

The Influence of Learning Motivation on Learning Chinese As a Foreign Language

Suhan Liu*

Department of Chinese Language and Literature, Heilongjiang International University, Harbin, Heilongjiang, 150500, China

*Corresponding author: jiangda@hiu.edu.cn

Abstract. This paper aims to systematically review the benefits of constructivism theory combined with intrinsic learning motivation in Chinese as a foreign language classroom. By combing the relevant literature, the author can find the dominant position of constructivism theory in the Chinese classroom, which leads to the importance of intrinsic learning motivation. This theory emphasizes students' initiative, situationality and sociality, and provides a convenient way for cross-cultural learning. In the Chinese as a foreign language classroom, educators understand and analyze the learners according to the national conditions, integrate constructivism into the classroom, and explore a series of teaching models and methods that meet the reality of foreign learners. However, in the real classroom teaching process, there are also many problems, such as the cultural differences between teachers and students, students' learning objectives and so on. In the future, the researchers should continue to deepen the research on the influence of intrinsic learning motivation on Chinese acquisition under the guidance of constructivism theory, improve relevant teaching models, and better promote the innovation and development of international Chinese education. The research of this paper is of great significance to the application of constructivism theory in the field of international Chinese education under the role of intrinsic motivation, and to the prospect of constructivism theory for the future development of Chinese learning.

Keywords: International Chinese; Constructivist learning; Intrinsic learning motivation.

1. Introduction

In today's era of globalization, learning Chinese as a foreign language is becoming increasingly important. From the perspective of globalization, the motivation for learning Chinese as a foreign language is its core. Chinese learning enriches personal life and is the key for people from different countries and races to understand Chinese culture. Constructive learning means that students can think independently, constantly discover and solve new problems in the process of thinking, and finally master new knowledge. Students piece together a complete teaching process from stages that fit their political model. The scattered fragments of knowledge are integrated into a complete knowledge system. Learning motivation is a dynamic tendency that guides and maintains students to learn and understand the differences between different languages, and directs them to a certain academic goal. It is an internal motivation that directly drives students to learn and enables individuals to better adapt to, understand and interact with other languages. There is a need to motivate and guide students to learn different cultural backgrounds and languages, an important non-cognitive factor that affects students' learning, and an understanding and respect for language differences. Constructivism believes that learners actively construct knowledge, and learning motivation is the key factor in promoting learners to actively construct knowledge. When learners are interested in the learning content, believe that the learning content is related to their own experience, and believe that learning is meaningful to them, their learning motivation will be stimulated, and they will be more actively involved in learning, actively construct knowledge, and improve the learning effect. In addition, Chinese learning motivation is not only a kind of initiative, but also a way of thinking and life attitude. It can also be understood as an internal starting mechanism to stimulate the individual to carry out learning activities, maintain the learning activities that have been caused, and make the individual learning activities towards a certain learning goal [1]. After reading a large number of relevant

literatures, it is not difficult to find that when other researchers carry out research on this aspect based on the motivation of different learners, they mostly put forward corresponding stimulation strategies, which not only provide a clear idea for inexperienced Chinese teachers, but also brings new ideas to those with rich teaching experience. Research proves that teachers should establish cultural consciousness and awareness and spread Chinese excellent culture on the basis of respecting the cultures of other countries. In the teaching process, teachers should fully consider the cultural background of international students, introduce theoretical knowledge in a simple and easy-to-understand way, take students out of the classroom, and deepen their understanding of Chinese culture through field visits and personal experience [2]. The content of this study is to explore the benefits of learning motivation to Chinese learners from the perspective of constructivism.

From the perspective of constructivism, the author wants to prove that intrinsic learning motivation has a positive impact on Chinese learning.

2. Constructivist Learning

2.1. Constructivism Theory

The theory of constructive learning emerged in the United States in the late 1980s and early 1990s. Constructivism learning theory holds that knowledge is not acquired by teachers, but by means of meaning construction with the help of others (including teachers and learning partners) in a certain context, that is, social and cultural background. Constructivism learning theory holds that students are not passive receivers and indoctrinators of knowledge, teachers are not imparted and indoctrinators of knowledge, they will play a new role in teaching practice. Students will be active constructors of knowledge, and teachers will be helpers of students in the classroom [3].

2.2. Advantages of Constructivism in Learning Chinese As a Foreign Language

The four major elements or attributes of the learning environment are "situation", "collaboration", "conversation" and "meaning construction". In the study of constructivist learning theory, some scholars put forward that constructivist learning should have the core characteristics of positive constructivist cumulative goals, occupational diagnostic and reflective [4].

3. The Influence of Learning Motivation on the Acquisition of Chinese As a Foreign Language

3.1. Internal and External Learning Motivation

Learning motivation is an internal starting mechanism that directly pushes students to carry out learning activities and makes the activities point to the learning goal [5]. Learning motivation can make students' learning behavior locate a specific goal. Learning motivation is a sign of a specific learning attitude and plays a guiding role in learning behavior [6]. Once the learning motivation is formed, it will run through the whole process of a certain learning activity from beginning to end. Therefore, learner motivation is a key driving force in language learning and plays a key role in students' long-term learning motivation [7]. From the perspective of motivation sources, Soviet psychologists divided learning motivation into internal motivation and external motivation. The internal motivation for learning comes from students' own interests, hobbies, etc., which is more lasting and enables learners to be in a state of active learning activities. Partial learning motivation refers to a kind of learning motivation that is caused by stimuli outside the learning task or learning activity and points to the learning result. The satisfaction of this motivation is not within the activity, and outside the activity, the learner is not interested in learning itself, but in the results of learning. Intrinsic learning motivation is the learning motivation generated by one's own need for knowledge, which is reflected in the aspects of responsibility, thirst for knowledge, autonomy, sense of

achievement and curiosity [8]. From the above literature, this study will analyze the motivation of learning Chinese as a foreign language from the perspective of intrinsic motivation.

3.2. The Role of Intrinsic Learning Motivation on the Acquisition of Chinese As a Foreign Language

Yerkes-Dodson's law states that the optimal level of motivation varies with the nature of the task: in simpler tasks, productivity increases with motivation; With the increase of task difficulty, the optimal level of motivation tends to decrease gradually. This phenomenon is called the Yerkes-Dodson law.

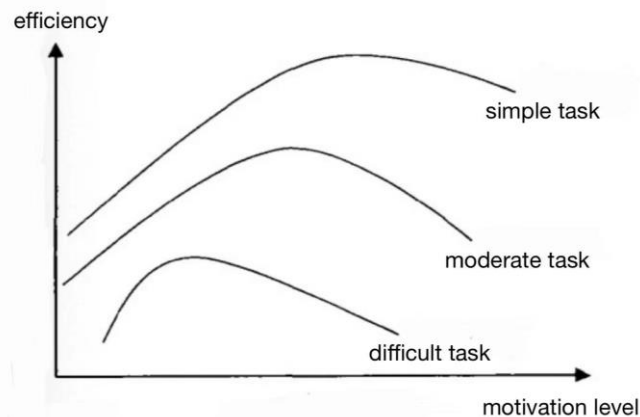


Fig. 1 Yerkes-Dodson law formed

As early as the middle of the last century, Canadian scholars Gardner and Lambert believed that people's second language learning has a very important connection with social environment factors, so they proposed a very important social education model of learning motivation, which divided learning motivation into two categories: integration type and tool type (see Figure 1). The former means that people learn a language in order to integrate into the purpose and country, become one of them, and accept the culture of the purpose and country, while the latter people learn a language in order to get a good job, pass examinations, etc., and regard language as a tool for individuals to achieve some practical goals.

4. An Analysis of the Correlation between Learning Motivation and Chinese As a Foreign Language Based on Constructivism

4.1. Learning Motivation Based on Constructivism

This study explores the influence of learning motivation on Chinese acquisition from the perspective of constructive learning doctrine. If it can stimulate the intrinsic motivation of students, make Chinese learning a pleasant atmosphere, and find that constructivism learning is the process of learners using assimilation and adaptability to construct knowledge meaning, which is conducive to the improvement of Chinese as a second language learning results. Nowadays, most of the teaching activities tend to be in the traditional way, with teachers explaining and teaching the content, and students are in a passive state of acceptance. In the long run, the initiative of students is greatly reduced. It may even limit students' divergent thinking and reduce their thinking about the content. Constructivism learning theory holds that "situation", "collaboration", "conversation" and "meaning construction" are the four elements of the learning environment [9]. Hokekang, who introduced constructivism earlier, analyzed the meaning and operation of the scaffolding teaching method, anchor teaching method and random entry teaching method in detail from the origin and development of constructivism to the teaching mode and teaching method of constructivism, and described the above teaching methods in detail [9]. Finally, based on the constructivism theory, Hokekang makes

the design and assumption of teaching design principles, teaching contents and steps under the constructivism learning theory, which is closely combined with the teaching of Chinese as a foreign language, and is a guiding theoretical principle [10].

4.2. Chinese Learning under Constructivism

In China, the understanding and exploration of constructivism have already had a mature theory. Nowadays, scholars pay more attention to practical results, closely combine theory with practice, and use the studied theory in Chinese teaching, which is reflected in the combination of language knowledge, cultural knowledge and skill training, so as to make Chinese classroom more perfect under the support of constructivism theory [10]. Teachers should first grasp the teaching focus and take it as the center to carry out classroom activities, so as to encourage students to think independently and carry out classroom discussions independently [11].

5. Conclusion

Through the collation and analysis of the literature in this study, it is found that one of the most effective ways for teachers to stimulate the intrinsic learning motivation of students in order to make the content of Chinese as a foreign language classroom exciting and easy for students to absorb. The combination of constructivism can greatly improve students' interest in independent learning and facilitate students' understanding and mastery of knowledge. In the actual teaching process, teachers can put students in the main position, through communication with students, and understand the background of students and the purpose of learning Chinese to develop students' interest in the target language. Students take the initiative to construct the knowledge they have learned, and then teachers guide students to think independently, so that students can clarify their motivation for learning and establish their intrinsic motivation for learning the target language. Under the guidance of teachers and the assistance of learning materials as well as the exploration of knowledge by the learning group, students can discover their deeper theories and pursuits. By designing contextual teaching activities, encouraging interactive and cooperative learning, guiding students to explore independently and paying attention to the application and transfer of knowledge, teachers can better utilize constructivism theory to optimize classroom teaching, thus triggering students' intrinsic learning motivation and achieving better results in Chinese learning.

References

- [1] Ting Zhao. A bibliometric analysis of motivation for learning Chinese as a second Language from 2000 to 2022 — A case study of Chinese papers in CNKI Database [D]. May 2023.
- [2] Ji Longfei. Cultural awareness and penetration in Teaching Chinese as a Foreign Language [J]. Education and Teaching Forum, 2019, (03):217-218.
- [3] Beibei Zhang. One-to-one online teaching design based on constructivism learning theory-- Take the elementary Chinese comprehensive course "I Live in Sunshine Community" as an example [D], May 2023.
- [4] Wanwan Zhang. Study on the application of constructivism learning theory in junior middle school English vocabulary teaching [D], May 2018.
- [5] Jiao Liying. Stimulation of learning Motivation of normal students from the perspective of Hierarchy of Needs Theory [J]. Western Journal, 2024, (04):99-102
- [6] Deyan Feng Research on strategies to motivate high school students' physics learning motivation under the concept of core literacy [D], 2022(11).
- [7] Li Na, Wu Lin. Study on motivation and motivation strategies of international Chinese learners [J]. Chinese Character Culture, 2023, (16):82-84.
- [8] Lv Zhuo, Li Zhongqiu, Wang Jitian, Tian Jijia, Liu Duo, Guo Jia. Dynamic adjustment and optimization of blended teaching curriculum Construction in colleges and universities: from the perspective of motivation, attitude and behavior [J]. Journal of Harbin University, 2019, 43(06):111-115.
- [9] He Kekang. New Constructivism Theory: Chinese Scholars' Critical absorption and innovative development of Western Constructivism [J]. Science of Education in China (English and Chinese), 2019, 4 (1): 14-29.

- [10] Qiuli Zhao The teaching method based on constructivism theory is in Research on the application of Chinese listening teaching-- Take primary international students as an example. [D], May 2023.
- [11] Sofandi. A Study on the teaching of Chinese Vocabulary as a Foreign Language under the Theory of Constructivism [J]. Journal of Zunyi Normal University, 2022, 24(04):151-153.