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The Most Influential Educational Theories and Philosophical Movements Shaping Chinese Language Learning in The 21st Century

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Abstract

In terms of exploring educational theories, it is very important as well as philosophical movements which have had quite a big impact on learning Mandarin in the 21st century. As the world becomes more connected, the need for effective Mandarin language acquisition is more important than ever. By studying major theories and philosophies, educators can gain insight into innovative approaches in teaching and learning Mandarin. The problem faced by teachers of Mandarin as a foreign language is a lack of understanding of educational theories and philosophical movements that greatly influence the learning of Mandarin in the 21st Century. This will have an impact on the difficulty of achieving language acquisition by students. Literature and reference searches were carried out to solve this problem. Here the author explores articles that examine and discuss the findings conceptually, the implications of educational theories and philosophical movements which have been very influential in the formation of Mandarin language learning. in the 21st century. Innovation and renewal are also a need for Mandarin language learners. Apart from that, it will challenge Mandarin language teachers to organize teaching materials in the concept of educational theory accompanied by philosophical movements for learning Mandarin in the 21st century.

Keywords: Educational Theory, Philosophical Movement, 21st Century Mandarin Learning

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I INTRODUCTION

The 21st century has made a lot of changes in itself, giving rise to something that forces challenges as well as unique opportunities for language education. This article explores several educational theories along with philosophies that have formed a language learning methodology,

especially in foreign language learning and the researcher chose Mandarin language learning which emphasizes its relevance in the contemporary educational landscape. There are several previous studies that discuss how foreign language learning should be in the 21st century.

There are several previous studies that discuss how Mandarin should be taught in the 21st century. application of the thing pair share type cooperative learning method on dialogue skills in Mandarin (Mintowati,2020).This research still does not discuss how to apply educational theory and philosophical movements, it only discusses the problem of methods in learning Mandarin from the speaking aspect, especially in speaking skills.

The current situation of Mandarin language teachers is that they do not apply enough educational theories related to the use of applications in learning Mandarin, such as in research on training in the application of HANYU MEITI. (Muyassaroh, 2020). There are quite a lot of people of Chinese descent who are less interested in learning Mandarin given the lack of implementation of educational theory and language philosophy (Charsty, 2016).If you hear it, it seems strange, but this is the reality of what happens, people who own their language but don't like learning the language that belonged to their ancestors. If this happens, of course there is something that makes this problem happen.

Learning Mandarin in the 21st century also requires the use of media. Considering that media is very necessary in learning foreign languages (Wei-wei, 2017). Learning Mandarin also includes the sequence of strokes in writing Hanzi letters, so it will help and make it easier for Mandarin language learners, especially for beginners and for people who are not of Chinese descent. Hanzi characters should contain philosophical material that needs to be conveyed (Yunping, 2011).

In learning Mandarin vocabulary, vocabulary mastery is also necessary. Of course, in learning vocabulary, media such as domino word cards are needed. Using domino word cards helps in learning Chinese grammar. (Ikananda 2017). However, the use of cards must also be taken into account in terms of educational theory.

II RESEARCH METHOD

This research uses qualitative methods with library research techniques and references are used for writing. So that the results examine and discuss the findings conceptually. This literature study is accompanied by content analysis.

Matters in the formation of educational theory in terms of the formation of conscientious character also need to be considered.(Yunping &Cheng, 2011) explains that teaching sequence of Hanzi strokes or Chinese characters has become a big problem in Hanzi learning. Apart from that, (Huimin,2015) argue that sequence teaching Hanzi strokes are one of the important tasks in Chinese language teaching.

According to (Xuan Xuan, 2012) system family terms in Mandarin are very complicated. In line with (Xuan Xuan, 2012), (Wei-Wei, 2017) also revealed that the term for family in language

Mandarin is as complex as the internet network.

From the research above, it discusses how to learn Mandarin. Some discuss how to convey learning material. There are those who discuss how Mandarin should be taught according to the syllabus in the curriculum. Likewise, it discusses learning media in the 21st century.

All previous research is quite good, but there are shortcomings in several ways, including not looking at it in terms of philosophical movements and several educational theories that are very necessary in learning Mandarin. Therefore, this research aims to bring every Mandarin language teaching into the 21st century, must pay attention to the influences of educational theory and the application of philosophy related to Mandarin language learning.

Learning Mandarin certainly includes all four linguistic aspects. Considering learning Mandarin, it cannot be separated from learning various kinds of Chinese culture which is so rich. It can be said in a simple sentence that learning a language someone will indirectly learn the culture of the owner or country the language comes from. In studying Chinese culture, no apart from matters related to the philosophy of the bamboo curtain country which is known to be very diverse and quite rich.

Literature, According to Sugiyono (2013:291) "literature collection techniques are related to theoretical studies and other references related to scientific literature. The author carried out data collection by reading and analyzing

books, articles, journals and according to related philosophical views with educational theory in 21st century Mandarin language learning.

The role of educational theory as mediators are analyzed, emphasizing their importance function in this relationship. Study concluded that the most productive form of The relationship between educational theories and educational philosophy in learning Mandarin in the 21st century is interaction, contribute to mutual

enrichment and strengthen research capabilities. In particular, this research highlights

The flexibility of educational theory with educational philosophy is observed to realize its theoretical function at all stages of educational activities. This research is supported by qualitative research paradigm, emphasizing exploration, and understand the interconnected dynamics between educational theory and philosophy in the context of learning Mandarin in the 21st century.

III RESULTS AND DISCUSSION

There are several educational theories that influence language learning, because after all language learning cannot be separated from educational theory and philosophi education. Educational theories and philosophies that will be discussed include:

1 Constructivism

1.1 Discusses the role of constructivism in language learning, emphasizing the active participation of learners in constructing knowledge so that there is truly formation in each student.

1.2 Communicative Language Teaching (CLT)

- Exploring how CLT focuses on communication as the main goal of language learning, promoting the use of language in real life. Each learner is expected to be able to bring students to truly have a living involving language skills. (Krashen, 1982).

2. Philosophical Movement:

Language movements that involve the following matters:

2.1 Pragmatism

What is examined here is how pragmatism's emphasis on experience and practicality influences language education.

2.2 Critical Pedagogy

- Pedagogy explores how critical pedagogy challenges traditional power structures in the language classroom, and encourages social justice and equality.

3. Technology Integration:

- What is discussed here is the impact of technological advances on language learning, emphasizing the role of blended learning using digital resources.

4. Globalization accompanied by intercultural competence:

- Discusses exploring how language education theory adapts to prepare students for global citizenship, by emphasizing intercultural competence.

5. Future Trends:

- Discusses speculation about emerging trends in language education, taking into account the characteristics of continuously developing technology, globalization, and various educational theories. (Warschauer 2000)

Constructivism is a learning theory that emphasizes students' active role in constructing their own knowledge through experience and interaction with the environment. This theory can really help students in learning foreign languages. Here are some ways constructivism supports foreign language learning:

Experience Based Learning:

Constructivism emphasizes the importance of direct experience and interaction with the environment. In foreign language learning, students can be invited to engage in real communicative situations, such as role-playing or simulations, which can help them understand and internalize the language more deeply.

Importance of Social Interaction:

Constructivism highlights the importance of social interaction in learning. In a foreign language context, collaboration between students, speaking in groups, and participating in joint language activities can improve students' communicative abilities.

Knowledge Building Through Discussion:

Constructivist foreign language learning encourages discussion and critical thinking.

Students are invited to participate in discussions, exchange ideas, and build mutual understanding. This helps them understand language concepts better.

Meaningful Context:

Constructivism theory emphasizes the importance of providing meaningful contexts for students. In foreign language learning, teaching can be given in the context of everyday life or relevant situations, making learning more meaningful and easy for students to apply.

Student Independence:

Constructivism places emphasis on student independence in constructing their knowledge. In the context of foreign language learning, students are invited to search for information, solve problems, and learn independently, so that they become more active and responsible for their learning.

Use of Technology and Multimedia Resources:

Constructivism supports the use of technology and multimedia resources in learning. In foreign language learning, the use of applications, videos and interactive media can provide an interesting learning experience and support the concept of constructivism.

Providing Constructive Feedback:

The principle of constructivism emphasizes the importance of constructive feedback. In foreign language learning, providing supportive feedback and guiding students in correcting their language errors is important.

By applying the principles of constructivism in foreign language learning, students can develop deeper understanding, better communication skills, and confidence in using the foreign language.

Learning Mandarin not only involves mastering vocabulary and grammar, but also brings a deep understanding of China's educational philosophy and cultural values. The educational philosophy in China reflects the cultural heritage and values inherent in society. The following are several aspects that need to be understood when learning Mandarin as well as understanding Chinese educational philosophy.

1. Concept of Leadership and Social Responsibility:

Confucian Concepts: Concepts in Confucianism, such as "Junzi" (moral nobility) and "Ren" (kindness), played an important role in Chinese education. Education is directed at creating moral and responsible leaders. **Theory Source:** Confucius (Kong Fuzi) and his works such as "Analects" (Lunyu).

2. Education as a means of achieving balance:

Concept of Taoism: Taoism emphasizes balance and harmony with nature. In an educational context, this reflects the desire to develop harmony between students, teachers, and the learning environment. **Theory Source:** "Tao Te Ching" by Laozi.

3. Cooperation and Solidarity:

Collectivist Views: Education in China often emphasizes collectivist values, where cooperation and solidarity between students is valued. **Theory Source:** Influence of Chinese culture and social values.

4. Creativity and Innovation:

Critical Thinking in Confucianism: Despite the emphasis on tradition, Confucian principles also encourage critical thinking and innovative thinking in order to improve and enrich tradition. **Theoretical Sources:** Development of modern interpretations of Confucian teachings.

5. Importance of Higher Education:

Confucian Tradition: Higher education is considered a means of achieving deeper knowledge and increasing social status. **Theory Source:** Confucius' works discussing the importance of knowledge and wisdom.

6. Technology and Learning:

Importance of Technology: Along with global developments, Chinese education increasingly emphasizes the use of technology in the learning process. **Theory Source:** Modern China and the development of information technology.

7. Examinations and Elections:

Gaokao Examination System: The national examination system, Gaokao, reflects China's emphasis on academic achievement as the gateway to success. **Theory Source:** Education and evaluation system in China.

Understanding Chinese educational philosophy helps Mandarin students understand the cultural context, social norms, and values that underlie the way Chinese people communicate and learn. This

can improve students' understanding and communication skills in Mandarin, not only linguistically but also culturally and contextually.

IV CONCLUSION

Based on existing facts, the importance of educational theories is very supportive in language learning accompanied by an understanding of theory and philosophy in educational practices so that one can understand and combine influential theories and philosophies into language education practices to meet the

demands of the 20th century. -21 and also future needs.

Therefore, learning Mandarin does not only transfer knowledge literally. However, at least it can bring every learner to obtain formation through the application of educational theories and deepening of educational philosophy which can improve the character of Mandarin learners.

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