

The Reform of Teaching Chinese as a Foreign Language Based on the "Internet +"

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Abstract: The "Internet +" combines cloud computing, big data, artificial intelligence and other new information technology in the information age, which is called the fourth Industrial Revolution. The cultivation of Chinese teaching talents, the basic project of the construction of the Belt and Road, is of great practical significance. Based on the author's learning and teaching experience, this paper analyzed the developing background of the information age based on "Internet +", and then studied the current situation and problems of teaching Chinese as a foreign language, finally, put forward the innovative strategy of teaching Chinese as a foreign language based on the "Internet +".

1. Introduction

The Internet is no longer a kind of information technology and tools, but it is evolving and sublimating into a kind of thinking idea, a way of innovation and creation, and a value pursuit of development. Internet thinking is no longer limited to the promotion of national economic quality, efficiency, upgrading, but it has extended to promote the national teaching system and teaching capacity modernization of all levels. As a new paradigm for the development of human culture and science, internet thinking has become a new value in the Internet era. The new world outlook brings new ideas and requirements to international Chinese teaching, and it will bring great changes to the teaching of Chinese as a foreign language. Therefore, it is one of the key problems to study the innovation of teaching Chinese as a foreign language under the background of "Internet +"

2. The Development, Characteristics and Opportunities of the Information Age Based on "Internet +"

At present, the fourth Industrial Revolution has gone into the family, school, society, and the core feature of the fourth Industrial Revolution is the application of information technology, including mobile Internet, artificial intelligence, big data and so on, which has brought about a new educational reform. With the completion and popularization of the Internet infrastructure, Internet innovation has exploded and infiltrated our lives in various aspects, such as the Alipay, the "Internet" traditional traffic hailing software and the "Internet" traditional news-style new media. The "Internet +" not only accelerates the informatization, but also promotes the whole society. Why is this national informatization? Because it has reached all people on a large scale and the cost of acquiring knowledge has never been so low, and everyone has access to all kinds of information from a variety of print media, stereo media and interactive media. It is not a simple information age, but an information age in which the means of communication are advanced, rich and influential to the vast majority of people. Now that we have entered the "Internet +" information age, it drives the new industrial revolution and it will have an important impact on talent training.

The Internet has brought us new educational changes. Digital, networked, intelligent and multimedia modern education technology have greatly promoted teaching methods, teaching contents and courses with open sharing and interactive "Internet +" methods. For example, big data technology provides the possibility for precision teaching. Big data technology tracks students' learning performance and provides data decision support. There will be three changes in education in the "Internet +" era: first, through big data's accumulation and backstage algorithm, the educational products, teachers and students can be effectively matched. Second, the automation

service of artificial intelligence means that the simple knowledge transfer and teaching management work will be replaced by artificial intelligence. Third, the real realization of personalized learning. The era of "Internet +" has overall influence on the economic and social development of various countries, and the cultivation of international Chinese language teaching talents can not be separated from the background of this era.

3. Current Situation and Problems of Teaching Chinese as a Foreign language

3.1 The state attaches great importance to and continues to invest in teaching Chinese as a foreign language.

Since the establishment of the National Teaching Group for Chinese as a Foreign language, it has been devoted to the optimization of the guidelines and policies of teaching Chinese as a foreign language and the perfection of the teaching system. It has continuously broadened the policy space and strengthened the international cooperation based on Chinese teaching. At present, more than ten national departments have been stationed in the leading Group for Teaching Chinese as a Foreign language, and have set up special funds since 2001, which has greatly increased the investment in the cause of Chinese as a foreign language.

3.2 There are not only progress but also new problems in the training of teachers of Chinese as a foreign language.

In the past, the teaching of Chinese as a foreign language (TCFL) was usually carried out by the combination of professional courses of Chinese and foreign languages, but the biggest problem of this model was the lack of teachers with excellent professional qualities in both Chinese and English. Teachers with strong Chinese major ability often have poor English ability when teaching foreign students, so they can not explain the essence of Chinese language through proper English, and Chinese teachers with strong English ability do not have deep Chinese professional accomplishment. In order to solve this dilemma, the Ministry of Education has approved the establishment of undergraduate courses in teaching Chinese as a foreign language in a number of colleges to train full-time teachers. Since 1983, Shanghai Institute of Foreign languages, Beijing Institute of Foreign languages, Jinan University, East China Normal University and other universities have joined the work. However, in recent years, China's international influence has rapidly increased, attracting a large number of foreign people, resulting in that the current teacher force cannot meet the growth of demand, while the average quality of teachers is declining.

3.3 More overseas people come to China to study and live.

At present, the number of foreign students in China has reached hundreds of thousands, and a large number of business people are active in various cities. The teaching of Chinese as a foreign language has gained more and more recognition in addition to better communication with Chinese. Therefore, the content and mode of teaching Chinese as a foreign language need to change with the demand and the development of the country.

3.4 The quality of teaching needs to be improved.

For the vast majority of overseas people, China is still a mysterious country, and under the distorted publicity of Western media, it has never been able to understand the true face of China. In the teaching of Chinese as a foreign language, colleges and universities lack the consciousness and motivation of initiative innovation, and always follow the old model in the teaching mode. The influence of Chinese and Chinese culture on many overseas students in Chinese universities is far from enough to support them to influence more overseas people, and a large number of commercial training institutions in society lack cultural connotation, and the utilitarianism is too obvious as well.

4. Innovative Strategies for Teaching Chinese as a Foreign language Based on Internet

To establish the teachers' Chinese learning community by using the "Internet +" platform. The learning community is a group of learners and their facilitators, who often communicate, share learning resources and accomplish learning tasks with each other during the learning process, thus forming mutual influence among the members. In traditional teaching, teachers and students can participate in teaching activities in a classroom at the same time, which can naturally form a certain learning community, such as a learning group, a class. Based on the network learning environment, learning community must be consciously designed to form. The feasible measures to establish the Chinese learning community for teachers at home and abroad are as follows: to promote the transformation of the mode of wisdom learning and talent training through network education; To promote the deep integration of information technology and Chinese teaching; To promote the mutual support between online and offline learning; To promote the reform of training Chinese teaching talents in formal universities and open universities; To strengthen the quality assurance of online education.

4.1 To benefit every Chinese Teaching teacher through the dividend of "Internet +".

International Chinese teaching has the characteristics of complexity, diversity, uncertainty and situation, and the training of Chinese language teaching teachers also has the characteristics of complicated background of students and employment. For example, some students in the same class do not have enough knowledge of Chinese language, but some students have a solid foundation of Chinese language but lack of teaching skills, some students lack cross-cultural ability, some students lack talent and so on.

4.2 To use "Internet" to promote localization and cross-border cultivation.

The close combination of "Internet +" can achieve the talent training localization and internationalization docking. The basic way to solve the shortage of teachers in Southeast Asian countries lies in the cultivation of native Chinese teachers. The most important thing to improve the quality of teachers of Chinese international education in China is to solve the problems of "applied" and "internationalized" talents. Develop areas of expertise that are urgently needed to develop students and promote the sharing of educational resources within coalitions. All these can be obtained by developing learning space and supporting the sharing of teaching resources.

4.3 To combine language Teaching with Talent Teaching through "Internet +".

Language teaching and cultural communication should be primary and secondary, and both of which should be taken into account. For example, there are many students from Southeast Asia in China, and there are quite different political systems, religious beliefs, and living customs among people in different parts of Southeast Asia. We emphasize inheriting and promoting excellent culture and cultural self-confidence. But there is a difference between the inside and the foreign. With no cultural hubris words about how about the Greater China and how about the two major economies of China and the United States, otherwise, it can only produce negative effects if the Chinese culture is overpropagated on any occasion in the teaching process. When teaching Chinese as a foreign language, we should not copy the domestic exam-oriented teaching method of "full hall irrigation". We should emphasize the vividness and interactivity of the classroom and take students as the center. Because language teaching itself is boring, it is very important to diversify classroom management and teaching methods. According to the survey of teachers and students at home and abroad, the most popular teaching of Chinese talent is calligraphy and Taijiquan, folk music and dance, cooking, paper-cut and so on. So, it is really necessary to change the teaching direction based on the vividness and interactivity.

5. Summary

With the trend of economic globalization and regional collectivization, the arrival and

development of computer and Internet times have brought about earth-shaking changes to human life, study and even work. Under the background of "Internet +", the teaching of Chinese as a foreign language should be aimed at different student groups, design different online courses and learning methods, and make full use of the teaching advantages of network classroom to constantly mobilize the enthusiasm of "teaching" and "learning". In order to carry forward the Chinese language and traditional culture, we can constantly overcome the fluidity of the online classroom and increase the repeatability and sustainability of the online classroom.

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