

RESEARCH ARTICLE

Discussion On the Platform System of Teaching Chinese As A Foreign Language On The Internet

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ABSTRACT

Affected by the epidemic of New Coronavirus pneumonia, the universities have been teaching online for one semester without dropping the progress of teaching. But what is the effect of extensive online teaching for students and what needs to be improved? This research was carried out in response to these. The survey results show that in online teaching, live + online interaction is more popular with students, and most students' autonomous learning ability has been improved, but there are still big problems in the connection of knowledge points. Most students want to interact more with teachers. Teachers should pay attention to combing knowledge points and their relationships, distinguish between basic and difficult points, and improve students' enthusiasm, And can regularly organize voice calls to answer questions to solve students' doubts. This paper discusses the platform system of teaching Chinese as a foreign language on the Internet, so as to provide reference for teachers' teaching in the future.

Keywords: Epidemic situation; Online teaching; teaching Chinese as a foreign language

INTRODUCTION

With the development of economic globalization and cultural diversity, and the improvement of China's international status, learning Chinese as a foreign language is heating up all over the world. The number of people learning Chinese as a foreign language has reached tens of millions, and various teaching institutions in more than 100 countries teach Chinese as a foreign language courses. In the teaching of Chinese as a foreign language in edu 1.0 era, teachers often "teach" in the form of blackboard writing and teaching, while students mainly receive and internalize resources through traditional paper teaching materials, various reference books, classroom notes and teaching plans. This way of transmitting and sharing teaching resources between teachers and students based on classroom learning obviously can not meet the needs of the global dissemination and

promotion of Chinese as a foreign language. When the epidemic came, China took the lead in adopting the strategy of "no suspension of classes and no suspension of schools" and carried out a large-scale online education practice. The network education in colleges and universities was not much impacted, and its value was substantially returned in the "big test" of the epidemic. However, the epidemic situation is still severe. The world will eventually enter a post epidemic era, and the epidemic will not disappear completely (Zhang, 2020). This situation in the post epidemic era will force the traditional higher education to take the online teaching mode as the guidance, and change from the simple face-to-face offline teaching to the hybrid teaching of the deep integration of offline teaching and online teaching. College teaching is facing challenges. Online teaching requires students to improve their autonomous learning ability and teachers' teaching design.

As students, from their own feelings, what is the effect of online teaching and what is the improvement of online teaching. After asking the students what they think can be improved in teaching, they thought: the questions of teachers and students were tested, and the questionnaire was made, distributed and recovered. Then the results of the questionnaire data are analyzed, which provides a reference for teachers to stabilize teaching. The integration process of offline teaching and online teaching needs the cooperation of teachers and students. In order to ensure the teaching quality in the post epidemic situation, this paper systematically discusses and analyzes the online teaching of Chinese as a foreign language based on the platform of offline teaching of Chinese as a foreign language.

LITERATURE REVIEW

2.1. Problems faced by teachers and students in online classes

2.1.1. The impact of online teaching on Teachers

First of all, for teachers, compared with offline, online teaching and lesson preparation workload is greater. Because of objective reasons, the author of this paper can't live broadcast when teaching online, and uses recording and broadcasting. Before recording a video, you should carefully consider and practice, and sometimes you may have to repeat it several times to complete it. In the process of preparing (recording) lessons, it is more difficult than in the classroom. In the process of recording lessons, there is no professional equipment. If you make a slip of tongue, you may have to re record them all. At the same time, when recording video, the language should be more accurate than usual, and the key points should be grasped in the analysis and explanation process.

Secondly, in the course of class, instead of facing the students present, they face the computer or mobile phone. It is like a stage actor performing on a stage without an audience. From the original face-to-face classroom teaching and management to online teaching management, it is inevitable that

they do not adapt to communicating with online students. Through the communication and interaction with students in the teaching process, we can see the class effect of some interactive students. However, for students who do not participate in the interaction, they can not understand their learning situation and directly grasp what knowledge points each student has not mastered (Zhang, 2016).

Finally, the change of teaching methods also puts forward higher requirements for teachers' information-based teaching ability. The traditional teaching method is that teachers use multimedia to make ppt. All the teaching contents and key points can be explained to students in class. Online teaching requires teachers not only to have corresponding professional knowledge, but also to have the ability of information-based teaching and be able to use the Internet and teaching software. In the special period, online education is a substitute scheme for school education, but some experts pointed out that it is also a test of the achievements of educational informatization, which puts forward new requirements for the development of the next stage. How to attract students to online learning for a long time? This is a difficult problem that must be overcome to ensure the effectiveness of teaching.

2.1.2. The impact of online teaching on Students

First of all, for students, they can't quickly adapt to this learning method facing computers or mobile phones. Our students, from kindergarten, primary school and middle school, study in the classroom and communicate face to face with teachers. Generally, the problems encountered in the learning process are solved face to face by teachers. When students learn from machines, even if there are problems in the process of listening, some students don't want to communicate with teachers. They often want to escape when they encounter problems, or simply forget the problems encountered in the process of class after class.

Secondly, online learning is definitely a challenge to students' self-control. Students with good self-control can follow the steps of teachers and interact effectively with teachers. The effect of class is

better. For students with poor self-control, because there is no supervision in the class process, they will not pay attention or simply do not listen to the class. Online class is in vain and has no effect. In the face of new problems, college teaching managers and front-line teachers are trying to explore and find solutions to the problems.

METHODS

3.1. Measures and methods taken to solve the problem

3.1.1. From the perspective of school managers

Jinan Vocational College conducts a thorough investigation with the secondary college as the unit before the beginning of school to understand which courses are taught online and in what form if they are taught online. The teaching forms available to teachers include digital courses that have been approved and built in the school, organizing teachers to make digital courses, organizing webcast and synchronous classroom teaching, and introducing courses that have been built on relevant teaching platforms. The teaching platforms for teachers to choose include Chaoxing Fanya, xueyin online, Chaoxing Erya network general course platform, love course (University of China MOOC), school online, wisdom tree network, human health Mu course, excellent course alliance, etc., with a total of 23 teaching platforms to choose from. So that the majority of teachers can make teaching choices according to their actual situation to the greatest extent.

In order to better conduct online teaching, during the epidemic period, Jinan Vocational College also organized teachers to participate in the training of information ability improvement. Through learning, not only the online teaching level of teachers has been improved, but also teachers have realized that improving their online teaching level and actively exploring ways to improve information-based teaching ability are not only the needs of the current epidemic, but also the needs of long-term development. For the majority of college teachers, the online teaching brought by the epidemic is not only a challenge, but also an

opportunity to deepen the reform of classroom teaching. In the process of online teaching, we can think deeply about how to make the teaching and learning reform and innovation of the deep integration of information technology and education and teaching, and promote the reform of learning methods.

Because novel coronavirus pneumonia occurred during winter vacation, textbooks were not handed to students, so this situation also caused students to learn online learning difficulties. Especially for professional courses, students have never been in touch before (Ma and Ren 2009). Although teachers will upload the courseware for class to the learning platform in advance, the courseware is not as comprehensive as the textbook system after all. Because the area where the school is located has not yet reached the opening standard, it can not start school for a long time. In order to solve the problem that students have no teaching materials in hand, Jinan Vocational College makes statistics on students' residence information through learning pass and mails teaching materials, which provides strong support for online teaching.

3.1.2. From the perspective of front-line teachers

In order to achieve good teaching results, teachers are actively looking for various methods of online teaching, various live broadcasting software, recording and broadcasting software, etc. For example, some teachers choose superstar learning link as the teaching platform, some teachers choose Tencent conference, and some teachers choose nail live broadcast, QQ live broadcast room, etc. Based on the systematic discussion on the platform of teaching Chinese as a foreign language on the Internet, the focus of lesson preparation is not only to master the professional knowledge of the course and the courseware and learning materials used in class, but also to record lessons on the basis of the former. Before class, the relevant teaching videos shall be recorded with EV recording software, and then placed in the learning pass for students to use in class. At the beginning of class recording, some class contents need to be recorded repeatedly because they are not used to this method. Most of the time, many of the previous contents have been

recorded. When recording the later contents, because there is an error in the expression of a sentence or a word, it needs to be recorded again. In this way, the previously recorded contents are also invalid, the workload of lesson preparation is too large, and most of them are repetitive work. To reduce the number of recordings, use AI editing software for editing. In the recording process, once there is a slip of the tongue, the previous content can be retained. Just record the subsequent content. After all recording, you can connect the recorded videos through love editing software, which greatly reduces the recording workload. EV software is a screen recording software. In addition to recording courseware used in class, it can also record some relevant materials found by teachers on the Internet, such as animation videos, for students to learn in class. In the process of classroom teaching and lesson preparation, teachers will also find some relevant video materials on the Internet, but the videos on some websites are not easy to download. The method of recording online video materials through this screen recording software can also be used in future classroom teaching.

RESULTS AND DISCUSSION

4.1. Platform system for teaching Chinese as a foreign language on the Internet

Teaching resource sharing should be across the Internet and mobile Internet, supported by cloud data center, integrated and embedded into mobile phones and computers through the integration of software systems such as digital library, digital resource center, educational administration management system, distance teaching system, video teaching system and online question bank (desktop and notebook computers, all kinds of ultra portable computers) and digital TV terminals are global platforms for learning Chinese as a foreign language. When teaching Chinese as a foreign language and promoting Chinese as a foreign language internationally, the construction of "cloud learning platform for Chinese as a foreign language" is an important embodiment of the concept and technology of edu 2.0. Among them, con net (Confucius net) is built Confucius network

dedicated line is the network basis for building the platform. CDC (Chinese data center) is a cloud data center for Chinese as a foreign language, and software system integration and "three screen" hardware terminal are the specific forms of data transmission.

4.1.1. Cloud data center for Chinese as a foreign language

With the support of con net special line network, the cloud learning platform for Chinese as a foreign language will take "cloud data" service as the system design concept, and rely on CERNET to integrate the digital books (teaching reference, e-magazines, multimedia courseware, etc.) of nearly 1000 University Libraries in China Resources are integrated, all data are uniformly stored in CDC, and all kinds of distributed databases are uniformly integrated in CDC system. CDC provides "one-stop" teaching resources for the whole cloud learning platform for Chinese as a foreign language Global response service avoids users from searching and downloading resources across multiple university libraries, multiple teaching platforms and multiple storage systems, and greatly improves the efficiency of data services. CDC includes voice data center. With the support of CDC, it can realize the unified retrieval and cross database transmission of resources in all data centers of the whole foreign language cloud learning platform, as shown in Figure 1.

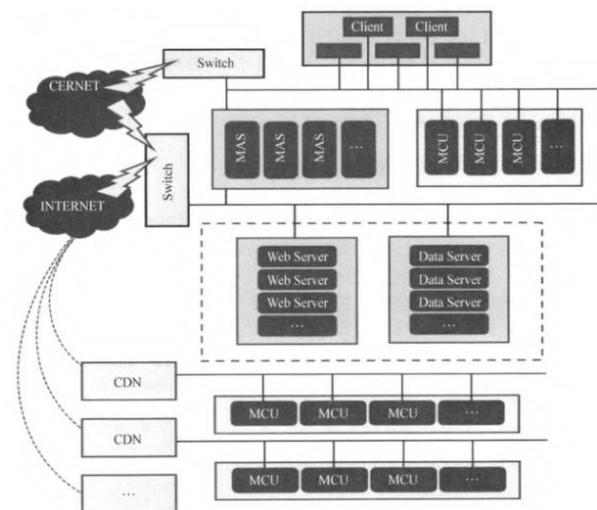


Figure 1. Cloud learning platform system for Chinese as a foreign language

4.1.2. Software system integration

Software system integration is the first channel for the whole TCFL cloud learning platform to realize personalized learning, intelligent matching of teaching resources and user-oriented interaction. Taking the south base for international promotion of Chinese as a foreign language of Xiamen University as an example, it is striving to realize the seamless integration of five software systems: Digital Resource Center, educational administration management system, distance teaching system, video teaching system and online question bank, and has begun to plan the world's largest digital Library of Chinese as a foreign language (including digital magazine) as reported by China News Network (2009). The digital resource center includes five database systems: courseware resource database, textbook resource database, document resource database, organization information database and teaching and management talent database. It includes the following software systems:

(1) Mobile online learning system

The system has realized the access and download of e-books, video, animation, audio and other teaching resources in the digital resource center. Video on demand allows mobile phone users to carry out autonomous learning through ordinary mobile phone installation clients, and all teaching resources can be downloaded by mobile phone; Video phone can realize the real-time interaction between students, classrooms and teachers, which is conducive to the real-time discussion of communicative topics and the sharing of subjective consciousness.

(2) Educational administration management system

The educational administration management system integrates network teaching classroom, network question answering system and online question bank. Network teaching focuses on

students' autonomous learning. The teaching content has realized multi-level, personalized and multimedia, and realized the opening of teaching environment in time and space. Network teaching relies on digital teaching platform, and teachers' information technology ability is particularly important. Through the structure of virtual classroom teaching environment, teachers provide guidance and help to students with the help of network teaching platform. Students realize autonomous learning in the face of hypertext teaching situation, and teachers and students realize a new way of "cooperation" and "conversation".

The advantage of network teaching is that users can participate in learning online at any time and anywhere, while teachers can't answer so many users' questions in time, and it's inefficient to answer repeated or similar questions constantly. Therefore, it is not a timely and effective way of Q & A and interaction between students and teachers, and the network Q & A system effectively solves this problem. The basic structure of the question answering system adopts an open master-slave structure (server - client), which is divided into two parts: server side structure and client side resource acceptance structure. Distance learners of Chinese as a foreign language can use the browser as the input interface to ask questions or input query requests. The browser returns these data to the server. The server processes these data, creates data objects through ADO, and performs corresponding operations on the data according to the user's request (or stores the data in the database, or queries the data, etc.). Finally, the server returns the execution result to the browser through the ASP program and displays it through the web page.

CONCLUSION

From the perspective of students, online teaching should adopt the way of live broadcast + online interaction. With the gradual maturity of mobile terminals, computer terminals and cloud data centers and the increase in the accumulation of digital resources, the future global digital resource sharing platform will meet the needs of students who only need a mobile phone or computer terminal and rely on Internet Internet and mobile

Internet to connect digital teaching resources and share cloud data centers, Based on the systematic discussion of the platform for teaching Chinese as a foreign language on the Internet, we can realize the sharing process of obtaining open teaching resources from all colleges and universities around the world.

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