

Overview of the Application of Situational Teaching Methods in the Teaching of Chinese as a Foreign Language

Xinyue Liu, Yongyi Wen*

School of Humanities and Management, Shaanxi University of Chinese Medicine, Xianyang, Shaanxi, 712046, China

*Correspondence Author

Abstract: *Situational law occupies a key position in the education of Chinese as a foreign language. This article has studied and sorted out the relevant materials in recent years, elaborated on the meaning, characteristics and its application and impact of Chinese as a foreign language teaching, and summarized some problems and corresponding solutions encountered by the current situational method in Chinese as a foreign language teaching, hoping to provide Chinese as a foreign language education. Workers bring clear understanding and reference.*

Keywords: Situational Teaching Method, Chinese Education as a Foreign Language, Teaching Methods.

1. Introduction

With the gradual development and improvement of Chinese as a foreign language education, the teaching mode of Chinese as a foreign language has gradually changed from the perspective of being relatively boring and excessively pursuing practicality in the past to the perspective of being guided by teachers, organizing students to take the initiative and creatively learn, and strengthening their interest in learning, and the situational teaching method is one of them. Through the study of foreign Chinese teaching scenarios, this paper analyzes its development status, functions, application methods, existing problems and countermeasures from a large number of examples and literature, hoping to provide a reference for the development of foreign Chinese teachers.

2. Situational Teaching Method and Teaching of Chinese as a Foreign Language

2.1 Definition and Characteristics of Situational Teaching Methods

2.1.1 Definition

The situational teaching method is a new teaching method explored by British linguists in the 1920s and 1930s. It was developed on the basis of direct method between 1930 and 1960, which is opposed to the traditional translation method. It advocates that learners take the initiative to acquire language under the perception of the environment, rather than simply relying on the translation between sentences to acquire knowledge and learn languages.

Li Lian (2022) believes that situational teaching is for teachers to reproduce the situation in a vivid form according to the content of the textbook to promote students' mastery of knowledge and skills. Yu Jinli (2020) pointed out that the situational teaching method is that teachers introduce scenes into real life through teaching aids, body language and oral language, so that students can actively accept knowledge. Tang Zhifang and Deng Hao (2019) put forward the view of contemporary learning theory, which believes that situational

teaching is unified by the four elements of learners, teachers, tasks and environments, and plays a joint role in promoting students' learning. It can be seen from the above that most of the definitions of situational teaching methods in these literatures are biased towards teachers to take the initiative to create scenarios for students to learn and create a healthy learning atmosphere.

2.1.2 Characteristics of situational teaching method

Situational teaching first emphasizes the truth and meaning of situational creation; secondly, it pays attention to emotional cognition and the influence of situational factors; in English teaching, it is necessary to pay attention to the priority of oral language and the use of target language; finally, teachers' responsibilities increase and the workload increases. In addition, it also has the following characteristics, with clear goals, so that students can play a main role in learning (Li Lian, 2022); classroom teaching needs hierarchical optimization and classroom language as the object (Yu Jinli, 2020).

2.1.3 Characteristics of teaching Chinese as a foreign language

First, there is no compound consonant in Chinese. The occurrence rate of Chinese vowels is high, the tone is rich, the syllables are numerous and complex, and the difference between phonetics and phonetics is clearly clear. It is believed that the phonetic characteristics of Chinese have a great impact on the learning of Chinese, and will also cause great obstacles in the learning process, which often cause headaches. Any mistake in any link will have an adverse impact on the learning process of Chinese. (Liu Ziyang, 2018)

Second, teaching Chinese as a foreign language is both language teaching and second language teaching. That is, the task of teaching Chinese as a foreign language is to teach students language, so that they can master Chinese-related knowledge and communicate in Chinese. The teaching of Chinese as a foreign language has been distinguished from the teaching of Chinese as a mother tongue. (Wu Yangyang,

2019)

3. Application and Role of Situational Teaching Methods in Teaching Chinese as a Foreign Language

3.1 Application of Situational Teaching Method in Teaching Chinese as a Foreign Language

Ji Xin and Ding Mingxue (2019) believe that the application of situational teaching method to teaching Chinese as a foreign language can arouse students' interest and enhance the motivation to learn. The adoption of situational teaching methods can make students more proactive, participatory and enthusiastic; it can improve students' confidence and make the content taught more easy to understand. If the teacher explains in a relatively easy-to-understand language, then students will understand and learn faster; at the same time, it can also improve students' reading and performance ability; if you want to improve students' communication skills, you must let students cooperate with each other, communicate with each other.

Ren Qiping (2021) pointed out that teaching is a systematic process. With the correct use of situational teaching methods, various possible developments may be transformed into actual development possibilities. In addition, there are a variety of teaching aids applied to situational teaching methods, which are conducive to students' mastery of knowledge and deepen their impressions. They can also simplify complex knowledge points, make the boring classroom atmosphere interesting, mobilize students' enthusiasm and enthusiasm for learning, and make teaching more targeted.

Through analysis, Li Lian (2022) found that there are still many problems in the practice of domestic situational teaching methods. For example, situational teaching does not pay attention to the main position of students, does not create scenarios in combination with the content of textbooks, and does not pay attention to the degree of participation of students, resulting in not highlighting the advantages of situational teaching and affecting the teaching effect.

3.2 The Role of Situational Teaching Method in Teaching Chinese as a Foreign Language

Yu Ningning (2019) pointed out in "The Application of Situational Teaching Method in Vocabulary Teaching of Chinese as a Foreign Language" that in the teaching of Chinese as a foreign language, the situational teaching method is an important teaching method. It is different from the traditional teacher-led teaching method. It embodies the teaching method with students as the main body and can stimulate students' Enthusiasm for learning helps learners better understand the meaning of vocabulary and how to use them in a specific environment, so as to improve their communication skills and abilities.

Cao Zijian (2021) pointed out that the situational method improves students' Chinese level by setting real scenarios, so that students can integrate into the classroom, and plays an important role in Chinese teaching. Therefore, the application of the situational teaching method in Chinese classes is

conducive to improving learners' Chinese level and can help students improve the Chinese they have learned. It is used in daily life and communication.

Luo Man (2022) said that through situational teaching, it can create a lively and interesting classroom atmosphere for students, stimulate their interest in learning, enhance their main position in learning, and then improve their learning ability and application ability.

In a word, the use of situational teaching in the process of teaching Chinese as a foreign language can make Chinese learning more vivid, so that foreign students have a deeper understanding of Chinese and be proficient in using Chinese for language communication. Therefore, when teaching, teachers should formulate appropriate teaching tasks according to the specific characteristics of international students. The creation of the situation should be combined with the content of the textbook. At the same time, we should pay attention to various influencing factors and find countermeasures to continuously optimize the content of situational teaching. Guided by situational teaching, give full play to the main role of students, so that students can master the basic skills of Chinese, so that they can play a double role in teaching Chinese as a foreign language.

4. Situational Teaching Method in Situational Classification in Teaching Chinese as a Foreign Language

Through the analysis and collation of references, the situational teaching method is divided into three categories in the teaching of Chinese as a foreign language:

First, experiential scenarios. By creating situations, students can role-play in the classroom, so that they can get the language knowledge they have learned emotionally. For example, students can show the course content through role-playing, so that they can learn the meaning and usage of words in performance.

Second, the narrative scenario. The teacher will make a targeted description of certain scenes according to the content of the textbook, use questions, from shallow to deep, and explain the scene with examples, scenario descriptions, etc., so that students can have a clear impression of the scene.

Third, face-to-face scenarios. That is to say, teachers use modern educational technology to present pictures, songs, videos and other contents to students, so that students can better understand and master new knowledge. Teachers' expressions and movements in the classroom can also give students an intuitive situational experience.

Situational teaching method and Chinese are both important means of communication between people, and the ultimate goal of language learning is also communication. Therefore, classroom teaching of Chinese as a foreign language should pay more attention to practicality and communication. Situational teaching can provide students with more opportunities for imitation and practice, so as to improve students' enthusiasm for learning and teach Chinese as a foreign language. It is possible for teachers to create a good

classroom atmosphere. In a word, the situational teaching method is a student-centered teaching method that is different from the traditional teacher-oriented teaching method. It is a student-centered teaching method that can be recognized by the majority of teachers. This not only increases students' participation, but also increases the interest of language, enhances their language communication ability, and promotes the development of Chinese. (Yu Ningning, 2019)

5. Problems and Corresponding Solutions in the Application of Situational Teaching Methods in Chinese as a Foreign Language

The use of situational methods has greatly enriched the current teaching methods and methods, enabling students to master more knowledge, improving their learning ability and improving their learning efficiency. However, at present, when applying situational methods to teaching Chinese as a foreign language, it still faces the following problems, and as a foreign Chinese teachers, what kind of teaching strategies should we adopt?

5.1 Problems Arising in the Application of Situational Teaching Methods in the Teaching of Chinese as a Foreign Language

First, Tang Zhifang and Deng Hao (2019) pointed out that in the teaching of Chinese as a foreign language, situational teaching has problems such as students' lack of subjectivity, poor implementation effect of teachers, mismatch between teaching tasks and scenarios, and inability of relevant resources to effectively support situations.

Second, Li Lian (2022) believes that situational teaching does not pay attention to the main position of students. When creating scenarios, some teachers do not incorporate these factors into their own perspective for analysis, and will also put forward some of their own opinions and questions, so as not to highlight the advantages of situational teaching, so as to It has the teaching effect of the classroom. There is no scenario set according to the content of the textbook. Some scenarios are not in line with the real textbook, and it cannot create a learning situation related to real life for students. It does not pay attention to the degree of participation of students, and there is no good communication with students. It is only applicable to students with learning ability to participate together. For those Students with poor academic performance do not have a high degree of participation, resulting in some students being just onlookers in the classroom, which will affect the overall quality of the whole education.

Third, Chen Youpeng (2022) once said that the problem of the situational teaching method in the application of teaching Chinese as a foreign language is that the situational creation is not reasonable enough, does not put students first, and does not focus on the needs of students. Of course, the teaching situation created in this way is also unreasonable, and the needs of students Not too close; the effect on the mobilization of students' emotions is not strong, because it is difficult to learn Chinese, so many students do not learn anything in class, or forget the next class after one class, which causes some students to have a feeling of superficial and getting by when

learning. There is a lack of differentiated design for different teaching situations, and there is a lack of different situational settings according to different teaching tasks. Teachers only focus on oral and ignore listening and writing.

5.2 Strategies for Solving Problems in the Teaching and Application of Situational Teaching Chinese as a Foreign Language

First, Tang Zhifang and Deng Hao (2019) proposed that it varies from person to person to achieve the unity of personality and commonality. First of all, we should take into account their knowledge, experience, ability and other factors. Secondly, we should consider the cultural background and way of thinking of students. Finally, we should pay attention to students' interests and personalities in the teaching process. Features; Teach according to the "material" to combine the teaching content and form; according to the different textbooks and content, adopt different methods to create different scenarios; take advantage of the situation to realize the unity of preset and generation. It should not only pay attention to the logic and effectiveness of knowledge, but also reflect the planning of teaching, and also We should put the process and quality of life experience first to reflect the dynamism of teaching. It is necessary to achieve the unity of diversity and integrity according to the actual situation.

Second, Ji Xin and Ding Mingxue (2019) pointed out that it is necessary to put forward higher requirements for teachers, arrange the teaching process and teaching content in a reasonable and orderly manner, so that students can actively participate, and make the classroom orderly; improve the requirements for students, adopt the teaching situational teaching method, and require students to actively participate, so for students' learning Attitude puts forward higher requirements; publish better textbooks. In the situational teaching method, there must be a matching textbook, which is beneficial to interpretation and learning; pay attention to context teaching, pay attention to cultural differences, understand certain customs of the other country, and avoid misunderstandings.

Third, Roman (2022) believes that using the method of two scenarios to be reproduced to achieve the goal of "learning to use". In the teaching process, first of all, "situational reproduction" is carried out to guide students to self-study through examples; secondly, the situational reproduction method, through the guidance of teachers and the combination of theoretical research, corrects the subject knowledge structure of Chinese international education and improves the teaching level of Chinese as a foreign language.

6. Conclusion

At present, there are two main research forces in the research of Chinese teaching. One is written by front-line teachers, mostly based on their own personal experience. The other is to draw on the experience of experts and scholars to theoretically explore situational teaching, and strive to build a complete theoretical system of situational teaching. Throughout the development of Chinese education, it is difficult to summarize a complete theoretical system from the existing research results, and it is also difficult to sort out a certain theoretical

school and a theoretical view. At present, there is very little research on the evaluation of Chinese teaching, and in terms of specific teaching strategies, it is also a question worth thinking about. For example, how should the situational teaching method be used for the teaching of different Chinese modules? What new problems will students have in teacher situational teaching? How can we solve these new problems? Is there any difference in the new strategy in different scenarios? However, there is very little research on this aspect at present, so the future research on Chinese teaching can be further discussed in this aspect. Generally speaking, the domestic research on Chinese teaching is still in its infancy, involving fewer fields and less depth of research, and there is still a lot of room for development to explore.

On the basis of summarizing the research results of the application of relevant situational teaching methods in teaching Chinese as a foreign language at home and abroad, this paper summarizes the concept, characteristics of situational teaching and the application and effect of situational teaching in teaching as a foreign language through the study of relevant situational teaching methods at home and abroad in recent years, and Corresponding countermeasures are proposed in order to provide ideas and guidance for the application of Chinese teachers as a foreign language in Chinese teaching.

References

- [1] Yu Ningning. Application of Situational Teaching Method in Vocabulary Teaching of Chinese as a Foreign Language [J]. Sino-foreign exchange, 2019(9):41.
- [2] Ji Xin, Ding Mingxue. The application of situational teaching method in the teaching of idioms in Chinese as a foreign language [J]. Shanxi Youth, 2019(3):268.
- [3] Ren Qiping. Research on the teaching design of intermediate comprehensive courses of Chinese as a foreign language under the situational teaching method [D]. Heilongjiang: Harbin Normal University, 2021.
- [4] Cao Zijian. Teaching design of advanced oral courses in Chinese as a foreign language based on the situational teaching method [D]. Heilongjiang: Harbin Normal University, 2021.
- [5] Luo Man. Research on the Integration of Situational Simulation and Inquiry-based Teaching in "Chinese as a Foreign Language Teaching Method" [J]. Talent and wisdom, 2022(32):68-71.
- [6] Li Lian. Discussion on the application strategy of situational teaching in teaching Chinese as a foreign language [J]. Scientific consultation, 2022(8):122-124.
- [7] Yu Jinli. The application of situational method in the teaching of elementary Chinese as a foreign language [J]. Chinese Character Culture, 2020(24):97-98,109.
- [8] Su Yuanbin. " Applied analysis of the "staged, situational and experiential" teaching mode in the teaching of Chinese as a foreign language [J]. International Public Relations, 2020(11):45-46.
- [9] Tang Zhifang, Deng Hao. The dilemma and application strategy of situational teaching in the teaching of Chinese as a foreign language [J]. Education Review, 2019(8):134-140.
- [10] Wu Yangyang. Use specific examples to explain the nature and characteristics of teaching Chinese as a foreign language [J]. Prose Hundred Schools, 2019, (04):217-218.
- [11] Liu Ziyang. Brief analysis of the phonetic characteristics of Chinese and the phonetic teaching of Chinese as a foreign language [J]. Caizhi, 2018,(36):110-111.
- [12] Wang Shanshan. The application of game method and situational method in the teaching of Chinese as a foreign language -- Take the teaching practice of Leyao Primary School in Thailand as an example [D]. Hunan: Hunan Normal University, 2018.
- [13] Yu Xiaozhi. Chinese and Western theoretical resources that can be learned from in the preparation of foreign cultural textbooks [J]. Journal of Yunnan Normal University (Teaching and Research Edition of Chinese as a Foreign Language), 2023,21(4):54-61.
- [14] Leidani. Research on the Application of Language Landscape in Chinese Situational Teaching Method--Take Xi'an Language Landscape as an Example [D]. Shaanxi: Xi'an University of Petroleum, 2023.
- [15] Chen Youpeng. Research on the application of situational teaching method in the teaching practice of Chinese as a foreign language [J]. Times Report (Running), 2022,(05):122-124.
- [16] Shi Tong Yan. Research overview of the application of situational teaching methods in teaching Chinese as a foreign language [J]. Writer's World, 2021, (11):55-56.
- [17] Duan Yaqi. Research on the application of situational teaching method in intermediate oral teaching of Chinese as a foreign language [D]. Dalian University of Foreign Studies, 2020.
- [18] Linxian. Specific application of situational teaching method in the teaching of spoken Chinese as a foreign language [J]. Journal of Jiamusi Vocational College, 2019, (08):136+139.
- [19] Ning Lina. The application of situational teaching method in the process of teaching Chinese as a foreign language - take Chinese online buzzword teaching as an example [J]. Journal of Shanxi University of Radio and Television, 2023,28(03):18-21.
- [20] Guo Yue. One-on-one primary oral course teaching design based on situational teaching method [D]. Jilin University of Foreign Studies, 2023.
- [21] Wu Xiaoyu. Research on Online Chinese Vocabulary Teaching Practice for Chinese-American Students Based on Situational Teaching Method [D]. Zhejiang Institute of Science and Technology, 2022.
- [22] Ren Jiawei. Applied research on situational teaching method in online Chinese vocabulary teaching for overseas Chinese children [D]. Xi'an University of Architecture and Technology, 2022.
- [23] Ji Yuehua. The design and application of situational method in comprehensive Chinese teaching [J]. Literary Education (Part II), 2022, (03): 59-61.
- [24] Yao Rongle. The design and application of situational teaching method in oral Chinese teaching [J]. Literature Education (Part II), 2021, (08): 70-71.
- [25] Bo Yaoyao. Applied research on situational teaching method in the teaching of elementary Chinese vocabulary for international students coming to China [D]. Xi'an University of Petroleum, 2021.