

The Application of Situational Teaching Method in International Chinese Teaching

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Abstract: As a practical subject, international Chinese education requires teachers to focus on cultivating learners' ability to use Chinese language, which requires teachers to keep pace with The Times to use new educational concepts to guide and carry out teaching activities. As one of the teaching methods that can adapt to different teaching environments, situational teaching method has strong application value, no matter it is offline teaching or online teaching. Therefore, this paper mainly discusses the application principle of situational teaching method in international Chinese teaching and the problem of situational creation.

Keywords: Situational Teaching Method; International Chinese Teaching; Application

1. Introduction

Situational teaching method refers to the purposeful introduction or creation of specific scenes with certain emotional colors and rich and vivid images as the main body in teaching, so as to cause the most authentic emotional experience of learners, and encourage learners to use positive psychological mechanisms to help them understand and absorb language and cultural knowledge. The attitudinal experience of learners guided by the scenes introduced or created in the situational teaching method can greatly stimulate the interest of learners in the content to be learned, mobilize more powerful learning motivation, and thus enhance their learning initiative and participate in learning activities more actively. The effect and efficiency of teaching activities will be greatly improved. Learners can also improve their language ability and cultural awareness in such a positive cycle. As the teacher of international Chinese language, the teacher should fully realize the application value of situational teaching method, and make innovative and reasonable use of situational teaching method according to the actual content of teaching and the requirements of teaching objectives in each stage, so as to improve the teaching quality of international Chinese language, and provide support for the improvement of learners' comprehensive ability and all-round development of language literacy.

2. The application value and principle of Situational teaching method in international Chinese Teaching

2.1 The application value of situational teaching method in international Chinese teaching

At present, international Chinese teaching is still dominated by classroom teaching mode, which means that the quality of classroom teaching plays a decisive role in the overall effect of international Chinese teaching. As one of the teaching methods that can adapt to different teaching environments in the new era, situational teaching method has strong application value and contributes greatly to the overall improvement of teaching quality. Traditional classroom teaching methods are mostly limited to the simple and indoctrination input mode, which not only makes it difficult to create a better external input environment for learners to understand and master these knowledge points, but also sometimes makes learners conflict with Chinese itself due to the boring methods and methods, which is difficult to guarantee the quality of international Chinese

teaching. In the application of situational teaching method in international Chinese classroom teaching, teachers can combine specific teaching content and teaching objectives at different stages to create a more effective external atmosphere and rich language environment, select appropriate materials to create a more vivid and specific learning environment for students, and enable learners to generate stronger learning motivation in a more intuitive learning atmosphere. Actively participate in teaching activities. Learners can not only better exercise their language application ability in the appropriate situation, but also deeply understand and internalize the teaching content, so as to improve the teaching and learning quality of international Chinese.

2.2 Application principles of situational teaching method in international Chinese teaching

First, the principle of authenticity should be followed in the context creation. Situational teaching method requires that the teacher's situational creation is essentially to restore or optimize the real life as real as possible in the classroom teaching environment and show it in various forms, so that learners can use international Chinese more accurately and proficiently in the real and efficient language situation. The authenticity principle includes the truthfulness of the corpus, the situation, and the task created by the teacher. The authenticity of corpus refers to the authenticity of text materials used in teaching. The reality of the situation refers to restoring the real social communication situation in the classroom environment, using various media to make learners perceive or even immerse themselves in the specific situation as much as possible; The reality of the task means that learners use the given real text to carry out the established teaching activities in the real situation and complete the specific teaching tasks.

Secondly, the principle of service should be followed in the context practice. The "service" here includes the meaning of specific teaching methods serving specific teaching objectives and teaching situation design serving learners from two dimensions. Situational teaching method follows the principle of service, which means that teachers should not lay emphasis on the form and process of teaching activities in the process of context creation and practice, but should pay more attention to whether the teaching activities have achieved the corresponding teaching effect within the given time. It is also necessary to take the learner as the center and adjust the teaching content, method and plan timely according to the feedback of learners. Learners can even be invited to participate in the process of creating teaching situations, to clarify the links and steps of situational exercises, to scientifically control the time of teaching activities, to guide learners to fully understand and master relevant language knowledge points in the context, and to improve the dual efficiency of teaching and learning.

3. Situational teaching method is used to create situations in international Chinese teaching

3.1 Create effective situations around teaching objectives

In international Chinese teaching, the key to the application of situational teaching method is to create a situation suitable for Chinese teaching, so that learners can better understand and master knowledge points in a vivid and real situation, and fully improve their comprehensive Chinese application ability. The authenticity principle of situational teaching method in the application of international Chinese teaching should be characterized as the concept of "two-way authenticity", that is, teaching texts should indeed come from the actual social communication scenes, which can convey the characteristics of real interlingual communication. At the same time, in order to fit the teaching reality and better serve the achievement of teaching objectives, The teacher should modify the original language text according to the actual needs of classroom teaching. For example, delete the superfluous fragments that hinder the understanding of the main communication text; On the basis of not changing the original meaning, the words and phrases in the original text are modified into language materials suitable for the specific Chinese level learners.

In the creation of teaching situations, it is necessary to focus on teaching objectives, according to different learning themes and subjects, and make use of existing teaching conditions, to create visualized and more conducive to the immersive situation of learners. Context can be created with the help of physical objects, or the carrier of physical objects, or by

language as a carrier to tell, or behavior flow, etc. The principle of choosing what form to design teaching situation is "effectiveness".

3.2 Use multimedia to create multi-dimensional situations

Multimedia is a combination of two or more kinds of interactive information exchange and communication media. It mainly includes interactive functions provided by text, pictures, sound, animation, movies and programs. Context creation in context teaching method can be diversified. In addition to context creation based on existing textbooks, it can also make full use of multimedia means to make context creation more multi-dimensional. For example, in vocabulary teaching, for physical nouns, pictures of objects can be used for understanding input, and text or animation can be used to provide input of information related to objects to guide learners to output. Compared with single black and white text materials, multimedia materials are characterized by diversified and vivid information presentation, which can provide learners with more abundant information input from multi-dimensional sensory stimuli such as visual and auditory, so that learners can truly immerse themselves in specific situations, feel the context and understand the language, thus effectively attracting learners' attention. Guide them to actively participate in classroom learning activities.

3.3 Create diverse situations based on activities

In the application of situational teaching method in international Chinese teaching, teachers can connect the creation of teaching situations with various activities. All the activities used for teaching have certain teaching purposes, so the activities created here are task-based activities. In the 1980s, foreign language teaching research put forward the task-based teaching model, which integrates classroom teaching objectives into various tasks, so that learners can learn language knowledge in these real or simulated activities, apply and consolidate language knowledge through practical practice, and even learn some knowledge and skills unconsciously, so as to enhance their practical language ability. For example, the teacher can select real life fragments combined with the course content to organize learners to join in the creation of the situation, simple situational performance, learners can freely choose roles to play. Learners change from passively accepted objects to actively created subjects in activities. They think according to their role and environment. They not only think about the process of activities, but also think about how to accurately use language to complete activities and integrate their cognition of social communication into specific creation. In this pleasant and relaxed atmosphere, learners can understand and master knowledge points and application skills more efficiently, which is a process of making what they have learned active.

4. Conclusion

Situational teaching method is a kind of teaching method which is applicable to various teaching fields. The application of situational teaching method in international Chinese teaching can produce remarkable results and has high application value. It is the consensus of the international Chinese education circle to integrate the essence of all kinds of teaching methods, not limited to one teaching method. Therefore, teachers should not only improve the awareness of the importance of situational teaching method, but also integrate situational teaching method into a more comprehensive teaching system. On the basis of following the application principles of situational teaching method, they should use modern teaching methods and advanced teaching concepts to help learners improve their Chinese language application ability and improve the quality of international Chinese teaching.

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