

Application of Task-Based Approach in College Chinese Teaching

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Abstract: With the continuous advancement of education reform, great changes have taken place in the mode of college Chinese teaching. Chinese teaching is a significant teaching content in colleges and universities. By learning Chinese knowledge, students' autonomous learning ability and cultural literacy can be improved. However, there are many problems in the current college Chinese teaching, affecting the quality of education and teaching. In college Chinese teaching, the application of task-based approach can effectively promote the teaching effect. This paper expounds the connotation of task-based approach and the positive role of task-based approach in college Chinese teaching. In view of the current teaching difficulties, this paper analyzes the specific application of task-based approach in college Chinese teaching.

1. Introduction

In the information age, college Chinese teaching is becoming more and more significant. Chinese teaching is a great part of college teaching. Applying task-based approach can not only increase students' interest in learning, but also promote students' Chinese literacy. According to the actual situation of students, college teachers should actively adopt task-based approach and design reasonable Chinese tasks, so that students can master Chinese knowledge and improve their language application ability while completing tasks.

2. Connotation and Application Principle of Task-Based Approach

In recent years, task-based approach has been widely concerned. Task-based approach is a kind of language teaching method, developing teaching activities in form of tasks to mobilize students' subjective initiative and enthusiasm. Students need to use participation, interaction, cooperation and other ways to complete tasks, and master the language while completing tasks.

In the teaching design, the application of task-based approach should follow the corresponding principles, including authenticity, practicality, coherence, inspiration, purpose and diversity. The principle of authenticity is based on real life. The materials or scenes used in the design of teaching tasks are common in real life. Imagination can be used in the design, but it must conform to the law of reality. Only real experience can help students better understand and master Chinese knowledge. The principle of practicality means that when designing teaching tasks, we should proceed from the actual situation of students, not only design diversified forms, but also focus on practicality. Teachers should focus on the learning of Chinese knowledge, let students master and use the knowledge by completing tasks. The principle of coherence requires that when designing teaching tasks, we should connect the tasks of each class. Chinese language is a complex knowledge system, which is closely related. The connection of each class can make the teaching and language logic more fluent. The principle of inspiration means that while designing teaching tasks, we should choose more heuristic tasks, let students exercise their thinking ability while completing tasks, and improve their autonomous learning ability. If students only memorize knowledge and can't master it, even learning more knowledge is superficial. Therefore, heuristic tasks should be used when designing teaching tasks, so that students can think about what they have learned and deepen their

impression on the basis of understanding. The principle of purpose refers to that the purpose of teaching task should be made clear when designing teaching task, which needs to be closely linked with teaching content. According to the teaching requirements and objectives, teachers should grasp the key points and difficulties of the course, and design teaching tasks to achieve the teaching objectives. The principle of diversity means that teaching tasks should be fresh, and teachers should design diversified tasks to stimulate students' interest in learning, let students absorb new knowledge while completing tasks, and broaden students' knowledge field.

3. Problems in Current College Chinese Teaching

Chinese teaching is a significant part of college teaching, but there are many problems in the actual teaching process. To promote the teaching quality and effect, we must analyze these problems and clarify the dilemma of Chinese teaching.

3.1 Relatively Backward Concept and Method of Education and Teaching

Although many colleges and universities begin to apply task-based approach, there are many problems in the actual teaching process. Many teachers are affected by the concept of exam-oriented education, so their teaching methods and teaching mode are relatively backward. Nowadays, the country vigorously advocates to develop quality education, but the concept of exam-oriented education is still deep-rooted, and teachers still use it in classroom teaching, producing a great impact on the teaching effect.

3.2 Students' Insufficient Attention to Chinese Learning

Compared with other disciplines, the application of Chinese subject in real life is less. Many students do not focus on Chinese learning, do not realize the positive role of learning Chinese in improving their cultural literacy, and actually spend less time and energy on Chinese learning. They learn Chinese as a subject, just to cope with the exam. It is this ideological neglect that makes it difficult to devote wholeheartedly while learning Chinese knowledge. It weakens the role of Chinese knowledge.

3.3 Separation of Teaching Content from Life, Low Teaching Quality

The relatively single teaching content is the main problem in the teaching of college Chinese. The knowledge of Chinese subject is relatively slow to update, and the examples of many years ago are still used in Chinese textbooks. With the fast progress of modern information technology, many new words appear, but these words are not reflected in the teaching classroom, making Chinese teaching and real life seriously separated. Students' interest in learning is not high, seriously affecting the quality and effect of Chinese teaching.

4. Application of Task-Based Approach in College Chinese Teaching

At present, the teaching concept and teaching mode of college Chinese are relatively backward, and students' interest in learning Chinese is not high, and the teaching effect is not ideal. These problems are all the difficulties faced by Chinese teaching. To solve these problems, colleges and universities should take effective measures to actively apply task-based approach in education and teaching, so that students can deepen their understanding of Chinese knowledge while completing tasks, so as to improve their cultural literacy.

4.1 Change the Traditional Teaching Concept, Innovate Teaching Methods and Actively Apply Task-Based Approach

Teachers should change teaching concept and innovate teaching methods in classroom teaching according to the teaching requirements of quality education. In traditional teaching, teachers are mainly responsible for imparting knowledge, while students are passive in classroom learning, and teachers and students have less interaction and communication. With the continuous progress of

education reform, the society focuses more on the training of students' comprehensive ability. Teachers should take students as the main body, innovate teaching methods and guide students to participate in classroom teaching actively. For example, teachers should actively apply task-based approach, let students complete teaching tasks independently and train students' thinking ability. It can not only improve the students' sense of participation, but also promote the teaching quality.

4.2 Skillfully Design Teaching Tasks to Stimulate Students' Interest in Learning

The Chinese subject mainly focuses on theoretical learning, and students' interest in learning Chinese knowledge is not high. Teachers should design reasonable learning tasks according to curriculum content and teaching objectives, closely link teaching tasks with real life, and attach importance to students' application of knowledge. When designing teaching tasks, teachers should divide the teaching objectives into several small tasks, accurately grasp the teaching difficulty, design objective and real learning tasks, increase the interest of the tasks, guide students to participate in the teaching tasks, stimulate students' interest in learning, activate the classroom atmosphere, and let students master Chinese knowledge while completing tasks.

4.3 Grasp the Key Points and Difficulties in the Teaching Materials, Design Teaching Tasks from Easy to Difficult

In the process of teaching, teachers should master the content of Chinese teaching materials as a whole, grasp the key points and difficulties of Chinese teaching, design the difficulty and level of teaching tasks according to students' cognitive level, and formulate scientific teaching plans. For less difficult courses, teachers can design learning tasks that are easy to complete, and students are more willing to participate, so as to improve students' awareness of active learning. After completing the relatively easy learning task, teachers can gradually increase the difficulty, let students learn step by step, experience the fun of learning Chinese knowledge, so as to achieve good educational effect. Teachers should actively guide the whole class to participate in teaching tasks, divide students into groups according to their learning conditions, analyze and solve problems in the form of group discussion, and consciously train students' thinking ability. Through the correct guidance, students can gradually complete the learning tasks and master the connotation of Chinese knowledge.

4.4 Adopt Diversified Task-Based Approaches to Achieve Teaching Objectives

Teachers should fully use multimedia tools in classroom teaching, create vivid teaching situation for students, activate classroom learning atmosphere, let students truly feel the charm of Chinese knowledge, so that students are more willing to take the initiative to complete the learning task. Teachers can organize a variety of teaching activities, such as group competitions or role read, so that students can grasp the central idea on the basis of cognition textbook knowledge and deepen their understanding of knowledge, so as to achieve teaching objectives.

4.5 Appropriately Extend the Teaching Tasks and Transform the Homework into Tasks

At present, quality teaching is strongly advocated, and the training of application ability should be emphasized in college Chinese teaching. Teachers should appropriately extend classroom knowledge to extracurricular, let students apply what they have learned to real life, and improve their Chinese application ability. When teachers assign homework, they can transform homework into tasks that students can easily accept. For example, according to the content of Chinese knowledge, students can make cards or hand-copied newspapers after class, so that students can use their imagination and creativity to flexibly apply classroom knowledge. In this way, students can not only consolidate the knowledge of Chinese, but also create imagination space. Students can give full play to their own strengths. In addition, teachers should arrange the completion time reasonably according to the situation of homework, provide enough time for students to complete the tasks.

5. Conclusion

To sum up, task-based approach plays a significant role in college Chinese teaching. It can not only promote the teaching quality and effect, but also improve students' Chinese application ability. When developing teaching activities, teachers should actively apply task-based approach, follow the principle of task-based approach, design teaching tasks skillfully according to the teaching content, stimulate students' interest in learning, grasp the key points and difficulties in teaching materials, design teaching tasks from easy to difficult, extend the teaching task appropriately and adopt diversified task-based approaches to achieve the teaching objectives.

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