

The application of the concept of teaching students in accordance with their aptitude in international Chinese language education

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Abstract: In international Chinese language education, students come from all over the world, they have different cultural backgrounds, are influenced by different languages and customs, and have different levels of acceptance of Chinese language. The differences in students' personalities and specialties will directly or indirectly affect their Chinese learning process and effects. This paper analyzes these differences that affect the learning process of learners, and provides teaching suggestions for international Chinese language teachers on this phenomenon.

Key words: international Chinese language education; teaching students in accordance with their aptitude; personality differences

1 Theoretical foundation

Teaching students in accordance with their aptitude means that under the common goal of cultivation, different requirements are put forward on the basis of the original foundation, different methods are adopted, and different education is carried out according to the character, interests and abilities of the target students, so as to enable them to maximize their development.

2 The impact and application of teaching students in accordance with their aptitude

Confucius was the first educator in the world to implement the concept of teaching students according to their aptitudes. It is recorded in the *Analects* that Confucius would give different answers to the same question asked by different students in response to the differences in their personalities and endowments, or according to his own predictions and expectations of their development. Zhu Xi of the Song Dynasty, in his *Collected Commentaries on the Analects of Confucius*, commented, "Confucius taught people according to their aptitudes". There are so many educators in the world who have succeeded Confucius through the ages, all of whom agree with the education principle of teaching according to one's aptitude [1]. Among them, Tao Xingzhi advocated that teachers' teaching must start from the actual situation of students, and be tailored to the students' ability. Ancient Roman educator Quintilian noted the differences in student talent, he pointed out that "one young man is better suited to the study of history than others; one youth is suitable for writing poetry, another person is suitable for the study of the law; some may only be suitable for growing crops". Thus, he advocated teaching students according to their abilities, qualifications, and differentiation.

Teaching according to student's aptitude includes the influence of various objective factors. These external factors

include learning styles, ways of classroom management, teaching strategies, etc. The internal factors of the students themselves include motivation, different manifestations of brain strengths, learning styles, students' levels, temperaments and personalities. The following discussion is developed [2].

Classroom is the main place of teaching. Good classroom order and behavior management are the basis for the smooth operation of the course and the guarantee of improving teaching skills. For example, if students do not listen attentively and engage in mischief, teachers need to identify the causes of the types of classroom misbehavior, find ways to prevent and deal with the problems, and ensure that students maximize their time to complete tasks. Students are not only influenced by their physical surroundings, but also by the expectations and attitudes of their teachers. The learning atmosphere created by teacher plays a key role in classroom teaching. Teachers should create a warm and harmonious environment so that students rely on the classroom and pay attention to it. Teachers should have the right attitude and be passionate about the subjects they teach. All students are viewed fairly and there may be a possibility of unforeseen changes in students.

Only by teaching students according to their aptitude can we stimulate their learning motivation, mobilize their enthusiasm, increase their interest in learning and ensure the quality of education and teaching. Learning motivation is the intrinsic motivation that prompts students to learn in order to achieve the purpose of learning. Students' learning motivation is not a single structure, but a complete power system composed of various psychological motivation factors.

The human brain consists of two hemispheres. According to the traditional view of one side of the brain, people with a dominant left hemisphere are good at verbal expression, analysis and problem solving, and dealing with problems verbally, while those with a developed right hemisphere are good at drawing, music, and more inclined to deal with problems intuitively. Research has shown that each learning style uses different areas of the brain, and that memorization is more effective if more areas of the brain are fully engaged [3].

Learning style refers to a distinctive way of learning and learning tendency that students show in long-term learning activities. Learning style refers to the methods, strategies, and steps that students take to accomplish their learning tasks. Teachers are required to assess students' styles and preferences on a regular basis, and combine them with the specific content and purpose of teaching, so as to teach students according to their learning styles. Students' learning styles are broadly categorized as impulsive and deliberate, field independent and field dependent, convergent and divergent.

Teaching students according to their temperament and personality is also an important aspect of ensuring good teaching results. Temperament is one of the psychological traits of personality. Students' temperaments are diverse, so the way of education should be flexible and varied. Only when we know the personality of a student can we predict what he will do and how he will do it under certain conditions. Typical temperament types are categorized into four: choleric, polycythemic, mucous and depressive. Teachers can only achieve the purpose of education by understanding the temperament characteristics of different students and consciously adopting corresponding educational approaches and attitudes for the different behavioral characteristics of students with different temperament types. Character is a more fixed feature of a person formed under certain social conditions and education, which has a profound influence on what people say and do. The character traits shown by students will have different degrees of influence on learning. In teaching, teachers should combine students' personality traits, adopt different teaching methods to enhance students' interest in learning, cultivate students' abilities, and ultimately enable students to improve their academic performance and enhance the quality and effectiveness of teaching [4].

Hierarchical teaching is an important initiative to teach students according to their aptitude, and it is also in line with the principle of the "zone of nearest development" of education. Meeting the needs of students at different levels as far as

possible, multi-level learning is the embodiment of teaching according to ability in the classroom and an effective means of ensuring that teaching is tailored to the student's ability. Stratification is not an end in itself, but only a means to an end, which is to enable all students to get the development they deserve.

3 Application of the concept of "teaching according to ability" in International Chinese language education

International Chinese language education is a special form of teaching. Students may come from different countries, have different ages, believe in different religions, etc. Teachers can first categorize students according to their Chinese proficiency and divide them into classes according to their Chinese language level. Doing research and investigation in advance and grouping students with comparable levels together will also be much more convenient in teaching.

Secondly, different educational methods should be adopted within the same class. After the students are reasonably divided into classes, it is necessary to grasp the knowledge progress of different students and educate them in different ways. Teachers not only need to understand the Chinese language level of each student, but also need to formulate a specific teaching plan suitable for each student and adopt different teaching methods, so as to enable learners to leverage their strengths and overcome their weaknesses and achieve a better learning effect. For example, in terms of personality, introverted students should be given more opportunities to express themselves and be encouraged to do so. For extroverted students, they want to keep speaking enthusiastically, and at the same time, they want to have standardized training in language. In terms of learning ability, for students with strong learning ability, teachers can appropriately increase the level of difficulty and give them topics that are slightly more difficult than the current learning content to stimulate their learning potential, and for students with average or poor learning ability, they just need to master the current learning content well, and make more meaningful connections for consolidation.

For example, for European and American students, who come from different linguistic and cultural circles, Chinese is a completely unfamiliar language, especially the writing of Chinese characters is even more difficult for them. It is enough to let them reach the level of recognizing vocabulary and knowing how to read and use it. While for Japanese and Korean students, they are relatively receptive to the vocabulary and syntax of the language, and can be trained more in the use of vocabulary and syntax of the language.

Long hours of learning are certainly boring. Teachers should reflect and summarize more in teaching, and learn to use various teaching strategies to stimulate students' motivation. For example, by explaining to students the positive and excellent Chinese culture that they are interested in, teachers can get students interested in China. Or they can set up some reward and punishment mechanisms to stimulate students' external motivation. Learners also need to actively draw on and accumulate knowledge of the purpose and culture of learning, and develop an interest in learning foreign languages. Teachers should organize more extracurricular activities in addition to teaching language knowledge to supplement cross-cultural communication knowledge and cultivate students' interest in learning Chinese. In addition, the individual differences of students exist objectively. Positive, affirmative and encouraging comments can make language learners feel warmth and gradually get rid of their low self-esteem, and then increase their self-confidence.

4 Conclusion

In conclusion, teachers should create a learning environment with a strong atmosphere suitable for students, and find learning methods suitable for them. Different requirements and education should be made for different students, so that foreign students can have a deeper understanding of China, enjoy Chinese language, and spread Chinese culture to various parts of the world.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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