

On the Application of Context Teaching in Teaching Chinese as a Foreign Language

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Abstract: Chinese culture is broad, profound and rich in connotation. Often a word, word, sentence in different chapters will have different meanings, which is undoubtedly a major difficulty for students learning Chinese as a second language. With the continuous development of context theory, the important position of context teaching method in the teaching process has gradually emerged. Therefore, this paper will combine the actual situation of TCFL classroom, analyze and research the application strategy of context teaching in TCFL classroom.

Keywords: Context teaching method; TCFL; Strategy

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1 Introduction

Chinese characters are typical ideographic characters, which are different from Pinyin words in monosyllabic or polysyllabic words. Chinese characters generally express meanings by single characters, which is the biggest difficulty for the majority of overseas students studying Chinese. Many foreign students who are new to Chinese can speak simple Chinese and understand Chinese, but it is difficult to communicate in Chinese. This is not only related to the characteristics of the above Chinese characters, but also related to the environment in which foreign students cannot get rid of their mother tongue. The language expression forms formed in the mother tongue environment are quite different from those in Chinese, so the language environment has

become the biggest obstacle for them to learn Chinese I'm afraid. The effective application of context teaching in TCFL is the best way to make up for this problem.

2 The connotation of context

From the perspective of linguistics, context means that people understand and use language to communicate in the process of language communication. Language and environment are inseparable. Context is an indispensable factor in language learning. Li Jinxi is the founder of context teaching in China. In 1993, Li Linhai published "context study and Chinese Reading Teaching", in which the word "context teaching" is mentioned. He thinks that reading teaching is context teaching and context teaching is the content of reading teaching. Later, Li Linhai further discussed his theory in his speech teaching theory. He thought that "the linguistic interpretation of Chinese" is to re-establish the linguistic basis of Chinese teaching theory and change the ontology with "language" as the main body. Then on the basis of the theoretical research and practice of Kong Fancheng and others, the research on context teaching began to be systematic. Professor Kong Fan Cheng systematically put forward the basic principles of context teaching and discussed it from 12 aspects, namely, context teaching objectives, context teaching content, context teaching principles, context teaching characteristics, context teaching procedures, context teaching approaches, context teaching methods and context Learning method, context design method, context evaluation method, application of context teaching in Chinese sub item teaching and context teaching function.

3 The significance of context teaching method in teaching Chinese as a foreign language

3.1 Stimulate students' interest in learning and learning initiative, enthusiasm

In the classroom of teaching Chinese as a foreign language, the teaching process is inevitably boring. Whether it is the teaching of words, words or grammar, especially the Chinese characters and words often have polysemy, which increases the difficulty of learning Chinese, and it is easy for students to give up when learning Chinese. If the context teaching method is used in teaching, it will make the classroom teaching more appropriate to the reality of life. With the support of the actual life, the students will learn local Chinese more personally. Students who study Chinese themselves are in order to be able to use Chinese for verbal communication, so this not only mobilizes the students' enthusiasm and initiative in learning Chinese, but also increases their interest in learning Chinese.

3.2 Chinese classroom presentation is more diverse, interesting and authentic

If the classroom teaching Chinese as a foreign language cannot attract the attention of students, then the classroom will become very boring. The use of context teaching principle can make the classroom more vivid and colorful through the combination of listening and listening. It can also attract students' attention through context substitution and action simulation, so as to mobilize students' participation in class and improve classroom efficiency. Or role play allows students to enter the game, in-depth context, imperceptibly feel the charm of Chinese characters in the specific context, which not only makes students learn easily in the classroom, but also makes the classroom full of fun. This form of creation is also closer to life, so that students can really learn to apply, in the creation of a variety of life contexts to learn Chinese, so that they can communicate in Chinese without obstacles in life.

3.3 Improve students' language ability and communication ability

Language is a kind of communication tool. The main purpose of learning Chinese is to communicate better. Context teaching strengthens students' communicative competence in Chinese after learning Chinese. In the

course design of context teaching, teachers include the time, place, characters, events and so on of verbal communication. Any design is the reproduction of life situation. To some extent, it solves the problem that students can not apply the Chinese they have learned because of their book knowledge points out of reality. This kind of context teaching method is to encourage those students who can only understand Chinese but can't use or dare to communicate in Chinese. Let students learn Chinese with confidence of both input and output.

4 Application principles of context teaching in teaching Chinese as a foreign language

4.1 The access to context is rich, and the most fundamental is to have authenticity, starting from real life

There are different motivations for foreign students to learn Chinese, some for better integration into society, some for survival and work, and others for communication. According to the needs of students, teachers use context teaching method to simulate real life scenes in the process of lesson preparation and classroom teaching, which corresponds to students' learning motivation and meets their practical application needs. So as to stimulate students' learning motivation and improve learning efficiency. Based on this, teachers must choose examples from the reality of life when teaching in context. Only in this way can the teaching of context be appropriate to life and make students feel the same. In this way, the positive transfer of Chinese learning can be achieved with the help of context teaching method.

4.2 The choice of context should be typical

The main purpose of context setting is to help students learn Chinese and integrate into the Chinese learning environment. Therefore, when setting context teaching method, teachers should consider whether the context selection is typical or not, so as to facilitate students' deep understanding of Chinese learning. If the selected context is not appropriate to the content of the textbook, students will not be able to achieve the purpose of setting context teaching here, and even affect the teaching effect. This kind of context teaching is counterproductive and will also become the resistance of students to learn Chinese knowledge in the classroom. Therefore,

when teaching in class, TCFL teachers must select appropriate teaching materials, students and classroom context materials when designing teaching. Typical context can make teaching achieve twice the result with half the effort.

4.3 The application of context should be flexible

Learning Chinese is for better communication activities. Based on this, teachers of Chinese as a foreign language need to design different context teaching modes for corresponding teaching contents when preparing lessons. In the process of teaching, we should take the textbook as the starting point and adopt flexible and changeable ways to break through the limitations of the teaching materials, so that teachers can lead the classroom with ease, and students can achieve the effect of applying what they have learned through different contexts in the classroom. So that students' motivation to learn Chinese is stronger, reaching a virtuous circle and enhancing students' enthusiasm for learning Chinese. It is also because of this that students will be able to handle the actual speech communication scenes in life.

4.4 Teachers should have cross-cultural awareness in context teaching

Language learning is inseparable from the understanding of the culture in which the language is located. Any language is deeply rooted in the people's culture. Chinese learning is also a kind of intercultural communication. For the majority of students who study Chinese as a second language, it is essential to understand Chinese culture. Learning Chinese after understanding the Chinese cultural background will achieve twice the result with half the effort. This can not only effectively promote communication and avoid cultural conflicts, but also improve learners' learning motivation, which is the so-called "know what it is and why it is." Therefore, it is necessary for teachers to create context teaching in combination with students' country and religious beliefs when preparing lessons, so as to avoid invasion of personal privacy and religious beliefs. Even if they encounter such conflicts, they should take the initiative to resolve them.

5 The application of context in teaching Chinese as a foreign language

5.1 Use multimedia to set context

Any two languages cannot be one by one relative, Chinese as a language without morphological changes, word meaning is very rich and contains a long history and culture, it is not enough to master the connotation of Chinese completely through the explanation of words in class, which requires teachers of Chinese as a foreign language to create the corresponding context to help students accurately understand the real connotation of language. Teachers can create the classroom context through multimedia, which can truly restore the language environment. This can not only get rid of the current situation that students can only learn according to the only textbook content, which is boring and abstract, but also can effectively improve students' interest in learning Chinese.

For example, in explaining the Chinese culture of the Dragon Boat Festival, the video of dragon boat race is played to let students first feel the ever-changing Chinese culture emotionally when watching the video. Teachers can also take advantage of the video teaching method to organize corresponding extracurricular activities, which not only strengthens the students' understanding of Chinese culture, but also enables students to better integrate into the language environment of Chinese learning, so that the learning of Chinese is not limited to the only content of the teaching materials, but also the cultural heritage behind the language is imperceptibly absorbed by students and cultivated invisibly Students' Chinese thinking mode. It is said that language learning is inseparable from the learning of culture. The introduction of video context makes Chinese learning more three-dimensional, which makes Chinese learning truly achieve the effect of saying as much as possible and meaning infinite.

5.2 The context is created by role playing in connection with life situations

In the teaching of Chinese as a foreign language, if the teacher indoctrinates the students with words,

words, sentences and grammar rules, but lacks the practice of the actual situation, it is a bit "on paper". But the classroom explanation does not have the practice in the actual communication. The real context cannot make the students learn the thinking mode of Chinese when learning Chinese. This kind of Chinese language sense is often from the actual words. It is very helpful for students to learn Chinese. Therefore, teachers should set up real context in TCFL classroom, put students into specific life situations, practice Chinese knowledge in different situations, so that students can improve their communicative ability and deepen their understanding of Chinese thinking mode.

For example, when a teacher explains a dialogue such as "you are so beautiful" and "where and where", the teacher should set up situational context method to play roles and create dialogue scenes, so that students can understand the real meaning of this dialogue in the corresponding language environment, and truly feel the way of thinking of Chinese by playing a simulated role in the context of this sentence. The creation of such a scene can not only arouse students' interest in learning, but also improve the efficiency of classroom. Students will also be very impressed with the scene played by the corresponding classroom, so it also improves the efficiency of students, especially the learning of key and difficult points. This kind of scene creation is also equivalent to a real communication scene. It not only teaches students Chinese learning, but also synchronizes real life. Students will be more comfortable in communication when facing the actual communication scene, which can be said to kill two birds with one stone!

5.3 We should mobilize various sensory methods to set context

This method mainly stimulates the students' sense of vision, hearing, smell and touch in various ways. At the same time, by creating a good teaching context, it can effectively mobilize students' vision, listening, taste, smell and touch, so that students' multi senses are stimulated by information, which is helpful for students to absorb and experience in a variety of sensory ways, so as to develop the package in an all-round way. Seven potentials including "physical fitness, recognition, sensory, music, language, personality and social contact". This also

fundamentally improves the teaching efficiency.

For example, in the course of Chinese cultural talent and display, calligraphy teaching can be described as the transmission essence of Chinese culture. International students can feel the unique charm of Chinese culture from the jumping lines and contents of words. In addition, Chinese calligraphy is an original performance art of Han nationality, known as: wordless poetry, invisible dance, painting without pictures, silent music. In calligraphy class, TCFL teachers write Chinese characters on the blackboard to let the students feel the strong rhyme of calligraphy by writing Chinese characters on the blackboard. They can also make the students understand the evolution of the font by combining with the meaning rules, so as to make the students feel the interest of learning Chinese culture from the hearing, and play the classic with charm. Music, increase the interest of teaching Chinese characters, so that students can experience the unique charm of Chinese characters. This kind of classroom atmosphere, which combines various senses, makes students feel and learn Chinese culture in the specific environment. This rich and real classroom environment gives foreign students a good opportunity to "do as the Romans do" in learning Chinese. Appropriate use of audio-visual combination and other sensory methods can not only mobilize students' emotion, but also make it easier to understand the connotation behind Chinese in this environment.

Conclusion

The purpose of teaching Chinese as a foreign language is to make students communicate better. The application of context teaching method in teaching Chinese as a foreign language can not only improve the efficiency of students' learning Chinese, but also improve their verbal communication ability. We must attach importance to the application of context teaching method in teaching Chinese as a foreign language. Through the creation of reasonable teaching context, students' understanding ability and communication level of Chinese can be improved.

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