OPTIMIZING THE PATH OF INTERNATIONAL CHINESE LIVE TEACHING MODEL

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Abstract: Through the summary of international Chinese live teaching practice, this paper summarises that the live teaching mode has the advantages of authentic target language context and providing immersive cultural experience, and at the same time, it also finds that the live teaching mode has the shortcomings of high technological requirements and weak adaptability of course content, and puts forward the following optimisation suggestions: strengthening technical support, improving teacher quality, and adopting diversified teaching evaluation tools.
Keywords: International Chinese language teaching; Live broadcast; Online teaching

1 INTRODUCTION

With the advancement of globalisation and the continuous improvement of China's international influence, appeal and shaping power, more and more foreigners are interested in Chinese language and Chinese culture, and the number of Chinese language learners studying in China is increasing day by day. However, affected by the epidemic, Chinese learners from many countries are unable to come to China to study, which makes offline teaching hindered, and international Chinese language teaching has to be changed from offline teaching to hybrid teaching combining online and offline. By applying the real-life live teaching mode, the teaching environment can be changed from screen sharing to a real social scene, and the teacher will bring the real target language context to the online learners, help them communicate in the real target language context, and improve the learners' ability to use Chinese in a comprehensive way. It also meets the learners' needs to understand Chinese national conditions and Chinese culture. Online teaching has been gradually integrated into the daily teaching of international Chinese language, and the real-life live teaching mode still has great development space as a new online teaching mode.

2 REVIEW OF RELEVANT RESEARCH

The issue of language environment is a huge shortcoming of online teaching. The target language environment is very important to learners, and online teaching is less likely to provide authentic language environments, and the lack of immersion experience in the target language environment may affect learning outcomes. In her survey, Lin Xiuqin [1] found that one of the major issues raised by teachers was the lack of social and linguistic environment. During the epidemic, international students who were originally in China were forced to choose to 'study online' and lost the opportunity to communicate face-to-face with Chinese people, while language learning is also a humanistic activity, the social and linguistic environment of the target language is very important to the learners' humanistic experience, and language teaching and learning even has a "socio-emotional learning". The teaching and learning of language even has a process of "social emotional learning", where the classroom interacts with society to achieve socialisation. [2] Online teaching takes away the possibility of this proper humanistic experience and becomes a huge drawback.[3] These investigations and studies point out the importance of cultural immersion for online Chinese learning and lay the foundation for the proposal of new online Chinese teaching methods such as live streaming. The above overview of online Chinese teaching shows that with the development of Internet technology, the technical conditions for live teaching have basically matured, and an endless number of online teaching aids have also helped international Chinese teachers to complete online teaching more efficiently. However, there are still many problems in the process of online Chinese teaching, among which the problems of network technology still need the joint efforts of network professionals, technology developers and other parties, and international Chinese teachers can only find the tools and platforms suitable for online teaching of this course through continuous debugging. However, there is still a lot that international Chinese teachers can do in the process of teaching, whether it is to improve their online teaching ability, enhance their intercultural communication awareness, carefully select the teaching content, use various online tools to receive more timely interaction and feedback, or use more diverse interactive methods to enhance the learners' motivation and sense of cultural immersion, all these are the expected improvements in the new teaching mode of live broadcasting for online Chinese teaching. These are all areas that are expected to be improved in live streaming, a new teaching model for online Chinese language teaching.

3 RESEARCH DESIGN

3.1 Advantages of Live Streaming Teaching

3.1.1 Live streaming teaching promotes the teamwork ability of international Chinese language teachers

As the teaching location of live broadcast is often variable, uncertain and unfamiliar, teachers need to go to the field before the official teaching starts to ensure the reasonable arrangement and smooth progress of the teaching sessions. There are no ready-made teaching materials available for live broadcasting, and all the teaching content needs to be compiled by teachers themselves to determine the teaching key points according to the teaching target. In the teaching process, the live broadcast can not be completed by a teacher independently, need to have the main teacher, camera, assistant teacher at least three teachers to complete. After class, teachers also need to use online teaching aids to integrate data in a timely manner for learning feedback, to help students consolidate knowledge, check for gaps. [4] As a result, the preparation for live teaching requires more preparation than traditional online teaching, and the difficulty and workload of teachers' preparation has increased greatly. Therefore, the live streaming teaching mode must be completed by a team, which is a great test of teachers' teamwork ability.

3.1.2 Live streaming teaching promotes the improvement of international Chinese language teachers' teaching ability

In the process of live broadcasting, the main teacher needs to act as a guide, leading the whole classroom in an orderly manner, presiding over each link, constantly throwing out questions, setting up situations, and in the process, constantly adding the language and cultural knowledge to be learned in the class, always paying attention to the "student-centred". A little carelessness, will occupy the classroom centre, the classroom into a stage for teachers to show, or before and after the connection is not in place, so that the classroom links become fragmented, only focus on students' communicative training, not to supplement the knowledge points in place, a real-life live in the short-term Chinese language teaching in the application of the research class down the students are just going to see the flowers, the gain is very little. Therefore, in the teaching process how to control the whole field but not occupy the whole field is a small problem for teachers.

Therefore, it is a great challenge for teachers to control the whole scene in the teaching process without taking over the whole scene.

3.1.3 Live streaming teaching also promotes the improvement of international

Chinese language teachers' personal comprehensive quality. In the process of live broadcasting, due to the changing teaching environment, flexible teaching content and complex teaching personnel, many uncontrollable factors may occur from time to time, such as students may ask questions about unfamiliar things on the scene at any time, and at this time the rhythm of teaching may be easily disrupted, and teachers need to bring students' attention back to the classroom in time; however, sometimes teachers may need to make timely additions to the knowledge, etc., which requires that the teachers have rich teaching experience, precise judgement, and profound teaching experience. This requires teachers to have rich teaching experience, precise judgement, deep knowledge, etc., which is a reflection of the excellent comprehensive quality of teachers.

3.1.4 Real-life Live streaming teaching can provide online learners with a real context of the target language

Real-life live teaching can achieve a large amount of communicative training in a short period of time, and continuously cultivate learners' cross-cultural communicative awareness and competence in the process of training. In the process of teaching, learners need to complete a large number of communication tasks while learning culture, and practice the tasks independently or cooperatively, so as to satisfy the learners' needs of learning Chinese culture and improve their language ability.

3.1.5 Live broadcasting enables learners abroad to understand Chinese culture, history and society

More intuitively Live broadcasting creates a sense of cultural immersion that is difficult to provide in traditional classroom teaching. Live streaming can help learners understand Chinese culture and national conditions, and at the same time, enhance the learners' sentiment of knowing China and being friendly to China. From the students' real feedback, we found that the live course can fully mobilise students' enthusiasm, make students have a deeper understanding of China's image, complete the teaching goal of enhancing learners' knowledge of China and friendship with China, and present students with a different kind of online classroom.

3.2 Disadvantages of Live Streaming Teaching

3.2.1 High technical requirements

Live teaching requires high technical support, such as a stable network environment, high-definition picture quality and so on. In a dynamic teaching environment, maintaining the clarity and stability of the live screen is a key factor in ensuring the quality of the classroom. [5] However, when you are outdoors, there is often no fixed network available. However, when you are outdoors, there is often no fixed network to use, so you need to use portable WIFI or 5G network, and you need to debug before the start of the teaching, which is time-consuming and time-consuming and laborious.

3.2.2 Weak adaptability of course content

Not all Chinese teaching content is suitable for live streaming, some abstract language points may need more explanation and examples, so live streaming is more suitable for cultural teaching. The preparation and design of live teaching is very complicated, from determining the theme in the early stage, preparing for the lesson to the live filming, each link requires a lot of effort from the teacher team, and after practice, I found that it takes much more effort than the traditional classroom to carry out a live teaching lesson. Students are also more energetic. It is not only the test of the

teacher's teaching ability, but also a great test of the teacher's teamwork, adaptability, technical mastery and so on. Therefore, live broadcasting can only be applied to short-term teaching.

4 CONCLUSION

Suggestions for optimising Live streaming teaching in short-term international Chinese language teaching:

4.1 Strengthen Technical Support

Teachers can consider co-operating with professional technology companies to share resources and develop a powerful online live teaching platform that can meet both live broadcasting needs and various needs of Chinese language teaching, such as real-time interaction, homework management, and examination assessment. Ensure that the teaching platform has a user-friendly interface design to reduce learners' difficulty in using it. During the live broadcasting process, virtual reality (VR) and augmented reality (AR) technologies can be used to create an immersive Chinese learning environment and enhance the sense of reality, so as to increase learners' interest and participation. Artificial intelligence technologies, such as speech recognition and natural language processing, can also be used to assess learners' pronunciation and grammar in real time and provide personalised guidance after class. At the same time, teachers should be trained in online teaching techniques to improve their online teaching ability, so that when a situation of unexpected technical problems occurs in the classroom, teachers can react and solve them in a timely manner to ensure that the classroom runs smoothly and provide students with a better learning experience. Encourage teachers to make use of Internet resources, such as social media and blogs, to share their teaching experience and resources and promote the sharing and exchange of teaching resources.

4.2 Enhance Teacher Literacy

To improve the adaptability of course content, teachers should carefully design live activities to ensure that they match the teaching objectives and learning content. The live broadcast can be supplemented by pre-recording some key parts of the video or providing supplementary materials afterwards. Meanwhile, more types of live streaming courses can be added to meet the learning needs of different students. Preparation of corresponding teaching materials for teacher sharing. Also in order to be able to reduce the burden on teachers, the form of '1+N' team-based teaching groups can be adopted to flexibly determine the lead teacher, teaching assistants, and technicians during the course of the lesson, which helps to solve the problems of insufficient teacher-student interaction and inability to take care of the individual needs of students.

4.3 Adoption of Multiple Teaching Assessment

Tools In the process of online Chinese language teaching, the adoption of multiple teaching assessment tools can effectively measure students' learning progress, comprehension and skill mastery. In order to effectively assess learning outcomes, other forms of assessment tools, such as online tests, homework and project assignments, can be used in combination. Regular online tests are conducted using the test function provided by the online teaching platform. These tests can include multiple-choice, fill-in-the-blank, short-answer, and other question types to comprehensively assess students' knowledge and application of Chinese. Make full use of the teaching platform's learning analytics tools, which can track students' learning activities, such as the number of logins, study time, and completion rate. With these data, teachers can assess students' learning engagement and progress. At the same time, teachers can make use of interactive sessions in live broadcasts, online discussion forums or forums to encourage students to evaluate each other and exchange learning. Through the comprehensive use of these multifaceted teaching assessment tools, teachers can gain a more comprehensive understanding of students' learning and make timely adjustments to their teaching methods and strategies in order to improve the quality and effectiveness of online Chinese language teaching.
In conclusion, as an innovative teaching idea of international Chinese teaching mode, live teaching has strong practical value and development potential. We should make full use of the advantages of this teaching mode to provide L2 learners with a richer, more interesting and more efficient Chinese learning experience, and help them better master Chinese knowledge and skills. At the same time, we should also pay attention to the problems of the teaching model, and continue to improve and innovate, so as to achieve better results in the future teaching practice.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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