

Research on Chinese Recursion and Chinese as a Foreign Language Model in the Context of Globalization

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Abstract: Nowadays, China has made great progress in economy, culture, education, politics and health. With the development of globalization, culture has become an increasingly important soft power. Culture has become an important source of national cohesion and creativity, and an important factor in the competition of comprehensive national strength. Is to embody and enhance the national cohesion and creativity of an important force. Chinese culture and education has become an important tool for all countries to communicate. This paper will briefly analyze the study of Chinese recursion in the context of globalization, and expound the characteristics of Chinese as a foreign language in this context.

1. Introduction

With the globalization of the world economy and the deepening of integration, the communication and communication among the nations, countries and regions of the world are getting closer and closer, and the communicative competence of language is an important tool for communication and communication. [1] With the opening of the World Chinese Congress, Chinese is rapidly stepping into the world and becoming the latest powerful language in the world. Make foreign Chinese teaching needs more and more. Against this background, how can we meet the needs of the times and effectively develop the education of Chinese as a foreign language in a scientific way, so that Chinese can be widely popularized and the Chinese language can really move towards the world? It is very important to strengthen cross-cultural education in teaching Chinese as a foreign language. Meanwhile In the context of globalization, Chinese recursion refers to the repetition or integration of the same structural elements in language structure and speech generation. It gives language unlimited creativity. The recursion structure of Chinese shows our unique national cultural connotation: the recursion of words and syntax shows the aesthetic tradition of the Chinese nation advocating “balanced symmetry”, and the thinking characteristic pays attention to the psychological space and time of language, and is good at summing up the whole. Chinese recursive structure plays the pragmatic function of emphasizing subject information repeatedly in the aspects of linearity, sequence and level through recursion. A brief discussion is below[2].

2. Chinese Recursion in the Context of Globalization and the New Challenges to the Education of Chinese as a Foreign Language

Now the world is undergoing very profound and extensive changes, and our country is undergoing profound and extensive changes. The international community has never been more in need of a deeper understanding and understanding of China, nor has it focused on China's development and future in such a new way. Chinese is the crystallization and important carrier of Chinese culture. It is an important tool for the world to understand China and enter China. [3] In the 1950s, China began to teach Chinese as a foreign language. For more than half a century, the practitioners of Chinese as a foreign language have been actively summing up their working experience and constantly updating the Chinese as a foreign language. Based on the concept of language teaching, the basic theory of teaching Chinese as a foreign language has been constructed, which has become a solid theoretical basis for the effective development of Chinese as a foreign language education in China. In recent years, there have been new changes in teaching system,

teaching concept, teaching mode, teaching content and teaching methods in Chinese as a foreign language education in China, and the corresponding educators are facing new challenges[4].

3. The Definition of “Recursion” by Domestic Linguists

On the definition of recursion, many scientists have come up with the same point of view. Ye Fei sheng and Xu Tong qiang believe that “the same structure can be nested layer by layer. To borrow mathematical terms, this is the recursive nature of structural rules.” Qian Guan lian believes that “the recursion of language is the repetition or integration of the same structural elements in language structure and speech generation.” This view widely accepted and adopted by many scholars. Although these two views are different in expression, their essential connotation is the same. [5] They both think that the recursion of language is “nested layer by layer” and “repetition of the same structure”. Using Professor Qian Guan lian's metaphor, “The recursion of language is like the box structure of China.” This metaphor describes the characteristics of recursion very vividly. In the course of Linguistics, the recursion of language defined as recursion, which is a covering term, which can embody many linguistic phenomena. In my opinion, the popular, simple saying is that recursion is the use of human limited vocabulary and fixed grammatical rules, through the recursive nature of language freely combined into infinite sentences, so recursion gives the infinite creativity of prophecy. Allow the speaker to create words that have never heard or spoken.

However, the structural elements of language include two aspects: specific unit of language structure or abstract rules of language structure. The unit of language structure includes three element systems of phonology, semantics and grammar, which can subdivided into three sub-systems, for example, the phonetic system can divide the vowel and the tone into three subsystems. The semantic system can divided into synonyms, antonyms and synonyms, and the grammar system can divided into four subsystems: morpheme, word, phrase and sentence. The rules of language structure, that is, the system of grammar rules, can divide into two subsystems: lexical rules and syntactic rules. In view of this, the author thinks that “recursion” is a complete representation[6]. It is “repetition or convergence of language structure units and language structure rules.”

4. Types of Language Recursion

We find that in the three element systems of language, the components of each system can teach recursively. They are speech recursion, semantic recursion and grammatical recursion.

4.1 Speech Recursion

Speech recursion helps students master a speech, and focuses on this speech repetition or set to achieve the effect of memory, this is speech recursion.

1).Initial recursion. For example:

(1)b: B tug of war, b spinach, b race, b arrangement, b run; b help;

(2)s:s let go one's hold, s Racing, s Three, s Paratroopers, s Sweep the floor, s Think.

2).The vowel recurs. For example:

(1)ao: ao cotton-padded jacket, ao good man, ao discussion, ao funny, ao few;

(2)ing: ing English, ing obedient, ing female soldier, ing calm, ing scene.

3). Tone recursion. For example:

For example, the practice of yin and silence includes four situations:

(1)”one+one”tone of practice: intersection, soup, frogs, crossover, height, husband and wife;

(2)”one+two”Tone of practice: sweet, mood, loneliness, piano, requirements, of course;

(3)”one+three” tone of practice: landscape, illegal, comparison, sound, college entrance examination, listening;

(4)”one+ four” tone of practice: missing, clean, strong, income, first month, oppression.

In addition, there is a recursive use of the rules of sound change, such as: The recursion of “ah's

sound change”: over the years, she has a bitter, wishful, and read. The recursion of Peer Hua: these little flowers, which she embroidered in her own hands, were ready to given to the person she missed.

4.2 Semantic Recursion

Semantic recursion means that when explaining or explaining a language unit (not limited to words), the semantic features or features are often repeated or used in combination, so as to strengthen the understanding of semantics[7]. Including:

1).Synonymous recursion.

(1) Life: ① living;②active.

(2) stop: ① cease; ②Park.

2). Antisense recursion.

(1) Some are alive and he is dead; some are dead, and he is still alive.

(2) Separatism is very dangerous. It undermines unity, hurts and anger, and prevents compatriots from closely surrounded.

3). Class sense recursion.

(1) Human’s organs: ears, eyes, nose, mouth, hands, feet.

(2) Vegetables: cabbage, green vegetables, radish, sweet potato, eggplant,

4.3 Grammatical Recursion

Grammatical recursion refers to the reuse or application of grammatical units in a language. It includes:

1). Morpheme recursion.

(1) Morphemes: tables, chairs, tickets, shovels, knives, pots, bottles.

(2) Morpheme “many”: many aspects, many angles, many levels, many forms, many directions.

2). Words recursion.

(1) The verb “play”: play games, cards, soy sauce, boiling water, sweaters, injections.

(2) Measure word “film”: a forest, a prairie, a snowflake, a feather, a piece of hope, a love.

3). Phrase recursion.

(1) Central structure: his grandfather's younger brother's son's wife's second brother took a university entrance examination;

(2) Juxtaposition: the footprints of kittens can be seen everywhere in the fields, on the grass, on the trees and by the riverside;

(3) The object structure: play a few ball, match several runs, stretch, do radio gymnastics;

(4) The structure of recompense: to win, to win cleanly and cleanly, to lose clearly and clearly, to see that we should enjoy ourselves;

(5) Subject-predicate structure: the thunder is low, the wind has stopped, the rain has stopped, and we have set out;

(6)Contiguous structure: go up the mountain to pick the wild fruit, down the river to pick the lotus, then go home to sleep.

4.4 Sentence Recursion

(1) Even words: he is a man who does not even look at me when he meets. Even his mother said he was bad. He said he did not even want to go to school.

(2) Existential sentences. There was a man coming opposite. There was a white cloud floating in the sky. There is a boat under the bridge. There was a thief ahead. Other people think that text also has recursive structure. For example, the “question and answer” style in a text:

Q: how old are you? A: nineteen. Q: where are you from? Answer: Han zhong people.

Q: how many acres of land, how many cows, how many people in the family?

We support the division of grammatical units in CET-4. We think that the grammatical units of CET-4 are morpheme, word, phrase and sentence, which belong to the level of grammatical research, while discourse belongs to the study of articles, texts and pragmatics. Therefore, when we

consider grammatical recursion, we generally do not consider the text. Of course, there are recursive phenomena in the text, such as the “question and answer” and parallel text just now, but we do not consider textual recursion for the time being because we do not belong to the category of grammatical recursion.

5. The Application of Recursive Principle in Teaching Chinese as a Foreign Language

Correct ideas and affirm the guiding significance of Chinese recursion in Teaching Chinese as a foreign language. According to the above studies, the guiding significance of Chinese recursion in teaching Chinese as a foreign language reflected in two levels: one is that as a thinking mechanism. Chinese recursion promotes our understanding and research on the essence of Chinese; As one of the essential attributes of Chinese, recursion has played an important role in solving the complex language phenomenon. Through the complicated language phenomenon, we can see the generation mechanism of language at the level of thinking. Mastering the laws of language itself will promote our further application and development of language. The other is the successful introduction of Chinese recursion into teaching Chinese as a foreign language as a form of activity. It plays an important role in the design, teaching process and teaching achievement of teaching Chinese as a foreign language, thus promoting the subject construction of teaching Chinese as a foreign language. Therefore, we should further correct the guiding effect of Chinese recursion on Chinese itself and teaching Chinese as a foreign language, and further deepen the study of recursion. Make it in the specific teaching field also play out the advanced significance of theoretical achievements.

It is clear that recursion is only the auxiliary means of teaching Chinese as a foreign language, but not the only means to introduce recursion into the teaching of Chinese as a foreign language. At the same time, recursion is an important auxiliary means of teaching Chinese as a foreign language, but it is not the only means. Whether as a thinking mechanism or an activity mode, the ultimate purpose of introducing recursion is to explore the regularity of Chinese itself and the law of Chinese acquisition in teaching Chinese as a foreign language by using its theoretical attributes. Therefore, the recursive research in the field of teaching Chinese as a foreign language must maintain an open attitude and constantly absorb advanced research results in the horizontal and vertical disciplines, such as education. Only by closely focusing on the center of teaching Chinese as a foreign language and integrating various advanced theoretical research results, can the teaching of Chinese as a foreign language be always in the developmental situation of reclusiveness. If the absolute recursion in the course of the research is contrary to the regularity of recursion itself, the result will inevitably affect the teaching effect of Chinese as a foreign language (TCFL).

To establish the principle, to introduce recursion into teaching should consider the operational principles of both Chinese recursion and teaching Chinese as a foreign language. At the same time, and avoid applying recursion to the teaching of Chinese as a foreign language, and it is necessary to follow certain principles to introduce recursion into the teaching of Chinese as a foreign language. First, we should follow the principle of Chinese recursion. The performance of Chinese recursion in different levels of Chinese is different. The teaching of Chinese as a foreign language on a specific level should respect the characteristics of Chinese recursion on the corresponding level. Secondly, we should follow the principles of teaching Chinese as a foreign language. As a subject, and the development principle of TCFL should be observed. For example, respect for learners' cognitive norms Law and learning style and so on. Finally, introducing recursion into the teaching of Chinese as a foreign language requires the combination of specific teaching contents and teaching scenes to arrange a reasonable and scientific teaching plan.

6. How to Construct the Models of Chinese Recursion and Chinese as a Foreign Language in the Context of Globalization

In the face of the excellent situation of the international promotion of Chinese, we must combine “please come in” and “go out”, vigorously broaden the international market for Chinese teaching, and enhance the recursion of Chinese and the national characteristics in the global perspective of

teaching Chinese as a foreign language. Efforts should make to cultivate cross-cultural awareness and strive to achieve the “four essentials”.

First, it is necessary to establish a cultural view of Chinese as a foreign language. As a subject, teaching Chinese as a foreign language has dual meanings: it is not only language science, but also has the essence and function of language science; Pedagogy and cultural studies represent the humanistic tendency and value stand of national and social interest groups. Therefore, in the theory and practice of teaching Chinese as a foreign language, we should have cross-cultural consciousness, establish a correct cultural view, carry forward the excellent culture of the Chinese nation, and embody the spirit of the times. The teachers of teaching Chinese as a foreign language should probe into how to set up the cultural and linguistic views of Chinese as a foreign language from the perspective of cultural science. In the process of compiling materials, teaching practice and subject research, the thought of Chinese cultural studies runs through all the time, and the heterogeneous cultural factors of Chinese are integrated into the teaching process of language knowledge, so that learners' ability of not only listening, speaking, reading, writing, reading and writing can be improved rapidly. It can strengthen the ability of cultural communication and make the teaching of Chinese as a foreign language play an effective role in cross-cultural communication.

Secondly, cultural background knowledge should permeate in the teaching of pronunciation, vocabulary and grammar. The teaching of Chinese recursion and cultural factors in teaching Chinese as a foreign language includes: the cultural factors in the text of language teaching materials, the cultural background factors in the use of language, the cultural factors in pronunciation, words and language structure. The pronunciation, vocabulary, writing, grammar and rhetoric of Chinese closely related to the Chinese culture, such as the image structure of Chinese characters, idioms, sayings and sayings. The grammatical emphasis on “meaning” is less than “shape”, and the use of “Ba” sentence and “already” is the unique grammatical means of the Han nationality. It reflects the thinking mode and characteristics of Han nationality. A learner who cannot learn to use these expressions, no matter how standard his pronunciation, cannot say that he has learned authentic, standard Chinese. Therefore, we should teach phonetics, vocabulary and grammar in the context of culture, pay attention to infiltrating cultural background knowledge, and combine the teaching of cultural background knowledge with the training of listening and speaking. It not only cultivates the students' cultural consciousness, but also trains the students' listening and speaking ability.

Third, to understand familiar with Chinese and foreign cultures, increase the amount of information about cultural comparison. Chinese recursion and teaching Chinese as a foreign language are typical fields of contact and collision between Chinese and foreign languages and cultures. The cultural characteristics of Chinese will be concentrated in this field, and the differences between languages and cultures in different countries will also appear at the same time. It is a prerequisite for participating in cultural exchange and cultivating cross-cultural consciousness to realize the interrelation between one's own culture and foreign culture. According to a survey, many overseas students think that if they can take into account the history of their own country at the same time when introducing Chinese history, they will be more interested. Chinese traditional festival culture and guiding them to compare the festival customs of their own country can make them pay more attention to the exchange and fusion of Chinese culture and other cultures. Therefore, in order to impart rich and correct cultural knowledge to foreign students, we must dabble in and understand the relevant cultural knowledge at home and abroad, enhance cultural literacy, and permeate different cultural coverage to students through comparison, interpretation and other means. Make them really learn Chinese.

Fourth, we should use a variety of teaching means to infiltrate cultural background knowledge and pay attention to interest. The 21st century is the information age. Chinese recursion and teaching Chinese as a foreign language must use modern teaching facilities and means, such as using photographs, slides, videos, films, etc. Multimedia and other modern teaching facilities and means for students to show and introduce the customs and geographical features of the Han

nationality, let students understand the social and cultural life intuitively. Make use of literary works to let students understand the habits, psychological state, cultural characteristics, customs and habits of different nationalities, guide students to read newspapers and magazines, watch TV programs, etc. Let them understand the current social dynamics and social problems expand cultural background knowledge. The flexible teaching methods, such as comparison method, situational teaching method and intuitive teaching method, adopted in the teaching, so that students can not only learn knowledge, but also make use of the cultural knowledge to communicate appropriately and enhance their practical application ability. In the compilation of textbooks for Chinese as a foreign language, the design should be carried out closely around the recursive mechanism of language, and a language component or a certain language rule should be reused or used together in order to consolidate the purpose of teaching.

7. Conclusion

The great significance and even the full significance of the recursion of language is that it allows human beings to produce unlimited amounts of discourse with a small number of sentence patterns, thus enabling people to express their thoughts and words that they want to express, thus endowing the language with infinite creativity. So that human communication between the obstacles and doubts.

We try to divide language recursion into three categories: speech recursion, semantic recursion and grammatical recursion.

We also analyze the characteristics and functions of language recursion mechanism, and point out its theoretical and practical significance in teaching Chinese as a foreign language.

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