

The Application and Practice of Group Activities in The Class of Oral Chinese Language Teaching

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In Second Language Teaching, skills training is generally divided into the five aspects of listening, speaking, reading, writing and translation. From the perspective of language communication, oral skills training is particularly important. However, the traditional oral teaching mode and teaching methods are not really different from other classes. The main problem of the traditional oral class is that the sentence practice is boring, the interaction between teachers and students is low, and the students' speaking rate is not good. Moreover, it is difficult for the students to get out of the frame of the textbook form in practical communication, and they cannot adapt to the flexibility and creativity of the language. In recent years, group activities are used as a teaching method by many languages. Compared with other forms of classroom teaching, group activities have many advantages. They will increase the degree of communicative training, improve the interaction between teachers and students and reduce the anxiety of students. At the same time, group activities can also improve the speech opening rate of students and stimulate students' learning motivation.

At present, the use of group activities in the oral Chinese class is common, and group activities are considered to be an effective class teaching method with high interactivity. Group activities, including the role of reading and reciting the role of sub-text, role-playing, group games, topic discussions, improve language proficiency. There are debates, interviews, surveys, and live simulations, which are closer to real life situations. Students in group activities have shown a great deal of enthusiasm, and tension has been eased. The new language knowledge and communication functions of the activity have been clearly established. This study focuses on the design, implementation, evaluation and feedback of group activities from the perspective of a large number of oral classroom observations. The author further analyzes several factors that affect the success or failure of group activities and provides some reference-point for the teaching method of using group activities for oral Chinese teachers.

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