Research on Teaching Reform of PUTONGHUA SHUIPING CESHI in Colleges Based on Computer Assist

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Abstract: Computer testing is the mainstay of the current Putonghua proficiency test in colleges and universities. Using computer technology can not only improve the fairness of the Putonghua proficiency test, but also actively promote the reform of Putonghua teaching in colleges and universities. In the current teaching process of Putonghua in colleges and universities, we need to study and analyze the existing problems, at the same time study the impact of the computer-aided evaluation model on Putonghua teaching, and put forward strategies for the reform of Putonghua teaching in colleges and universities under the computer test mode. This can not only improve the efficiency of Mandarin teaching in colleges and universities, but also ensure the quality of teaching, and ultimately improve the Mandarin level of college students.

1. Problems in Mandarin Teaching in Colleges
In the process of Mandarin teaching, we must fully grasp the problems in the teaching itself, so that we can strengthen the reform of Mandarin teaching according to these problems and improve the level of Mandarin teaching reform. At this stage, the problems in the teaching process of Mandarin are mainly manifested in the following aspects: First, there are insufficient teaching hours in Mandarin teaching. In the Mandarin teaching process, Mandarin teaching hours are less than other compulsory courses. Some schools do not even arrange Mandarin teaching courses, which will affect students' Mandarin level. There are fewer mandarin training sessions, which not only prevents teachers from effectively training and guiding students, but also causes students to be greatly affected by local dialects and unable to improve some pronunciation and intonation in time. For example, for people who live in the south of China, n and l have great difficulty in distinguishing, and en and eng are not clearly distinguished. The front and rear nasal sounds are not well grasped. Therefore, these students must be professionally instructed by teachers so that they can correct their pronunciation. But because there is not enough class time, it will lead to insufficient training of students and affect the students' Mandarin level. Second, there is not enough attention to Mandarin teaching. Most college teachers do not attach importance to Mandarin learning. It is believed that in daily life, Mandarin is a relatively common language. From radio to television, there is Mandarin. The student's living environment itself is a Mandarin environment. Therefore, Mandarin itself is an optional course. Some teachers and students even think that learning English is more important than learning Mandarin. This concept leads to a lower teaching status of Mandarin. Some schools do not set up Putonghua teaching courses, but only set up temporary intensive training in order to cope with the Putonghua proficiency test, resulting in poor Mandarin teaching in universities. Third, the teaching form is not scientific enough. Many universities' Mandarin teaching mainly focuses on Putonghua proficiency test syllabus, but it does not teach students systematic and comprehensive theoretical knowledge of Putonghua, which makes Putonghua more inclined to the test-oriented teaching model. This is not only not conducive to the
cultivation of students' comprehensive quality, but also lack of sufficient language training courses, resulting in teaching can not effectively improve students' oral communication skills. Putonghua proficiency testing takes place in mid-June or early December. Many schools regard the Putonghua proficiency testing time as the end time of the Putonghua course, leading many students to confuse Putonghua teaching with Putonghua testing training. It is believed that the main purpose of Putonghua teaching is to obtain a Putonghua level certificate. Some teachers even think that it is only necessary to conduct concentrated training before the Putonghua proficiency test to improve the students' Putonghua level. Misunderstood the purpose of Putonghua teaching and affected the effect of Putonghua teaching. In addition, the lack of sufficient hardware facilities when carrying out Mandarin teaching is also an important factor affecting the effectiveness of Mandarin teaching [1].

2. The Influence of Computer Aided Putonghua Proficiency Test on Putonghua Teaching

The flow of the computer-assisted Putonghua proficiency test is shown in Figure 1. During the entire Putonghua proficiency test, students perform operations on the computer. This is quite different from the traditional Mandarin test. Therefore, in the machine test mode, it will have a certain impact on the teaching of Putonghua.

![Computer-aided Putonghua Proficiency Testing Process](image)

Figure 1 Computer-aided Putonghua Proficiency Testing Process

The impact of using computer-aided testing on Putonghua teaching during the Putonghua proficiency test is mainly reflected in the following three aspects: First, the impact on students' psychology. The use of computer-assisted Putonghua proficiency tests will give students more freedom in Putonghua exams, but there are also some negative effects. In particular, it has a relatively large impact on students' examination psychology. For example, students are prone to cheating during the exam. When applying the computer-aided evaluation system, students do not need to be supervised by the tester in front of them, and the students are in a relatively independent and free space for
examination. This has led some students to be speculative and allow themselves to cheat. For example, swearing, repeating manuscripts, and taking exams. In addition, because the test environment is relatively loose, it will cause students to ignore the learning of Mandarin courses, affecting the efficiency and quality of Mandarin teaching [2]. Second, the impact on teaching methods. After using the computer-assisted Putonghua proficiency test, teachers must fully realize the impact of changes in the Putonghua test form on the teaching process. And teachers should also analyze the pros and cons of the impact based on this change, and also understand the differences between manual testing and computer-aided evaluation. In particular, we must grasp the new content and new features that appear in the machine test mode. Only in this way can we optimize and adjust our teaching methods and content in time to ensure the effectiveness of Mandarin teaching. In addition, teachers need to make a comprehensive analysis of students' psychological changes in the machine test mode, so as to innovate and optimize the teaching methods and improve students' enthusiasm and initiative in the teaching of Mandarin. Third, the impact on students' attitudes towards exams. Using a computer to complete the Putonghua proficiency test can overcome the unfairness of the assessors in the scoring process, which can ensure the fairness of the evaluation results and improve the seriousness of the Putonghua test. From this aspect, it can not only effectively motivate students with low Mandarin level to learn Mandarin, but also enable students to correct their Putonghua test-taking attitude and strengthen the learning and practice of Mandarin, which also stimulates students' enthusiasm and enthusiasm for learning Has a positive meaning [3].

3. The Teaching Reform Strategies under the Computer Assisted Putonghua Proficiency Test

3.1. Individualized Teaching Cater to Students' Individual Needs
In order to adapt Putonghua teaching to the computer usage model, teachers need to follow the principle of teaching students according to their aptitude and develop a layered teaching model in the process of Putonghua teaching reform. The hierarchical teaching mode can divide students into different groups according to their knowledge level, ability structure and learning requirements. Then choose different teaching objectives and teaching contents according to the specific situation of the students, on this basis, use different teaching methods to complete the teaching process. Using this layered teaching method can enable students of different levels to fully develop their abilities. When dividing students, teachers can let students understand students' speech level through self-introduction. Then the students are grouped according to the pronunciation level of different students to carry out the teaching process to improve teaching efficiency and teaching quality. This is mainly because in the Mandarin teaching process, the time limit of the class and the students themselves are affected by the dialect, it is difficult for teachers to teach the students as a whole, and they cannot take into account students of various phonetic levels [4]. However, using hierarchical teaching methods to effectively divide students according to phonetic levels, teachers can formulate different teaching plans based on the division results, so that teachers can not only make full use of teaching resources, improve the training effect of students at different levels, but also help to improve the overall Teaching efficiency. In the process of dividing students, teachers should pay attention to formulating scientific and reasonable dividing standards, and strengthen communication and exchanges with students to prevent students with relatively low voice level from developing inferiority complex. When carrying out teaching activities, teachers should formulate different standards for achieving standards, help students set learning goals and pronunciation training goals, and enhance students' self-confidence in the process of learning Mandarin. This can give full play to the advantages of teaching according to aptitude, accurately grasp the key points and difficult contents in the teaching, and improve the teaching effect. In addition, in the actual teaching process, we should also pay attention to eliminate the nervousness of students, especially in the process of machine testing, we not only need to let students understand the difference between the machine testing mode and the traditional written test, to eliminate students from the machine The nervousness generated in the test mode, but also to enhance the enthusiasm and initiative of students to practice Mandarin, so as to improve the overall
practice effect of students.

3.2. Clarify Teaching Goals and Tasks
In the process of Mandarin teaching reform, teachers should clarify the teaching objectives and contents. Only in this way can we grasp the key points of Mandarin teaching reform and improve the level of Mandarin teaching reform. The main purpose of Putonghua class is not to conduct theoretical learning, but more importantly, to develop students' oral expression skills, so that students can use standard Mandarin to conduct social communication. Therefore, in the teaching process of Putonghua, teachers should not only focus on the standardization of pronunciation, vocabulary, and grammar, but also pay attention to the teaching of oral expression, and construct a dynamic language environment for students to conduct oral training. In the process of arranging teaching modules, we need to ensure the scientificity and effectiveness of the module allocation according to the specific situation of students. Teachers should not only scientifically plan the teaching of Putonghua's theoretical knowledge and actual phonetic training, increase the hours of phonetic training appropriately, but also improve the students' adaptability to the computerized testing mode. In the actual teaching process, we can carry out speech training in oral communication while adding relevant theories of Putonghua to improve students' ability to communicate in Putonghua.

In addition, in the course of developing training courses, we can use extra-curricular tutoring to carry out extra-curricular tutoring work, which can make up for the problem of insufficient teaching hours in Mandarin classes. In the process of setting the teaching content, we need to increase the instructional teaching adapted to machine testing according to the specific situation of Mandarin teaching in the machine testing mode. For example, to provide effective guidance to students' volume and speed of speech, teachers should provide targeted guidance based on the differences between the materials displayed on the computer screen and the written materials to improve students' adaptability to the Putonghua test under the computer test. If conditions permit, students can also carry out computer simulation test training, thereby further improving the students' adaptability to the computer test mode.

3.3. Strengthen the Guidance of Teachers to Students
In the actual teaching process, teachers should pay attention to their own guiding role. They can proceed from the following aspects to ensure that they can provide effective guidance to students and improve students' phonetic skills: First, teachers should cultivate students' sense of Mandarin. Language sense refers to inner feelings and is an intuitive experience. In the process of long-term language communication, the psychological identification of the formed linguistic rules. When developing a sense of Mandarin, students should be able to speak with breath and master skills such as resonance control and vocalization. Only in this way can the students' pronunciation be accurate and achieve the effect that the characters are round and round, the speech is not stiff, and the flow of speech is smooth. In the actual teaching process, the teacher should guide the students according to the specific situation, and can use the short text reading and recitation, word and sentence reading to train students for special training. In addition, you can use some classic lines in film and television dramas to allow students to imitate and improve their sense of Mandarin. Second, teachers should guide students' speaking skills. In the computer-aided Putonghua proficiency test, speaking test is an important test item. In the examination of this item, the psychological quality of students will have a certain influence on the examination results. During the speaking test, some candidates may have problems because of tension or over-determination of speaking content and organization of sentences, which will affect the result of speaking test.

In the machine test mode, teachers should pay attention to guiding students' speaking skills, and can improve students' speaking ability from the following three aspects: (1) Teachers should determine reasonable speaking content. Pay attention to reviewing questions in speaking tests. Generally speaking, topic items mainly include three categories: narrative, argumentative, and explanatory. The review process should be completed according to the keywords of the topic. If the students do not
properly examine the questions, there may be off-topic problems that affect the test results. (2) Teachers should choose standard vocabulary grammar. During the Mandarin test, some candidates may use substandard vocabulary grammar due to the influence of dialect and dialect syntax. In the teaching process, teachers can let students analyze the differences between dialects and Mandarin vocabulary grammar, and master the more common vocabulary grammar errors in the Mandarin proficiency test, so that students can have an in-depth understanding and master of standardized Mandarin vocabulary grammar. Only in this way can the vocabulary grammar be correctly applied when speaking tests are performed. (3) Teachers should pay attention to language fluency expression training activities. If the candidate is interrupted, stuttered, or has a long speech interruption during the test, the tester's hearing fatigue will affect the test results. This is mainly because the candidates are not prepared enough or the language organization is not flexible enough. In order to prevent this kind of problem, in the actual training process, we can imitate the computer test environment to arrange the simulation test room, let the students repeatedly practice speaking to the computer. In this way, students can experience the feeling of speaking in the process of machine testing, and improve the fluency of students' speaking [5].

4. Conclusion
All in all, computer-aided Putonghua proficiency testing is the main form of current Putonghua proficiency testing. The rapid development of computer science and technology has also promoted the innovation and development of Mandarin proficiency testing methods. In addition, changing the traditional Mandarin test method can improve the fairness and accuracy of the Mandarin test. However, we need to pay attention to the fact that when using computer-assisted Putonghua proficiency testing, it has a greater impact on the content and form of traditional Mandarin teaching. We must reform and innovate the traditional Mandarin teaching activities according to the specific conditions of the computer-aided Mandarin level test, so that the Mandarin teaching can adapt to the current development needs, improve the level of Mandarin teaching reform, and ultimately improve the students' Mandarin level.

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