

Research on Influencing Factors of Chinese Learning in Countries Along "the belt and road initiative"

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Abstract: With the implementation of the "the belt and road initiative" strategy, more and more foreign students enter China. These foreign students learn Chinese and master Chinese culture in China. These students will be affected by many factors when learning Chinese, which requires teachers to strengthen teaching Chinese as a foreign language in combination with the actual situation of foreign students.

With the continuous advancement of the process of world integration, China's contacts with foreign countries are becoming more and more frequent. The country has put forward the strategy of "the belt and road initiative", which makes China's influence in the world more and more strong and attracts more and more foreign students to study Chinese in China. So, what factors have influenced the learning of Chinese in countries along the "the belt and road initiative" route? This is the focus of this paper, hoping to put forward some suggestions and references for strengthening the teaching of Chinese as a foreign language so as to better develop the Chinese culture in our country.

1. Influencing Factors of Chinese Learning in Countries Along the "the belt and road initiative"

1.1 Acquisition factors

For students from countries along the "the belt and road initiative" route, Chinese is their second language and will be influenced by internal and external environment. In the process of learning Chinese, they will face a completely new environment. They need to develop their Chinese listening, speaking, reading and writing abilities and receive solid training so as to fully master the Chinese language.

1.2 Learning motivation

The importance of learning motivation is self-evident. In the process of learning Chinese, students from countries along the "the belt and road initiative" route will participate in the Chinese learning process with full enthusiasm if they have strong learning motivation and wish to communicate and communicate in the Chinese language. At present, many overseas students are learning Chinese with instrumental motivation, because the development of "the belt and road initiative" has driven the economic development of their countries and given their governments many opportunities to trade with China. Whether they work in Chinese enterprises in their own countries or in Chinese enterprises, for them, learning Chinese well has more job opportunities, and this motivation supports them to learn Chinese.

1.3 Learner's Personality Factors

Everyone has his own personality. According to relevant theoretical research, emotional type and extroverted students are more inclined to learn language through imitation and concrete practice. They will take the initiative to participate in language communication, and learning Chinese is no exception. They will take the initiative to communicate with others in Chinese, so as to improve their oral communication ability. If teachers can provide students with a large number of practical opportunities in class, it will virtually improve the effect of students learning Chinese.

2. Countermeasures to Strengthen Teaching Chinese as a Foreign Language under the Background of "the belt and road initiative"

Foreign students' learning Chinese will be affected by many factors, which requires teachers to provide students with various teaching activities and to improve teaching Chinese as a foreign language so that students can better master Chinese culture.

2.1 Teachers change their teaching roles

With the development of the times, teaching Chinese as a foreign language requires teachers not only to rely on the traditional one-size-fits-all and full-scale knowledge teaching mode, but also to update teaching concepts and adjust their teaching behaviors appropriately. Specifically, in the practice of teaching Chinese as a foreign language, teachers' classroom teaching should be changed from giving priority to teaching to organizing discussions, guiding students to help each other, dividing work and cooperating, solving difficulties, and turning the teaching classroom into an interactive classroom. Under the background of the new era, the function of teachers' guidance and inspiration must be strengthened. When talking with Jobs, Bill Gates once described his idea of university education: students watch video courses and lectures, while class time is used to discuss and solve problems. In the United States, two teachers recorded classroom teaching activities and put them on the Internet for students who missed classes to learn. Later, they "turned" the classroom over and let the students watch videos at home and ask teachers or classmates during the class to help students with learning difficulties. The practice of the two teachers has attracted more and more attention and won them the "Presidential Award for Excellence in Mathematics and Science Teaching", which is to reverse the classroom teaching mode. In the current situation, the teaching of Chinese as a foreign language can also adopt this mode. Before class, teachers can make the relevant knowledge of Chinese as a foreign language (Pinyin, vocabulary, grammar, sentence patterns, etc.) into easy-to-understand teaching videos and upload them to the Internet, so that students can download and learn in advance, and then have discussions and exchanges in class. This can greatly save class time and enable students to master more Chinese knowledge.

2.2 Let foreign students experience Chinese culture

Experience teaching method is a teaching method in which teachers create a good teaching situation to enable students to change their passive learning state, from relying on teachers to learning independently. Students experience themselves in the situation created by teachers, and gradually transform the knowledge taught by teachers into their own knowledge, feel the interest hidden in teaching activities, and obtain independent development. The application of experiential method in teaching Chinese as a foreign language can improve students' enthusiasm for learning and improve their communicative effect. The following points should be done specifically:

First of all, teachers should create living situations for students in Chinese as a foreign language class so that students can practice basic communicative language. For example, after teachers teach everyday language knowledge, students can enter life to feel the application of these languages and improve their understanding ability. Secondly, teachers can use pictures to experience situations and draw Chinese food such as dumplings, noodles and steamed buns on the blackboard to stimulate students' interest. Thirdly, teachers can create real experience situations and bring couplets, paper-cuts, shadow puppets, tea and other Chinese specialties into the class so that students can feel and have a look, and experience the connection between new words and real objects. Fourth, teachers can also use multimedia to create experience situations for students, such as playing classic Chinese movies such as "eat drink man woman", "Sweet Honey", "Living" and "Crouching Tiger, Hidden Dragon" for students to explain the Chinese culture permeating the movies while watching, thus deepening students' experience. In short, there are many ways to apply the experiential method, so long as it can deepen students' experience of Chinese, it can be applied.

2.3 Show Chinese as a Foreign Language to Students

For some students, Chinese as a foreign language is more profound and difficult to understand. At this time, teachers can use the display teaching method, which is the teaching method that presents things in the most conspicuous way. Applying this method in teaching can make the classroom more active.

There are two ways to apply the exhibition method: one is by teachers, and the other is by students. Teachers' demonstration is actually the same as experience method. For example, when teaching the two Chinese words "long" and "short", teachers can show students ropes of different lengths and match the language information of "long" and "short" with real objects so that students can more intuitively feel the meaning of "long" and "short". This is a very direct way of showing, which can make students understand Chinese and Chinese culture more truly. In addition to the teacher's presentation, there is also a student's presentation. In teaching Chinese as a foreign language, students must write Chinese words or articles. At this time, teachers can provide opportunities for students to show what they have written for everyone to appreciate and learn. This kind of teaching method can stimulate students' learning achievement and realize resource sharing. In a word, display method can be combined with experience method to improve teaching effect.

2.4 Expand students' learning resources

We all know that traditional learning materials come in the form of books, magazines, tapes, compact discs and other carriers. Although teachers can designate or recommend some related learning materials around a certain learning theme, they are limited, fixed and independent. However, if network technology is introduced into teaching Chinese as a foreign language, it can have a large amount of teaching and learning resources and exist in the form of databases. For example, the Overseas Education Institute of Logan Nanjing University and Jiangsu Radio and TV Station jointly developed the animation drama teaching material for Chinese as a foreign language, which consists of animation teaching films, paper teaching materials and supporting PPT, relying on advanced teaching and technical concepts. Compared with the traditional paper teaching materials, the new media technology endows the new teaching materials with unprecedented visualization characteristics, changes abstract language description into concrete visual images, fully mobilizes students' mouth, ears, eyes and other sensory systems, forms the comprehensive application of speech, hearing and visual abilities, and achieves good teaching effects. In the process of teaching Chinese as a foreign language, teachers should introduce network teaching resources to expand students' horizons so that they can learn Chinese in a better atmosphere. Teachers can use their mobile phones to push the fragmented contents such as "one word per day", "one sentence per day", micro-stories, and small humor to the students as a supplement to classroom teaching.

2.5 Create a competition atmosphere

Every student has a competitive mind. Teachers can introduce competition in teaching Chinese as a foreign language to stimulate students' competitive mind and make them naturally learn Chinese knowledge in a warm competition atmosphere. In fact, the competition method can be applied together with the game method, and arranging competition activities in the game can encourage students to participate in the activities with full enthusiasm. For example, teachers can arrange "memorizing texts and gallants" competitions for students. There are three evaluation criteria in the challenge arena, one is the volume and the other is whether the sound is correct or not. The third is the speed of recitation. The teacher selected two participants, who looked at each other's faces and beat. The teacher will first say the first sentence of the text to be recited. One party will recite the first sentence, and then the second sentence will be recited by the other party. In this way, you can PK sentence by sentence. In this process, the audience under the challenge arena will see which contestant on the challenge arena has higher volume, faster speed and better intonation, and then score and select the winner. In addition to one-on-one PK, teachers can also arrange two or two PK, so the competition atmosphere will be more intense until the chief champion is finally

selected, after which the teachers will issue red ribbons. The application of competition method can solve the dullness of the teaching process, make the classroom more energetic and the students' interest in learning more abundant.

In short, the implementation of the "the belt and road initiative" strategy is of great benefit to the development of our country. The key is to strengthen the teaching of Chinese as a foreign language, promote the spread of Chinese culture, and make people in countries along the "the belt and road initiative" understand Chinese culture more comprehensively. Teaching cannot be achieved, but it is important to get it right. In teaching Chinese as a foreign language, teachers should flexibly apply teaching methods to promote the all-round development of students.

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