

The enlightenment of Chinese ontology study to the construction of Chinese curriculum system for international students in China

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Abstract

This paper examines Chinese from the perspective of ontological philosophy, making dynamic observations and explanations on the connotation and ontological characteristics of Chinese as a second language. Based on this, We innovated the construction of a large-scale Chinese curriculum system, and carried out active and beneficial explorations for improving the quality of education for international students in China.

Keywords: Chinese ontology, international students, curriculum system

Introduction

With the international promotion of Chinese and the progress of the internationalization of higher education, the number of international students in China has been increasing, which has put forward higher requirements for the research, integration and innovation of curriculum construction and pedagogy. Among them, the Chinese curriculum construction and teaching quality, as the key link in attracting foreign students to China and developing cooperation between international institutions, have become the focus of discussion. Whether Chinese is used as a curriculum system or as a teaching object, it is undoubtedly the foothold of all these research or practical activities.

What are the similarities and differences in the connotation and characteristics of Chinese as language curriculum and pedagogical category for foreign students and Chinese as the mother tongue? Many domestic linguists, scholars and teachers of Chinese as a foreign language have conducted extensive and in-depth discussions. Among them, Bisong Lü's views are the most representative and influential, "The mother tongue is named from the perspective of ethnicity, generally refers to the original National language", "The first language is the language that is first learned and acquired after birth. Most people's first language is the mother tongue. The second language is other languages that are learned and used after the first language. The language of the nation that is learned and used after the first language, and the languages of other nations in the country and foreign languages are all second languages" (Bisong Lü, 2007) [1]. Based on this, the "Chinese" in the Chinese curriculum and pedagogical category for international students in China is essentially Chinese as a second language.

The ontological interpretation of Chinese as a second language

"Ontology" was first proposed by P. Gocolenius, a German scholar in the 17th century. This word is composed of ont (όντ) plus the suffix for "learning" and "doctrine"—ology, That is, the knowledge about ont which derived from Greek and a variant of on (όν), is equivalent to being in English, also the "being" of Parmenides which is about the doctrines of "ontology", "being" and "to be".

What is the core of the study of Chinese as a second language? Wenguo Pan explained this, the so-called "Study on Chinese as a foreign language should be a study of Chinese ontology based on comparison, for the purpose of teaching, and for foreigners." This interpretation is consistent with the characteristics of Chinese as a second language and its teaching essence.

Chinese ontology based on contrast

The teaching of Chinese as a second language includes Chinese teaching for international students in China and Chinese teaching abroad. Except for differences in teaching objects, learning motivation, language environment and teaching conditions, the learners' first language or mother tongue is very different from Chinese, even belong to two completely different language systems. It is very necessary to conduct a comparative analysis and discussion on the difference between the learner's mother tongue and Chinese, so as to explore the ontological characteristics of Chinese as a second language and seek the corresponding teaching methods. This also puts forward the research demands of nationalization.

Chinese Ontology for teaching purposes

The ontological study of Chinese as a second language should serve Chinese teaching. It's meaningful to Investigate and discuss the phonetic, vocabulary, grammar, and Chinese character features of Chinese as a second language in the teaching context. The former is language teaching, whose purpose is to enable learners to use language to communicate. Teaching Chinese as mother tongue belongs to the category of linguistics teaching. We call it "Chinese language and literature", there are not only the elements and requirements of language, but also literary and culture, pointing to the perfection of the human spirit. Therefore, they are different in the selection of teaching content, teaching focus, the design of listening, speaking, reading and writing skills training, and the treatment of cultural elements.

Chinese Ontology for foreigners in China

"Teaching Chinese as a second language is a second language teaching for non-native Chinese speakers. Chinese as a second language is taught for those whose native language is not Chinese, generally referring to foreigners." (Fuhua Liu, 2014) [3] For foreigners, this determines that the study of Chinese ontology has different characteristics from the mother tongue or the first language, which is mainly reflected in the study of learner's cognition and Chinese acquisition process and acquisition mechanism. Specifically, the content includes the acquisition of pronunciation, tones, vocabulary, Chinese characters, grammar, pragmatics, discourse, and the study of learners' individual factors such as emotions, attitudes, motivations, strategies, etc.; methods and methods include comparative analysis, error analysis, inter-language, etc. There are also a large number of learners' Chinese acquisition error analysis and inter-language research based on teaching practice.

The construction of a Chinese curriculum system for foreign students in China based on Chinese ontology

Based on the ontological characteristics of Chinese as a second language, language is not a mere tool, it has tool characteristics as a means of transmitting information and promoting communication, but it is still "being" itself and has an isomorphic relationship with the world. Learning and mastering language need to follow certain rules: First, the development of language and the development of thinking are closely linked and complementary, and the development of thinking originates from actions and activities, which is a construction of experience; second, language acquisition must rely on specific living context, language ability is not an abstract form, it must contain substantial life experience and value experience; third, language learning should not be limited to classroom teaching, but should be oriented to the reality of life, because life changes have a substantial impact on language learning. Therefore, when setting up Chinese courses for international students, we break down the training objectives from three aspects: language knowledge, language skills and cultural ability, set up classroom teaching modules and non-class teaching modules, and establish a large curriculum system. Taking the curriculum for language students as an example, the classroom modules of the Chinese large-scale curriculum system consist of compulsory courses system which include comprehensive Chinese courses, sub-skills courses for listening, speaking, reading and writing, HSK and BCT test courses, China overview, and traditional Chinese culture courses, and elective course system which include Chinese characters courses, reading and writing courses, Chinese history and culture, Chinese literature appreciation and other historical literature courses, and calligraphy, paper-cutting, Tai Chi and other cultural experience courses. Non-class modules or cultural curriculum modules include regular planned activities such as the "Chinese Bridge" on campus and various activities at all levels inside and outside the campus such as school sports meets, world customs exhibitions, foreign language cultural festivals, New Year's party, etc. It can be seen that the essence of the construction of a large Chinese curriculum system for international students is to take comprehensive Chinese courses as a breakthrough to drive other courses and reform teaching methods, aiming to build a new teaching system that combines classroom

teaching and after-school practice, learning and acquisition. The specific performance is as follows:

Effectively develop and use Chinese textbooks.

This is the core of the construction of a large Chinese curriculum system. Since 2016, we have introduced the concept of experiential teaching into the classroom teaching of Chinese as a second language, focusing on integrating the content of textbooks so that students can understand, practice and apply Chinese language. This requires teachers to have a more comprehensive language knowledge and higher language skills, not only to enable students to understand, but also to focus on the consolidation and application of students' language. We usually take 4-5 lessons as a teaching unit. After completion, we conduct unit tests on students, and then make corrections and summarize in time, so that each lesson has exercises, and each unit has tests and summaries, which is convenient for teachers to find the shortcomings in time and help students consolidate their language knowledge and rules in class.

Develop valuable teaching resources in life and make it a useful supplement and extension of classroom teaching

We insist to carry out the weekly poem recitation and the daily weather forecast activities in the elementary class, and carry out ten minutes' speech before class, the weekly news broadcast activities, the introduction of traditional festivals, as well as melodrama performances and film and television program appreciation based on teaching materials in the intermediate class, abandon the backward teaching methods that instill knowledge and experience into students, encourage students to actively participate in the teaching process, and strive to provide students with opportunities to help them experience, and finally achieve knowledge construction. At the same time, it avoids the drawbacks of the disconnection between teaching and students' lives, and combines life with student learning, which greatly improves students' interest and enthusiasm for learning Chinese.

Organize Chinese language and cultural practice activities

We regularly organize students to carry out Chinese writing contests, Chinese song contests, Chinese poetry recitation contests, World Culture Week, Chinese speech contests, theme essay contests, classroom beautification activities, etc., and guide students to participate in various school activities and competitions such as various cultural, ball games, school sports meets, Christmas evenings, "Chinese Bridge" activities, international customs and culture exhibitions, foreign language and arts festivals, campus singer contests, etc., thus we encourage and help students integrate into the school's language environment which not only activates students' extracurricular life, but also relieves students' psychological discomfort caused by missing family members and language learning. At the same time, it creates a better environment for international students' language acquisition, expands their communication circle, and plays an active and effective role in helping students integrate into the language learning environment faster and better.

Integrate Qilu culture into Chinese teaching

In Chinese teaching, we select and develop Qilu culture including historical sites, cultural figures, historical stories, folk customs, etc., exposing students to cultural resources and guide them to visit and experience. In the long run, this will definitely play a positive role in students' Chinese learning. Specifically, we implement it from two levels: one is the opening of special elective courses, such as Tai Chi, paper-cutting, folk music appreciation, tea ceremony, knotting, Chinese folk customs, etc.; the second is cultural experience activities, such as organizing students to visit the Ceramic Museum, China Ancient Cart Museum, Yangjiabu Folk Art, Pu Songling's Former Residence, Weifang Kite Festival...This will not only stimulate students' interest in language learning, but also make cultural knowledge more naturally integrated into students' knowledge system to improve their awareness of Chinese culture.

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