

Research and Practice on the “1+X” Interactive Chinese Teaching Model for International Students in China Based on the Learning Communication Platform

Faling Li¹, Fengliang Wang²

1.College of International Culture and Education, Northeast Agricultural University, Harbin 150030, China;

2.College of Marxism,Northeast Agricultural University,Harbin,Heilongjiang 150030,China;Jilin University,Changchun,130012 Jilin,China

Abstract: The learning communication platform is a cloud service platform that utilizes intelligent network devices to conduct interactive teaching inside and outside the classroom. It aims to improve the Chinese language literacy level of foreign students coming to China, thereby spreading China’s excellent traditional culture and advanced teaching models abroad. With the increasing number of foreign students coming to China, Chinese language teaching needs to keep pace with the times, forming a “1+X” interactive teaching model, promoting the increasingly active classroom of Chinese as a foreign language, and increasingly harmonious teacher-student relationship. This article mainly studies the characteristics of Chinese language teaching for foreign students coming to China based on the learning connect platform, and proposes relevant measures to promote the development of Chinese as a foreign language in China in combination with the problems existing in the “1+X” interactive teaching model.

Keywords: International students coming to China; “1+X” interactive teaching mode; Classroom teaching; Chinese language teaching

Fund Project:

Provincial Education Reform Project:

1.Heilongjiang Province 2020 Higher Education Teaching Reform Epidemic Special Project, Research and Practice of Chinese “1+X” Interactive Teaching Model for International Students in China Based on the Learning Pass Platform under the pandemic; Project number: SJGZ20200027

2.Heilongjiang Province’s Education Science “14th Five-Year Plan” 2023 Key Topics, Research and Practice of Blended Teaching Mode Based on OBE Education Philosophy—Taking the course teaching of “Basic Principles of Marxism” as an example; Project ID: GJB1423409.

1. Characteristics of chinese classroom teaching for international students in china based on the learning communication platform

In recent years, against the backdrop of China’s increasing international status, more and more foreigners have begun to learn Chinese and receive Chinese language teaching in Chinese universities through studying abroad, which fully demonstrates that most universities have formed a certain scale for teaching Chinese language to foreign students in China. Some overseas students come to China only to make friends and learn Chinese culture, and do not intend to improve their own level through learning Chinese, thereby spreading Chinese culture. In order to effectively avoid this problem, most universities explain Chinese culture to foreign students in China based on the learning connect platform. At the same time, they enhance their learning enthusiasm by playing case videos, so that students from different countries can experience Chinese culture, and then bring Chinese culture abroad through hard learning. In addition, in order to enable students to obtain graduation certificates and other skills certificates, the teacher leads foreign students to visit museums and diverse traditional ancient buildings, enabling them to learn the Chinese language on the basis of understanding

Chinese culture. This teaching process can also be referred to as the “1+X” interactive teaching model. “1+X” interactive teaching mode refers to the interaction between students and teachers to achieve good teaching results, aiming to improve the Chinese language proficiency and ability of international students in China.

2. Problems in chinese “1+X” interactive teaching for international students in china based on the learning communication platform

2.1 Unreasonable teaching mode and design

Nowadays, many universities still rely on traditional teaching models, in which teachers occupy a dominant position in the classroom while students are forced to accept knowledge. However, with the vigorous popularization of learning communication platforms and various digital technologies, most universities are committed to transforming traditional teaching models, aiming to provide students with a more suitable and efficient learning environment. At the same time, with the increasing number of foreign students coming to China, universities have had to change their traditional teaching methods to create a good atmosphere for foreign students to learn Chinese. However, there are still a series of issues to be resolved in this process. For example, teachers in the Chinese language classroom mainly teach based on the syllabus and pre designed teaching content, but do not develop detailed teaching plans based on students’ basic Chinese language, which greatly reduces teaching efficiency and is not conducive to the formation of the “1+X” interactive teaching model. In addition, when teaching Chinese to foreign students in China, teachers only pay attention to the literal meaning and do not deeply analyze its connotation, leading to students’ understanding of the Chinese meaning being limited to the superficial, which is not conducive to effectively promoting the excellent traditional culture of the Chinese nation. In this context, the communication between students and teachers is restricted, which hinders the formation of the “1+X” interactive teaching model.

2.2 The content of the teaching material has great limitations

Textbooks are the most important teaching tool in the classroom of teaching Chinese as a foreign language, and they are also the most direct way for foreign students to understand Chinese culture. Although the content of textbooks plays an important role, teachers should not limit themselves to teaching foreign students in China. The reason is that if teachers only teach Chinese based on the content of textbooks, students will have little knowledge of and learn Chinese, which is not conducive to promoting students to obtain graduation certificates and other skills certificates, and thus is not conducive to the dissemination of Chinese culture to the outside world. At the same time, this teaching method may also reduce the content of Chinese language learning for foreign students coming to China, leading them to believe that Chinese language learning is limited to textbooks and cannot obtain richer knowledge and culture from other channels. This greatly restricts more students from entering China to learn Chinese, thereby hindering the innovation and application of teaching models.

2.3 Ignore cultural differences between students

There are significant differences in personality traits and cultural backgrounds of international students coming to China, as well as differences in their mastery and understanding of Chinese. In this context, teachers continue to use the traditional instillation teaching model for teaching, and do not teach students in accordance with their aptitude and develop teaching plans based on their personality characteristics. This ignores the interaction between teachers and students, which is not conducive to interpersonal communication among international students in China, thereby reducing their enthusiasm and initiative in learning Chinese. In addition, due to teachers’ inconsistent mastery of different cultures, cultural discrimination may exist in their teaching, further alienating the relationship between teachers and students, and it is not conducive to more foreign students entering China to study.

3. Problems in chinese “1+X” interactive teaching for international students in china based on the learning communication platform

3.1 Develop hybrid teaching based on the learning communication platform

The teaching mode based on learning communication platform is a relatively common new teaching mode currently, and is widely used in Chinese teaching. It not only can improve the teaching level, but also helps promote the dissemination of excellent traditional culture in China. Firstly, in the pre class preparation stage, teachers should develop targeted teaching activities and classroom content based on the learning platform and students’ mastery of Chinese language knowledge, and select appropriate video teaching methods to enrich Chinese language teaching content. At the same time, teachers should also understand in advance the importance and necessity of the “1+X” interactive teaching model for teaching foreign students in China, so as to create a rich teaching scene and environment for foreign students in China. Secondly, in the classroom teaching stage, teachers should abandon the disadvantages of

traditional teaching models, absorb the advanced teaching models brought by the learning connect platform, make foreign students feel the charm of digital teaching, and optimize and innovate the “1+X” interactive teaching model. Teachers should also select appropriate videos for students to watch based on their proficiency in Chinese, and select high-quality pictures to enhance students’ learning enthusiasm. Finally, in the after-class evaluation stage, teachers should transform the traditional subjective evaluation of students by teachers into a digital teaching evaluation method based on learning skills, and work with schools to develop diversified assessment methods to improve the Chinese language learning level of foreign students in China.

3.2 Moderate development of online teaching websites

In the field of teaching, learning communication platforms are also emerging, enabling innovation in education and teaching models, thereby improving students’ learning enthusiasm and initiative, and laying the foundation for future education and teaching development. Therefore, when teaching Chinese to foreign students in China, teachers should make full use of online teaching methods such as video or PowerPoint presentations to stimulate students’ interest in learning Chinese, improve the “1+X” interaction, and then spread Chinese culture abroad. Specifically, universities should continuously train Chinese language teachers, and invite professional Chinese language and literature teachers to attend lectures to improve teachers’ Chinese cultural literacy. In addition, different teaching methods can be implemented in classroom teaching based on students’ proficiency in Chinese. At the same time, teachers should cooperate with each other and use the platform of school-enterprise cooperation to continuously develop online teaching websites, uploading representative Chinese language and relevant culture to the website, so that foreign students in China can share Chinese resources, thereby improving their Chinese proficiency in a short time. Teachers should also use the learning connect platform to improve their own literacy, recognize the necessity and importance of the “1+X” interactive teaching model, and then change and innovate the teaching model to lay a solid foundation for Chinese language teaching for foreign students in China. In addition, teachers should also actively pay attention to the psychological health of foreign students coming to China, develop targeted teaching websites based on students’ personality characteristics, and incorporate content to identify negative information in daily teaching, so that foreign students can learn about Chinese culture through teaching websites and improve teaching level and effectiveness. On this basis, teachers should unite with universities to transform the traditional teacher-based teaching model, use the learning connect platform to create an interactive teaching model for students, set up question and answer sessions in class, and create discussion sessions for them after class. This can not only appropriately reduce the burden on teachers, but also greatly enhance classroom enthusiasm, create a good environment for foreign students to learn Chinese, and provide rich channels for the dissemination of the excellent traditional culture of the Chinese nation.

3.3 Develop an interactive teaching model

From the perspective of teachers, developing an interactive teaching model can help them grasp teaching objectives, understand the oral and communicative abilities of foreign students in China in real time, and develop a more suitable teaching model for foreign students to learn Chinese. Therefore, on the one hand, teachers should integrate practical cases into the specific teaching process, and formulate a question and answer session before class to enable students to fully demonstrate their oral Chinese proficiency in the classroom. For example, teachers can discuss cultural differences in their countries with students, and use the learning connect platform to showcase the unique cultures of different countries to motivate students to learn. During this process, teachers should observe students’ oral proficiency and record students with poor oral expression skills for oral communication in their spare time. This can not only improve students’ Chinese proficiency, but also make students more willing to interact with teachers, forming an interactive teaching model. On the other hand, teachers should pay attention to expanding teaching during the teaching process, that is, when explaining a new word or phrase, they should first start with audio and video to awaken students’ resonance while improving classroom efficiency and level. At the same time, teachers can divide students into groups for discussion within the last ten minutes of the classroom, while teachers can observe students’ reactions, and then design more reasonable teaching objectives in future courses to improve the Chinese learning ability of foreign students in China, laying a human capital for the dissemination of Chinese culture.

References:

- [1]Zhao Y.H.(2019). Research on Task-based Chinese Practical Courses for International Students in China, *Journal of Dali University*, 4 (07): 96-101.
- [2]Li Y.(2021). Based on the Use of “the Belt and Road” in Chinese Language Teaching for International Students, *International Education Forum*, 3 (5): 7-8.
- [3]Zhou Y.Y.(2021). Construction of an Effective Classroom for Chinese Language Courses for Foreign Vocational Students in the Context of “the Belt and Road Initiative” , *Journal of Jiamusi Education College*, 037 (006): 159-160.