Research on the Relationship between TCSL and Chinese Ontology Based on Task-based Approach

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Abstract: The purpose of language research is to explain all kinds of language phenomena as reasonably as possible, to explore the commonness of human language and to serve its application. The research results of Chinese ontological grammar provide a theoretical basis for teaching Chinese grammar as a foreign language. Teaching Chinese grammar as a foreign language also provides a subject for the study of Chinese ontological grammar. The theoretical grammar of Chinese, i.e. the ontology of Chinese grammar, is the understanding and study of the laws of Chinese language. China's cultural soft power and the international influence of Chinese language have been improved accordingly. The enhancement of comprehensive strength has stimulated the demand for communication and inspired the vigorous development of Chinese international education. The domestic teaching of Chinese as a foreign language and the promotion of foreign language in China have conformed to the development of the times and accelerated the pace of China's internationalization. This paper starts with the ontology of Chinese grammar and the teaching of Chinese as a foreign language, and analyzes the connotation of Chinese ontology and teaching Chinese as a foreign language.

1. Introduction

Grammar is one of the three elements of language. Grammar teaching is the focus of language teaching in all languages. Whether in the field of Chinese ontology research or in the field of teaching Chinese as a foreign language [1]. It is generally believed that the study of Chinese ontology is the support of teaching Chinese as a foreign language, and teaching Chinese as a foreign language depends on the results of Chinese research. Communication is the first function of language. Language communication is accomplished through sentences [2]. Sentences are composed of words. Without words, sentences are no longer sentences. The theoretical grammar of Chinese, i.e. the ontology of Chinese grammar, is the understanding and study of the laws of Chinese language. Although it also involves many specific practical problems, it is a discussion and study of Chinese from phenomena to essence. Its purpose is to discover the law, improve and deepen the theory. China's cultural soft power and Chinese international influence have increased. The enhancement of comprehensive strength has stimulated the demand for communication and inspires the vigorous development of Chinese international education in China [3]. The study of Chinese ontology is the support of the study of teaching Chinese as a foreign language. The study of teaching Chinese as a foreign language also promotes the study of Chinese ontology [4].

The grammar of teaching Chinese as a foreign language is descriptive, normative, and practical. It serves the teaching and learning, but it is not systematic [5]. Many second language learners are likely to be using communication with a lot of biased interlanguage. When they use the second language for communication, they often adopt an avoidance strategy for some grammar projects that are difficult to understand and master. [6] Make the most reasonable explanation for the language phenomenon, including the use of certain analytical methods to confirm, differentiate and explain the ambiguity in the language [7]. Teaching Chinese as a foreign language has received more and more attention from national education departments and major universities and institutes. The teaching of Chinese as a foreign language at home and the promotion of Chinese abroad conform to the development of the times and accelerate the pace of internationalization of China [8]. Teaching Chinese as a foreign language is an interactive relationship between Chinese ontology

research. The study of Chinese grammar ontology is the foundation of teaching Chinese as a foreign language. The deeper and more thorough the study of grammar ontology, the stronger the foundation of teaching Chinese as a foreign language grammar.

2. Teaching Chinese Grammar as a Foreign Language

Before further studying the relationship between teaching Chinese as a foreign language and the study of Chinese ontology, we should first clarify the purpose of language research. Interpretation of linguistic phenomena, including ambiguity, will have different levels, which is related to our understanding of the grammatical phenomenon. Grammar teaching is different from phonetics, vocabulary and words. It plays an important role in the teaching of language elements. Grammar learning also plays an important role in the learning of language elements. The fundamental goal of language teaching is to enable learners to master language skills and abilities. The fundamental purpose of teaching Chinese as a foreign language is also to enable learners to master the ability of communicating in Chinese. The actual needs of teaching Chinese as a foreign language and the problems raised or presented by students force the study of Chinese ontology to be further refined [9]. Language research uses a certain analysis method to distinguish the various ambiguities in Chinese language and literature, and then rationalizes them. Through the analysis of different levels of ambiguity, the Chinese communicative competence can be further improved.

For beginners, when they first started to get in touch with Chinese, they didn't know much about Chinese, and their vocabulary was very limited. The main point of learning Chinese is also the study of Chinese pronunciation. The ultimate goal of scientific research is to apply, and language research is no exception. One of the purposes of grammar analysis and research is to help people use language. And whether it is for positive or negative language use, we must give a reasonable explanation, so that people not only know it, but also know why. The teaching of Chinese as a foreign language relies on the study of Chinese ontology, and the study of Chinese ontology provides support for teaching Chinese as a foreign language. The achievements of Chinese ontology research include the description of linguistic facts and the revelation and explanation of grammatical rules. The grammatical theories summarized, sublimated and generalized on the basis of full description of linguistic facts. We can't help but see the role of teaching Chinese as a foreign language in activating, expanding and promoting the research of Chinese ontology. The study of Chinese language ontology in teaching Chinese as a foreign language is guided by imparting foreign students'practical ability to use Chinese language. Emphasis is laid on the study of the specific application and expression of Chinese in the current form.

In the primary stage of teaching, teachers generally pay attention to students'Chinese pronunciation, focusing on correcting the pronunciation of new words. The explanations of new words are limited to the meanings used in the text and have less expansion. A questionnaire survey was conducted among teachers of Chinese as a foreign language. Among the teachers surveyed, the oldest is 55 years old and the youngest is 24 years old. A total of 50 questionnaires were sent out, 47 were recovered, and the number of valid responses was 45. The main purpose is to understand the attitude of the Chinese-speaking teachers to cultural teaching and cultural testing, as well as their specific practices in teaching practice. The results of the questionnaire are shown in Table 1.

Table 1 Survey results

	Disagree	Uncertain	Agree
Culture is essential in foreign language teaching	3	23	19
Our school's cultural teaching lacks a system and does not form a system	19	13	13
Know how to improve classroom culture teaching	5	28	12
Students can get enough exotic culture from the current foreign language courses	20	14	11
Receive specialized training in cultural teaching	21	16	8

The method of Chinese ontology research is roughly the same as other language research methods. Most of the teaching methods teach students the basic elements of language research through comparative analysis and investigation. Each teacher has his own unique teaching methods and characteristics. Although the methods are different, the same goes for the same purpose, so that the students can better grasp the content they have learned. It must be understood that the fundamental purpose of teaching Chinese as a foreign language is to enable foreign students to learn and master Chinese as a communication tool. That is to say, the basic teaching of teaching Chinese as a foreign language is the teaching of Chinese language and characters. In the aspect of Chinese pragmatics, the main problem is how to distinguish the commendatory and derogatory meanings of Chinese. In addition, foreign students are confused in distinguishing whether Chinese is used in written or spoken language. On the basis of applying basic language research methods and combining with the actual language use environment, Chinese research in teaching Chinese as a foreign language can further make foreign students understand Chinese profoundly by using the research methods of practical teaching.

3. The Relation between the Ontological Study of Chinese Grammar and the Teaching of Chinese Grammar as a Foreign Language

The study of grammar theory has an important guiding role in the teaching of second language. Many problems that are difficult to solve in teaching can be helped by grammatical ontology research. The study of Chinese ontology has further promoted the development of teaching Chinese as a foreign language. With the continuous development and improvement of teaching Chinese as a foreign language, the level of research on language ontology has been increasing. The results of Chinese ontology research include the description of linguistic facts and the revealing and explanation of grammatical laws. The Chinese study we have done is to solve the problems that arise in the communication between our Han people, and to serve the Chinese language discipline [10]. As a teacher of teaching Chinese as a foreign language, he should have high teaching art and certain teaching skills. The teaching of Chinese as a foreign language is based on Chinese, which requires a higher comprehensive quality of Chinese language for the teachers. The teaching of Chinese as a foreign language should have a strong learning ability and research innovation consciousness.

For a teacher engaged in teaching Chinese as a foreign language, first of all, he should have a strong sense of learning, so that he has a profound knowledge, so that he has the art and skills of teaching. On the whole, the hypothetical model of the relationship between the three dimensions of the teaching process and the learning effect agrees with the observed data. The path coefficients of the path model are significant. Fig. 1 is the dimension of effective classroom environment and the path analysis model of learning effect.
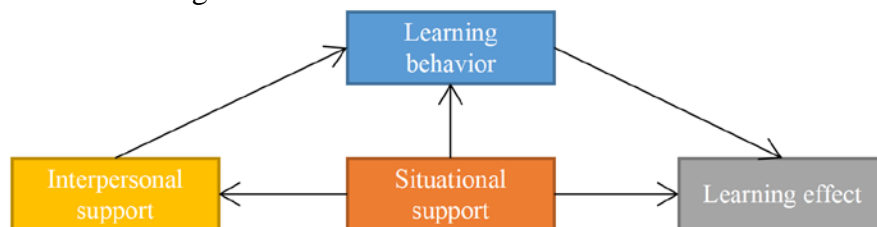

Fig.1. Path analysis model

Students are the main body of learning. Students' learning motivation and learning strategies have the greatest impact on the effect of foreign students learning Chinese. As a second language teaching, teaching Chinese as a foreign language aims to strengthen the communicative competence of foreign students. The data of the scores of the Chinese language proficiency test of the experimental class and the control class were statistically analyzed by statistical software. After the experiment, the test scores of the two classes were compared again, as shown in Table 2.

Table 2 Two pre-test data

	Experimental class	Control class 1	Control class 2
Number of people	55	56	55
Chinese level average score	73.5	72.8	73.2
Chinese level post-test average score	81.7	73.5	74.3

In the teaching of Chinese as a foreign language, it is necessary to give students some Chinese knowledge just right. Including speech knowledge, vocabulary knowledge, grammar knowledge and Chinese character knowledge. Using the results of previous Chinese ontology research to establish a systematic Chinese language teaching service. Be good at identifying breakthroughs in solving a student's grammatical or lexical or Chinese characters, and be good at dealing with certain problems and mistakes in students. Use existing knowledge and research results to make clear and common explanations. In the actual teaching process, most of the teachers'vocabulary teaching methods use English-to-English translation to explain the meaning of words. It is an important guarantee for the success of teaching Chinese as a foreign language to conduct in-depth research and analysis of Chinese noumenon in the light of students'different learning abilities. The emergence of foreign teaching problems directly mobilizes the enthusiasm of relevant personnel for the study of Chinese ontology. In order to find a way to solve the problem and give full play to its ability, the study of Chinese ontology should be deepened and expanded from the side.

4. Conclusion

The teaching of Chinese as a foreign language and the study of Chinese ontology complement each other and have an indispensable two-way interactive relationship. Teachers engaged in teaching Chinese as a foreign language must have a sense of self-esteem and self-esteem. With more and more people learning Chinese, the teaching of Chinese as a foreign language has been constantly developed and improved. The research field of Chinese teaching method is getting deeper and deeper, and the research level is becoming more and more elaborate. The study of Chinese ontology provides a theoretical basis for teaching Chinese as a foreign language, and the development of teaching Chinese as a foreign language promotes the further study of Chinese ontology. The study of Chinese morphemes and Chinese word formation in Chinese ontology is applied to the teaching of vocabulary for Chinese as a foreign language, combining ontology research with the study of vocabulary teaching in Chinese as a foreign language. It can help students better master Chinese vocabulary and achieve the goal of rapidly increasing vocabulary. In the future practice of Chinese teaching, the two complement each other and jointly promote the globalization of Chinese teaching in China. In the teaching of Chinese as a foreign language, teachers must not only adopt different teaching methods and strategies according to different vocabulary types, but also adopt corresponding teaching methods according to different learners.

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