



Current Situation and Countermeasures of Putonghua Teaching in Normal Universities

HAN Kai^{[a],[b],*}; DONG Fang^{[a],[c],*}

^[a] Ph.D., College of Marxism, Southwest University, Chongqing, China.

^[b] Lecturer, scientific research planning division, Hotan normal college, Hotan, Xinjiang, China.

^[c] Associate Professor, College of Marxism, Hotan normal college, Hotan, Xinjiang, China.

*Corresponding author.

Supported by the Ideological and Political Theory Teachers in Colleges and universities of the Ministry of education in 2020, “Research on the development and utilization of local teaching resources of Ideological and political textbooks in Colleges and universities in southern Xinjiang” (20JDSZK049); In 2021, the technical research and development plan project of Hetian region at the same level, “Research on Countermeasures for the integration of Chinese excellent traditional culture into Ideological and political education in Hetian region” (202122).

Received 6 September 2021; accepted 10 November 2021

Published online 26 December 2021

Abstract

This paper analyzes the application of flipped classroom, proposes the application of Putonghua teaching, including the students ‘teaching video should stimulate students’ interest; teachers should control the length of the video courseware, expand students ‘extracurricular knowledge, improve students’ Mandarin ability, pay attention to classroom interaction with students, and develop targeted teaching.

Key words: Flipped classroom; Normal universities; Mandarin teaching

Han, K., & Dong, F. (2021). Current Situation and Countermeasures of Putonghua Teaching in Normal Universities. *Cross-Cultural Communication*, 17(4), 43-45. Available from: <http://www.cscanada.net/index.php/ccc/article/view/12003> DOI: <http://dx.doi.org/10.3968/12003>

1. FLIP CLASS OVERVIEW

The flipped class first appeared in 2007. In the US, two chemistry teachers made up lessons for the students

who did not attend classes, using the computer screen recording software to record the courseware in advance, and uploaded the teaching video online for the students to learn. Then, the teacher updated, and the teacher asked students to watch videos at home, learn new knowledge, do homework in class, and the teacher would answer the questions they could not know. This new model of teaching is widely popular with students and widely circulated among students. Later, the rise of Khan College promoted the flipped classroom around the world and promoted the reform of traditional classroom teaching. The forward and backward inversion of the teaching process, the recording of teaching videos, and the learning and analysis system with intelligent diagnosis function are the three essential elements of the flipped classroom. The flipped classroom imparts traditional knowledge in class and after-class knowledge into the students’ own knowledge system, and transforms it into pre-class knowledge teaching and internalized in-class knowledge through the auxiliary means of information technology.

2. CURRENT APPLICATION OF MANDARIN CLASSROOM TEACHING IN NORMAL UNIVERSITIES

Normal universities have higher requirements for the pass rate of college students’ Mandarin. With the deepening of the reform of higher education, higher requirements are also put forward for the teaching of Mandarin. Teachers should change ideas, actively use modern advanced teaching means in teaching, build suitable for students independent learning, suitable for the characteristics of students teaching mode, namely the multimedia technology on the basis of teaching, make mandarin teaching way more flexible, classroom communication and interaction between teachers and students more frequently, and students help each other to improve

academic performance. Many teachers are also working to flip the classroom, but they still feel difficult to apply the theory to practice, mainly in two aspects: on the one hand, the students' Mandarin level is uneven. Due to the different sources of students, some students come from remote rural areas and have not spoken Mandarin since childhood. The dialect is heavy, and there is no special Mandarin practice and poor Mandarin foundation, which leads to their low interest in Mandarin learning, and not strong enthusiasm and participation in Mandarin teaching. On the other hand, it is the teacher teaching methods. Normal university mandarin teachers in order to complete the teaching task as soon as possible, in the process of teaching course time control is often very nervous, is given priority to mainly to explain the key knowledge, reduce the interaction with students, so don't know not to know the student idea, did not give full play to the main position of students, make the students very passive in learning, participation is not strong. How to improve the current boring Putonghua classroom atmosphere and teaching content, so as to mobilize students' subjective initiative, and improve the teaching efficiency, is the primary task and challenge faced by Putonghua course teachers in normal universities.

3. ANALYSIS OF FLIP CLASSROOM IN MANDARIN TEACHING IN NORMAL UNIVERSITIES

3.1 Teachers Shall Make Teaching Videos According to the Actual Needs of the Students

In the flipped classroom, courseware making is a very important teaching content, which can fully reflect the teaching content. Only high-quality courseware can meet students' needs for Mandarin learning, and then improve students' learning efficiency. In the actual teaching work, however, some teachers in the course video often do not seriously understand the focus and difficulties of teaching, so they make the teaching video has a lot of problems, if students use such video to learn, so they may unknowingly learn the wrong knowledge, and then affect the later learning. Some teachers did not keep up with the pace of The Times due to their ideas, and even the courseware lags behind the needs of The Times. Therefore, teachers should, according to the priorities and difficulties of teaching and the needs of the development of The Times, devote more efforts to the production of teaching courseware, and strive to provide students with teaching videos that meet the needs of contemporary development. At the same time, before teachers make teaching videos, they should also make practical teaching videos based on students' own accepted knowledge situation, according to students' understanding ability and learning ability of the actual teaching videos, so as to ensure that students can

successfully grasp the teaching content in the way of self-study.

3.2 Teaching Videos Should Be Able to Stimulate Students' Interest in Learning

If Mandarin teachers want to give full play to the superiority of the flipped teaching classroom model, they should focus on cultivating students' interest in learning. The biggest drawback of the traditional teaching mode is that the lack of students' actual needs into account in the teaching design link, and whether the teaching content can stimulate students' interest in learning. Therefore, when teachers should adopt the flipped classroom teaching mode, they should incorporate students' learning interests into the scope of classroom design. The ancients said: "Interest is the best teacher." Only by fully mobilizing students' enthusiasm and initiative in Mandarin learning can teachers make Mandarin teaching be carried out smoothly. Because in the process of flipped classroom teaching, the main way for students to learn mandarin through video courseware to understand relevant knowledge, so teachers should make the video courseware to add certain elements of interest, let students can be attracted by video courseware, so as to study relevant content, improve the efficiency of mandarin learning.

3.3 Teachers Should Control the Length of the Video Courseware Well

In addition to carefully designing the courseware content, teachers should also grasp the length of the video courseware according to the students' acceptance. Mandarin teaching teacher although according to the teaching key and difficult to design the wonderful video content, but because the video courseware time is too long content too much, lead to students in the process of watching mandarin teaching video difficult to keep long-term attention, even some students put the teacher's video in fast forward quickly, which makes the teacher's video courseware teaching significance greatly reduced. Therefore, teachers should reasonably arrange the length of the video courseware to ensure that the length is not too long, and the quality should also be guaranteed. Only in this way can students learn the teaching video with full enthusiasm and interest and achieve the goal of Mandarin learning.

3.4 Expand Students' Extracurricular Knowledge and Improve Students' Putonghua Ability

At present, many normal colleges in China will choose textbooks with more excellent works when choosing Mandarin teaching textbooks. Although students learn these textbooks, they can quickly improve the level of Mandarin language, it is not conducive for students to apply the knowledge they learn in real life, which is caused by the large gap between excellent works and students' daily oral communication. Therefore, teachers

should also teach students to learn more and understand the knowledge other than the textbook in the process of using the flipped classroom for teaching. Teachers in making mandarin teaching video courseware, can choose and students usually life use more words as teaching video material, if students learn to daily session as the main content of video, not only can quickly into the video, and is conducive to improve their application ability in practical life.

3.5 Pay Attention to the Classroom Interaction With Students, and Carry Out Targeted Teaching

Because normal enrollment scope of colleges of higher learning is often larger, so in a professional class, students often come from all over the motherland, different provinces, because the teaching level is different, this leads to the difference in mandarin level, if teachers want to improve the students' actual mandarin ability, it should be actively interacting with students in the process of lectures, such as the teacher and students, let the dialogue between students. Teach students according to the characteristics of each student in accordance with their aptitude. Some students like group discussion, and some students like to interact with teachers. Such interaction can also promote mutual understanding between teachers and students and improve students' level of Mandarin. Some normal university students give priority to in dialect, so mandarin is not easy for them, teachers should strengthen the guidance of this part of the students, education they should communicate in mandarin, don't worry about say bad, every day to practice will be progress, slowly grades will improve, students' self-confidence will be further improved. Students can practice oral Mandarin through the form of group discussion, which not only breaks the traditional teaching mode of teachers speaking and students listening to the mode, students can quickly integrate into the Mandarin classroom, but also can create

a positive learning atmosphere, which is conducive to the improvement of Mandarin teaching effect.

REFERENCES

- He, C. Y., Ou, Y. F., & Cao, Q. (2019). The spiration of flipped classroom teaching patterns in American universities. *Higher Engineering Education Research*, (2).
- Liu, X. J., & Zhang, X. L. (2019). Research on flip classroom teaching based on the mandarin training course. *Curriculum Reform Research*, (15).
- Qiu, H. (2014). *Research on university English teaching in the flipped classroom model*. Daqing: Northeastern Petroleum University.
- Resistance, H. (2019). From the nature of "flipped classroom", the future development of "flipped classroom" in China is seen. *Electrochemical Education Research*, (7).
- Ronaldo, C. (2014). *Application of flip classroom model in English teaching in higher vocational colleges*. Wuhan: Central China Normal University.
- Tan, Q. Y. (2020). Research on the application of flip teaching mode in mandarin teaching. *Journal of Hezhou College*, 31(2).
- Wang, J. L. (2020). Talking about the preschool teacher mandarin teaching in the flipped classroom. *Sino-Foreign Exchanges*, (32).
- Wang, Y. N., & Yang, J. (2019). The try application of flip classroom in mandarin teaching. *University Education*, (1).
- Yu, M. H., & Liu, A. L. (2020). The role of implicit learning in speech learning in the second language. *Psychological Science*, (3).
- Zhang, J. L., Wang, Y., & Zhang, X. H. (2021). Flipped classroom teaching model. *The Journal of Distance Education*, (8).
- Zhao, X. L. (2020). Knowledge internalization process and teaching mode design in the flipped classroom. *Modern Distance Education Research*, (2).