

General teaching outline of Qiaoji Chinese language school (applicable to all kinds of teaching materials and grades)

[General teaching requirements and objectives]:

According to the characteristics of American Chinese textbooks, each textbook pays special attention to students' learning in listening comprehension, oral expression, reading comprehension, writing standard and translation ability. The key points and difficulties in teaching should be explained and inspired by teachers so that students can master the knowledge they have learned. The teaching of the basic knowledge of Chinese needs to be explained and studied repeatedly, and it can be used in the teaching of every grade to complete the ladder connection of the basic knowledge. The ultimate goal of the teaching is to run through and embody the broad and profound Chinese culture in the teaching, and to make the Chinese characters beautiful and interesting, so that the students can gradually cultivate and raise the questions in the vivid and vivid study. High interest and awareness in learning Chinese. With the help of Chinese phonetic pronunciation, students can understand and understand the words they have learned by understanding the Chinese characters and their radicals, and can draw lessons from one another and apply what they have learned in conversation, sentence making, and writing. And the actual daily life.

[Teaching methods]:

Make good use of teaching materials and resources. Chinese textbooks are well-edited, informative, well-defined and rich in reference resources. In the textbook, the new words in each lesson are marked with hints of Chinese phonetic pronunciation and three-tone change, and the English notes of specific words are attached to the text. The junior textbooks are even marked with rhythmic symbols of reading aloud to help students read out the cadence of intonation. Junior students can also practice speaking Chinese and memorizing words by reading children's songs and singing children's songs. In the teaching part of words and characters, with the help of pictures and objects, teachers explain with abundant body language, mood and expression to help students understand the meaning and semantics of Chinese characters and understand Chinese culture in Chinese characters. In the vivid embodiment, raises and enhances the student to study the Chinese interest and the initiative. Most of the new words provided in the textbook have two words, and students can also combine the words they have learned. In the part of sentence teaching, the selected words and examples of the text are more daily and practical, which can be used for students' oral practice and sentence construction. In the teaching of the story section, the teacher first explains the key words, and uses the pictures in the text to help the students understand the content of the story, to feel the interest of the story, and then to use the pictures and wallcharts provided. Ask students to read pictures to answer questions and talk, practice and improve their listening and speaking abilities.

[Emphasis and difficulty in teaching content]:

1. Teaching of Pinyin:

Consonant and vowel: The position and difference of the initials, Ask students to find English words that are the same or close to their pronunciation and help understand

the position and method of pronunciation. For example: b-book, boy and so on. Vowel memorization of vowels should be arranged in order that the tone marking position will be accurate. This part of the teaching emphasis mainly in class k and the first grade.

A whole Pinyin; a tone of pronunciation; a soft tone; A three tone change of tone . Pinyin writing (marked on an accurate vowel) .We should pay attention to the accuracy of pronunciation, intonation and rhythm when reading and reading the text. Improve students' correct pronunciation through repeated practice in class and watching Chinese programs after class. This part of teaching Study each grade to follow up ceaselessly, persevere.

2. Word teaching(teaching difficulties): with the help of radical understanding of the meaning of words memorized. This paper introduces the character formation and evolution of Chinese characters (pictogram, indication, understanding, shape and sound). The lower grade is mainly hieroglyphic, and the third grade is mainly pictophonetic). The radical of a Chinese character (pictograph is the prototype, the name and position of the part). Stroke sequence of Chinese characters (stroke name, order of writing). To explain and compare the polysyllabic characters, polysemous characters and similar characters (most of which are phonetic characters-emphasis above grade 3) and their usage. The pictophonetic word, the side of the shape means the meaning, the sound side means the pronunciation. Summing up the methods and laws of character recognition (the structure of Chinese characters-up and down and left and right; " The name and position of the radical on the top of the word is called'- head', the one under the word is called'- bottom', and the one on both sides of the word is called 'beside'. The teaching of words also requires translation between Chinese and English to enlighten associations. The Chinese classifier is rich and diverse, from the third grade began to focus on contact, teaching should be classified and summed up different and fixed usage (the commonly used classifiers through repeated practice and accustomed to use, such as ", only." Other quantifiers some can memorize quantifier names based on the shape of the object and the container it holds, such as "bars, strings, handles; boxes, bottles, cups"). Chinese verb expressions are also rich and varied, such as 'play', English has only one word "play", Chinese has several 'play' words. The teaching of words and expressions also requires the translation of Chinese and English to enlighten associations. Use it accurately.

Third grade began to contact idiom teaching. Idioms are characterized by four common words, which cannot be changed. Many idioms are distilled from mythological stories and fables, such as“ Chang'e running on the moon”; “waiting for a rabbit”. Some idioms are composed of numbers and have corresponding idioms from one to ten. The accurate use of idioms can make language expression more vivid and meaningful.

3. Sentence pattern and grammar teaching: increase according to the degree of the text. The lower grade grasps the basic sentence trunk-subject-predicate object, the senior grade wants to extend and expand the sentence pattern, complements the specific detail-time, place, person, event. For example,: () I () read () books. English and Chinese grammar is roughly the same, the main difference is the inverted

preposition sentence. I read at home. / I read at home. Explain the role and use of associative words ("because-so", "not only-and", etc., combining two sentences into one sentence).

4. Situational teaching: with the help of vivid and interesting picture stories, students are attracted to stories and situations, making it easier for students to learn and use language.

5. Humanities teaching: through homework and examples of daily life, teachers and students interact to complete. Therefore, the text and the story embodied in the humanistic implication and daily life have been a perfect combination.

6. Practical conversation: use the words and sentence patterns learned in the text to practice the construction and conversation of sentences and sentences, and be able to give one.

Counter the third and use it correctly. The supplementary topic conversation can be: self introduction; family member; Weather conditions; four seasons scene; habits and hobbies; event description; scene and psychological description, etc.

Encourage and cultivate the habit of speaking Chinese in a variety of ways.

Arrange homework reasonably and make it clear that the purpose of homework is to review and consolidate the knowledge you have learned, so you should ask for each assignment.

The design of the homework has a lot of knowledge in Chinese, so the teacher should try to explain clearly in the classroom so that the students can understand the meaning and usage of the word source, so that they can really understand the homework, rather than mechanically copying the answers and dealing with the homework.