

# THINKING AND PRACTICE OF CHINESE COMPREHENSIVE COURSE TEACHING IN THE INTRODUCTORY STAGE

Yan Ding

*School of International Education, Inner Mongolia University, Hohhot Inner Mongolia 010021, China.*

*Corresponding Email: 2377302794@qq.com*

**Abstract:** Comprehensive Chinese course is the core of the language course, in the introduction stage of Chinese comprehensive Chinese teaching, teachers should seize the entry stage of students' learning characteristics, on the basis of intensive practice, practical teaching principle, flexible design teaching activities, implement effective teaching, and actively teaching reflection, in order to breakthrough and innovation.

**Keywords:** Introductory; Chinese comprehensive course; Teaching mode

For international students who just study Chinese, Chinese learning in the entry stage is very important, which directly affects the state of Chinese learning and the formation of good learning habits, and is also an important guarantee for students to successfully enter the next stage of learning. Therefore, how to grasp the learning characteristics of students in the entry stage and implement effective teaching has put forward high requirements for Chinese teachers [1].

Comprehensive Chinese language course is the core course of the introductory language course. The so-called "synthesis" reflects the synthesis of various aspects, one is the synthesis of teaching content. Comprehensive courses not only require the introduction of language knowledge content, Mainly involves the teaching of basic knowledge such as pronunciation, vocabulary and grammar; There are also skills such as listening and speaking skills and reading skills, It also involves cultural aspects such as Chinese surname culture, homophonic culture, address culture and other Chinese people are familiar with their daily life but for the Chinese students in China with cultural differences and strategies such as communication strategies, learning strategies, emotional strategies and other aspects of the teaching content; Second, the synthesis of skill training, That is, in the comprehensive class, students need to be trained in listening, speaking, reading, writing and other speech skills and speech communication skills; Third, the synthesis of training objectives [2]. The ultimate goal of comprehensive course teaching subject to the overall goal of international Chinese teaching, namely through the professor of language knowledge and language skills training, cultivate the students' learning ability, form effective learning strategy, so that students have certain language comprehensive use ability, with primary level 3 teaching goal, for example, to make learners to understand and learn related language material life, can use more complex sentence patterns, organize short paragraph of familiar topics of communication, communication and description. These are the teaching objectives set to improve the learners' comprehensive language utilization ability; fourth, the synthesis of teaching methods. Because the teaching of comprehensive courses involves the training of students 'speech skills such as listening, speaking, reading, and writing, and the overall goal of improving students' comprehensive use of language, it is necessary to apply a variety of teaching methods to adapt the training of listening, speaking, reading and writing skills for teaching. Therefore, a good comprehensive class, must be arranged, comprehensive and thoughtful, and can not ignore one or the other. The following combined with the teaching experience and practice in recent years, how to improve the effectiveness of the initial stage of comprehensive class classroom teaching, improve students' comprehensive language use ability, talk about their own thinking and exploration [3].

Based on years of teaching experience and practice, I have developed some insights into how to improve the effectiveness of comprehensive language instruction in the initial stage. To enhance students' ability to use the language comprehensively, several key strategies should be employed. These include creating a balanced and interactive classroom environment, integrating real-life language usage into lessons, focusing on both accuracy and fluency, and fostering a strong understanding of cultural nuances. Furthermore, employing diverse and student-centered teaching methods, such as task-based learning and collaborative activities, can significantly improve students' engagement and practical language skills.

By focusing on these elements, Chinese language teachers can better support international students in their language acquisition journey, ensuring they are well-prepared for the challenges of subsequent stages in their Chinese learning process.

## 1 CLEAR TEACHING OBJECTIVES, TEACHING OBJECTS, DO TEACHING IN ACCORDANCE WITH THEIR APTITUDE

In the pre-class stage, teachers should carefully study the curriculum standards and teaching materials used, clarify the specific requirements of the course, formulate teaching objectives that meet the actual needs of students, including knowledge, ability and accomplishment, and refine the teaching objectives into specific, operational and measurable course objectives of each course, such as cognitive language knowledge, what knowledge students need to master and how much the accuracy; in terms of skills, what are the specific requirements of various skills of listening, speaking,

reading and writing, and how to reflect the learning results, etc.

Before teaching, teachers also need to have a full understanding of the teaching objects, so as to adjust the teaching methods in time, teach students in accordance with their aptitude, better complete the teaching tasks, and achieve the teaching objectives. Take the students of this semester as an example. All the students in this class are Mongolian students. The students are introverted and do not like to speak and express. Relatively speaking, the classroom atmosphere is relatively dull. Based on the personality characteristics of the students in the class, how to improve the students' interest in learning, let students like learning, love Chinese, and take the initiative to open, improve the opening rate, that is, improve students' interest in learning, stimulate their desire to express, is the key problem we need to design in advance and actively solve. In the teaching process, considering the individual differences of students and according to the performance of different students, I carefully design the teaching links, conduct personalized and targeted teaching for students, and teach students in accordance with their aptitude. Students who are ashamed to speak should be encouraged to give timely and positive teaching feedback, and praise students' learning performance, so as to enhance their confidence in learning Chinese. At the same time, consciously cultivate students who like to open, so that these students can play a demonstration role in classroom teaching activities, and lead everyone to better complete teaching activities. In addition, the teaching links are also carefully designed, such as appropriately increasing teachers and students' questions and answers, text exercises, role playing and other teaching activities, so that students can talk more and practice more, constantly enhance learning confidence in the practice, form a virtuous circle, and finally achieve the goal of improving the language use ability. After more than two months of joint efforts of teachers and students, now the enthusiasm of the first class of students has been significantly enhanced, the classroom atmosphere is more active, and the students' language expression ability has also been significantly improved [4].

In addition to enhancing students' interest and participation, it is equally important to create a supportive and encouraging learning environment. The relationship between teacher and student plays a crucial role in motivating students to overcome their shyness and actively engage in class. As a teacher, it is important to establish a trusting rapport with the students, showing genuine care for their progress and well-being. By being patient and offering constructive feedback, teachers can help students feel more comfortable expressing themselves in Chinese. Moreover, utilizing positive reinforcement, such as acknowledging small achievements and improvements, can significantly boost students' self-esteem and encourage them to keep making progress.

To further improve the overall effectiveness of teaching, it is also vital to integrate diverse, interactive, and engaging activities that cater to different learning styles. These activities should not only focus on language skills but also include cultural insights and real-life applications of the language. For example, organizing group discussions on Chinese culture, conducting language games, and incorporating multimedia resources can make lessons more dynamic and relatable. These methods allow students to see the practical use of their language skills in everyday situations, which strengthens their motivation to continue learning. By carefully structuring the classroom dynamics and teaching strategies, teachers can help students build a more solid foundation in Chinese and foster a lasting passion for the language [5].

## **2 GRASP THE TEACHING PRINCIPLE OF INTENSIVE TEACHING AND PRACTICAL PRACTICE, AND FLEXIBLY DESIGN TEACHING ACTIVITIES**

The Chinese teaching in the entry stage, especially the Chinese teaching with the purpose language, must grasp the teaching principle of "intensive teaching and more practice". "Intensive lecture" requires teachers to explain knowledge points as accurately and concise as possible in class, and to avoid lengthy, complicated and excessive explanation. Language knowledge can be conditioned through physical objects, pictures, PPT demonstration, action demonstration introduction, situation setting introduction and other ways, so that students can understand and master the essentials of knowledge, and create conditions for students to effectively practice language practice. "More practice" means that students do a lot of practice in class and after class to cultivate their proficiency in language use. The purpose is to promote learning through practice, that is, to internalize the knowledge into their own skills through practice and improve their language communication ability. Therefore, in the teaching design, I pay special attention to the design of practice. In practice, the practice is required to meet the standard of "quantity" and design different types and sufficient practice for students to use and practice; secondly, pay attention to the level and diversity of practice, which includes both basic exercises and challenging exercises to meet the learning needs of different students [6].

In order to adapt to the characteristics of the second language teaching, in the implementation of the teaching link to promote learning through practice, we should try to realize the communicative teaching process, that is, let the students learn the language in the natural language environment as far as possible, and consciously turn our teaching into students' imperceptible and unconscious implicit learning. This requires teachers to take results-oriented in teaching, aim at effective output, and provide enough language input for students as much as possible. In the teaching process, by creating a specific language environment, creating a credible and usable teaching atmosphere, students can gradually acquire Chinese grammar rules in the real and natural context, and internalize the rules into language knowledge to output, so as to realize the input-internalization-output cycle, and finally realize the output drive. Taking the study of numbers as an example, it seems like a simple problem, but for international students, the correct reading and usage of numbers and how they can be used in real life are not easy to master. For example, the difference between building 3 and floor 3; the different usage of 8 doors, 8 buildings and 8 units are often used in life. In the teaching process, we consciously expand these knowledge content to teaching, through pictures, small videos, campus environment real

scenes and other teaching means to create teaching tasks that fit the actual situation, and transfer teaching for students. At the same time, we pay attention to the practicality of Chinese learning, so that students can use, learn and realize the seamless link of learning and application. We start with the people and things that students are most concerned about and most familiar with, From room number, telephone number, mobile phone number, passport number, license plate number to standing numbers such as fire number, first aid number, alarm number, etc., Also pay attention to the correct use and expression of the numbers in real life, On how to correctly tell your address, how to ask the teacher's phone number or address and other questions closely related to life, Lead the students to conduct progressive practice, Help students to form the habit of learning and using immediately, And guide the students to use the learned grammar and knowledge points in the new situation, Ensiders within your learning content into your own knowledge, To communicate, to express, To achieve an effective output [7].

To further enhance the effectiveness of language teaching in the entry stage, it is essential to create a well-rounded and immersive learning experience for students. One way to achieve this is through the integration of task-based learning, where students are given practical tasks that require them to apply the language knowledge they have acquired. This could include activities such as role-playing real-life scenarios, writing dialogues, or completing problem-solving tasks. Such tasks help students to see the direct connection between their classroom learning and everyday situations, thereby boosting their motivation to practice and apply the language. Additionally, incorporating technology into the learning process, such as language learning apps or interactive online resources, can further enrich the students' experience by offering varied, accessible practice opportunities outside of the classroom. By blending traditional teaching methods with modern tools and real-world applications, teachers can better support students in developing both their language skills and cultural understanding.

Moreover, continuous assessment and feedback play a key role in ensuring that students are progressing effectively. While formal assessments such as quizzes and tests are important, regular informal assessments through observation, peer feedback, and teacher-student interactions provide valuable insights into how well students are mastering the language. It is important for teachers to give timely and constructive feedback, focusing not just on correcting errors but also on highlighting strengths and areas of improvement. This approach helps to maintain students' confidence and encourages a growth mindset. By fostering an environment where students feel comfortable making mistakes and learning from them, teachers can help them become more resilient learners and more confident in their ability to use Chinese in a variety of contexts [8].

### **3 ATTACH IMPORTANCE TO TEACHING FEEDBACK, TIMELY REFLECT ON TEACHING, AND HAVE THE COURAGE TO BREAK THROUGH AND INNOVATE**

Teaching feedback is the students' evaluation and opinions on the teaching content, teaching methods and teaching effect. Through teaching feedback, teachers can understand the students' mastery of knowledge and find out the problems existing in teaching, so as to adjust teaching strategies in time and better guide teaching. The International Chinese Teacher Professional Ability Standard also has clear requirements for teachers' reflective consciousness. As an international Chinese teacher, we should pay attention to teaching feedback, have the consciousness of reflection, and consciously put this reflection throughout the whole teaching process.

In the teaching process, we take the classroom questions, classroom practice, homework correction, group learning show, interviews, a variety of ways to obtain effective teaching feedback, according to the students' feedback and advice on the teaching content and teaching link timely summary, analysis and solve problems in teaching, constantly correct their teaching plans, seek optimization of teaching, improve the quality of classroom teaching. Timely induction, analysis and summary of teaching feedback, this teaching reflection process is not only a process of self-examination and evaluation, but also an opportunity for learning and growth. In the process of reflection, we can check the omissions and fill the gaps, and find our own shortcomings, such as whether the explanation of knowledge points is accurate and clear, whether the teaching methods are suitable and diversified, whether the classroom interaction is sufficient and effective, and so on. At the end of each teaching cycle, we can summarize the effective practices and what need to be improved, through communication and discussion to the next teaching; we can also learn from the successful experience and innovative practices of others, reflect on the advantages of teaching, learn from each other, integrate these experiences into our teaching, enrich teaching means, improve teaching effect, learn and innovate in practice teaching, and realize self-breakthrough [9].

The above combined with the specific teaching practice talked about the introduction stage comprehensive course Chinese teaching thinking, Due to the large number of international students in the entry stage of our university, This stage is also an important basic stage for international students to move towards the middle and advanced stage, therefore, Teachers should strengthen their sense of responsibility, Improve their own teaching ability and teaching level, Actively explore new ideas and new methods of teaching Chinese as a foreign language in the new era, Innovative teaching modes and teaching methods, Focus on the students' personalized learning needs in the teaching process, Help them to increase their interest in learning, Develop their ability to learn independently and jointly, Make them maximize the gains in the entry section, Lay a solid foundation for the next stage of Chinese learning.

### **COMPETING INTERESTS**

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

**REFERENCES**

- [1] Wu Bo. Language the Teaching of Comprehensive Chinese as a Foreign Language. Education and Teaching Forum, 2015(7).
- [2] Zhou Zhengong, Du Binghui. Difficulties and Countermeasures of online International Chinese Comprehensive Course Interaction. Modern Language, 2023(3).
- [3] Zhai Yan, Su Yingxia. Chinese language skills teaching. Beijing Language and Culture University Press, 2022.
- [4] Office of Chinese Language Council International. General Curriculum Outline for International Chinese Teaching. Beijing Language and Culture University Press, 2022.
- [5] Zhang Y, Li X. The development of online teaching strategies in Chinese as a foreign language. Journal of Chinese Language Education 2021, 19(4): 123-136.
- [6] Chen Y, Wang H. Challenges and solutions in teaching Chinese to international students at the entry level. Chinese Language Teaching Journal 2020, 35(2): 45-58.
- [7] Gao J, Li P. The role of cultural integration in Chinese language education for international students. International Journal of Chinese Language Studies 2019, 22(1): 89-101.
- [8] Liu L, Zhang M. Interactive methods for enhancing language acquisition in comprehensive Chinese courses. Modern Language Learning 2018, 26(5): 211-225.
- [9] Wang X, Zhang Q. Improving communicative competence in teaching Chinese as a second language. Chinese Teaching Research 2022, 29(3): 71-83.