

Discussion on the Application of Chinese Films in Teaching Chinese as a Foreign Language

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Abstract: In recent years, with the further acceleration of China's economic development speed, as well as the further deepening of the degree of openness, and the exchange and contact between countries is more and more frequent, in the international political influence is also more and more big, and this for the spread of Chinese also played an important role in promoting. More people are learning Chinese. Chinese began to become a language with the largest number of learners after English, which continuously expanded the scale of Chinese teaching. However, Chinese learning is quite difficult, so foreign teachers of Chinese should strengthen the research of teaching methods in the process of teaching, so as to improve the quality and efficiency of Chinese teaching. This article focuses on the application of Chinese films in teaching Chinese as a foreign language. First, it discusses the significance of introducing Chinese films into teaching Chinese as a foreign language, and then it elaborates the specific application strategies for the reference of relevant units and personnel.

Keywords: Chinese film; Teaching Chinese as a foreign language; Used to investigate

Quote:

For foreigners, in the process of learning Chinese, they are faced with many problems. On the one hand, most of the Chinese character structure is relatively complex, at the same time, Chinese has its unique grammar, and there are great differences between other departments. Foreigners in the learning process of learning the complexity and difficulty of producing boring feeling and sense of failure, the study enthusiasm of foreigners will gradually decline, and the pure language learning is not enough, foreigners need to understand Chinese because of the Chinese culture, understand the various customs of China, into language learning and culture learning, can be easier and refining of mastering the Chinese language. This requires foreign teachers of Chinese as a foreign language to get rid of the traditional teaching methods and adopt targeted teaching methods according to the characteristics of Chinese, and the more effective teaching method is to carry out teaching activities of Chinese as a foreign language based on Chinese movies. This is because the characters in Chinese films have conversations in Chinese, and the dialogue process contains a certain amount of Chinese language art. Meanwhile, foreigners can also acquire certain cultural customs from the dialogue and the movie scenes, which can further improve the language literacy of foreigners. More important relative to the directly in Chinese teaching, based on the Chinese movie's Chinese teaching activities more able to arouse the study enthusiasm of foreigners, because of both pictures and music, the attraction and appeal of foreigners is bigger, can fully focus of foreigners in the classroom, but also can deepen the foreigners understanding and memory of a Chinese vocabulary.

1. The significance of introducing Chinese films into teaching Chinese as a foreign language

The main purpose of introducing Chinese films into Chinese teaching activities is to enhance the effectiveness of Chinese teaching and improve the Chinese literacy of foreigners. Its specific teaching significance is mainly reflected in the following aspects. First of all, the Chinese film is not a simple narrative of the story, the film will involve a lot of language of dialogue, the dialogue is mostly foreigners are frequently used in daily life, foreigners in the process of watching movies, can learn more authentic English expression, but also can exercise foreigners Chinese listening, a mock object for foreigners Chinese accent. Foreigners who watch Chinese movies for a long time can make great progress in both listening and speaking. Secondly, in the Chinese movie contains the excellent national spirit in our country, embodies the habits and customs of many foreigners can learn more about China by watching films, more profound understanding of the development of Chinese and profound experience from Chinese language charm, so as to arouse the study enthusiasm of foreigners. In addition, movies also have a strong function of explanation, especially when it comes to some difficult nouns to explain, foreign teachers can simplify the difficulty of learning by playing movies for foreigners. For example, in western countries, there is no such cultural content as the 12 zodiac signs, and it is difficult for foreigners to understand because of the difficulty in interpretation. At this time, foreign teachers can make foreigners understand the meaning of the 12 zodiac signs by playing cartoons or movies about the 12 zodiac signs for foreigners^[1].

2. Specific application strategies of Chinese films in TCSL activities

2.1 Conduct listening training by using Chinese films

In Chinese learning activities, listening teaching is very important. Only with strong listening ability can foreigners communicate with others normally in Chinese, and listening training is a long-term process, so foreign teachers need to make long-term training plans by using Chinese movies. First of all, in the classroom teaching activities, foreign teachers should use Chinese movies to carry out listening training for foreigners. And this requires foreign teachers should do a good job in the choice of Chinese film according to the quality of different foreigners listening material to choose the appropriate films, for example, according to the lower level foreigners can choose listening materials mainly animated films, while for foreigners is low can choose relatively complex film content, listening to foreigners in this way, at the same time also let foreigners know to watch movie is also a good means of listening practice. Secondly, foreign teachers can arrange listening teaching tasks, such as using WeChat or QQ and other ways to release movies and videos containing Chinese subtitles to foreigners, and then let foreigners write out what they hear, in this way to carry out targeted training for foreigners' listening. Compared with the traditional listening training means, this movie-style training method is more interesting and can arouse the enthusiasm of foreigners to participate.

2.2 Cultivate the oral ability of foreigners by using Chinese movies

In Chinese film activities, there will be a lot of dialogues between characters, and a film often contains a large number of Chinese vocabulary. Therefore, foreign teachers can use Chinese films to improve the oral ability of foreigners. First of all, foreign teachers need to do a good job in the selection of Chinese movies, which are as close to the life of foreigners as possible, with positive energy and relatively simple plot content. Then, after playing the movie for foreigners, foreign teachers can divide foreigners into several groups and ask foreigners to play roles to interpret the content of the video in the form of drama. In this process, foreigners will make a commitment to watch video, and in preparation for the drama will be repeated to imitate the pronunciation of characters in the video, when meet don't understand the words will be active to refer to the dictionary, and then in gradually can rich foreigners vocabulary, oral English ability of improve the foreigners. In addition, the film does not simply narrate the words, but the characters are often full of emotions in the dialogue. Foreigners will also be affected by such emotions in the simulation process, which plays an important role in improving foreigners' sense of Chinese language^[2].

2.3 Spread Chinese language art through Chinese films

Chinese has experienced thousands of years of development, in the process of the birth of many art of language, the language art culture cannot be taught by the theoretical knowledge of foreign teachers, need foreigners to understand understand themselves, therefore, the foreign teachers need to use Chinese movie the art activities to do a good job of teaching of Chinese language culture, but also to promote Chinese excellent culture to the world. For example, most of the language used in Chinese expression is euphemistic. Even when refusing others, they will not directly refuse, but will always dodge them in a euphemistic way. This is the language art of Chinese. Western countries, on the other hand, are more direct in language expression. Foreign teachers can choose the movie "If You Are the One" in the teaching process. The movie content of "marriage soliciting" in this movie can fully reflect the euphemism and implicative characteristics of Chinese language. Then, foreign teachers can also choose a western film with the same plot, analyze and contrast the language use in Chinese and western films, and put forward targeted questions to trigger the discussion among foreigners. "What are the linguistic differences between the two films? Why the difference?" In this way, it can arouse the discussion and thinking of foreigners and guide them to analyze the language from the perspective of culture. In addition, it can also simulate specific dialogue situations for foreigners, such as how to politely refuse others. Invite others to have dinner, etc., through this way to let foreigners know the language art contained in Chinese^[3].

3. Conclusion

To sum up, film is not a simple form of artistic expression. An excellent film can reflect the changes of history, reflect the culture of a country and convey the charm of a country's language. Therefore, Chinese films should be fully introduced into the teaching activities of Chinese as a foreign language to stimulate the interest of foreigners in learning and make foreigners feel the charm of Chinese, so as to promote Chinese culture, expand the influence of Chinese in the world and let more people learn Chinese.

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