

Teaching Thoughts on Reading Literary Works in Teaching Chinese as a Foreign Language

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Abstract: TCFL (Teaching Chinese as a foreign language) is a young subject, and its improvement and development of teaching system, theoretical research of the subject and construction of teaching staff are all in the stage of growth and development. The rapid development of economic globalization is bringing the world into the era of cultural globalization with its irresistible trend. With the development of Chinese teaching all over the world, teaching Chinese as a foreign language has been paid more and more attention. Literature is an integral part of culture. Modern and contemporary literature reading course plays a great role in promoting the accumulation of cultural knowledge and the cultivation of communication ability of foreign students. As an auxiliary tool of Chinese language learning, literature reading course can not only train students' language, but also help them understand Chinese culture and customs through reading literary works.

1 Introduction

Chinese literary works are often very close to the real life of the Chinese, which is an artistic representation of the real life of China. With the rapid development of economic globalization and integration, the trend of cultural globalization has become increasingly clear. Cultural collisions and conflicts between different countries or different ethnic groups have occurred, are occurring, and will continue to occur [1]. As a special skill class, the reading class is generally set in the middle and advanced level Chinese teaching. Whether the teaching purpose of a course can be completed requires the joint efforts and cooperation of teachers and students [2]. At this time, as a teacher, how to arrange the teaching content, grasp the students' psychology, and adopt appropriate teaching rules became the key factors. Language is a social phenomenon and has a close relationship with human society [3]. People communicate through language and express through language. Since literature is an important part of culture, literary works with different historical backgrounds can reflect the spirit of the times in some aspects [4]. Modern and contemporary literature in my country reflects the current situation, system, and nature, which helps foreign students learn Chinese culture. College Chinese should shoulder the historical obligations and responsibilities of humanistic quality education in the field of higher education, absorb the essence of traditional culture, and highlight its humanistic value on the basis of Chinese instrumentality and literary aesthetics [5]. When the foreign language learning of foreign students reaches the advanced stage, using literary reading as an auxiliary tool for Chinese language learning can not only provide language training to students, so as to improve students' reading comprehension ability, but also allow students to pass the literary works. Reading to help students understand Chinese cultural customs [6].

2 The Content of Reading Teaching in TCFL

Literary works have distinct communicative characteristics and are important language materials in teaching Chinese as a foreign language. Literary works are the art of language and writing, representing the art and wisdom of a nation, and can provide abundant typical scenes of informal language. Teaching Chinese as a foreign language is always based on basic language teaching, and even simple cultural knowledge cannot be divorced from teaching language knowledge. China has a long history, profound culture and complicated cultural contents. As Chinese students, it is difficult

for us to fully grasp and understand all the contents of Chinese culture, let alone foreign students. In teaching Chinese as a foreign language, what needs to be taught to learners and what is unnecessary to talk about need to be carefully selected. Culture is a social phenomenon, which is the product of people's long-term creation. At the same time, it is a historical phenomenon, which is the accumulation of social history. From the perspective of systematic teaching of language knowledge, the language of contemporary literature is the most agile and basic, and it is the easiest for foreign students to learn. Only the literary language that adapts to the trend of the times will be highly sought after by people and can adapt to the norms of social life.

Literature is not only the art of language, but also an important manifestation of social culture. The expression of language is often accompanied by creative inspiration, so the connotation of language is often extremely rich. Foreign students study standard Mandarin, and modern literary works appearing in teaching materials are the source of grammatical norms of Chinese. Therefore, by using literary works, foreign students can imitate and acquire the typical language while enjoying it. While accepting popularity, literary language also has its own rules. It bears the purity, classicality and standardization of a national language, and also has its own artistic features. The teaching emphasis of reading comprehension course is generally the cultivation of reading comprehension skills and the expansion of students' vocabulary. Therefore, the characteristics of this course should be reflected as much as possible in classroom teaching. Accurate and refined language in literary works is conducive to improving foreign students' skills of accurate expression. Different genres of literary works can enrich and broaden foreign students' writing ideas and master more writing skills. Reading literary works is an essential part of learning Chinese as a foreign language. Only by understanding the culture of the language can we truly understand and use the language.

3 Suggestions on Reading Chinese Works in Teaching Chinese as A Foreign Language

3.1 Dealing with the Relationship between Language Learning and Reading Teaching

What and how to teach reading teaching is an urgent problem to be solved. Only by solving the content of reading teaching, can we choose a better teaching method for reading teaching, and the teaching of Chinese as a foreign language can better shoulder the heavy responsibility of promoting Chinese internationally and spreading Chinese culture. The mission of higher education and the function of colleges and universities require that humanities courses such as college Chinese should take the responsibility of cultivating humanistic spirit as much as possible, and cultivate students' spiritual pursuit of settling down and being self-sufficient. When foreign students read such literary works, due to cultural differences, students often have cultural misreading. The manifestation of this cultural misreading is cultural conflict. There are many causes of cultural conflicts, one of which is the conflict between individual differences of students, and the other is the conflict between Chinese and Western cultures. One of the reasons why most teachers of Chinese as a foreign language ignore literature teaching is that they focus on language knowledge. They think that most foreign students hold the purpose of grading, so what they need to master most is vocabulary and grammar. Language and culture are inseparable, and it is an indisputable fact that language teaching cannot be separated from culture teaching. Figure 1 shows the dimension of effective learning environment construction and the path analysis model of learning effect in teaching Chinese as a foreign language.

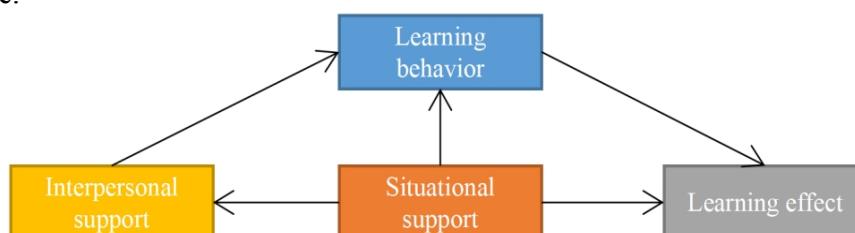


Figure 1. Path analysis model

Reading teaching of Chinese as a foreign language is a kind of teaching of a second culture. Many foreigners come to China to study Chinese, and the inducement of Chinese culture plays an important role. The study of language knowledge needs literary knowledge as a supplement, otherwise, many literally understood words can't communicate effectively in actual use, because they ignore the deep cultural significance, and cultural background knowledge can also arouse students' strong interest in learning. If the teacher's explanation is not in place, which hinders the students' understanding of the text content, the students will have no way to start, and the language practice is prone to errors. Students can't understand the ideological essence of language expression in the works, so they can't experience the cultural factors contained in the works. Many westerners don't understand Chinese culture, which leads them to a misunderstanding and even distort and misunderstand Chinese culture. Therefore, TCFL teachers have the responsibility and obligation to promote and disseminate Chinese cultural thoughts. Literary works contain rich cultural contents, which can bring out cultural background knowledge well. In the actual teaching, the requirement for TCFL teachers is to combine cultural knowledge in language teaching to achieve better teaching effect.

3.2 Train Students to Cross the Language Barrier to Read

The purpose of foreign students learning Chinese is to master the language and communicate with it, so the role of communication in teaching Chinese as a foreign language cannot be ignored. In the process of literature teaching, we should consciously train students to cross language barriers and cultural barriers for reading training. Encountering incomprehensible words during reading can guide students to guess through context. Foreign students have just started learning Chinese, and if they instill too much knowledge of Chinese culture at once, it will inevitably cause students' fear. Therefore, they think that Chinese is difficult to learn, its content is complex and they have no clue. In order to better help students use Chinese appropriately, teachers can specify new words which are not only the key words of works, but also frequently used in practical communication, and guide students to retell the text with these new words in teacher-student question and answer. The teaching of Chinese culture should vary from time to time, and should not be explained too deeply. It should be supplemented with different levels of content according to students' learning level, so that students can learn Chinese culture imperceptibly in the process of language learning.

4 Conclusions

From the perspective of systematic teaching of language knowledge, the language of contemporary literature is the most agile and basic, and it is the easiest for foreign students to learn. Only the literary language that adapts to the trend of the times will be highly sought after by people and can adapt to the norms of social life. Language and culture are inseparable, and it is an indisputable fact that language teaching cannot be separated from culture teaching. Literary works contain rich cultural contents, which can bring out cultural background knowledge well. Reading literary works is an essential part of learning Chinese as a foreign language. Only by understanding the culture of the language can we truly understand and use the language. The teaching of Chinese culture should vary from time to time, and should not be explained too deeply. It should be supplemented with different levels of content according to students' learning level, so that students can learn Chinese culture imperceptibly in the process of language learning. Only by solving the content of reading teaching, can we choose a better teaching method for reading teaching, and the teaching of Chinese as a foreign language can better shoulder the heavy responsibility of promoting Chinese internationally and spreading Chinese culture.

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