

The Application of Phonological Knowledge in Teaching Chinese as a Foreign Language

Lei Li^{1, a}

¹Xi'an Shiyou University, Xi'an 710065, Shaanxi, China
^a3280884830@qq.com

Abstract: With the improvement of China's comprehensive national power, the learning of Chinese has become a hot trend at home and abroad, and the teaching of Chinese as a foreign language has also become popular. As the foundation of teaching Chinese as a foreign language, the explanation of phonetics knowledge is of great significance. However, some Chinese learners who study in China still have the problem of "foreign emphasis" in the process of more in-depth learning. Based on this, this paper focuses on the problems related to the application of phonological knowledge in teaching Chinese as a foreign language, and puts forward suggestions.

Keywords: Phonological knowledge, Teaching Chinese as a Foreign language, Teaching phonetics, Application.

1. Introduction

As a second language with Chinese as the target language, the actual process of teaching Chinese as a foreign language. Teachers should follow the corresponding standards and norms, deeply grasp the inherent and universal laws of second language teaching and teaching Chinese as a foreign language. At the same time, it is more important to consider the special characteristics of Chinese itself, so as to promote the high-quality and innovative development of teaching Chinese as a foreign language.

2. Overview of the Application of Phonological Knowledge in Teaching Chinese as a Foreign Language

The teaching of Chinese as a foreign language can be traced back to the 1950s. In the later period, as domestic and foreign ties became closer, cultural interactions became deeper, and international students came and went more frequently. After decades of development and improvement, many colleges and universities in China generally offer courses on teaching Chinese as a foreign language. At the same time, research on the theory of teaching Chinese as a foreign language has also been widely carried out, and then in response to the needs of the times [1].

The work of Chinese language teaching, in general, which is generally considered by the academic community to include, phonetics, vocabulary, grammar, Chinese characters, and culture, and other five aspects. Among these five elements, the most basic and elementary one is the teaching of phonetics. However, when international students first understand Chinese language, due to the neglect of phonetic knowledge and the rush to enter the last four stages of teaching, most Chinese language learners fail to develop correctly, and "foreign accent" is widespread, so it is difficult to say that they have mastered the Chinese language.

Because of the strong professional, technical, and innovative nature of the Chinese as a Foreign Language teaching course, it is somehow difficult for the backward teaching model to adapt to it. In the process of teaching

Chinese as a foreign language, teachers should avoid the traditional teaching mode of practicing for the sake of practicing, instead recognize the important role of continuous innovation and optimization of course teaching in improving students' learning efficiency, which is an important means to promote students' learning. In order to vigorously implement the reform and innovation of teaching Chinese as a foreign language in institutions, we should insist on learning modern teaching techniques as the key principle of reforming the content of classroom teaching in China, then change the existing teaching model and basic structure. At the same time, we should return to the human-centered teaching concept, so that the knowledge students learn can be practically applied, thus their ability can be exercised and their thinking can be expanded [2].

Therefore, teachers should further develop their own motivation to comprehensively enhance students' intuitive, inspired associations and imaginations about specialized subjects, comprehensively enhance students to carry out empirical evidence and reasoning, and cultivate their new thinking of criticism and discovery. In addition, it is necessary to experience and perceive through closely related life, performance and creative literacy, and then implicitly into consciousness and attitude, so that the textbook can be lived and used. Teachers should take the initiative to enhance students' cognitive ability for learning Chinese as a foreign language, and improve their learning level of professional courses, so as to stimulate students' endogenous motivation and self-awareness for learning Chinese as a foreign language.

3. Application of Basic Principles of Phonetics in Teaching

3.1. Pronunciation Mechanism

Speech, as a language with practical meaning, which is produced through the human articulatory organs, accompanied by certain articulation methods and pronunciation techniques in the process, and is converted into sound waves to be heard. The oral cavity and the nasal cavity are the two important organs that allow language to be pronounced, and this does not have the same impact on the teaching of Chinese. The uvula and the nasal cavity are the

two main core points of nasal pronunciation. The opening and closing of the lips and the different resonant cavities formed by the change of the tongue position back and forth, so that different tones can be produced, are the keys to oral pronunciation [3].

Pronunciation mechanism is the beginning of teaching Chinese as a foreign language. The teacher explains the pronunciation organs, pronunciation methods and pronunciation principles, so that students can know how to pronounce. Pronunciation methods mainly involve four elements, such as clear and turbid, air delivery, friction and obstruction. The teacher needs to master the theory of phonetics, and then demonstrate the pronunciation of each sound, so that the students can accept and understand it from the perceptual point of view. Because of the differences in students' family environment and upbringing, in their interests, teachers need to provide individualized teaching content for them. Teachers, as the main promoters and facilitators of education, they should carefully study the relevant requirements of the Ministry of Education, carefully research the content of teaching materials, continuously connect theoretical knowledge with real life, scientifically position the teaching content, and teaching objectives in the teaching of Chinese as a foreign language teaching classroom. In this regard, teachers should consciously improve their own ability level, follow the regularity of students' learning development and growth, and comply with the relevant requirements of the Ministry of Education, so as to continuously promote the teaching of Chinese as a foreign language to play a greater value and role. In the process of teaching professional courses, professional teachers should further promote the expansion and application of classroom activities in teaching Chinese as a foreign language in institutions, so as to better and more comprehensively improve the teaching quality, teaching level of teaching Chinese as a foreign language in institutions [4]. During the organization of classroom teaching preparation, teachers should pay attention to a high degree, respect to the students' language learning difference characteristics and language individualization, then scientifically and reasonably scientific with the design of classroom teaching content, ensuring that each student can ensure a more flexible, independent and effective teaching in the Chinese learning process. During the period of personalized teaching training of Chinese syllables, teachers should meet students' needs for new in-class reform questions, take the initiative to change the curriculum teaching reform ideas in a timely manner, and introduce some novel teaching design models into the practical teaching work. Teachers can simultaneously adopt various forms of teaching organization models to carry out various personalized teaching activities, so as to stimulate students' interest in learning, enhance their understanding of reading knowledge while strengthening their overall quality, and core Chinese language literacy, then provide favorable conditions for their future development. After repeated in-depth learning of Chinese phonological knowledge and concepts, the students' knowledge of Chinese and other related extra-curricular knowledge and skills are accumulated and used proficiently, the students themselves will be able to spell and read the two most important parts of the Chinese picture book text in a relatively good and fluent manner. In the long run, the overall quality of the students' ability to comprehend and read Chinese will naturally improve. While enjoying the pleasure of reading classical works and famous writings, the students

will also be able to enhance their ability to remember Chinese syllabic sentences with accuracy and completeness [5].

3.2. Phonemes and Phonemic Positions

The phonemes, which constitute the smallest phonological units and phonological segments, which are separated from the phonological quality, emphasize mainly the natural properties of speech. Phonemes, on the other hand, place more emphasis on the social properties of speech, which are the smallest phonological units in the language system that can distinguish word meanings. Phonemes and phonemic levels are both interrelated and distinct from each other, and it is only from the phonemes of speech that the phonemic levels of a language or a dialect can be generalized. Conversely, when one wants to learn a language, phonemes are essential, because it is only through phonemes that one can pronounce the sounds correctly and master the phonemes.

Learning is not only an instruction, but also a guide to lead students to discover the role and meaning of Chinese. In fact, personalized classrooms are gradually becoming the focus and core of classroom education and teaching for teaching Chinese as a foreign language. Teachers should take the initiative to enhance students' cognitive ability for learning Chinese as a foreign language teaching in institutions, and to improve the learning level of teaching Chinese as a foreign language, so that they can better play the role and meaning of teaching using classroom activities. In the context of the concept of learning activities in teaching Chinese as a foreign language, one of the key points in the design of post-reading activities for professional classroom teaching is to cultivate students' personalized classroom level, which will provide a particularly important quantitative accumulation for students' future learning life, finally promote the "qualitative" transformation and leap of knowledge for students in the future.

The old versions of many teaching materials for teaching Chinese as a foreign language, and the difficulty of explaining cases are some of the new situations and problems faced nowadays. Therefore, teachers should take the initiative to improve their own quality, strengthen the integration and improvement of textbooks, the intellectual understanding and interpretation of innovative teaching materials, continuously promote the interest of teaching, deepen the classroom, promote the deep transformation of teaching Chinese as a foreign language teaching course in institutions, and further strengthen the integrity and structure, continuity and comprehensiveness of teaching Chinese as a foreign language teaching course in institutions [6]. Teachers need to continuously cultivate a more independent learning spirit among students in the learning process. At the same time, teachers should deepen their understanding and thinking about problems in certain textbook content or real-life situations, and consciously engage in the realities of life. Only by being willing to solve real-life problems can we better promote students' deeper memory and understanding. Professional teaching should constantly promote the transformation of life and reality, keep up with the times and keep up with the times, so as to adapt to the rapidly developing social reality, to teach students how to learn and improve themselves.

3.3. Notation of Note Numbers

The symbols used to record the language are called mnemonics, and unlike pinyin scripts, Chinese characters are

not pronounced from their shapes, so mnemonics are a good solution to this problem. Since the Latin alphabet is particularly widespread and commonly used in languages around the world, the Hanyu Pinyin Scheme uses the Latin alphabet as the mnemonic symbols, which leads some international students to confuse the Chinese mnemonic symbols with their native language characters. For example, b, d, and g are the three non-aspirated consonants in Chinese, but some international students easily mistake them for the turbid consonants in their native language. In addition, zh, ch, and sh, the three curly consonants in Chinese, which are easily mistaken as lingual leaves by international students.

Professional teachers should be good at learning from each other and constantly exert their autonomy, which can better improve the development quality and level of teaching of foreign Chinese teaching courses in institutions, and which can promote teachers in institutions to be able to constantly improve their own educational and teaching abilities. In the teaching practice, teachers should be bold to question, bold to innovate, constantly introduce new education and teaching methods, and thinking concepts into their own teaching practice. The cultivation of creativity is the key to ensure that the learning ability of institutional students teaching Chinese as a foreign language is fundamentally optimized, it is also the basis for ensuring that the work of Chinese language education in the new era is more maturely adapted to the educational concept. It is necessary to make the teaching of foreign Chinese language teaching courses in institutions more in line with the students' own developmental laws. For example, to make the classroom more vivid, to make the knowledge more flexible, to make the image more realistic, and to make the feeling more intuitive. Therefore, professional teachers should strengthen the combination of theory and practice, further enhance the awareness of practical teaching in their teaching, at the same time, pay attention to the combination and unity of knowledge and practice [7]. The new concept optimizes teaching Chinese as a foreign language as a major activity for students to learn knowledge, which is also a key window for teachers and students to exchange information. This guiding ideology of the Ministry of Education is laid out as a benchmark for teaching, and the educational concept of new technologies is constantly practiced, so that students can get a comprehensive and integrated improvement and development. In addition, in the classroom of teaching Chinese as a foreign language, teachers should be good at using and bringing into play students' potential abilities and literacy, creating conditions for students' continuous development, allowing them to better experience the joy of learning, and finally guiding them to sort out the basic laws of teaching various types of knowledge.

4. The Impact of Phonological Development on Teaching Chinese as a Foreign Language

4.1. Building a New Speech Corpus

In recent years, with the scholars' in-depth research on the subject of phonetics, phonetics teaching has shown a deep development trend, which provides more useful methods for teaching Chinese as a foreign language, more highly qualified talents, and phonetics research experts have penetrated into the field of foreign teaching, then collected and collated phonetic corpora through teaching Chinese as a foreign

language. At the same time, the development of information technology has enabled the establishment of a new corpus, which is of great help to not only the learning of international students, but also provides an important reference for teaching and research teaching. Teaching phonological knowledge in the Chinese language environment of modern institutions in China. It is the first time that a systematic, more scientific and effective integration, which is carried out in the construction of teaching and training courses. On the one hand, because it is a more in-depth, systematic, efficient and fast learning training, it develops the initial learning ability of our students in listening, speaking, reading and writing Chinese vocabulary in colleges and universities. On the other hand, it ensures that international students can learn natural characters, natural phonetics efficiently and quickly, which can achieve the so-called half-measures effect. The large number of syllables memorized can help to quickly improve the effectiveness of classroom Chinese learning, and teaching efficiency for each unit of students' basic Chinese knowledge, so that all our Chinese students can really perceive more clearly in a short period of time the various interrelationships between the meanings of the letters of the syllables and their actual grammatical pronunciation habits, as well as the collocation relationships between corresponding words. Finally, it is possible to really lay the foundation for conducting, or any further form of classroom language learning research activities with each student [8].

As far as the current development is concerned, the new corpus mainly consists of two aspects: the corpus of Chinese itself and the phonological systems of intermediary languages of different native students. The basics of phonetics are just the right solution to the fundamental problem of pronunciation, which is teaching students how to spell a syllable quickly, and how to correct the pronunciation gradually. Over time, students will become increasingly able to read and teach through listening. This review method also solves the vocabulary fear that many students have due to the difficulty of memorizing syllables, thus significantly reducing the difficulty of learning new syllables, significantly increasing the interest and confidence of Chinese students in learning Chinese. In the actual process of using Chinese language teaching, teachers can also choose to use various ways, such as reading dictionaries, videos, pinyin synchronization dictation practice books, etc. This further comes to promote better integration of natural pinyin learning in language teaching sessions in institutions, so that institutional students can also really be able to accurately read Mandarin pronunciation and quickly master the form. Games are used in the teaching, which are fun and have a happy classroom atmosphere. Students are able to learn a language more easily and spontaneously in the game, a more relaxed and happy interactive environment atmosphere, and vocabulary can gradually become more interesting and interesting with the game learning. At the same time, students' learning desire to practice pure Chinese pronunciation can then be greatly enhanced. Games, such as the Magic Eye game, where the screen will quickly scroll and fly over all the syllables that meet the requirements of the spelling rules, and you can gain the skill of spelling faster or more accurately than anyone has ever done before. A quick read will come to see who exactly can guarantee to spell more new syllables correctly in the last minute time again. Students can also freely choose to enter a number, spelling out that number and the same syllable that follows it on their own. The game can

also be played in groups, where students can make syllable cards with numbers on the front and syllables on the back, and finally acquire vocabulary by learning from each other [9].

4.2. Enrichment of New Voice Teaching Tools

Experimental phonics has grown through the introduction of new technologies. Nowadays, many institutions have developed computer-aided phonetic teaching, which enables learners to see more intuitively than in the past when it was simply oral and auditory. In today's teaching context, students learn "utilitarian", and pay more attention to things that have direct value. In addition, there is a lack of depth in the learning of Chinese as a foreign language courses, which does not reflect the practical meaning of knowledge.

However, with the in-depth development of new technologies, the introduction of the concept of cultivating students' core literacy, and the optimization of teaching Chinese as a foreign language in institutions' classrooms, it poses higher requirements, both in terms of content and form. After the normal form of classroom Chinese comprehensive learning or practical inquiry activity learning, some of them must further extend the practice of Chinese phonology knowledge gradually to apply outside the subject class, and they can carry out some other Chinese extended practice assignments outside the classroom. According to the current psychological characteristics of international students' learning, Chinese reading assignments are not only copying, but also many listening and speaking exercises, Chinese reading and teaching should be arranged. Pronunciation practice close to sound syllables, reading pictures and speaking sentences, as well as practicing spoken Chinese. The assignments should be as small and precise as possible, the work should be regularly and centrally displayed, so that students can evaluate it in multiple ways. There are already many applications that can be used to help Chinese teachers in schools, helping them to speedily train Chinese students how to listen, speak, read and write. Some of them are funny dubbing, working together, etc. On top of the fun and humorous dubbing platform, students are free to imitate the recording and read aloud according to their own listening preferences. Each syllable pronunciation and sentence pronunciation must have at least one original voice that he can imitate. The student performs the imitation or pronunciation aloud, sentence by sentence. Finally, we also present another new version of the Chinese dialogues and dubbed short videos, where the authors allow students to listen, evaluate and learn from each other [10].

Therefore, it is necessary to continuously improve the teaching system mechanism of the teaching courses of foreign Chinese language in institutions, refine the structure of knowledge, and decompose and transform the course knowledge, which will provide particularly important quantitative accumulation for students' future learning life, promote the qualitative transformation, and leap in knowledge for students in the future. The school should improve the teachers' attention to the classroom in general, teaching on past experience, for the teaching of Chinese as a foreign language course teaching, teachers' innovation is still not enough, many teaching methods are copied, which teaching methods respond well, which method is used, such changes make students appear to be unadapted to the phenomenon, and then they can not get the proper teaching effect. However, under the classroom constructed by new media technology, teachers can record teaching videos in

advance, which provides convenience for students' self-study outside of class. In the background of the new era, we need to further improve the teaching methods of the teaching classroom of Chinese as a foreign language in institutions, which requires teachers to consciously change their teaching methods, and actively learn some new teaching concepts and methods, so as to achieve some processing of teaching contents. This makes more new elements appear in the teaching classroom and the possibility of change increases. In addition, teachers of Chinese as a foreign language should implement targeted teaching, so as to innovate the professional curriculum, find "respect for differences" in the current situation of teaching, so that more students can get the teachers' attention, and implement individualized teaching according to the level of the students' subjects.

5. Conclusion

The actual phonetic teaching and the development of teaching Chinese as a foreign language, both of which show that phonetic knowledge is essential in the process of phonetic teaching. As teachers of Chinese as a foreign language, they should first of all improve their own ability level, acquire excellent quality, have more systematic and better phonological knowledge, and continuously apply it to the actual teaching of Chinese as a foreign language, so as to make the learning of Chinese for international students more accurate, help them build a good foundation and improve their Chinese learning ability.

References

- [1] Jones Gary, Cabiddu Francesco, Andrews Mark, Rowland Caroline. Chunks of phonological knowledge play a significant role in children's word learning and explain effects of neighborhood size, phonotactic probability, word frequency and word length[J]. *Journal of Memory and Language*, 2021:119-123.
- [2] Haggag Haggag Mohamed. Teaching Phonetics Using A Mobile-Based Application in an EFL Context[J]. *European Scientific Journal*, ESJ, 2018, 14(14):26-33.
- [3] Martínez-García C, Suárez-Coalla P, Cuetos F. Development of orthographic representations in Spanish children with dyslexia: the influence of previous semantic and phonological knowledge[J]. *Annals of dyslexia*, 2019, 69(2):125-131.
- [4] Elizabeth Ann Hirshorn, Elizabeth Ann Hirshorn, Matthew William Geoffrey Dye, Peter eHauser, Ted Roland Supalla, Daphne eBavelier, Daphne eBavelier. The contribution of phonological knowledge, memory, and language background to reading comprehension in deaf populations[J]. *Frontiers in Psychology*, 2019:512-519.
- [5] Sun Peijian Paul. Understanding the Sustainable Development of L2 Chinese Teachers in New Zealand: A Case Study of Teaching Assistants' Motivational Engagement in Teaching Chinese as a Foreign Language[J]. *Sustainability*, 2021, 13(10):308-311.
- [6] Yan Jiang, Ltd Beijing State Education Sanxin Information Technology Co. Research on the Introduction of Cultural Factors in Teaching Chinese as a Foreign Language (TCFL)[J]. *International Journal of Languages Literature and Linguistics*, 2019, 5(3): 331-338.
- [7] Priya M.L.S., Prasantha Kumar N.S.. TEACHING PHONETICS TO ENHANCE PRONUNCIATION IN AN ESL CLASSROOM[J]. *Journal of critical reviews*, 2020, 7(02): 205-210.

- [8] Yingshun Li. Research on Modern Chinese Word Formation Characteristics and Teaching Chinese as a Foreign Language[C]//Proceedings of 2018 3rd BEM International Conference on Education, Sociology and Humanities (BEM-ESH 2018) (Advances in Business and Finance, VOL.12)., 2018:134-137.
- [9] Weiyu Ju. Research on Teaching Chinese as a Foreign Language Based on Text Diversification[C]//Proceedings of 2019 5th International Workshop on Education, Development and Social Sciences(IWEDSS 2019).Francis Academic Press,2019:659-661.
- [10] Yanmei Zhao, Zhufen Yang. Study on the Optimization of TCFL (Teaching Chinese as a Foreign Language) From the Perspective of Educational Psychology of Foreign Language[C]//Proceedings of the 2020 Conference on Education, Language and Inter-cultural Communication(ELIC 2020)(Advances in Social Science, Education and Humanities Research,VOL.490).2020:51-54.