Three Thoughts on the Construction of Chinese Teaching Resources

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Keywords: Chinese language, Teaching, Resource database

Abstract: Chinese language teaching has played a positive role in improving the development level of international talents and the inheritance and development of Chinese excellent traditional culture. This paper makes a detailed analysis on the formation and innovation of relevant resources, the establishment and improvement of construction mechanism and platform function, and the construction of socialized context of teaching materials in the process of Chinese language teaching resources construction, so as to lay a solid foundation for further improving the comprehensive level of Chinese language for international talents and the establishment and improvement of Chinese language teaching resource database in China.

1. Introduction

In terms of teaching resources, from a broad perspective, it mainly refers to the sum of resources that provide diversified services for teachers' teaching and students' learning, including not only various teaching materials closely related to teaching contents and teaching methods, but also various systems related to educational policies and human capital, and even teaching conditions and teaching facilities. In a narrow sense, it mainly refers to all kinds of materials related to the teaching content. This paper mainly discusses the teaching resources at the narrow level. The related content is a concept with broad extension characteristics. According to different types, teaching resources are divided into explicit materials and implicit materials. Explicit materials mainly include network multimedia materials and text materials, and implicit materials include teaching knowledge, teaching ability, teaching methods and teaching strategies. The establishment and improvement of the teaching database can provide positive help for the further improvement of the quality and efficiency of Chinese language teaching. Relevant personnel need to pay great attention to it, strengthen the in-depth research on teaching theories and teaching methods, promote the all-round development of international Chinese education, and create a good environment for the self-improvement of Chinese language teachers and the establishment of a community of Chinese teachers, so as to promote the standardization of Chinese education in the international context.

2. Strengthen the Integration and Innovation of Teaching Resources

2.1 Strengthen the Active Development of Basic Teaching Resources

It is necessary to actively develop teaching resources based on *Chinese Level Standard of International Chinese Education*, which is not only an important basis for textbook compilation, overall design, classroom teaching and classroom testing in the process of Chinese language teaching at the international level, the main topic basis for China's national Chinese level assessment, but also a reference for China to compile dictionaries and dictionaries commonly used in international Chinese education, as well as computer word bank, syllable bank, word bank and grammar banks, the guidelines for the co-construction of various international Chinese education new situations and new platforms in the Internet era, and the basic basis for the innovation of evaluation contents in all kinds of Chinese learning and Chinese teaching. Especially after China has fully entered the digital era, the learning resources related to Chinese language grammar and

words are no longer the concepts of grammar, dictionary and dictionary in the traditional sense, but fully integrate the relevant contents to form a new resource database concept. These resources have obvious dynamic characteristics, so that different learners can flexibly combine relevant resources in combination with their own actual needs [1].

2.2 Develop Supporting Teaching Materials Leading Various Curriculum Standards

Chinese language textbooks are the materials used in the teaching process. They are not limited to textbooks, but all the materials that are helpful to Chinese language learners. Because the teaching environment, teaching objectives and teaching objects have diversified characteristics, the corresponding curriculum standards also have diversified characteristics, which makes the content of relevant teaching materials extremely rich. For example, when there are certain differences in the age of Chinese language learners, in the process of stimulating learners' learning motivation, for children, the interest of teaching resources is far more important than systematicness and practicability, and the selected content of Chinese language teaching resources should conform to children's cognitive characteristics and interest characteristics, and can provide diversified help for children's intellectual development, attach great importance to the natural acquisition of children's language knowledge and strengthen the active application of implicit teaching strategies. When setting learning goals for learners, we should develop Chinese language resources and syllabus under the framework of special purpose language teaching theory. When there are some differences in the fields added in Chinese language, the registers are also obviously different, which makes the syllabus of Chinese language resource construction have diversified characteristics. When the learning environments of Chinese language are different, the corresponding resource construction and syllabus content will also have obvious "linguistic" characteristics [2].

3. Strengthen the Establishment and Improvement of the Construction Mechanism and Platform Function of Teaching Resources

3.1 Strengthen the Establishment and Improvement of the Construction Mechanism of Shared Resources between Teachers and Students

The overall design and management of the construction of Chinese language teaching resources needs the theoretical guidance and practical experience of a large number of Chinese language teaching experts to give active assistance. However, the main body of the construction of Chinese language resource database should be dominated by industry famous teachers to ensure that the construction community of Chinese language teaching resources is established and improved. At the same time, Chinese language learners should be participants in the construction of teaching resources, be able to highlight the concept of learner-centered resource construction, and ensure that learners' subjective initiative is fully stimulated. In the process of contacting and using the Chinese language, learners can provide the Chinese language corpus with the content they believe to be of learning value and interested in, and can also put forward reasonable opinions and suggestions on the processing of Chinese language resources in combination with their own actual cognition and rich learning experience, so as to provide reference for other learners, ensure that the established Chinese language resource database can meet learners' learning laws and learning needs [3].

3.2 Promote the Establishment and Improvement of the Global Community of Chinese Language Teachers through the Construction of Teaching Resource Database

For the significance of the construction of Chinese language teaching resource database, it is not only to provide rich materials for teachers' teaching and students' learning, but also to comprehensively promote Chinese language teaching research and teachers' professional development as a comprehensive function and goal orientation. By establishing the Chinese language teaching resource database, we can integrate the rich teaching experience of a large number of professional teachers into the sharing mechanism, create a good environment for the discussion of Chinese language teaching and the popularization of advanced teaching ideas, and

create a good platform for the establishment and improvement of the community of Chinese language teachers. There is an inseparable relationship between the professional development of Chinese language teachers and the construction of teaching resources. This is because in the process of improving and developing their professional ability, whether studying theoretical knowledge or carrying out practical teaching, teachers can obtain a large number of measures and methods to improve and develop themselves in the process of reflection, so as to actively make up for their own shortcomings, and actively invest in the construction of Chinese language teaching resources. Only by building a Chinese language teaching resource database with advanced and perfect nature can we make the advanced teaching concepts and language standards widely popularized [4].

4. Pay Close Attention to the Socialization Context of Chinese Language Teaching Materials

4.1 Strengthen the Active Collection and Utilization of Chinese Language Knowledge Corpus

The real Chinese language corpus mainly refers to language materials, which can be defined as all discourse sent by Chinese speakers in the target environment of non-language teaching. It mainly has two characteristics. The real corpus must be the product of a specific context, and the naturalness of the language shouldn't be damaged to highlight a Chinese language teaching point. However, many corpora have low standardization, which are not only mixed with a large number of oral languages, but also contain many local dialects. Therefore, these corpora can only be used as listening and reading teaching materials for advanced learners, but not as the object of learning and imitating Chinese language, so as to further improve the understanding ability of Chinese language learners in the real environment. In recent years, Chinese language teachers prefer concise materials in film and television works. Although the corpus involved in such materials is the product of literary creation, its purpose is not for Chinese teaching. Therefore, it is usually subjectively considered as real corpus [5].

4.2 Integrate Diverse and Rich Social and Cultural Contexts into Chinese Language Teaching Materials

For Chinese language teaching materials, the relevant contents can't all come from the real environment. Especially when learners are in the primary stage, it often happens to compile Chinese language corpus in order to achieve teaching objectives. For a teacher whose mother tongue is Chinese, what he said is a kind of real corpus, but it is necessary to avoid making up the relevant corpus in order to highlight a certain knowledge point in the process of compiling teaching materials. On the basis of fully ensuring the natural characteristics of Chinese language corpus, in order to make learners have a deeper perception of Chinese society and Chinese culture, in the process of displaying the social and cultural context of a language project, we should start from different angles as far as possible, make learners fully understand the form and expression function of Chinese language with the help of typical corpus, which is also the consensus of Chinese language academia [6].

5. Conclusion

Chinese language teaching materials is one of the contents of the "three teaching" problem in Chinese language teaching. From the overall level, the problem of teaching materials is the epitome of the problem of teaching resources. The problem of teaching resources is closely related to the problems of teaching and teachers, and the problem of "three teaching" is also inextricably related to the learning process, learning environment and learners. In other words, the content and form of building Chinese language teaching resources mainly depend on the specific learning process and the actual needs of learners. Strengthening the establishment and improvement of the Chinese language teaching resource database can provide positive help for the wide application, comprehensive test and wide popularization of the theoretical research results of Chinese language teaching, actively respond to the requirements and calls of modern education reform with students as the core, strictly follow the objective laws of Chinese language learning, fully meet the

diversified needs of different learners for teaching resources in different learning environments, and contribute to further optimizing the quality of Chinese language teaching and improving the influence of Chinese language at the international level.

Acknowledgement

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