

Discuss on the Importance of Chinese in International Education

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Abstract: After an ancient stage of prosperity and development, Chinese traditional philology turned to linguistics under the influence of western linguistics after the publication of Ma Shi Wen Tong in 1898. Since then, it has changed the Chinese research system and made the living Chinese less communicative. Chinese teaching should attach importance to "text". Since then, the Chinese research system has been changed, and the living Chinese language has weakened its communicative role. Chinese teaching should attach importance to "text", and we should give new content to "text", establish an academic system in line with the reality of Chinese, so that the world can learn real Chinese.

Keywords: Chinese; international education

1. INTRODUCTION

The process of international education of Chinese must run through the education of "culture". "Literature" includes culture, humanities, literature, writing, literature and art, and articles. Chinese is the carrier of Chinese national culture, where culture refers to culture in a broad sense rather than in a narrow sense, and it almost includes most of the content of "literature". Because of this, Chinese language research has formed a broad theoretical system. Unfortunately, our current Chinese language research has insufficient understanding of this system, forming the phenomenon of research on Chinese language research, making Chinese language research isolated and entering the alley of pure language teaching.

The study of Chinese has gone through a long historical stage, which has generally gone through the stages of philology, Chinese linguistics and modern Chinese studies, with the longest history being the study of language and literature. More than 2000 years ago, philology has attracted people's attention. It focuses on the study of ancient Chinese literature. Ancient philology is also called "primary school". The word "primary school" first appeared in the Book of Rites of Dadai. "The Book of Rites of Dadai · Baofu Chapter" said: "and the prince, Shaochang Zhifei Se, went to primary school, and the primary school students learned the palace... The ancient people left home at the age of eight, learning small skills and performing small steps."

Since the founding of New China, China has made great efforts to develop teacher education, which corresponds to the Chinese curriculum in the basic education stage. The major of Chinese language and literature education has become an indispensable major in normal universities. Chinese teaching should cultivate students' language ability, improve their language application level, and at the same time, cultivate students' literary appreciation ability and aesthetic ability, so that students can form healthy and beautiful feelings and an upward attitude towards life. In the process of teaching Chinese as a foreign language, when festivals come, teachers of Chinese as a foreign language will intersperse some cultural lessons to introduce festivals, and no exception.

2. THE PROPOSED METHODOLOGY

2.1 Curriculum of Chinese International Education and Chinese Major

China and South Korea have been in close contact since ancient times, with many cultural similarities, and festivals are no exception. As we all know, some countries in Asia celebrate the Spring Festival. After taking courses related to color, social communication can be divided into interpersonal communication, interpersonal communication, organizational communication and mass communication according to the scale of communication. Some scholars also believe that there should also be group communication between interpersonal communication and organizational communication, and there should also be international communication and global communication after mass communication. The main body of the international teaching of Chinese is the cross-strait government, which, under the guidance of institutionalization and in the form of organized communication as the framework, has launched a comprehensive communication to the world; Therefore, from the perspective of actual implementation mode, it is both interpersonal communication

As a matter of fact, it is very disappointing that Chinese studies have turned to linguistic studies. After the publication of Ma Jianzhong's "Ma Wentong" in 1898, it marked the beginning of the study of Chinese language in China. After the genealogical study, Chinese linguistics gradually matured and the practicability of philology gradually lost its due role. Chinese language research in China has stepped into grammar-centered research. As a special form of knowledge in China, the basic elements of Sinology are closely related to Chinese. In essence, the most prominent expression of national characteristics is language; Therefore, Sinology is the knowledge pedigree of Chinese culture reconstruction. The reconstruction of the knowledge system of Sinology must start with the re-clearance and confirmation of the real modern Chinese. Only the study of national characteristics carried out from the Chinese morphology can find the root of Sinology.

2.2 Chinese international education is an independent discipline

As a foreign language in the international education of Chinese, the goal to achieve is relatively simple. The Confucius Institute also undertakes the training of Chinese teachers, such as the training course for Chinese teachers in primary and secondary schools in central Thailand held by the Supan Confucius Institute, the training course for teachers held by the Confucius Institute of the University of Athens in the Philippines, the formal opening of the training course for teachers held by the Confucius Institute of the Thai Agricultural University, the training course for Chinese teachers held by the Confucius Institute of the University of Kongjeng in Thailand, and the Chinese training course for officials of the Chiang Mai Immigration Bureau in Thailand. In the 1980s, the tide of ideological emancipation surged, the reform in various fields has promoted the leap of language research theory and the innovation of research methods.

The study of modern Chinese has emerged from multiple perspectives, sides and levels. Among them, the most prominent is the proposition of the three plane theory, which believes that there are three distinct but closely related planes: syntax, semantics and pragmatics. In the 1980s, the tide of ideological emancipation surged, and the reform in various fields promoted the leap of language research theory and the innovation of research methods. The study of modern Chinese has emerged from multiple perspectives, sides and levels. Among them, the most prominent is the proposition of the three plane theory, which believes that there are three distinct but closely related planes: syntax, semantics and pragmatics. The syntax plane mainly studies the relationship between symbols and symbols, focusing on the deep structure; Pragmatic plane studies the application and transformation of language structure.

3. CONCLUSION

This article deals with the teaching of "literature" in the international education of Chinese language, including culture, humanities and literature. Each part chooses the way and content suitable for the level of Chinese language learning of the teaching object for teaching, which has been quite effective in practice, but also has some problems. The course of Chinese literature is conducive to the cultivation of students' humanistic feelings and the improvement of their humanistic qualities; The course of world religions is conducive to students' understanding of religious knowledge and students' living abroad. After four years of study, students should be able to improve their humanistic quality, understand the history of the discipline, master the theory of the discipline, and have the skills to engage in the discipline.

4. REFERENCES

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