
MANAGERIAL ASPECTS OF IMPROVING CHINESE LANGUAGE TEACHING TO FOREIGN STUDENTS

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In order to maximize the efficiency of Chinese language teaching to foreign student, it is necessary to conduct research on the managerial aspects to Chinese classroom

This paper uses a questionnaire survey to reveal the classroom teaching management in Chinese language teaching in colleges and universities and put forward some specific suggestions for improving the quality of Chinese classes for foreign students in college.

Introduction. Since the reform and opening up, Chinese, as a new international language, has become more and more popular among the world's languages. In recent years, the Chinese language craze has not only promoted the development of international Chinese language education, but also for international Chinese Education and teaching management have put forward new requirements. However, knowledge of the Chinese language alone does not ensure that students succeed in intercultural communication. Intercultural communication skills play an important role in teaching Chinese as a foreign language, helping students understand and adapt to different cultural backgrounds, and be able to communicate and interact effectively with Chinese. Therefore, to improve the Chinese classroom from the management level, we can start from the study of intercultural communication skills.

Main part. International Chinese language teaching has always paid more attention to intercultural background factors, and the construction of international Chinese culture teaching research system from a intercultural perspective has gradually become the mainstream paradigm of language teaching. In 1984 Zhang Zhanyi defined the "culture" in teaching Chinese as a foreign language as "communicative culture" in his article Individual Teaching of Chinese and its Teaching Materials. The author pointed out that "the so-called communicative culture refers to people under the influence of two different cultural backgrounds, who may have misunderstandings due

to the lack of cultural background knowledge about a certain word or sentence in communication." [1, p. 64]. This view has been widely recognized by domestic scholars. In the following year, Xu Zhiyun discussed the intercultural communication problems encountered by American students studying in China in his article Some Problems Arising from Differences in Social and Cultural Backgrounds, and put forward corresponding countermeasures [2]. In 1987 Li Tianmu summarized the reactions of American students in the process of learning Chinese and the views of Chinese teachers on students in his book Impressions on Teaching Chinese as a Foreign Language in China [3]. It can be seen that starting from Zhang Zhanyi's paper, the field of international Chinese education began to pay attention to the influence of learners' cultural background on Chinese learning, thus starting the research on international Chinese culture teaching.

In the 1990s a large number of teaching studies focused on the combination of language and culture appeared in the field of international Chinese education. In his article "Teaching Chinese as a Foreign Language and the Multi-Faceted Aspects of Intercultural Issues", Wang Kuijing pointed out that "Teaching Chinese as a foreign language is not only a language teaching, but also a cultural teaching. The unity of language teaching and cultural teaching is the most fundamental characteristic of teaching Chinese as a foreign language" [4, p. 91]. The author also makes a detailed analysis of intercultural problems from the aspects of Chinese phonetics,

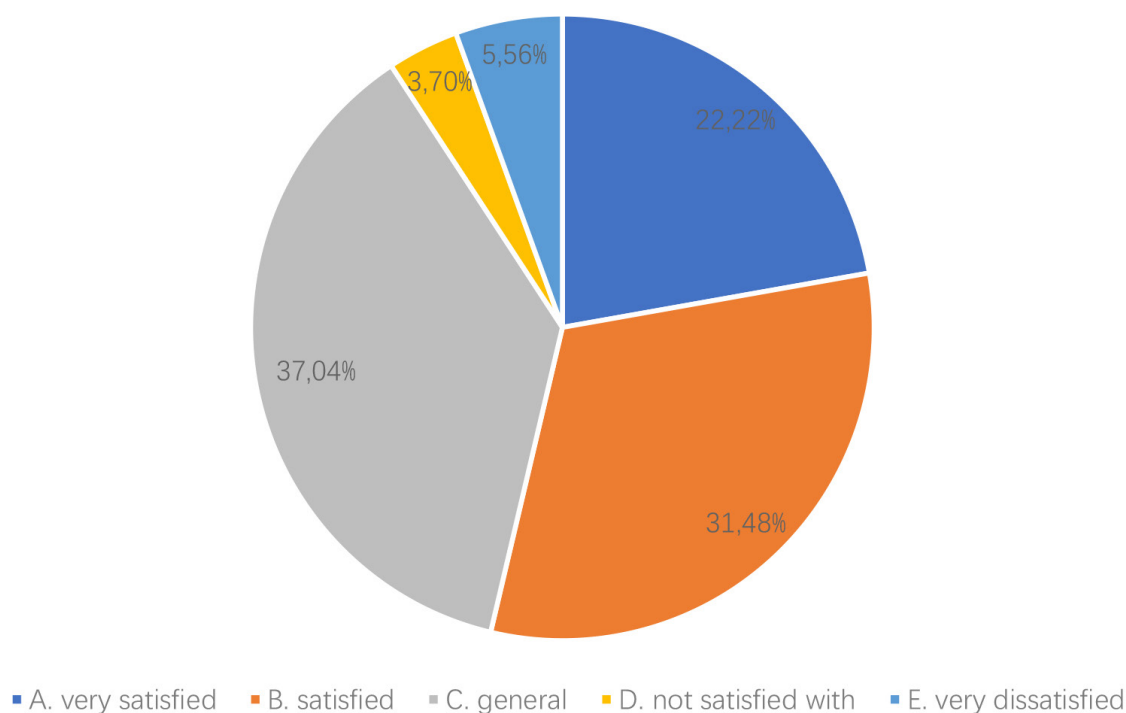


Table 1 – Q8

vocabulary, syntax and pragmatics. Bi Jiwan has made outstanding achievements in this field. He published papers such as *Research on Intercultural Communication and Second Language Teaching* [5] and wrote monographs such as *Intercultural Nonverbal Communication* [6]. It discusses the role of non-verbal communication in intercultural communication and teaching Chinese as a foreign language, and systematically studies the cultural theories related to it.

After entering the 21st century, the research of international Chinese language teaching under the intercultural background has clearly included cultural conflict into the research category. Li Xuzhong's thesis "Teaching Chinese as a Foreign Language from the Perspective of Intercultural Communication" focuses on the cultural conflicts arising in the intercultural background and the solutions based on previous studies on intercultural communication. The new idea of "attaching importance to cultural complementarity" in teaching Chinese as a foreign language is put forward [7]. In addition, researchers also pay attention to intercultural and personalized teaching, intercultural and textbook writing and other issues. In an *Analysis of Individualized Teaching of Chinese as a Foreign Language from the Perspective of Intercultural Communication Theory*, Wang Jialin pointed out that the teaching of Chinese as a foreign language should explore the possibility of integrating classroom teaching into Chinese culture under intercultural background through the introduction

of cultural factors and the reproduction of scenarios on the basis of intercultural dialogue and interaction between teachers and learners and between learners [8]. Lu Guang pointed out in his essay on the *Study of Intercultural Education Concepts and the Compilation of undergraduate Reading Textbooks of Chinese Language (for Foreign Students)* that "Intercultural education should mainly enable the educatees to contact and know different cultures, so that they can understand and appreciate the value of other cultures, and further reflect on themselves and reshape themselves, so as to achieve better personal development" [9, p. 5].

Nowadays, more and more colleges and universities are realizing the importance of developing students' intercultural communication skills. The research in this paper is also based on information gathered through a questionnaire survey of college students where the authors work. This study conducted a questionnaire survey on the current situation of students' cultural courses and intercultural communication skills in Chinese language teaching in higher education. The survey was distributed, completed, and returned online. A total of 82 questionnaires were received. The questionnaire will be analyzed in detail as follows:

In First Part of the questionnaire, questions 1–7 were filled in with basic information. The survey results of the survey include gender, age, Chinese language proficiency, nationality, major etc., and the results are as follows: The international students participating in the survey come from 20 countries,

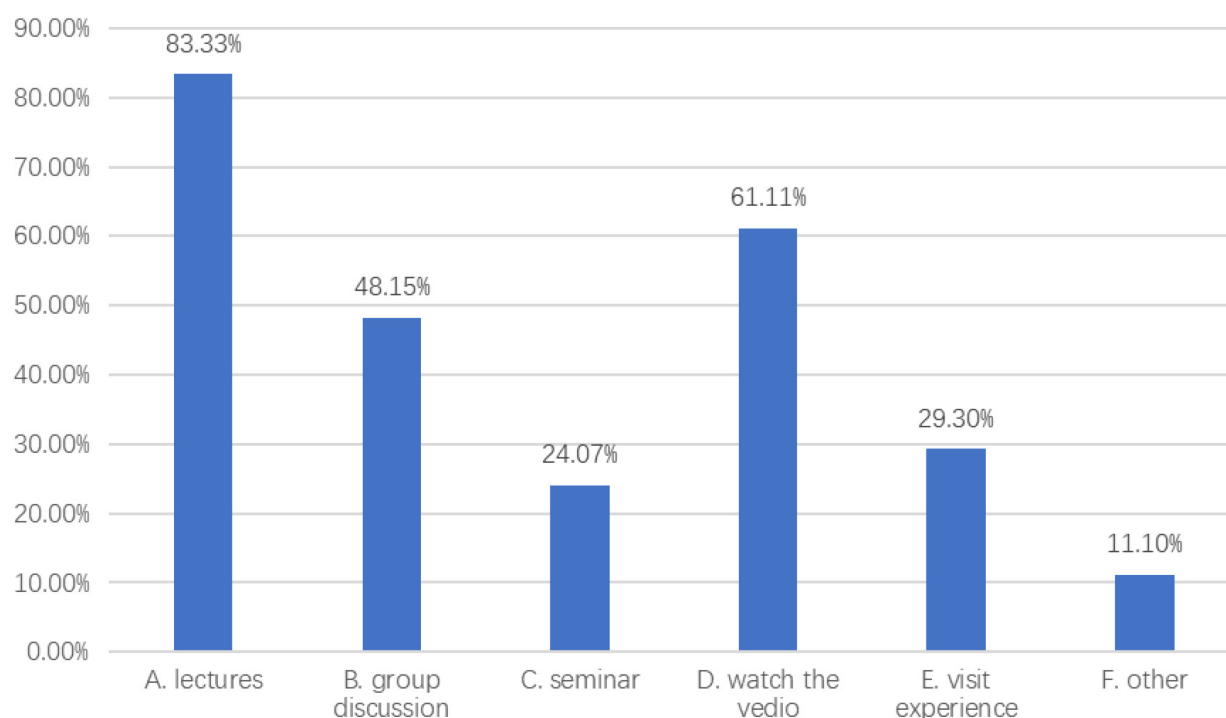


Table 2 – Q11

including Russia, Thailand, Vietnam, Kazakhstan, Mongolia, Ukraine, Pakistan, Congo, India, Indonesia, Nigeria, Cambodia, Madagascar, Nepal, etc., of which 53,7% are women and 46,3% are men; According to age, it was divided into three stages, of which 7,41% were under 20 years old, 83,33% were between 20 and 30 years old, and 9,26% were over 30 years old, and the age of the survey subjects was concentrated between 20 and 30 years old. Most of the respondents have a low level of Chinese proficiency, and more than 70% of them are international students with HSK level 3 or below. Q 8–10 are questions that evaluation of students' about the Chinese culture class (see Table 1 below for particular data); Q 11–14 are questions that show the teaching ways of the Chinese culture class (see Table 2 below).

The Table 1 demonstrates that students are satisfied with the amount of class hours and the diversity of practice forms in the cross-cultural communication course, but there are still some problems. The focus of Part B is on how the class is taught. It can be seen that the current domestic international students' cultural course teaching focuses on classroom teaching and insufficient interaction, and adopts the combination of teaching materials and teachers' teaching. There are fewer opportunities for student-to-student communication. Secondly, watching videos is only a one-way input process to international students in some classes. In addition, in the current process of cultural courses for

international students, there are relatively few forms of organizing small cultural salons, competitions and other activities in the classroom. To sum up, the current classroom teaching method of cultural courses for international students in colleges and universities focuses on teachers' explanations and is not interactive enough, which is relatively monotonous.

According to the study of the papers, Through the analysis of the questionnaire and the query of relevant materials, the author believes that from the current actual situation, there are still many problems in the managerial aspects of Chinese language teaching to foreign students, which are specifically reflected in the following aspects.

1. The curriculum of colleges and universities needs to be optimized. The curriculum of the international Chinese education major is mainly language and literature courses, and courses such as Introduction to Chinese Culture, Cross-Cultural Communication, and Introduction to Western Culture account for a small proportion, often opposing language communication and cross-cultural communication ability, focusing on grammar, language vocabulary, language context analysis, etc., but it is difficult to associate language culture and language literacy in any education. In other words, teaching emphasizes "communication" over "intercultural competence", which enables students to have the ability to communicate with others, but ignores the cultivation of students' interest

in Chinese learning, so that students only regard learning as a task, and spend extra time to explore Chinese culture and ethnic culture when they really practice and participate in work, which is difficult to adapt to the new situation of international promotion of Chinese in the context of the “Belt and Road”, which is not conducive to the balanced development of students' cross-cultural communication ability.

2. Based on the actual condition at hand, it appears that teachers do not have enough understanding of the differences between Chinese and Western, which will have an impact on students' Chinese comprehension and communication. The cultural quality and teaching ability of teachers need to be further improved. In particular, in the formation of multicultural concepts, rich cultural heritage, strong mother tongue communication skills, and the ability to use modern teaching methods.

3. In terms of second classroom teaching, there is also the disadvantage of “lack of immersion experience in extracurricular activities”. The second classroom here is relative to the first classroom, “refers to the language practice activities related to the first classroom in the social environment, according to the teacher's design and arrangement, and using the time outside the first classroom” [10]. The second classroom includes a variety of extracurricular activities, which complement and extend the classroom teaching content and play a very important role in promoting international students' understanding of Chinese culture. The activities do not fully consider the needs of students, which also reduces students' enthusiasm for participation to a certain extent, and cannot promote the formation of students' intercultural communication skills as soon as possible. The current university has less practice of extra-curricular activities, and some of the students reflect that the form of the activity was relatively simple, and they play the role of the outsider in the event, lack of real participation and in-depth experience. In general, foreign students are more inclined to visit and experience cultural teaching activities, but the current activity is less abundant in the curriculum of foreign students, and the form is not rich enough, and the student experience is not enough.

From the results and analysis of the above-mentioned questionnaires, it can be concluded that it is urgent to improve the Chinese language teaching to foreign student. First of all, teachers should follow the principle of taking into account the ancient and the modern and basing themselves on the contemporary in terms of teaching content; highlight the diversity and dynamics of Chinese civilization and China's national conditions, and deeply explore the cultural connotations and concepts behind the visible cultures. Secondly, teachers should scientifically select and use modern and diversified teaching

methods according to students' learning conditions and needs. Last but not the least, pay attention to the practical application of the second classroom, continuously expand and improve the “dialogue-based and heuristic” classroom teaching methods and “experiential and interactive” extracurricular practical courses and approaches, enrich the value of study abroad education in China, and steadily improve the gold content of “studying in China”.

Conclusion. Thanks to previous related theory and literature, the author can reveal the real condition of Chinese language teaching to foreign student in higher education. As we all know, one of the most spoken languages in the world is Chinese. One needs to be highly skilled at intercultural communication in order to master Chinese. Consequently, it is crucial to enhance students' intercultural communicative competence when teaching Chinese as a foreign language.

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