of Chinese as a foreign language, improve the overall framework and system of the teaching mode, make suggestions on the online classroom teaching method, online classroom teaching assessment mode, and the reasonableness and scientificity of the online classroom teaching process, and apply the concepts to the actual classroom teaching through the classroom teaching design, so as to promote the improvement of the online classroom teaching system.

3 RESEARCH DESIGN

3.1 Live Teaching Mode

Live teaching is the most common teaching mode for online teaching of Chinese as a foreign language. Using Zoom and other platform software for classroom teaching, students and teachers can instantly interact with each other and ask questions and answers, while teachers can also grasp the learning dynamics of students in real time. Through the live teaching platform, teachers can connect students to the same online classroom, which has a strong sense of classroom space and ensures that students can feel a good learning atmosphere and learning experience.

3.2 Videotaped Teaching Models

On the basis of network and multimedia equipment, videos, lecture notes, PPTs and other courseware of the teacher's teaching process are relatively integrated and post-processed to make a complete recorded class and uploaded to the relevant platforms. Students can click on the link of the corresponding platform to study the online class at any time through cell phones or computers, which is convenient and fast. The videos of the recorded lessons are richer and more interesting than those of the live lessons, and the topics are novel, allowing students to realize a fragmented learning mode, which is more helpful to consolidate the Chinese knowledge acquired by students.

3.3 Live Teaching + Recorded Teaching Mode

This is an emerging online teaching mode. Teachers send their recorded lessons to students in advance, and before the class starts, students can do the corresponding pre-study through the recorded lessons to improve the learning efficiency in the classroom. Meanwhile, at the end of the class, students can watch the recorded lessons again and again to further consolidate the knowledge they have learned and supplement the corresponding extended knowledge. The emerging online teaching mode of live teaching + video teaching complements each other, avoiding the problems of fixed time and poor control of the classroom rhythm in live classes, and at the same time solving a series of drawbacks, such as poor interactivity and difficulty in ensuring the learning efficiency of students in video classes.

3.4 Main Features

Teaching through the Internet With the rapid development of network technology, "Internet Plus" is gradually becoming one of the themes of the times, especially in the special background of the new crown epidemic, the online teaching mode has been developed rapidly, and the mode is becoming more and more mature [3]. Nowadays, online teaching has become the only way of cross-border teaching, and its teaching mode is bound to form a complete system and get rapid development. Higher autonomy Students, as the main role in the online classroom, are in the leading and core position. The online teaching mode breaks the constraints and rigidity of the traditional classroom and gives students a free learning atmosphere, which indirectly improves their learning initiative and helps them to clarify their own learning goals and directions, choose courses they are interested in, and ultimately improve the efficiency of Chinese language learning.

4 CONCLUSION

With the development of information technology and the influence of the post epidemic era, online teaching of Chinese as a foreign language has become more and more common and normalized. The development of information technology has accelerated the pace of Chinese language to the world, which is both an opportunity and a challenge for online teaching of Chinese as a foreign language. Compared with offline classroom teaching, the biggest difference between online and offline classroom teaching is the change of the teaching place (from offline to online), which directly leads to the lack of real language communication atmosphere in the classroom, so whether the lack of language atmosphere in online teaching can be compensated for through reasonable classroom teaching design is one of the focuses of this thesis. Based on the learning motivation theory and distance education theory, this paper analyzes and explores the problems of online teaching mode, such as the lack of student participation, low classroom efficiency, and the lack of fairness in assessment, in order to provide a new research idea for the development of online teaching mode of Chinese as a foreign language [4].

This paper mainly discusses the current situation of the development of online teaching of Chinese as a foreign language, existing problems and how to better construct online classroom teaching, but due to the relationship between academic ability, energy and time, there are many shortcomings in the collection of materials, understanding of the

teaching target, reading the teaching content and more reasonable design of the teaching process, which will be further implemented in the future exploration.

Undoubtedly, there are still a lot of problems to be solved and improved in this study. Teachers need to try different teaching methods in the process of online teaching, give full play to the advantages of online teaching of Chinese as a foreign language, integrate the advantages of offline teaching of Chinese as a foreign language and apply them to online classroom teaching[5]; at the same time, it is necessary to reflect and summarize the process of teaching and learning to gradually improve the quality of classroom teaching and improve the teaching system; the research points of online teaching of Chinese as a foreign language are not only in the part of the design of teaching and learning, but also in the online platform of teaching and learning, online teaching method, online teaching content and so on, all of these issues are worth exploring.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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