

**MODERN VECTORS OF SCIENCE
AND EDUCATION DEVELOPMENT
IN CHINA AND UKRAINE**

中国与乌克兰科学及教育前沿研究



ISSN 2414-4746

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**State institution “South Ukrainian National Pedagogical
University named after K. D. Ushynsky”**

Harbin Engineering University

**2021
ISSUE № 7**

Odesa, Ukraine
Harbin, the People’s Republic of China

DOI: <https://doi.org/10.24195/2414-4746-2022-7>

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ISSN 2414-4746

This international journal, as a periodical, includes scientific articles of Ukrainian and Chinese scholars on the problems of Sinology, Cross-cultural Communication, Pedagogy and Psychology: contemporary review. Odessa, Ukraine.

Issue № 7

South Ukrainian National Pedagogical University named after K. D. Ushynsky

Odessa, Ukraine, 2021

Harbin Engineering University

Harbin, the People's Republic of China, 2021

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Modern vectors of science and education development in China and Ukraine (中国与乌克兰科学及教育前沿研究): International annual journal. – Odessa: South Ukrainian National Pedagogical University named after K. D. Ushynsky, Harbin : Harbin Engineering University, 2021. – Issue 7. – 170 p.

The seventh issue of the materials represented by the Ukrainian and Chinese scholars are dedicated to the relevant issues of General and Contrastive Linguistics within the Chinese, English, Ukrainian, Turkish, Korean and Russian languages; linguodidactic problems of teaching native and foreign languages within polycultural educational space; peculiarities of cross-cultural communication in geopolitical space alongside education-related aspects regarding profession-oriented training of future specialists under conditions of multicultural environment; COVID-19 pandemic challenges.

The given articles may be of use to researchers, graduates, postgraduates and practising teachers who are interested in various aspects of Sinology, Cross-cultural Communication, Linguistics, Pedagogy and Psychology.

ISSN 2414-4746

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Recommended for press

by the Academic Council
(Minute #7 dated 25 February 2021),
South Ukrainian National Pedagogical
University named after K. D. Ushynsky,
Harbin Engineering University

South Ukrainian National Pedagogical University named after K. D. Ushynsky, Odessa, Ukraine

Harbin Engineering University, Harbin, the People's Republic of China

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浅谈线上汉语教学开展策略

关键词：汉语教学 对外汉语 线上教学

自新冠疫情爆发以来，传统线下汉语授课受此影响，越来越多的汉语教师选择通过线上方式授课。本文通过筛选线上授课工具、线上授课过程组织要点及教学结果检测三个方面出发，调整线上汉语教学策略，以期优化网络汉语教学的过程，提高线上汉语授课的结果。

随着中国的经济建设取得显著成就与国际地位的稳步提升，越来越多的外国学生开始学习汉语以提高其核心竞争力。而在互联网教育成为趋势，“一带一路”倡议的持续推动的当下，线上汉语教学成为热点。

一、线上对外汉语教学工具的选择

2020年初，随着新冠疫情的爆发，国内外都开始普遍采用线上授课的方式教学。在传统的“面对面”教学中，教师可以直接收到学生的学习情况反馈，师生互动性高，教学过程直接，课堂纪律及教学过程可控性高。而线上模式中学生的反馈不及时、不直接，教师难以掌握学生的学习状态及教学结果，随之而来的各种问题也在教学过程中凸显。因此对外汉语教师也必须思考如何扬长避短，使用好线上教学这把“双刃剑”。

对于外国的汉语学习者来说，仅通过“单向直播+文字互动”来说是远远不够的，因此通过直播会议软件上课是当前在线汉语课的主流。Zoom 远程会议软件以操作简单、流畅度高、互动性高成为了线上对外汉语教育使用的主要工具。主要缺点及不足：免费使用的时长只有 40 分钟，不能满足大多数课时的要求，学生退出再进入耗时较长，打断课堂的流畅性及连贯性；群组功能较为薄弱，教师发布作业、批改作业、反馈作业不方便。

Microsoft Teams 是一个通信和协作软件，它集成了聊天、视频会议、

文件存储(包括文件协作)、Office 365 等功能。通过搭建班级群组教师可以发布作业及收回作业；可以在平台上传上课材料以便学生课后查阅复习；课后可以直接下载出勤表，查看学生的在线情况。主要缺点及不足：流畅度在不同时间存在差异，在使用人数较多的中午下午流畅度较低，而在早晚流畅度较高；存在卡顿现象，对于网络质量的要求较高；Mac 客户端无法分享电脑音频，只能通过外放向学生播放音频，存在严重的延迟问题；白板功能体验不佳，使用手机客户端的学生延迟或无法看到汉字的书写演示过程；作业无法直接通过系统在图片上书写标注，需下载后再反馈，增加了教师批改作业的步骤及复杂性。

腾讯会议在疫情期间 APP 免费，音画质较高，手机版也支持屏幕分享。主要缺点及不足：每次上课学生需逐个进入，可能会延误课程；没有文件共享功能。

除了上述所说的直播软件，可录播课程的 Mooc 可与课程直播软件叠加使用，以便学生能够充分安排自己的学习时间。Mooc 视频中可穿插与课程相关的练习，可突出教学重点；课程模块化，易于教学规范化；可以与其他高校教学资源共享，便于学生自主学习；手机学生学习与教师教学的数据进行分析反馈，便于教师改进和完善课程、学生自我调整学习方法与时间安排。主要缺点及不足：适合传授结构化的只是，对告诫思维能力、自主分布式学习能力的培养不足；开放程度低于传统线下教学，且缺少与其它平台数据的交互；数据显示只有少部分学生在坚持学习课程，平台对学生的监管不足。

二、线上汉语教学过程的组织

2.1. 教学前准备

为保证对外汉语教学任务顺利完成，教师应在教学过程开始前组建聊天群组织管理上课学生，及时发布学习任务及学习资料，解答学生疑问。

备课应考虑到线上汉语教学的特殊性，在完成大纲规定的教学内容外应增加互动性、趣味性内容，充分利用线上教学的多媒体资源，制定专门的教学计划、撰写教案、准备 PPT 及多媒体材料。平行班教师间应多交流、多沟通，协调教学进度，或通过集体备课的方式扩展思路，优化教学过程。

提前进行线上试课以适应教学软件的应用。线上试课有利于学生了

解课堂程序与作业提交流程，也有利于教师更好地熟悉软件共享 PPT、音频、视频等功能，避免因软件功能不熟而耽误教学进度的情况发生。

2.2 线上汉语教学过程

教师在课堂开始前需强调出勤纪律，部分学生因网课出现了懈怠、放松的情况，需强化课堂规则意识，督促学生按时完成学习任务。

增强课堂的互动性。在直播模式中，汉语技能课所需要的言语交互训练基本都可实现，但实现的效果各有不同。有的言语训练可以实现，但是实现的效率较低。而有的训练则受制于网络基本无法实现。在网络条件允许的情况下，点读、提问、反馈等常用的言语交互都可以实现，只是效率比较低。线下常用的齐读则因为学生的网络条件不一样会出现回声、噪音等干扰现象，教师很难分辨清楚学生的声音。而分组讨论则基本无法实现，有的网络会议工具有分组连麦的功能，但是需要进行相应的操作，教师也需要进行进一步的操作才能加入到每一个小组的讨论中，课堂沟通的效率进一步降低。因此教师需要多提问，多与学生交流，增加网络课堂的学生开口率。

增强课堂的趣味性。趣味性是指对外汉语教师在教学过程中用一些比较有趣的教学语言、教学活动或者表情动作激发学生学习汉语的欲望，力求把上课教授形式把主动变为被动的一种教学原则。教师可以根据学生的汉语水平，在兼顾教学进度的同时适度地加入课堂活动。如举办演讲比赛，可以提前让学生利用周末的时间准备，将被动地学习转变为主动地输出；如举办辩论比赛，辩论的题目可以同学生面临的问题息息相关，在辩论前介绍比赛规则，启发学生从不同的观点思考问题；如在教学过程中巧用视频，播放的视频不必太长，紧扣学习的语言点，鼓励学生用汉语对视频内容进行描述。

2.3 线上汉语教学可能遇到的问题及对策

初次转为线上汉语教学的老师和同学可能会遇到各种各样的突发状况及问题，如老师家里突然断网或停电，教师应及时与学生沟通，另外安排时间。若是学生因病因事无法上课，老师可录制课程课后发给学生。教师也可以针对学生的学习水平，为学生提供丰富多样的自学材料，以满足学生们个性化发展的需要。

三、线上汉语教学结果的检测

线上汉语教学结果的检测应将随堂与课后相结合，平时与期末相结

合。教师课堂上应多提问，吸引学生的注意力，把握课堂的节奏，另一方面也可通过这种方式检测学生吸收新知识的状况。可活用任务型课堂模式，每课设定言语训练目标，检查教学进度。

教师应结合教学进度给出难度合适且具有一定挑战性的家庭作业。远程的作业提交方式给作业批改带来了一定的难度，特别是汉字的书写笔顺难以通过作业批改的方式予以纠正。也可课前通过白板演示等方式总结学生易错误的汉字，以加深学生印象。

线上汉语教学模式是新时代背景下对汉语教学方式的探索与创新，它打破了时空局限，整合优势的教学资源，能有效促进教学资源的优化配置，缓解师资的区域不均衡性。线上汉语教学不仅是疫情期间的必要手段，也是未来教育事业的发展方向。利用好网上教学平台也是新时代对汉语教师的提出的新要求。

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STRATEGIES OF TEACHING MANDARIN VIRTUALLY

Since the outbreak of the Covid-19 pandemic, the traditional way of face-to-face classes has been affected. The number of Mandarin teachers conducting online virtual classes has ben increased. This article is to develop the online Mandarin lecturing strategy by screening online lecture resources, organising points of the online lecturing methods, and evaluating Mandarin lecture outcomes in order to enhance the online Mandarin lecturing strategy.

Keywords: *Mandarin language classes, Mandarin as a foreign language, virtual classes.*