

Putonghua Teaching in Guangdong-Hong Kong-Macao Greater Bay Area

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Abstract:

The purpose of this study is to deeply discuss the problems of poor Putonghua environment, less teaching hours, a large number of classes and a single teaching equipment in higher vocational colleges in the Guangdong-Hong Kong-Macao Greater Bay Area. This study puts forward the ideas and paths of classroom construction through a series of ways such as course observation and teaching experiment. Therefore, higher vocational colleges should create a good mandarin learning environment, improve the students' attention to mandarin teaching, stimulate students' interest in learning mandarin, and increase online learning, group mutual training, improve the classroom equipment, improve the mandarin teaching in higher vocational colleges, so as to achieve obvious teaching results, improve the; purpose of the teaching efficiency.

Keywords:

Putonghua Teaching, Guangdong-Hong Kong-Macao Greater Bay Area, Higher Vocational School, Teaching Dilemma

1. The Current Situation and Dilemma of Putonghua Teaching in Higher Vocational Colleges in the Guangdong-Hong Kong-Macao Greater Bay Area

Mandarin, which is another name for the modern standard Chinese language. As one of the working languages of the United Nations, Putonghua has become an important bridge for cultural exchanges between China and foreign countries and the preferred language for foreigners to learn Chinese. As of 2015, 70 percent of China's population had a widely used Mandarin language capability, and about 400 million people were still limited to understanding, one-way communication. By 2020, the standard language and the written language will be basically popularized nationwide, and the average penetration rate of Putonghua will reach more than 80 percent. At present, Putonghua teaching and related training courses are all offered in the Guangdong-Hong Kong-Macao Greater Bay Area in higher vocational colleges, such as art, teachers, normal education, tourism and cultural communication. Researchers believe that the Putonghua teaching of higher vocational colleges in the Guangdong-

Hong Kong-Macao Greater Bay Area should consider the characteristics of higher vocational students and the dialect characteristics of the Greater Bay Area.

Researchers have been teaching Mandarin in a higher vocational college in the Guangdong-Hong Kong-Macao Greater Bay Area for four years, mainly focusing on drama, film and television performance, broadcasting, secretarial work, cultural communication and other majors. In the face of students' professional miscellaneous, the large number, the large number of classes. In the process of Putonghua teaching, some problems are inevitably found, which hinder the teaching process and make the teaching process difficult and boring. The researchers believe that the causes are as follows:

1.1. Students have lived in the Guangdong dialect area for a long time, and the environment for learning Mandarin is not good

As we all know, learning a language requires a certain language environment, while the Guangdong-Hong Kong-Macao Greater Bay Area is a hodgepodge of dialects, mainly including Cantonese, Hakka and Chaoshan dialect (branch of Fujian language), and Cantonese is the most influential dialect. According to the State Language Commission, only 40.34 percent of people in Guangdong "can read and spell Pinyin". Due to the influence of region, family, education environment and interpersonal relationship, etc, students have not developed pure Mandarin, mixed with many dialect sounds. Among them, pronunciation problems such as flat tongue, nasal pronunciation, front and back nasal rhyme, and tongue pronunciation are the worst areas in Guangdong, Hong Kong and Macao. After entering higher vocational colleges, due to the mixed language environment of campus, the correct rate of Putonghua is not high.

1.2. Less teaching hours, more class number, learning efficiency is not good

Take secretarial major students as an example, a class of 53 students, 2 class hours of Putonghua course per week, 1 class hour of 40 minutes, the average to each student is only 1.5 minutes per week. The pronunciation of Putonghua has its own uniqueness, can not be generalized, let alone for each student to listen to the sound, sound correction, targeted training. On average, teachers spend less than two minutes on their students per class. And in daily life, students do not always pay attention to pronunciation problems, do not develop good pronunciation habits, resulting in the poor efficiency of Mandarin learning.

1.3. Teaching equipment is not perfect, and students' learning effect is not good

Traditional Mandarin teaching, mostly teachers read aloud in the classroom demonstration, students follow up in class. This repetitive teaching method often makes the students feel that taking the Mandarin class is both boring and hard, and the students are often distressed because they cannot find the correct pronunciation position, and it is also difficult for the teachers to correct and distinguish the pronunciation for the students. Only the traditional people-to-face teaching, without advanced technology assistance, leads to the Putonghua teaching process is boring and difficult to be accurate, and the students' learning effect is not good.

1.4. Lack of higher vocational language textbooks needed for Guangdong dialect areas, the utilization rate of tutorials is not high

Taking our school as an example, the Putonghua period of secretarial major is 36, theory and practice are 18 each; the Putonghua period of performance major is 72, 18 theory and 54 practice. The allocation ratio of these theory and practice all reflects the tendency of “light theory and heavy training” in Putonghua course. At present, the authority of mandarin test teaching materials-the national language working committee mandarin training test center of the mandarin proficiency test implementation outline, pay attention to the systematic and corpus richness of knowledge, also balance the actual needs of certain dialect area, but it and “reflect higher vocational characteristics, professional demand, suit the actual situation of Guangdong large bay area” mandarin teaching materials, mandarin teaching to strengthen the construction of mandarin teaching materials.

2. Preliminary Exploration of Putonghua Teaching Reform in Higher Vocational Colleges in the Guangdong-Hong Kong-Macao Greater Bay Area

Language is an indispensable communication tool and information carrier in social life. China has a vast territory and a large population, and there are more than a dozen dialects in the Guangdong-Hong Kong-Macao Greater Bay Area alone, and Cantonese is the most influential language. Therefore, Mandarin teaching has a long way to go in this region. After several years of course teaching and exploration, the researcher has put forward corresponding solutions to the above problems.

2.1. Make good use of campus equipment to create a good Mandarin atmosphere

The Guangdong-Hong Kong-Macao Greater Bay Area has mixed dialects, and countless students speak dialects, especially Cantonese. Without a good language environment, students often speak dialect in their daily life, which is not conducive to the study of Mandarin. Students living on campus is easily influenced imperceptibly. Schools can use campus radio and television to broadcast Mandarin programs. Use class meeting, Putonghua publicity meeting, recitation activities to mobilize the students' enthusiasm to learning Putonghua. At the same time, reading booths can be set up in every corner of the campus to increase the fun. In 2019, Guangzhou University set up two reading booths in its library, equipped with professional microphones, headphones, professional small bars and other equipment. It can also share the reading works to the circle of friends or friends, which greatly improved the students' interest in reading.

2.2. Flexible use of teaching methods to improve the efficiency of classroom teaching

First of all, in view of the large number of students in class, small groups can be adopted to help the teaching, and it is difficult for teachers to conduct one-to-one guidance teaching for each student in class. So the class students can be divided into a group of 5-8 people, each group has excellent, good, poor different level of mandarin students, let mandarin better students help mandarin foundation poor students, realize the classroom group mutual learning, the teacher classroom guidance, enhance the flexibility of teaching, let every student in the classroom can actually mandarin practice and training.

Secondly, more network teaching can be used to make up for the problem of imperfect teaching equipment. The traditional teaching mode of teachers

'demonstration and students' reading has gradually appeared its disadvantages. The teaching mode is single and boring, and students can not raise the interest in learning. Therefore, we can use more network teaching to let students understand the world outside the classroom. Ximalaya APP, Dragonfly FM, Litchi, dubbing show and other platforms, reserve a large number of excellent Mandarin works, students can learn Mandarin by using the Internet. At the same time, some excellent variety shows, such as "I am a Special Excellent Voice", "The Voice is in the Land" and other programs related to the sound, can greatly improve the students' interest in learning.

Finally, about the teaching materials, we should combine the students' majors and the dialect characteristics of the Guangdong-Hong Kong-Macao Greater Bay Area to combine individualized teaching with appropriate professional teaching. The teaching of Mandarin in Cantonese dialect area should be carried out according to the characteristics of Cantonese. Using the comparison of Putonghua and dialect, find out the similarities and differences between dialect and Putonghua, and strengthen the effect of learning Putonghua.

3. Conclusions

As the most extensive language tool for communication and dissemination in China, Putonghua requires every Chinese person to study seriously. The country is also vigorously advocating the learning of Mandarin. As a teacher of the college, I will actively respond to the call of the state and develop Mandarin courses suitable for higher vocational students in the Guangdong-Hong Kong-Macao Greater Bay Area. Actively promote the process of Putonghua education and teaching. Actively solve the problems found in the process of Putonghua teaching, and improve the efficiency of Putonghua teaching. To form a complete set of effective teaching methods. To provide theoretical and practical support for the later Putonghua teaching.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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