Analysis on the Application of Blended Teaching Method in the Research of Chinese Teaching for International Students Based on MOOC

Dongmei Jiang

Hainan Medical University, Haikou, Hainan 571101, China

yzjdm@126.com

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Abstract: Due to the Internet era, information technology has been widely used in higher education. With the help of the Internet network information platform, a new blended MOOC teaching mode is constructed, which is in line with the current higher education reform and innovation concept, and meets the requirements of the current university students' education development. Based on this, this paper analyzes the application of blended teaching method in Chinese teaching for foreign students in MOOC environment, aiming to provide more teaching basis for the later online and offline blended teaching method.

1. Introduction

Owing to the deepening of teaching reform, combined with the convergence of science and technology, college teaching realize the information management. Based on big data and network platform, blended teaching mode is widely applied to the teaching process of various subjects, achieving remarkable teaching results. Therefore, as one of the most crucial teaching subjects in the process of higher education, Chinese teaching for international students is deeply analyzed in this paper, aiming at how to further promote the application effect of blended teaching method in the teaching process in the MOOC environment, and its teaching methods and ways are also deeply analyzed.

2. Overview of Blended Teaching Mode in MOOC Environment

2.1 Meaning of Blended Teaching Mode

Blended teaching method is the online network system teaching mode with the help of modern information technology platform, which realizes the organic combination of traditional course teaching mode and modern internet teaching mode. It is the reform and innovation of traditional teaching mode, and realizes the effective compensation and supplement for the defects of previous teaching mode.

Simply speaking, blended teaching method is a new teaching mode combining online and offline

teaching mode. To effectively implement this teaching mode, we should not only innovate traditional teaching ideas, but also strengthen the reform and adjustment of traditional teaching mode and realize the systematic teaching of students by using the Internet information platform, so as to provide students with more teaching resources and development space, realize students' autonomous learning, enhance students' learning enthusiasm and classroom teaching participation rate.

2.2 Innovation of Blended Teaching Method under the Background of MOOC

2.2.1 Focus on the Rational Use of Advanced Science and Technology to Implement Online Teaching Reform

The improvement of the blended teaching method under the background of MOOC is a three-in-one teaching method which combines the information platform, pseudo screen and online evaluation[1]. With the effective support of information network platform, the innovation of teaching mode and the adjustment of teaching scheme are realized. By using WeChat, QQ and other network information transmission tools, teachers can establish a class learning group, and release comprehensive learning key knowledge, relevant learning materials and teaching resources through information transmission, so as to realize the real-time sharing of teaching resources. Teachers can also record small videos to explain the knowledge in detail. Students can download short videos to realize self-learning and preview the knowledge content before class. For the additional extended practice tasks, students can search for information, material online and use other ways, analyze and integrate the collected data, find out the answers they want and integrate them effectively to form a learning report and send the learning results to the teacher for review. Teachers can also timely understand and master the actual learning situation and progress of students through online evaluation, so as to make better learning programs for students and realize the online interactive communication between teachers and students. Meanwhile, teachers can also supervise and manage the actual situation of students' online learning with the help of network information platform, and carry out interactive teaching and discussion for the key problems in students' learning, so as to enhance students' interest in learning and ensure the teaching effect and quality.

2.2.2 Offline Classroom Teaching

Based on online teaching, teachers and students have enough time to interact. On the one hand, it has changed the previous fixed and single teaching method, focusing more on the solution of common problems in the teaching content, the creation of scenarios, and the play of students' subjectivity. On the other hand, we should strengthen the practical course content teaching of students, learn the organic integration of theoretical knowledge teaching and practical course teaching, deepen the understanding of theoretical classroom teaching knowledge and flexibly apply it to real life, so as to realize the common progress of both.

3. Current Situation of Chinese Teaching for International Students in Domestic Universities

International students need to pass corresponding HSK test delivered by China Education Ministry in China, which is graded from level one to six and has different requirements for phonetics vocabulary grammar and topic of each level, before given time. But the class teaching hours in curriculum is so limited. It's very hard to complete with the traditional teaching method, with which teacher needs to teach all details in class, leaving no time and space for students to think for themselves and to do the interactive activities. As a result, the overall teaching effect is affected. And in long run the international students will reduce their learning enthusiasm and self-confidence,

eventually feel that it is too hard to learn Chinese and give up learning Chinese [2]. For this reason, some university of higher education have set up special Chinese teaching classes to carry out special systematic Chinese teaching for international students, which provides a good learning environment and professional teachers for international students. Meanwhile, it also provides more time and space for international students' oral ability. They can constantly practice oral Chinese ability by long-term communication with others, deepen the understanding and flexible use of words and sentences combined with theoretical knowledge, and effectively eliminate the language barriers encountered in Chinese teaching, so as to effectively improve the overall oral ability and practical application skills.

4. Research and Application of Blended Teaching Mode in Chinese Teaching Based on MOOC

The blended teaching method under the MOOC environment can effectively improve the traditional Chinese teaching class for international students. Teachers can develop online teaching for students by selecting excellent short videos, downloading relevant video resources and other teaching resources, so that students can reasonably combine the theoretical knowledge learned in the process of offline teaching, realize the preview and knowledge consolidation of offline teaching knowledge content, enhance students' learning enthusiasm, interest and initiative by creating an information teaching environment, improve students' subjective initiative, and enhance students' practical language ability.

4.1 Pre-Class Preparation

Compared with the traditional Chinese teaching mode, blended teaching method integrated massive online MOOC and video resources in the traditional class. Teachers of classroom Chinese teaching can fully use the Internet information teaching platform to find out enough relevant Chinese teaching resources and videos to make reasonable and effective supplement to their daily teaching resources before class. Forward some to the students to do self-learning. In the process of teaching, the main training is the practical ability of using Chinese and the listening and speaking ability of Chinese. Meanwhile, Chinese teachers also can use the combination of audio, visual and oral ways to carry out systematic teaching. On the one hand, they should focus on the combination of teaching knowledge and daily life, integrate film and television materials, realize the unity of audio, visual and oral abilities, and create a new teaching mode in line with the teaching progress of international students. On the other hand, they can create a good learning environment and atmosphere for international students, enhance their language ability and oral ability [3].

4.2 Class Teaching

Before teaching new lesson, special Chinese teachers can test the students' understanding and mastery of the Chinese teaching content in the last class and the new class through some small tests, and then carry out targeted teaching training and guide according to the test results and the actual teaching problems. With the help of the video network teaching resources obtained from the information network teaching platform, teachers can develop comprehensive network course teaching. The general Chinese teaching mode is mainly divided into two parts. A small part is to answer students' questions in teaching, and in the other part of the time, teachers can take the form of grouping, let students carry out interactive situational teaching practice, cultivate students' listening and speaking ability, practical application and expression ability.

After the online video course teaching, some international students have some doubts about the actual use of words and the environment in the real life in the video, so that teachers can fully use

the accumulation of teaching experience and professional teaching methods to answer the students in detail, let students fully understand the meaning of the language vocabulary, the actual use of methods and environment. Meanwhile, while answering questions to international students, teachers should not only let students fully understand and master the actual meaning of words and sentences, but also strengthen the training of students' practical ability of using the actual spoken words, so as to make them better narrate in spoken language and realize the good interaction between people.

4.3 After-Class Evaluation

After-class evaluation is a comprehensive teaching content feedback for the teaching effect of the whole class, and it is the key condition for international students to build a good structural knowledge system. Classroom evaluation includes the interactive evaluation between teachers and students, students and students, teachers' comprehensive evaluation of the teaching situation in class and other forms of evaluation. The intercommunication evaluation between students deepens the intercommunication between students, helps to improve students' oral Chinese ability and their understanding of relevant words and sentences, and strengthens their comprehensive oral expression ability. The comprehensive evaluation of teachers is mainly used for teaching question answering. Through question answering, teachers can timely understand and master students' actual Chinese ability, and carry out targeted practical teaching, so as to enhance students' autonomous learning ability, oral expression ability and practical application ability in real life oral communication [4].

5. Conclusion

To sum up, this paper mainly develops an in-depth research and analysis of the meaning of blended teaching method in the current MOOC environment, analyzes the current situation of the development of Chinese teaching for international students in universities, and makes an in-depth analysis of the application of blended teaching method in the research of Chinese teaching for international students under the MOOC environment from the three aspects of pre-class preparation, teaching process and after-class evaluation, which provides a significant teaching basis and guarantee for the long-term and healthy progress of Chinese teaching for international students in the future.

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