

Is Chinese Ready to Accept the "Doubts" in the World? — From the Status of Teaching Chinese as a Foreign Language in Spain and Portugal

Hongling Zhou

Universidad Pontificia Comillas, Madrid, Spain

408197706@qq.com

Abstract. In the context of globalization, the international cultural exchanges are becoming more and more frequent, and the cultures between countries collide and trust each other. It is a very normal and common phenomenon for learners to "believe" and "doubt" in the excellent traditional Chinese culture. This paper mainly discusses it from the following aspects. Make a brief overview of the literature review and theoretical achievements at home and abroad, analyze the current situation of Spain and Portugal, and propose the suggestions and countermeasures from practice.

Keywords: Teaching Chinese as a foreign language; teaching Chinese to the world; teaching status.

1. Foreword

China came early as a hegemon, then a coward, and now a "challenger" (threat). The mentality of the foreign people, deeply influenced by the history of domestic development, is extremely complex. The Chinese language moves to the world has its inevitability, but also have the demand. Is Chinese just a tool (knowing the Chinese, dealing with them), or does it reflect China's soft power and attract more people to accept Chinese culture. But China's system is one of the few countries different but very successful. Therefore, the caution and conflict between countries are inevitable and will not disappear easily [1]. The purpose of Chinese actively going abroad faces extremely complex challenges. This is similar to the many early problems faced by foreign language education [2], (The international communication of English and Spain are all related to the expansion of foreign power). This paper will explore the development history of foreign language education, through interviews with the public, and combined with their own teaching practice, summarize the current experience of seeking Chinese foreign education for reference, analyze the current situation of Chinese foreign education, and put forward some suggestions on the following challenges.

2. Literature Review

The importance of international Chinese language teaching is self-evident. As the current process of globalization and global economic integration is accelerating, the exchanges between countries are becoming increasingly frequent. China is also the most important member of the world's second largest economy. First of all, Spain, as one of the cultural powers in the world, is not nationally unique and internationally speaking among countries abroad, and secondly, although Spain and China have a strong and profound historical relationship. Internationally, although countries have different attitudes towards Chinese, their language education background and cultural environment are very different. Overall: "Italy and Spain are now very common." According to statistics: From September to November 2000, the Spanish and French University English Committee jointly issued the " On Strengthening the Student English Proficiency Test System " (IMS) [4]; At the end of 2010, the Chinese Ministry of Education officially approved the issuance of more than one curriculum standard as one of the compulsory courses in foreign language teaching.

In December 2011, the Ministry of Education and the National Education Commission jointly issued the Opinions on Making Part-time for Chinese Language Teachers and Students in Primary and Secondary Schools, repositioning the issue of accepting "questions" from others. At present, China has formed a set of perfect, mature, scientific, reasonable, feasible and effective methods in

language teaching in China. Oral communication courses are mainly in "guessing word riddles corpus- -Chinese Character Dictionary and Dictionary". In recent years, the Ministry of Education and Premier Li Keqiang have made it clear to "improve students' Chinese language" at the national Education work conference. This requirement is also the guidance of the Chinese government after the comprehensive analysis and in-depth study of the current learning situation of college students. From the teaching level, we should strengthen the construction of teachers; second, establish and strictly implement the relevant policy system; third, from the perspective of school management, we should pay attention to cultivate a high quality, responsible, good Mandarin students, good language literacy and certain Chinese level.

In terms of cultural export (language education is one of them), the vigilance of local culture is encountered, and Chinese foreign education is facing a similar situation. For example, Wu Rong (year) of intercultural thinking in teaching Chinese as a Foreign Language. The ——— difference of intercultural communication between China and English-speaking countries is an obvious research table. Mastering the differences between Chinese and Western cultures is the basic requirement of successful cross-cultural communication. For example, in Singapore, Malaysia, Thailand and other countries, Chinese language education has been very successful. For example, the systematic research results on Chinese promotion in Europe. In recent years, China's strength has increased, including Europe, in the United States or China. People's misunderstanding of China has not improved much, and the strategy of external Chinese communication has been severely frustrated. VOA is part of the US government's foreign exchange organization and an important mouthpiece for official US propaganda. VOA [3] After serving the US national interest and foreign policy for 70 years, VOA's spread to China has entered a transition period from the Cold War period. The original model of using broadcasting tools for external publicity is declining, and the model of using new media technology for external publicity is beginning. China is undergoing great changes in a century, and the responsibility of this study is included in it.

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Spain, the first country in the world to teach Chinese as a foreign language, has greatly improved in the past few years. From the early 1880s to October 1, 1993, the China-West Exchange Country Cooperation Commission was formally established. This means that China has become the world's second largest economy and one of the world's fourth largest trading partners. It also marks a major breakthrough in other countries to learn English, readers, and has also established a "Chinese fever" program [5] (That is, a group of international students from Spain and Chinese people). Spanish-speaking countries have also launched various policies for Chinese language teaching. These policies are often closely related to the political meetings between the two countries and the establishment of the Confucius Institutes in Hanban.

3. Project

As typical countries, European Spain and Portugal have a high demand for cultural (language) acquisition in Chinese strategy. Among them, Spain is the first country in the world to teach Chinese

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Since 2020, the author has carried out the education and practice of Chinese as a foreign language in Spain. Professor * * students have had more contact with their parents, explored the phenomenon of Chinese learning in Spain, and found that local people understand the importance of Chinese learning and their superficial understanding of China's development process. This leads researchers to think that overseas countries, with European Spain and Portugal, as typical countries, acquire Chinese strategy and culture (language). What is the status and recognition of Chinese as a foreign language education in China? What are the problems in Chinese education in Western countries? To be more precise, the present study proposes the following research questions: Question-free, we are not used to coping, and there is no good way to respond. What is the reason? Starting from the phenomenon and the current situation.

- The status of Chinese: How foreigners view Chinese embodiment of —— tools, culture, value identity (cooperating with Chinese, living, cooperating, transforming the world related)
- The current Chinese education (institutions) ecological status and problems: teachers, remuneration (and domestic English training), curriculum positioning, etc.

4. Research Design

This study analyzes the teaching practice of Chinese in the city, communicated with students and their parents, and discussed with teachers of teaching Chinese as a foreign language. At the same time, the researchers also searched the Spanish literature and news about Chinese education, trying to collect a more comprehensive information related to the research question. Selection of questionnaires and interviewees, number of people and population data.

Research tools: questionnaire, interview structure, implementation process of main contents, and valid questionnaire.

5. The Status of Chinese in both Countries

5.1 The First Aspect

The importance of international Chinese language teaching is self-evident. As the current process of globalization and global economic integration is accelerating, the exchanges between countries are becoming increasingly frequent. China is also the most important member of the world's second largest economy. First of all, Spain, as one of the cultural powers in the world, is not nationally unique and internationally speaking among countries abroad, and secondly, although Spain and China have a strong and profound historical relationship. Internationally, although countries have different attitudes towards Chinese, their language education background and cultural environment are very different. Overall: "Italy and Spain are now very common." According to statistics: From September to November 2000, the Spanish and French University English Committee jointly issued the "On Strengthening the Student English Proficiency Test System" (IMS) [4]; At the end of 2010, the Chinese Ministry of Education officially approved the issuance of more than one curriculum standard as one of the compulsory courses in foreign language teaching.

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5.2 The Second Aspect

The highest English level is found among the students in Portugal. According to the above statistics, both liberal arts or science students or political and economic colleges can accept the "questions" through learning and achieve good results; graduates from liberal arts or political schools generally do not choose to learn knowledge points in their national language because of their relatively low grades. Overall, as shown in Figure 1 below, Portuguese has the highest English proficiency, followed by students with a certain interest in Chinese, and some are interested in other foreign languages.

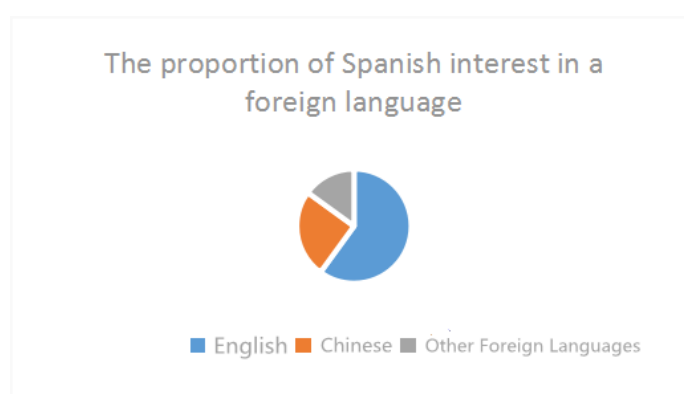


Fig. 1 The proportion of Spanish interest in a foreign language

5.3 The Current Situation and Problems of Chinese Education System

In December 2011, the Ministry of Education and the National Education Commission jointly issued the Opinions on Making Part-time Chinese Language Teachers and Students in Primary and Secondary Schools, repositioning the problem of accepting "questions" from others. At present, China has formed a set of perfect, mature, scientific, reasonable, feasible and effective methods in language teaching in China. Oral communication courses are mainly in "guessing word riddles corpus- - Chinese Character Dictionary and Dictionary". In recent years, the Ministry of Education and Premier Li Keqiang have made it clear to "improve students' Chinese language" at the national Education work conference. This requirement is also the guidance of the Chinese government after the comprehensive analysis and in-depth study of the current learning situation of college students. From the teaching level, we should strengthen the construction of teachers; second, establish and strictly implement the relevant policy system; third, from the perspective of school management, we should pay attention to cultivate a high quality, responsible, good Mandarin students, good language literacy and certain Chinese level.

In the Chinese teaching in Spain and Portugal, the lack of investment in overseas education, the generally low level of foreign language and the lack of specialized talents all restrict the cultivation of international high-level language talents [6]; Secondly, in terms of teaching mode, most students' classroom learning is still taking teacher teaching as the main method.

The teaching objectives are not clear. In the class, the teacher will set the learning task according to the students' actual level and the Chinese language knowledge mastery situation, and does not explain to each student in detail. For example, some students because they usually did not understand the teacher's lecture and were asked, "Who am I?" Or because of other reasons can not answer or can

not understand; some because of their own ability to cause their wrong words, words and other problems in class or directly let everyone practice together phenomenon also happen.

The quality of teachers in Chinese teaching is not high. At present, the most commonly used methods in the classroom are students' independent learning, cooperation and communication and inquiry teaching methods. However, this model is not suitable for students in Chinese courses and international activities, and the lack of effective evaluation mechanism and school evaluation of students' Chinese proficiency [7] As a result, some people think that they are very good people in foreign languages and do not know why they do these things: because teachers only pay attention to the basic skills such as speaking words and reciting vocabulary methods in class.

Teaching methods and teaching content setting need to be improved. In the Spanish and Portuguese Chinese teaching, the teaching content is not flexible enough. In the current classroom, the teachers often ask questions to the students, but these questions are designed for a certain knowledge point and are not answered accordingly. For example, the word "you are great" has a very abstract words: the teacher said that today we will ask? Why do so? Because everyone is all confused, don't know how to use this answer? So teachers can't according to the different types of content set with flexible and challenging teaching materials selection lead to improper acceptance is not high in the current classroom, the teacher use the word "problem" selected textbook is mostly relatively simple and closely related to real life and conform to the actual situation of Chinese development and the content of the national cultural background [8]. These teaching contents and methods are only set up to solve some difficulties or puzzles in the current process of Chinese learning.) Lack of effective evaluation mechanism, insufficient feedback.

Cultural exchange and international understanding are not included in the teaching objectives. There is a common problem in Spanish and Portuguese Chinese classrooms: there is no corresponding teacher reflection and summary of the teaching process; the lack of necessary and comprehensive and systematic information transmission to the whole class, which seriously affects the improvement of students' Chinese knowledge and the communication effect of Chinese culture in the forest of the world.

6. Conclusion and Discussion

6.1 Conclusion

Through interviews with relevant personnel, this study found that there are several problems in the introduction of Chinese language to overseas education.

- The level of teachers, teaching methods and teaching content can not well support the important task of Chinese going to overseas education.

6.1.1 International understanding and cultural exchanges have not been included in most Chinese language education

This paper studies the current situation of Chinese teaching in Spain and Portugal, points out the status of Chinese teaching in Spain and Portugal, puts forward some problems existing in Chinese teaching in Spain and Portugal, and puts forward some constructive suggestions according to these problems.

6.2 Discuss

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6.2.1 Cultivate the students' spirit of questioning

First of all, we should understand that accepting others' doubts is not about denying ourselves without principle. In classroom teaching, teachers should pay attention to cultivating students' awareness of questioning, because good voices will make people feel interesting. Therefore, we can stimulate learners to explore the text by creating situations and encouraging students to answer questions. The first one is the guided import [9] Before class, then the teacher should ask students some new topics to discuss and explain the answers, and then bring these topics into the classroom to make them interesting and challenging, and also interest other groups.

6.2.2 We will strengthen the ranks of teachers

Strengthen the supervision of the fault behavior phenomenon in the classroom. For example, when the question is "I am a person who dares to try new things"; immediately correct or stop the next class, happen in the class or the teacher, this will fear the teacher to ask why, and to question the problem to solve the problem. At present, fewer and fewer international Chinese language learners question that "the problem is the real reason"[10]. Therefore, it is necessary to enhance teachers' professional quality, enhance students' innovation ability and cultivate students' awareness of independent asking questions. First of all, we need to integrate and optimize the existing teachers: on the one hand, we can enrich the source channels of students through network resources; on the other hand, we can also adopt the school-enterprise cooperation mode to strengthen the communication between schools and enterprises, so that universities can provide internship opportunities for many people and visit factories to increase the effectiveness of teaching.

6.2.3 Stimulate students' interest

Improve the teaching ability of teachers. In the class, the students are the main body. The most important thing in the process of independent learning is to stimulate students' interest. Therefore, teachers should pay attention to the training and development of this type of people.

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