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Analysis and Application of Problem Situation Creation in Comprehensive Courses for Teaching Chinese as a Foreign Language

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Abstract

Background and Aim: To solve the current problems of low student interest and low classroom atmosphere in the teaching of integrated Chinese language courses in Thailand, is in line with the teaching objectives of integrated Chinese language courses to develop students‘ Chinese language skills such as listening, speaking, reading and writing and to improve students’ learning outcomes. In this paper, the problem situation teaching method is applied in the elementary Chinese comprehensive class to provide a reference for the innovation of teaching methodology in the elementary Chinese comprehensive class and to provide a reference for the teaching design of Chinese teachers.

Materials and Methods: In this paper, through literature research, comparative analysis, teaching experiments, and other research methods, the study was carried out to create problematic situations in the Thai elementary Chinese integrated class, to verify the experimental hypothesis that the problematic situation teaching method can improve the teaching effect and learning effect, and to change the current situation of the Thai elementary Chinese integrated class.

Results: This paper verifies the experimental hypotheses by applying the problem situation teaching method to the Thai integrated Chinese language classroom, designing an experiment in two classes of integrated Chinese language class comparing the results of the two classes, and finding that creating problem situations in the elementary integrated Chinese language class can help to improve students' academic performance and Chinese language proficiency.

Conclusion: This paper takes the creation of problem situations as a teaching method, creates situations according to the teaching content and students' learning situation, gradually builds a scaffolding for students by asking questions, helps students to understand and apply knowledge in the problem situations created, and puts forward the corresponding solution strategies for the problems, to provide reference for the theoretical research on the teaching of problem situations in the future, and provide reference for the theoretical research on the teaching of problem situations in the Chinese integrated class. The purpose of this study is to provide a reference for the theoretical study of problem-situation teaching and to provide a reference for the creation of problem situations in Chinese comprehensive courses in the future.

Keywords: Problematic Situations; Chinese as a Foreign Language ; Comprehensive Course

Introduction

Problem situation teaching method is teaching according to the student's learning level and learning characteristics, targeted to create real problem situations, set up problems to guide students to understand knowledge, automatic exploration of learning knowledge, stimulate the desire of students to explore knowledge, exercise students’ problem-solving skills. The creation of contexts allows students to feel the knowledge in their presence and the emotional experience it brings, while the problematic contexts are designed to allow students to understand the knowledge and apply it, and teachers set up problems to help students build scaffolds to complete the teaching objectives, which can allow students to participate fully in the classroom, push students to take the initiative to learn, and improve their It can make students fully participate in the classroom, promote students' active learning, improve students' learning effect, and ultimately cultivate high-quality talents with Chinese communication skills.

Teachers use a variety of ways to create problematic situations in the teaching process, set up problems, and guide students to be in the situation, which helps to enhance the students' sense of participation in the classroom, compared with the traditional classroom, this kind of classroom teacher's teaching methods are more flexible and diversified, students' opportunities for classroom expression are increased, and teacher-student and student-student interaction is increased, so that students can master the knowledge in a relaxed and pleasant classroom atmosphere and apply it quickly, which strengthens the students' Chinese This makes students master knowledge in a relaxed and pleasant classroom atmosphere and apply it quickly, strengthens students' impression of Chinese knowledge, improves students' sense of achievement, and increases students' interest in Chinese knowledge. In the process of teaching, teachers can use pictures, videos, and various ways to create situations and set hierarchical questions according to the

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student's situation, which is convenient for students to understand the knowledge, help them think independently, and stimulate their desire to learn and explore. Therefore, teachers should pay attention to creating appropriate problem situations to maintain the classroom atmosphere, maintain students' enthusiasm for learning, and further enhance students' motivation to learn.

Teachers use different ways to create problem situations so that students can understand the meaning of knowledge in the context, which can enable students to deepen the impression of what they have learned in the process of exploring and consolidating the knowledge taught in the classroom. The creation of problematic situations allows students to rise from knowledge to understanding and from understanding to the application of knowledge in the process of discussion and exploration. Teachers with the help of problem creation, the book knowledge in the form of problems presented to the situation to induce students to produce problems, ask questions, let students analyze the experience to strengthen the perception of the textbook knowledge and real-life combined to help students master classroom knowledge, but also help to guide students to think, activate the students' ability to think, cultivate the students' Chinese thinking ability and awareness of the problem, to form a deep knowledge of the classroom knowledge, more solid, more solid. It also helps to guide students to think, activate their thinking ability, and cultivate their Chinese thinking ability and problem sense, so that they can form a deep understanding of the classroom knowledge and master the basic knowledge more firmly.

In the process of teaching Chinese as a comprehensive subject, creating problematic situations according to the teaching situation is conducive to cultivating students' Chinese literacy and promoting their all-round development. When teachers teach subject knowledge, their goal is not only to let students master this knowledge but more importantly, to cultivate their problem awareness and problem-solving ability through mastering and applying Chinese knowledge. To realize this goal, teachers should create suitable teaching situations to attract students' interest in learning, so that students can master the knowledge in the classroom and improve their Chinese communication level. Through this learning process, students' Chinese literacy can be effectively improved, and ultimately realize the ultimate goal of promoting the overall development of students, the problem situation is created in a variety of ways, there are a variety of forms of presentation, through the problem situation, experimental situation, hot situation and other forms of guiding students to refine the essence of the problem and brainstorming to be solved to exercise and improve students' problem-solving ability, to cultivate the core qualities of students to provide a basic guarantee. Basic guarantee.

Objectives

1. To understand the meaning and principles of creating problematic situations in the Elementary Chinese Comprehensive Course.

2. To comprehend the current challenges associated with creating problematic situations in Thai elementary Chinese integrated lessons.

3. To design teaching experiments to verify the effectiveness of the problem situation teaching method.

Literature review

1. Theoretical studies

Socrates engaged in dialogues and questions with students, guiding them to find problems, think about them, and solve them on their own, and this kind of teaching method of "maternity" was an early form of creating problematic situations. Dewey also emphasized the importance of context in teaching, he put forward the concept of "learning by doing", which advocates that students should learn and master knowledge through actual operation and practical activities (Brown, 2019). David H. Jonathan proposed the Constructivist Learning Environment (CLE) model, which emphasizes that problem situations should be created to match students' cognitive characteristics and needs to promote active learning and inquiry (Jonassen, 2002). Li Jilin proposed the contextual education model in language teaching and advocated the creation of contexts in terms of broadening the educational space, shortening the psychological distance, utilizing the role effect, and strengthening the application of operations (Li, 1994).

2. Empirical studies

Freudenthal emphasized realism and problem-solving in mathematics education. He advocates that mathematics teaching should start from real problems, guide students to learn mathematics by creating real problem situations, and develop students' problem-solving ability and mathematical thinking abilities Li Fashun emphasizes the importance of problem-based teaching in chemistry teaching (Freudenthal, 1995). He believes that problem-based teaching is a form of problem-based teaching that can make the classroom full of suspense and allow students' thinking to be challenged and their potential to be tapped. It requires teachers to create problematic situations flexibly and design problems effectively to stimulate students' interest in learning and desire to explore chemistry teaching (Li,2020).

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Conceptual Framework

Through inquiry and reading of relevant books and journal papers, the research framework of this paper was determined as follows:

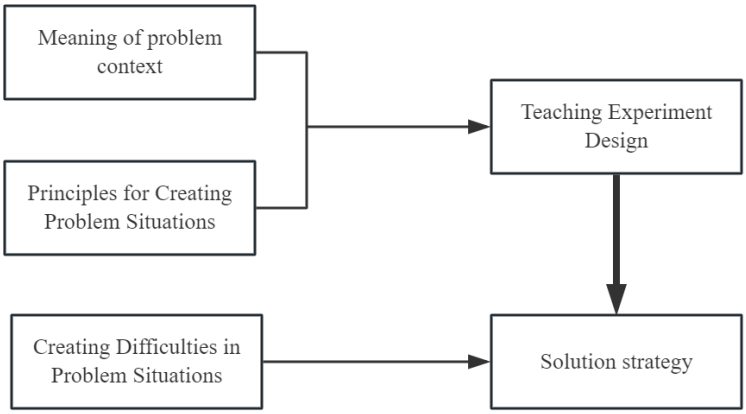

Figure 1. Conceptual Framework
Note: Constructed by the researcher

Methodology

1. Literature research method

In this study, the researcher provided the theoretical and ideological basis for the subsequent study by reviewing and summarizing the monographs and books, journal articles, and network information related to the problem situation teaching method and the elementary Chinese integrated class.

2. Teaching experiment method

The researchers selected sophomore class 3 and sophomore class 4 of J High School, Hat Yai District, Songkhla Province, Thailand as the research subjects, and set the two classes as the control group and the experimental group to carry out the experimental study. The teaching design was carried out in conjunction with the analysis of the preliminary survey and applied in teaching practice to compare the practical effects of the two classes and analyze the data before and after the experiment to verify the teaching effect of the problem situation teaching method in the elementary Chinese integrated class.

3. Comparative analysis method

The researcher used different teaching methods to teach in two classes, in the experimental class using the problematic situation teaching method, in the control class using the traditional teaching method, and finally compared the results of the two classes to verify whether the experimental hypothesis is valid.

Results

1. Principles of problem-situation teaching methodology

1.1 Connotation of problem context teaching methodology

The problem situation can be traced back to the ancient Greek educator Socrates' "maternity" and the French thinker Rousseau's "Émile". Psychologist Machushkin believes that a problem situation is a unique form that constitutes the interaction between subject and object. He believes that the process of thinking is the process of problem-solving and that the problem situation is the key and the core of teaching in the classroom, where the teacher stimulates students to solve the problem by using a variety of situations to inspire them to be interested in the problem posed and to stimulate them to solve the problem. Professor Jian Jin also defines problem situation, he believes that the teacher does not provide students with answers to the premise that students in the specific problem situation created by the teacher, use previous knowledge and skills, to complete the learning task, in the process, without other forms of testing, learning activities in the classroom reflects the effectiveness of the teaching and learning. Academics on the definition of the problem context varies, but there are two main points: one is the situation, through the creation of the situation, so that students are in the situation to realize the knowledge, and the second is the problem, through the setting of guiding questions to guide students to think, stimulate students to solve the problem. Problem contextualized teaching refers to a teaching method in which teaching problem situations are designed according to the teaching content in the teaching process to achieve the purpose of overall interaction and communication in the teaching process and make it easier for students to understand the relevant teaching content. Problem contextualized

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teaching method follow the principles of purposefulness, authenticity, hierarchy, and guidance, and teachers can create teaching problem situations through stories, questions, multimedia, and other ways to achieve effective teaching.

1.2 Principles of problem situation creation

1.2.1 Principle of Relevance

First of all, teachers should pay attention to students' age, personality, family background, and learning style when creating problem situations. Teachers need to set up problem situations according to the real situation of students to maximize the effect of problem situations. Secondly, teachers need to set the problem situation in the direction of the designated teaching objectives to ensure that students learn effectively and make students learn something. Therefore, when teachers set teaching objectives, they should consider the content of teaching and the situation of students, set specific and feasible teaching objectives, and visualize the learning effect of students. Finally, when teachers set the problem situations, they should select the teaching contents in the teaching materials, choose the contents that are needed for students' language expression, close to real life and in line with the values of the times, and discard some outdated, too difficult, and not in line with the values of the times, and then design the teaching contents, take into account the difficulty and sequence of the teaching materials and the teaching contents, and design different problem situations for different contents. Design different problem situations, pay attention to the connection between different problem situations, and pay attention to the content of the teaching of appropriate details, difficulty, and suitability (Liu, 2021).

1.2.2 Principle of Hierarchy

The hierarchy of problem situation creation is mainly manifested in the two aspects of content design and problem setting. In terms of content design, teachers should design the teaching situation with an understanding of the cognitive characteristics of students and follow the cognitive rules of students. Teachers should arrange the teaching content according to the cognitive characteristics of students' learning, from easy to difficult, from simple to complex, and design the problem situation, step by step, layer by layer, so that students can use the previous learning content in the subsequent learning process so that they can use it as they go along, which will help students to quickly master the learning content. In the problem setting, teachers should be based on the cognitive characteristics of students and teaching content of the specific circumstances of the design of the layers of similar, interlocking problem situations, to guide students to find the problem, think about the problem, and solve the problem. Help students to ask questions, understand the knowledge points, and cultivate students' Chinese thinking ability and problem-solving abilities.

1.2.3 Authenticity

Language is our communication tool, which contains our thoughts, and culture, so it has the characteristics of communicative, cultural, practical, etc. Therefore, when teachers are designing teaching, they should design communicative scenarios with authenticity, and the difference between authenticity and non-authenticity lies in the fact that authenticity of the problematic situations created for authenticity is created to allow learners to solve the problems that occur in the real world, and the authenticity of the Problem situations are simulated real-life situations created by the teacher for teaching and learning. To concretize the authenticity of problem situation creation, Van MerrynBoer and others have proposed psychological realism, functional realism, and physical realism as the measurement standard, "psychological realism" refers to the degree of the psychological journey when creating problem situations, "functional realism" refers to the extent to which the created problem situation plays a role. "psychological realism" refers to the degree of the mental process when creating problem situations, "functional realism" refers to the degree of functioning of the created problem situations, and "physical realism" is the degree of similarity between the created problem situations and real-life scenes in terms of sight, sound, and speech. When all three levels are reached, the problem situations created are more realistic, which helps students to understand the learning knowledge by being in the situation, makes students feel the practicality of Chinese learning, thus promoting students' sense of achievement, increasing their interest, enhancing their intrinsic motivation, and fostering their ability to think in Chinese.

1.2.4 Enlightenment

Teachers create a problem situation for students as the main body, play the main role of students in the classroom, and cause students to think about the content of teaching so that students consciously learn knowledge. Therefore, when teachers create problem situations, on the one hand, we should select the teaching content that meets the cognitive characteristics of students, combined with the actual learning status and ability of students to perform, the problem situation created by teachers should have an inspiring effect on students' learning, break through the cognitive structure of students, and guide the students to gradually discover the problem, think about the problem, and thus solve the problem to cultivate the problem consciousness and thinking ability of the students, the teacher through a deep understanding of the learning situation knowledge and experience, create a suitable situation for students to learn. Teachers create a problematic situation suitable for students by deepening their understanding of the knowledge and experience of the learning situation. On the other hand, it is necessary to create problem situations by using images and intuitive pictures, videos, animations, etc., to promote students' understanding and application of knowledge, to expand students' thinking from specific problems, to extend students' thinking according to student's needs, to extend the content of the teaching reasonably, to strengthen students' learning experience, so that students will have a sense of curiosity and a desire to know, teachers can extend the content of the teaching, according to the frequency of use,

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and to extend the vocabulary of students, and to stimulate students' learning initiative, exercise students' self-study ability under the classroom, so that the students' Chinese language level can be improved.

1.2.5 Periodicity

The principle of contemporaneity means that the problem situations created by teachers should be connected with the current era and keep pace with the times. Teachers in the creation of problem situations, should integrate into the current popular content, to teach students common knowledge, but also to stimulate students' interest in learning, to cultivate students to use Chinese knowledge to solve life problems of comprehensive literacy, to become a talent in line with the needs of society. Secondly, teachers should meet the requirements of the times in the form of creating problem situations, closely linked with the times, according to the current social, scientific and technological, economic development, enriching the problem situation creation form, good use of modern teaching media and a new era of information technology, the use of diversified ways of presenting the problem situation, so that the problem situation will not be out of touch with the society so that the students to accept the use of high-frequency knowledge, improve the students' sense of achievement. Enhance students' sense of achievement in learning, and at the same time stimulate students' initiative in the classroom.

2. The dilemma of creating problematic situations

2.1 Lack of authenticity in problem situation creation

Language learning is highly practical applied, and closely related to our daily lives. To improve the quality of teaching and students' learning in the Chinese classroom, Chinese teachers should not only help students master the five basic language skills of listening, speaking, reading, writing, and interpreting but also pay attention to cultivating students' sense of problem-solving and Chinese thinking skills, to enable students to skillfully utilize their knowledge of the Chinese language after their daily life. However, when some Chinese teachers create problem situations, the problems they set are not strongly related to real life, which results in the problems being too homogenized and one-sided. This not only reduces students' motivation to learn Chinese but also hinders the formation and enhancement of their knowledge application ability. Setting problems that are not related to reality will make students' understanding of knowledge one-sided, which is not conducive to students' self-learning about life, thus limiting the depth and breadth of their learning and thinking, and affecting the formation and strengthening of students' thinking in Chinese.

2.2 Lack of diversity in problem situation creation

The teaching content of Chinese comprehensive class is complicated, and there are many lectures and exercises, students' learning burden is heavy, the classroom atmosphere is heavy, and some Chinese teachers only focus on cultivating students' Chinese language skills, but neglect the construction of classroom atmosphere, the basic students' participation in Chinese language classroom is not high, and the sense of experience is not strong, which leads to the students' low interest in Chinese language learning. Teachers focus on lecturing and practicing in the teaching process, and there are problems such as mechanization of teaching, single form of lectures, boringness, etc. Teachers seldom use new teaching methods to teach Chinese, and students are too passive in the classroom, which results in the reduction of students' initiative and motivation in learning and leads to a decline in teaching quality. To stimulate Chinese learners' interest in learning and increase their motivation to learn Chinese, teachers need to innovate according to students' needs, satisfy students' freshness, and let students learn actively and self-learning. Therefore, teachers should also combine a variety of ways when creating problematic situations, that are in line with students' personality traits and learning levels at this stage, encourage students to participate in Chinese communication, and potentially improve students' Chinese thinking skills.

2.3 Lack of relevance in problem situation creation

The purpose of creating problem situations is to help students understand Chinese knowledge and further master the use of Chinese knowledge, so to make the problem situations produce the desired effect in Chinese language teaching, teachers should create problem situations that are suitable for the students. Therefore, before creating problem situations, teachers should analyze the current cognitive characteristics of the students, Chinese language proficiency, knowledge reserve, and life environment, and strive to create problem situations that can be understood by the students. The problem situations should be comprehensible to students and serve as a stepping stone for students to understand and apply their knowledge of Chinese. However, some Chinese language teachers do not have a detailed understanding of the students' situation when using question contexts in teaching, and the question contexts created are difficult to understand by the students and will become obstacles and barriers to students' learning. Teachers' questions in the classroom, if not based on students' learning and not related to the relevant content of the textbook, are likely to exceed the scope of students' knowledge, resulting in most students being unable to give answers, which in the long run will dilute the role of the problem context. If the teacher puts forward the problem is too complex, few students can answer, will make the problem lose its meaning of letting students think, frustrate the students' learning enthusiasm and initiative, the students actively answer the question of the desire to reduce the problem situation not only can't play out the original effect, will also impede the student's learning, resulting in more harm than good.

2.4 Teachers' one-sided understanding of problematic situations

The problem-solving teaching method is a scaffold for students to understand and master knowledge, combining the characteristics of the problem-teaching method and the situation-teaching method to inspire students' knowledge transfer ability and problem consciousness. In the teaching process, teachers create a real daily life situation related to

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the teaching content, set up problems to link up the teaching content, guide students to think actively, stimulate students' desire to explore the knowledge of the Chinese language and improve students' participation in the Chinese classroom. However, in the previous Chinese language teaching, some teachers do not have a deep enough understanding of the problem situation teaching method, which is too one-sided. In teaching, teachers have to dig deeper into the content form of the problem situation to be created, otherwise the problem situation created will be formalized and superficial, and if the teacher creates the problem situation arbitrarily without paying attention to the principle of creating the problem situation, there is no degree of challenge, and the students can know the answer without deep thinking, which does not exercise the students' participation in the Chinese language classroom. Can know the answer, and can not exercise students' self-learning ability and Chinese thinking ability, but also difficult to stimulate students to learn enthusiasm and initiative.

3. Teaching experiment design and result analysis

3.1 Experimental design

3.1.1 Purpose of the experiment

This paper uses the problem situation teaching method to carry out teaching activities, by observing the student's learning situation during the experiment and then using the final examination paper to test the students' performance, by comparing the students' performance before and after the experiment, analyzing and examining the effect of using the problem situation teaching method in the international Chinese comprehensive course, and arguing the experimental hypothesis of this paper, that is, the validity of the problem situation teaching method in the teaching of the international Chinese comprehensive course.

3.1.2 Experimental Objects

In this study, the sophomore and senior students of J High School in Songkhla Province, Thailand were selected as the research subjects, and the sophomore (4) class was set up as the experimental class and the senior (4) class as the control class, with a total of 23 students in the sophomore (4) class, 20 females, and 3 males, and a total of 25 students in the senior (4) class, 21 females, and 4 males, and the two classes were identical in terms of the number of students, male and female student distributions, and the Chinese language proficiency of students, which fulfilled the teaching experimental The two classes are the same in terms of number, distribution of male and female students, and students' Chinese proficiency, meeting the requirements of the teaching experiment.

3.1.3 Experimental steps

First, to understand the current Chinese language level and learning characteristics of the students, the current Chinese language level of the students was tested by using the midterm examination of the school, to obtain the Chinese language scores of the students, to analyze the current Chinese language level of the students, and after that, an independent sample T-test was carried out to analyze whether there was a significant difference in the current Chinese language level of the students, and whether it met the experimental requirements.

Secondly, different teaching methods were used. In the senior class, the traditional teaching method was used, and in the sophomore class, the problem-solving teaching method was used.

Finally, the final exam is used to test the students, compare the students' Chinese scores after the experiment, analyze the experimental results, clarify the experimental effect, draw experimental conclusions, and put forward optimization suggestions.

3.1.4. research variables

Experimental independent variable: during this teaching experiment, the problem situation teaching method and the traditional teaching method were used as the independent variables of this experiment. The experimental class was taught using the problem situation teaching method and the control class was taught using the traditional teaching method.

Experimental Dependent Variable: In this study, students' midterm and final exam scores; students' interest and willingness to learn Chinese; and students' classroom performance and problem awareness in the Chinese classroom were taken as the experimental dependent variables.

Control of irrelevant variables: In the course of this teaching experiment, the Chinese teachers of the two classes before and after the experiment were the researcher herself, and the teaching arrangement, learning materials, task layout, class male/female ratio, gender differences, and other factors of the two classes before and after the teaching experiment were kept the same, and test papers were all corrected by the researcher herself.

3.1.5. Testing tools

In this study, the midterm examination paper was used as the pre-experimental test paper, and the final examination paper was used as the post-experimental test paper to compare the students' performance to test the experimental hypotheses. Both the midterm paper and the final paper were prepared according to the requirements of

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the Chinese language examination in Thai schools and the requirements of the question types of the papers, with a total of 20 marks and 10 passing marks. The whole set of papers was divided into two parts: objective questions consisting of 30 multiple-choice questions and one supplementary conversation, and subjective questions mainly consisting of essays, which were used to test the student's ability to memorize, comprehend, and apply their Chinese knowledge.

3.2 Experimental process

3.2.1. Experimental preparation

Learning objective development:

According to the students' current Chinese language foundation, two levels of learning objectives are set, Level 1: through learning, students can understand the meaning of the key vocabulary in this lesson, can use the vocabulary to communicate with classmates and teachers, and can read the text of this lesson correctly, Level 2: through learning, students can understand the meaning of all the vocabulary in this lesson, and can use the vocabulary skillfully to communicate with classmates and teachers on the topics of this lesson, and read the text of this lesson skillfully at a speed of 100 words per minute. Read the text proficiently at a speed of 100 words per minute.

Test paper preparation:

The researchers prepared test papers according to the school requirements and students' learning situation and distributed them to the experimental and control classes to measure the Chinese language proficiency of the students. After the measurement, the data obtained were studied and analyzed to further understand the students' classroom performance and learning situation and to lay the foundation for the subsequent research.

3.2.2 Experimental phase

Classroom experimental procedures:

First, before class, the teacher creates a problem situation according to the teaching content, and after class, the teacher shows the situation to the students, and the teacher puts forward the final teaching objectives of the lesson, and assigns learning tasks for the students. The teacher puts forward the problems according to the teaching task and guides the students to put forward the small problems that need to be solved to complete the classroom task. This takes into account the individual differences of students and encourages students to actively participate in classroom teaching. Then the teacher takes the created situation as a clue and guides the students to understand the meaning of vocabulary and grammar knowledge by using the problem as a guide. Finally, the teacher leads the students to practice their grammar knowledge through competitions and games, guides the students to complete the learning objectives, and lets the students output classroom assignments based on classroom input, at the end of the class, the students work in small groups to complete the assignments according to the teacher's requirements.

Evaluation phase:

Self-assessment. Students try to analyze their mistakes and errors in language expression, learning progress, and learning performance.

Peer assessment. Learning peers assessed each other, mainly analyzing the mistakes, problems, and overall performance of their peers in language expression.

Teaching assessment. Teachers evaluate students' classroom performance and the completion of learning tasks and summarize students' self-assessment and peer assessments. Students' self-assessment, peer assessment, and teachers' evaluation together constitute the teaching assessment, as part of the process of evaluation of students' Chinese learning, to improve the quality of students' classroom performance.

3.3 Analysis of experimental results

3.3.1 Analysis of performance on the pre-test of the experiment

The results of the analysis are shown in Table 5-2, $t=1.530$, $p=0.133>0.05$. By analyzing the data, it can be seen that there is no significant difference between the test scores of the experimental class and the control class, and the difference in the Chinese language proficiency of the students is not significant enough to be used as a test subject to carry out the teaching-based experiment and to verify the effectiveness of the teaching.

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Table 1 Comparison of scores of experimental and control classes before the experiment

brochure	n	average value	(statistics) standard deviation	t	p
experimental class	23	12.78	4.06	1.530	0.133
control subjects	25	11.00	4.01		

3.3.2 Comparison of experimental post-test scores

The results of the analysis are shown in Table 5-2, t=2.421, p=0.019<0.05. By analyzing the data, it can be seen that there is a significant difference between the test scores of the experimental class and the control class, and the Chinese language proficiency of the experimental class students has improved significantly, and the creation of problematic contexts in the comprehensive elementary Chinese language class can improve the Chinese language scores of the students, and there is a significant pedagogical effect.

Table 2 Comparison of scores of experimental and control classes after the experiment

brochure	n	average value	(statistics) standard deviation	t	p
experimental class	23	13.78	3.94	2.421	0.019
control subjects	25	11.70	3.69		

3.2.3 Process Evaluation Aspects

After the class, the researchers conducted interviews with the students in the experimental class. The students reported that they liked this teaching method, that classroom learning and homework completion were interesting, that they now enjoyed learning Chinese, that they would intentionally learn Chinese in their daily lives, and that their academic performance had improved greatly. The students think that their own and their peers' Chinese proficiency has improved a lot.

Discussion

This study researches the problem situation creation in the Chinese comprehensive classroom. Through the observation and research on the primary Chinese comprehensive class, it is found that the current problem situation creation in the primary Chinese comprehensive class exists the problems of lack of authenticity, lack of diversity, lack of relevance, and teachers' one-sided understanding of the problem situation, etc. Given the above problems, the experiment was carried out in two classes, and finally, the examination results of the two classes were compared. Given the above problems, combined with the principle of problem situation creation, the experiment was carried out in two classes, and finally, the test scores of the two classes were compared, and it was analyzed that the problem situation creation helps to improve students' Chinese language scores, and it helps to improve the teaching effect of the teachers and the learning effect of the students. The main innovation is in the research angle and research content. In terms of the research angle, this study focuses on the problems of the Chinese integrated class, and applies the problem situation teaching method to the elementary Chinese integrated class, exploring the fit between the two and the possible problems, to optimize the teaching effect of the Chinese integrated class. In terms of the content of the study, the research on problem contextualization is extended to the field of international Chinese language education, to make the research on international Chinese language education richer and more comprehensive.

Conclusion

The Chinese knowledge in textbooks is an isolated objective fact. To make the knowledge have practical value, it is necessary to connect the knowledge in books with real life and present Chinese knowledge and culture in contexts, to make it have the functional value of developing students' Chinese literacy. In this paper, we sort out the definitions of problematic situations in the academic world, explain the significance of creating problematic situations in Chinese comprehensive classes, analyze the current problems of creating problematic situations in Chinese as a foreign language comprehensive class, and find that creating problematic situations in Chinese as a foreign language comprehensive classes can help to improve the Chinese language proficiency of the students, stimulate the interest of

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the students in learning, and make them feel the connection between the classroom knowledge and the daily life, and improve the initiative of the students in learning.

Recommendation

1. Analyzing the theory of context creation and strengthening the research foundation

Theoretical research is the cornerstone of an in-depth understanding of knowledge and guidance for practical application. To conduct in-depth research on problem situation creation, it is necessary to grasp the theoretical foundations of problem situation creation. First of all, the researcher has to understand the core concepts and theoretical assumptions of constructivism theory, situational cognition, learning theory, the theory of the zone of nearest development, and the theory of achievement motivation, which will help guide the researcher to create appropriate problem situations. Second, the researcher extensively reviewed the research-related literature to analyze the logical connection between the theoretical foundations and the creation of problem situations, to consider how the theoretical foundations can guide the teaching of problem situations, and to consider how the theoretical foundations can help to explain, predict, or guide the students' behaviors or responses in a particular situation. Identify key elements of problem situations, such as difficulty, challenge, realism of the situation, and student motivation and interest. Finally, examine the practical application of the theory to understand the practical application of the theory in other educational or learning situations. This helps the researcher to understand the validity and limitations of the theory and how it can be better applied in problem situation creation. As the study continues, the researcher will also have to update and refine the understanding and application of the theoretical foundations and add to them.

2. Creating authentic contextual content to reduce the difficulty of comprehension

Teachers should pay attention to the student's daily life and their existing experience when creating problem situations. The problem situations are related to the student's daily life, which will help the students to understand the problem situations, and the students will consciously feel the similarities and differences between the Chinese language and the Thai language in their daily communication, which will facilitate the students' self-learning, and they will gradually learn to express their wills and ideas in Chinese and communicate with their classmates and teachers on daily topics (Zhang, 2023). They can communicate with their classmates and teachers on daily topics, which helps to cultivate students' ability to use Chinese and their communication skills, helps to cultivate students' habit of thinking about Chinese expressions in daily life, promotes students' careful observation and diligent thinking, and helps to cultivate students' consciousness of thinking about problems. Therefore, teachers should select authentic content when creating problematic situations. Although they create situations around the teaching materials, they should not only rely on the teaching materials but also adjust the teaching contents in the teaching materials according to the teaching places, customs, and habits, as students' learning levels and interests, to form scientific, authentic and advanced teaching contents(Zhu,2021).In addition, teachers should pay attention to the research results of the academic community on the problem situation teaching method in time, timely use the research results in actual teaching, and constantly strengthen the teaching effect of problem situation creation.

3. Enriching the content of context creation to broaden students' horizons

Curiosity is the internal driving force of students' learning, which can drive students to take the initiative to understand, learn, and explore new things, and help them build deeper understanding and cognitive structure. Teachers should enrich the teaching content when using the problem-solving teaching method to achieve the broadening of students' thinking. First of all, in the teaching process, teachers can set up problems from different perspectives, guide students to think from multiple perspectives, build multiple scaffolds, and guide students to gradually understand and apply knowledge. Teachers can cover a variety of daily life topics such as clothing, food, housing, and transportation, as well as music, dance, TV dramas, Internet videos, and other aspects according to students' interests, to broaden students' thinking and stimulate their curiosity and desire to explore Chinese language knowledge. This will broaden students' field of thinking, stimulate their curiosity and desire to explore Chinese knowledge and promote students' active learning. Secondly, teachers encourage capable students to determine the content of learning and promote students' spontaneous thinking. Teachers set open questions related to daily life and allow students to explore the answers on their own with the help of their own life experiences. Setting questions related to students' life experiences helps to raise students' attention to daily life, stimulates students' interest in learning, enhances students' understanding and memorization of knowledge, and cultivates students' thinking ability. Finally, after teachers create problematic situations to help students understand knowledge, they should encourage students to work together in teams to perform situations, mastering and applying knowledge through interesting performances (Xie & Xiao, 2023). In this way, students can pool their efforts together, and compete among themselves to learn and progress together within the group, which helps to cultivate students' team spirit, cooperation ability, and Chinese communication ability.

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4. Cultivate students' sense of problem, Enlighten students' thinking

Cultivating students' sense of problem helps inspire students to think and explore, and promotes the improvement of students' Chinese knowledge and skills. Therefore, to cultivate students' sense of the problem and reduce the difficulty of classroom teaching, teachers can tailor their teaching to students' levels, choose learning contents that meet students' Chinese language levels, and guide students with corresponding Chinese language levels to ask questions. For example, teachers can choose simple stories to guide students with low Chinese proficiency to ask questions and choose difficult learning materials to build scaffolds to guide students with high Chinese proficiency to think and ask questions. In addition, after students ask questions, peers answer the questions, and the teacher gives guidance based on the students' questions to improve students' questioning and thinking skills. Teachers can also assign learning tasks that require students to ask and answer questions from their peers or from within a group so that students can gain a sense of achievement and be motivated to learn actively. Finally, after the teacher creates a problematic situation, the teacher assigns students with high Chinese proficiency to act as "moderators" and encourages the "moderators" to ask questions based on the content of the classroom, to be answered by other students and the teacher, according to the difficulty of the content and the interest of the students. According to the difficulty of the teaching content and the interest of the students, different students will be assigned to act as "moderators", to promote students' spontaneous learning after class and improve their questioning ability.

This paper is related to the Shandong Foreign Affairs Research and Development Think Tank Office-level project "Integrated Construction of Strategic International Communication Patterns and Cultivation System for Shandong Province Personnel Going Abroad for Official Purposes in the New Era" and the key project of the International Chinese Language Education Research Program "Innovative Research on Online Chinese Language Teaching Models for Russian Primary and Secondary School Students "(In the course of the project, the researchers found that the current comprehensive elementary Chinese language class has such problems as students' weak motivation, insufficiently active classroom atmosphere, and students' Chinese language performance improvement is not obvious, etc. And the problem situation teaching method, that is to say, the teachers create situations according to the students' learning situation, and help the students to understand and master the knowledge points in the situation by setting up layer by layer of similar problems, so given the status quo of the teaching of the comprehensive Chinese language class, the researchers create contexts in the comprehensive Chinese language class for Thai beginners. Once again, we would like to express our heartfelt thanks to our teachers for their guidance, colleagues for their support and understanding, and students for their active cooperation.

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