

OPINIONS ABOUT ONLINE TRAINING OF THE CHINESE LANGUAGE DURING THE EPIDEMIC

Irgasheva Umida Asqarjon qizi*

*Chinese Language Teacher,
Departments of Theory and Practice of Chinese language,
UzSWLU, UZBEKISTAN
Email id: umida.0402@mail.ru

DOI: 10.5958/2249-7137.2022.00041.6

ABSTRACT

In the course of the epidemic, it was necessary to understand the features of the curriculum in the implementation of online education in China International, to formulate curricula, organize teaching activities, as well as to study and analyze feedback. Teaching and educating people in online learning is the core of Chinese language online learning. This article combines the design and practice of online teaching of a wide range of Business Chinese language courses to reflect the Chinese language online.

KEYWORDS: *Epidemic; Online teaching; Chinese International Education; reflection.*

INTRODUCTION

To respond to the emergency associated with the outbreak of a new type of pneumonia and respond to the Ministry of Education's call for "Continuing Education," Colleges and universities are actively exploring online education models for home-based education for students around the world and are seeking to help them gain knowledge, complete their studies, exchange ideas and improve their feelings. Step-by-step results were achieved. Combining the design and practice of online teaching of a wide range of Business Chinese language courses, this article briefly discusses the reflection of Chinese international online education. Online learning is a system engineering that requires the preparation of a library of online resources for teacher support, understanding of an educational institution, support of Information Technology and teaching. Modern education-is the integration of many disciplines aimed at developing the qualities of a wide-coverage discipline. [1] Online education provides the integration of cross-border knowledge through network communication, thereby making education a kind of science-based collaboration. Support of information technology is a necessary condition for online education. To do this, you will first need to select a training platform. The online learning platform has a variety of features. You can choose the main or auxiliary platform. Secondly, teachers are well aware of the use of the platform, and these platforms have different functions. Finally, it is necessary to place the students on the chosen online learning platform and teach them how to properly perform the training as well as ensure the continuous development of the training. A dynamic, open and rich database of educational resources is a material guarantee of Education. In addition, online education requires teachers to record micro-videos, create work desks for self-study, develop assignments and test questions, and provide links to resources. Micro-video recording by teachers consists mainly of three areas: the formulation of the curriculum, the

analysis of the knowledge points in the process of distributing knowledge and the finding of the relationship between the different points of knowledge and integrating them into the system of regular educational knowledge; the content teaching based on certain learning methods in accordance with the characteristics of online; it is also possible to use multimedia technologies to complete post-production and create multimodal video resources. [2] The list of duties of self-education is a plan designed to independently educate the students created by the teachers. It is an essential resource for support and mass media as well as online learning for effective and independent teaching of students. It consists of three parts: a textbook, a training task and a report on training. Each learning task includes four aspects: path, problem, goal and point. Homework and tests are an important foundation for teachers in improving learning efficiency as well as developing and adjusting teaching strategies. The questions paragraph includes homework, questions for discussion, practice sessions, pre-Test Questions, post-test questions, questions for weekly testing, questions for modular testing, etc. This is an important addition to the training materials that can be added according to the training requirements. Business is the introduction of online learning of the Chinese language. [3] It uses the Chinese language, the Triune of business and culture as the main content of the curriculum and at the same time combines the objectives for the implementation of the curriculum with the focus on the study of the business sector. The introduction of online training requires you to come up with the features of the training program, draw up training plans, conduct training sessions and conduct research on in-depth learning. It is desirable to consider the features of the course. First, the nature of the course. Business Chinese language-a language course taught in Chinese as a second language. It not only combines different listening, speaking, reading and writing skills in Chinese, but also combines knowledge of Chinese language, professional knowledge of business and culture communication skills. This is a new training program, which is combined with economic and trade knowledge with language skills, reflecting the features of cross-integration in the discipline. The second is the educational goal. [4] The educational objectives of the Chinese language of business are realized in three levels: to increase the level of language knowledge; to develop intellectual abilities; and to develop business skills. Language courses that understand Chinese language and business, have a strong theoretical background and excellent practical working skills, are developing international, wide coverage, high quality and practical talent. Third, focus on learning. The first is to mimic international business activities in order to properly articulate in the formal business environment language; the second is to comprehensively apply Chinese language and business knowledge through the ability of students to teach reading and writing, analyze problems and solve problems scientifically as well as express academic Chinese writing; the third is to explore the basic understanding of participation in business activities in China through increasing awareness about the business culture, Chinese economy and society and the implementation of practical work and teamwork skills; the fourth is to expand your worldview through online education, expand your knowledge and improve the quality of Information Technology. [5]

Drawing up a training plan. The curriculum is basically a necessary preparation for the implementation of education, which includes the development of curriculum, the standardization of educational behavior of students and the formation of standards of assessment. The curriculum is a general curriculum based on the actual status of the students and the overall organization of learning content as well as specific teaching methods. By combining the content of knowledge

and the duration of the training video, the video content is released daily from Monday to Wednesday so that students can learn on their own. On Thursdays, teachers will broadcast live, generalize, interact, and answer online questions, and students will be tested weekly. First, in order to participate in online learning, students, as planned, will be able to watch educational videos and related materials online every week, participate in live courses and perform appropriate learning assignments. Second, they complete the list of tasks for self-study, send each task online and pass weekly tests and tests on the departments. Third, they participate in online discussions, actively participate in discussion forums and take the initiative to launch topics for discussion. Fourth, it is also worthwhile to participate in a joint online training. Students create, communicate and exchange information through the internet, an educational community, connect knowledge horizons and perform joint project tasks. Fifth, they pass the online exam on time, the teacher takes half of the courses in this semester and passes the online intermediate exam; passes all courses and passes the online final exam. Using online learning features such as dynamic, traceable, quantitative assessment and observation, standards for interactive learning assessment are established and auxiliary information is obtained for assessment which is formed through the educational information system, and summary evaluation information is obtained in the form of online examinations. [6]

Organization of educational activities. Based on the constructive theory, the content of education is divided into specific, interrelated and additional operational projects, and the tools of Information Technology are fully utilized to provide a clear environment for learning, communication and interaction with students through educational platforms and to establish close links to help students learn online. First, the teacher publishes educational resources. Teachers regularly distribute educational resources in accordance with the plan of directing students to online learning. Then, the teacher analyzes the irregularities of the students i.e. analyzes the educational situation of the students on the basis of educational indicators such as the duration of online learning, the performance of homework, participation in discussions and the frequency of questions. Finally, he will broadcast live online. When it comes to students 'general questions, we need to solve them purposefully through online live streaming, respond to students' questions in a timely manner, adapt the learning content according to the actual circumstances, as well as complement and improve the learning resources. [7]

The effectiveness of student feedback learning. A lot of information was obtained in the section of the list of tasks for self-study and performance of the task “tell us about your experience of participating in online training with the column of comments”. The study also showed that the positive feedback from the students showed that basic and individual problems can be solved effectively and the overall effect is very good. First, positive feedback. This is largely reflected in five aspects: 1 – the online learning method is limited in time and space. You can watch the videos to achieve the ideal learning effect at the most appropriate time and in the most appropriate place; you can learn many times, which will help to prevent cognitive impairment; this will solve the problem of not returning to the peak during the epidemic, and online education hopes to continue its regular use in the future. 2-online learning content combines video, voice, and shadow and helps support a highly engaging learning experience; in addition to fixed content, there are also open resources to get real information about current events. 3-online homework and exams are rich and diverse, homework can be answered on time and homework will be easy and enjoyable to do; it will not put pressure on online tests and exams and you will

be able to learn during the submission time of exams and strengthen what you have learned thoroughly. 4-online education helps to improve the quality of general education. Through the internet , you can access more educational resources and immerse yourself in your worldviews; collaborating with fellow students to conduct project research can develop your practical skills. 5-it will help to fill the gaps in education. Educational resources have a variety of forms, rich content and high selectivity, which contributes to the study of personal knowledge. Secondly, to find the problem and solve it. Through live broadcast online broadcasts, students 'tasks are resolved purposefully, students' motivation for learning is encouraged and helps them gain a deeper and more effective understanding of their knowledge. Weekly quizzes are organized, which will give more clarity to the knowledge of students. [8]

Inspiration for online education. The educational process is also a process of growth of teachers. They have thoroughly studied the online learning practices used during the epidemic, and this has been deeply felt and profited greatly. Educating people is the core of Chinese online education. During the epidemic, on the one hand, through online education, knowledge transfer is possible, on the other hand, it is possible to communicate with students, thereby facilitating the feelings of students and carrying out the training program; changing the model of education reflects innovations in the field of education and demonstrates the rapid development of Information Technology in China. Discussing the Chinese economy and business culture and deepening the understanding of Chinese society is an empirical proof of the curriculum; open educational resources, real-time Chinese reports on the fight against the epidemic can be used as audiovisual or reading material, which will enable students to understand the real information and deepen their understanding of China. [9] Communication and interaction is an important method of online education. Online education is focused on persistence. In order to constantly maintain the enthusiasm of students, it requires not only their perseverance, but also the involvement of teachers from the outside world. Encouraging and supporting teachers and continuous communication between teachers and students is the best help for students in continuing education. The fact that several stages complement each other is an effective means of improving quality. Information technology provides many educational platforms. Any platform has its advantages and limitations. The combined use of different learning platforms, interoperability with each other, complement each other and effectively eliminate technical problems, requires the consolidation of the strengths of each in order to increase the motivation of students and improve the effectiveness of teaching. It can also instill a sense of ritual in learning and increase students ' awareness about learning and then respond to questions that have been well received at any time through WeChat, e-mail, etc. [10]

Information literacy is the main quality of future teachers. The state of emergency associated with the new outbreak of pneumonia has put new demands on the basic literacy of modern teachers. Teachers should be actively involved in order to increase information awareness, improve information skills, develop information technology attention, be proactive in teaching and adapt to the pace of education and education reform in the new era. This time, the wide implementation of online education is not only a measure to meet the needs of education and training in special periods, but also a measure for the practical study of education and educational reform. The future becomes a period when information technology is fully penetrated into the field of education. Each teacher should be happy to update his concepts, boldly see them face to face and accept new changes in the educational model. [11]

REFERENCES

1. Shuxiang Lu. Preface to the experimental report on "Phonetic Literacy, reading and writing in Advance". Contains "Lu Shuxiang's Analects of Confucius, Literature and Education". Henan: Henan Education Publishing House; 1995.
2. Rui G. Introduction to Chinese Curriculum Design. Beijing: Beijing Language and Culture University Press, 2015.
3. Jinling. Flip the teaching method of classroom and micro-curriculum. Beijing: Beijing Normal University Press, 2015.
4. Sui LD. Judging from the two characteristics of Chinese, we must pay practical attention to the teaching of Chinese characters. Journal of Peking University (Philosophy and Social Sciences Edition), 1998;(3):127-131.
5. Jichun Y. The teaching of Chinese as a foreign language vocabulary should focus on the teaching of vocabulary at the basic level of common use. Ethnic Education Research, 2011;(3):39-44.
6. Mingkai G. Ferdinand de Saussure. General linguistics. Beijing: Commercial Press; 2009.
7. Lili L. Research on the teaching and study of Chinese characters in foreign Chinese language teaching and learning. Kaifeng: Henan University; 2018.
8. Chengxia W. Research on the application of Chinese character culture in the teaching of Chinese as a foreign language and vocabulary. Liaoning: Dalian University of Technology; 2016.
9. Binglin G. Chinese-Russian Dictionary. Shanghai: Shanghai Foreign Language Education Press; 2009. 2798p.
10. Modern Chinese Dictionary (5th Edition). Edited by the Dictionary Editing Office of the Institute of Linguistics, Chinese Academy of Social Sciences. Beijing: Commercial Press; 2005, 568p.
11. Russian-Uzbek dictionary. Uzbek Soviet Encyclopedia. Tashkent; 1984. 1046p.