

Research on the Implementation Path of the Construction of a Series of Courses on Teaching Chinese as a Foreign Language for International Chinese Education Undergraduate Major

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ABSTRACT

This paper takes the construction of a series of courses for teaching Chinese as a foreign language in the undergraduate major of international Chinese education as the research object, analyses the principles and existing problems of curriculum construction, and studies the implementation path of the construction of a series of courses for teaching Chinese as a foreign language from four aspects: strengthening the construction of practical courses, enriching the theory of international Chinese education professional courses, optimizing the teaching staff, and using information technology. It is hoped that it will help strengthen the construction of undergraduate courses for international Chinese education and improve the quality of talent training for international Chinese education.

Keywords: *International Chinese education, Teaching Chinese as a foreign language, Curriculum construction.*

1. INTRODUCTION

Curriculum construction is one of the important links of talent training. Whether the curriculum construction meets the needs of the major will determine whether the trained talents can meet the needs of society. For the undergraduate major of international Chinese education, the systematic and scientific curriculum system is the basis for teachers to engage in teaching activities, the main source for students to master knowledge, and an effective way to promote Chinese internationally. The series of courses of teaching Chinese as a foreign language with distinctive professional characteristics play an important role in the course construction of international Chinese education major. The series of courses referred to in this paper mainly include the introduction of teaching Chinese as a foreign language, the teaching methods and practice of teaching Chinese as a foreign language, the teaching of language elements of teaching Chinese as a foreign language, the introduction to second language acquisition, the

design of teaching Chinese as a foreign language and the observation of teaching Chinese as a foreign language. The construction and practice of these above courses are of great significance to cultivate more applied and compound international Chinese education talents.

2. PRINCIPLES FOR THE CONSTRUCTION OF A SERIES OF COURSES ON TEACHING CHINESE AS A FOREIGN LANGUAGE

In the curriculum system, the curriculum is the skeleton, and the course content is flesh and blood [1]. The quality of the course is closely related to the quality of talent training. The construction of a series of courses for teaching Chinese as a foreign language should adhere to modern educational ideas, update the concept of curriculum setting, and build high-quality courses that are compatible with the development of the times. The construction of a

series of courses for teaching Chinese as a foreign language at least follows the following principles.

2.1 Consistency

The training goal refers to the purpose of education in a broad sense and refers to the training requirements of various schools or majors at all levels in a narrow sense. The training goal is the standard required to train talents or the specification of training talents [2]. The training goal determines the construction of the curriculum system and the direction of professional teaching, which is the starting point of the curriculum. The curriculum should be consistent with the training objectives. If the training objectives change, the curriculum should be adjusted accordingly, and all the work should be carried out around the realization of the training objectives. The "Specialty Catalog and Introduction of Undergraduate Course of Common Colleges and Universities" and "International Chinese Teachers' Professional Competence Standards" provide a basis for the setting of undergraduate courses in international Chinese education and the training and professional development of international Chinese teachers. As an important part of teaching design, curriculum setup is the main way to achieve the goal of talent training, decompose teaching contents and ensure teaching effects [3]. As the core part of the undergraduate course of international Chinese education, the teaching content and practice form of the series of courses of teaching Chinese as a foreign language should be consistent with the training objectives.

2.2 Practicality

Practice is an important means to improve students' professional skills and application ability, so the design, implementation, and evaluation of Chinese as a foreign language teaching courses should reflect the practical principle. The construction of a series of courses in teaching Chinese as a foreign language focuses on the combination of theory and practice, emphasizes the summary of teaching experience in practice, and applies the theory to practice, transforms knowledge into ability, to improve students' teaching ability, classroom management ability and activity organization ability as a teacher. The purpose of the undergraduate course of international Chinese education is to cultivate qualified talents to meet the needs of Chinese teaching at home and abroad, and to be able to

engage in front-line teaching work. Therefore, it is particularly important for students to have some teaching experience through teaching practice. The practical forms of series courses include teaching practice, training, internship, curriculum design, etc., all of which attach importance to the cultivation of students' practical ability and professional skills. The teaching behavior of the instructor should also reflect the practicality, guide the practical behavior based on mastering the theoretical knowledge, and guide the students. The place where students practice is the training base inside and outside the university. The facilities of the training base should meet the students' professional practice needs and have certain operability and practicality.

2.3 Adaptability

The principle of adaptability requires that the set-up of a series of courses for teaching Chinese as a foreign language should meet the needs of social development, and link the training objectives, curriculum objectives, curriculum content, and employment requirements of graduates. The evaluation of whether the curriculum meets social needs is mainly based on the employment situation of graduates and the demand of employers for professional talents. Through social surveys and consulting with experts, it was understood that the most realistic needs of employers for talents and the needed abilities for graduates of international Chinese education. The principle of adaptability is also reflected in that the required courses keep pace with social development and update the teaching content in time so that the latest achievements of curriculum reform can be integrated into classroom teaching. Following the principle of adaptability in the process of curriculum construction can improve the quality and level of curriculum construction. In addition, the principle of adaptability requires teachers to adapt to the individual needs and natural growth laws of students in the teaching process, constantly optimize the course content and course structure in the teaching process, and formulate the best teaching plan. For the formulation of teaching objectives, the design of teaching content, and the allocation of teaching resources, universities and teachers should also be in accordance with the actual effect of students' learning and the needs of personality development, optimize curriculum resources, and constantly improve and perfect the curriculum system, to cultivate and improve students' teaching ability.

3. PROBLEMS IN THE CONSTRUCTION OF A SERIES OF COURSES FOR TEACHING CHINESE AS A FOREIGN LANGUAGE

There is no doubt that the international Chinese education undergraduate major has made achievements in development, but there are also some problems in the curriculum construction. These problems will affect the quality of talent training and hinder the healthy development of the major.

3.1 Unreasonable Design of Teaching Content

The seven basic subjects that are most closely related to the development of one certain discipline are linguistics, psychology, pedagogy, culturology, sociology, cross-sectional studies, and philosophy. These seven subjects also include some sub-disciplines or interdisciplinary subjects [4]. This interdisciplinary nature makes universities have many differences in the specific curriculum. Many colleges and universities cannot distinguish it from Chinese language and literature and foreign language and literature in terms of professional orientation, which will lead to the lack of distinct training characteristics and unclear professional nature. Although the series of courses of teaching Chinese as a foreign language is the core course of international Chinese education, the overall amount of class hours in some colleges and universities is not much different from other courses, and the time arrangement of professional compulsory courses and elective courses is not scientific, resulting in students' mastery of theoretical knowledge is not solid enough. Through the investigation, the author found that the course was not timely and cutting-edge, and some students were not interested in the course content, so the course content needs further adjustment and change.

3.2 Focusing on Theory and Lack of Practicality

The series of courses of teaching Chinese as a foreign language is mainly based on the explanation of theoretical knowledge, and the arrangement of practical courses is less, which leads to the lack of opportunities for students to participate in teaching practice. On the whole, it harms students' employment and international promotion of Chinese. Although teachers have arranged trial

teaching in the classroom, there are few opportunities for undergraduates to contact with foreign students. The teaching methods and teaching strategies learned in the theoretical course cannot be applied to the teaching practice. For example, what content needs to be explained, what teaching methods and teaching skills should be used when explaining pronunciation, Chinese characters, vocabulary, and grammar. In addition, how to improve the classroom organization and management ability, how to control the classroom rhythm, etc., these are all teaching abilities and skills that need to be cultivated through practical courses. It can be seen that the lack of practical courses directly affects the students' understanding and application of theoretical knowledge, and also restricts the improvement of students' teaching ability.

3.3 Unsatisfactory Construction of Teaching Staff

Strong faculty is an important advantage of running a university, which has a great influence on the quality of teaching. Compared with some other traditional majors, the period of the development of international Chinese education major is relatively short, so the age structure of professional teachers is younger and less experienced in curriculum construction. The unreasonable structure of teachers has become an important factor restricting the construction of international Chinese education undergraduate major. Some colleges and universities that set up international Chinese education later on did not pay enough attention to their major. In addition, there is a lack of disciplined leaders in the development of majors. It takes some time and qualification for young teachers to grow into the backbone of professional construction. Many universities are based on the existing college and teacher conditions to train international Chinese education undergraduate talents. Some teachers' teaching methods are relatively outdated and the sense of innovation is not strong enough. In addition, some teachers do not participate in the relevant high-level training actively and are not skilled in the use of some multimedia software and PPT courseware. The knowledge is still mainly taught by teachers, and there is a lack of teaching activities such as teacher-student interaction and student-student interaction. The poor teaching methods of teachers make it difficult to arouse students' interest in learning, which leads to the insufficiently active classroom

atmosphere and the low learning efficiency of students.

4. THE IMPLEMENTATION PATH OF THE CONSTRUCTION OF A SERIES OF COURSES FOR TEACHING CHINESE AS A FOREIGN LANGUAGE

4.1 Strengthening the Construction of Practical Courses

At present, there is a large demand and high demand for international Chinese education teachers in China and foreign countries, but the employment rate of international Chinese education major is relatively low. In the process of talent training, many colleges and universities pay too much attention to the teaching of theoretical knowledge and less attention to the training of practical ability. In the process of cultivating the students of international Chinese education major, colleges and universities must attach importance to practical teaching, emphasize the solid foundation of basic knowledge, and deepen the training of basic skills so that students can take the initiative to adapt to the increasingly diversified and personalized learning needs of Chinese language learners in other countries, and truly have the actual working ability of teaching Chinese as a foreign language when students graduate [5]. In addition to the need to have a solid theoretical knowledge of Chinese ontology, students also need to obtain practical teaching ability and have more practical opportunities. Teachers should strengthen the training of students' basic skills so that students can smoothly carry out practical teaching when they teach students. Teaching practice includes teaching skills training, teaching guidance and cultural exchange activities. The training of teaching skills is to organize students to attend a lecture, prepare a teaching plan, present a lecture, give a trial lecture, evaluate the classroom teaching, and summarize the lecture under the guidance of teachers. Teaching guidance is a supplementary form of classroom teaching. According to the arrangement of teachers or the needs of foreign students, Chinese undergraduate students conduct one-on-one counseling or group counseling for foreign students. Before tutoring, students of international Chinese education should understand the language level and needs of the foreign students, then submit the tutoring plan to their college and university teachers and complete the tutoring task with the help of their

teachers. Cultural exchange activities are an extension of the course content. International students participate in cultural activities, and teachers may arrange students for cultural communication and counseling. Such activities require Chinese undergraduate students to pay attention to the accumulation of knowledge and the cultivation of cultural exchangeability.

These practical activities are not only conducive to improving the Chinese level of foreign students, but also conducive to improving the teaching ability and cross-cultural communication ability of Chinese students and achieving a win-win situation.

4.2 Enriching the Theory of International Chinese Education Major

At present, the curriculum construction of international Chinese education undergraduate major in some universities lacks scientific and theoretical guidance, the curriculum form is single, the categories are few, and the practical courses are not paid enough attention to. The curriculum construction of international Chinese education undergraduate major needs to inherit the experience of the previous curriculum construction and integrate the advantages of the curriculum construction of the undergraduate course of Chinese language and literature. In continuous practice, colleges and universities should gradually standardize the number of categories, hours, and scores of this professional course, and construct and enrich the scientific curriculum system suitable for the cultivation of talents in international Chinese education major.

Teachers should increase classroom discussion, case analysis, and practice links in the teaching of theoretical courses. At the same time, teachers should also build various teaching practice platforms for students and organically combine the construction of in-class and out-of-class, in-school and out-of-school, domestic and foreign practice platforms to form a three-dimensional practical teaching system. Teachers should let students join the lecture of foreign students to observe the actual situation of Chinese teaching and experience the real classroom atmosphere. Teachers can also let students participate in the events and activities related to Chinese teaching and truly understand the significance of international Chinese education.

4.3 Optimizing the Teaching Staff

Teachers are the core of school development and curriculum construction, and also the primary prerequisite to ensure the realization of curriculum construction goals. It is an important guarantee for curriculum construction to establish a team of teachers with knowledge specialty, rich experience, and optimized structure. To optimize the teaching staff, first of all, teachers should establish a sense of self-improvement, change the traditional teaching concept, pay attention to the latest research results of the academic frontier and the dynamics of curriculum reform, and constantly improve their own research ability and professional quality. Secondly, colleges and universities should do a good job in training plans, improve teachers' professional level and teaching ability through academic exchanges, training, and funding for teachers to study abroad, and strive to cultivate the teaching backbone and subject leaders of international Chinese education. Colleges and universities can select teachers to participate in the national public teacher project, help professional teachers to enrich their overseas teaching experience and improve their professional levels. Cooperation with other universities that carry out education for international students to provide more practical experience in teaching international students for professional teachers. In addition to full-time teachers, it is possible to employ part-time teachers to teach courses in international Chinese education major. Further, excellent teachers from preschool education and art majors help undergraduate Chinese students achieve real diversified development. With the continuous strong faculty, the goal of curriculum construction can be achieved.

4.4 Using Information Technology

In the future, competitive international Chinese teachers must also be skilled users of artificial intelligence technology [6]. In the era of artificial intelligence, the curriculum construction of international Chinese education should also keep pace with social development. Teachers can explore the path of artificial intelligence to help teaching and scientific research, improve the information technology skills of teachers, and realize the digital transformation of talents. Under the background of intelligence education, Chinese teaching is more and more applied to information technology in various teaching links, and information technology ability has gradually become the key ability that

requires international Chinese teachers to master. The construction and application of a large number of international Chinese smart education cloud platforms and smart classrooms at home and abroad have made international Chinese education gradually enter the stage of exploration and development of smart education [7]. Teachers may make full use of the smart education platform, arrange learning tasks in the smart classroom before class, understand and monitor students' autonomous learning process, and pay attention to students' personalized learning. Teachers can combine teaching and practice in class, and use the intelligent education platform to carry out students' independent cooperation, inquiry learning, and timely guidance and appropriate intervention in learning activities. After class, teachers and students evaluate the process of teaching and learning. Through reflection and summary, the resources are optimized and the teaching plan is adjusted.

In order to improve the quality of teaching and enhance teachers' information technology ability, colleges and universities can regularly carry out information technology training and skills improvement guidance for teachers, set up special smart classrooms, use professional Chinese smart teaching platforms, promote the integration of international Chinese education and information technology, and improve information-based teaching strategies. Many colleges and universities have created information technology exchange groups so that teachers can share teaching suggestions and resources for applying information technology, which in promotes the sharing of educational resources among teachers, and effectively improves the information technology ability of international Chinese teachers.

5. CONCLUSION

Through the construction of a series of courses for teaching Chinese as a foreign language, colleges and universities improve students' international Chinese teaching ability, make students more adaptable to the international competition needs under the new situation, and accelerate the pace of international promotion of Chinese language teachers can improve the quality of teaching, promote classroom reform, and contribute to the training of undergraduate talents in international Chinese education.

AUTHORS' CONTRIBUTIONS

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