

Problems and Countermeasures in Portuguese Classroom Teaching

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Abstract : With the faster pace of China's opening to the outside world, the contacts between Chinese enterprises and Portuguese speaking countries are becoming more and more frequent. Under this trend, how to further improve the quality of Portuguese classroom teaching is related to the development of students, enterprises and the long-term development of the whole country. This paper mainly focuses on the two aspects of "the main problems existing in Portuguese classroom teaching" and "the improvement countermeasures of Portuguese classroom teaching". Combined with the current situation of Portuguese teaching, this paper puts forward targeted reform measures, in order to further optimize the Portuguese teaching system, with "student development", "enterprise development" and take "national development" as the ultimate goal to cultivate a large number of high-quality Portuguese talents to the society.

Keywords : Portuguese; Teaching System; Problem Analysis; Improvement Countermeasures

In recent years, with the gradual deepening of cooperation between China and Portuguese speaking countries, many colleges and universities began to pay attention to the Portuguese teaching reform, hoping to adjust the teaching methods, assessment mechanism and teachers on the existing basis, and rebuild the Portuguese teaching system in line with the development trend of the new era. At present, in Portuguese classroom teaching in colleges and universities, the main problems are: "teaching methods do not keep up with the development", "assessment mechanism does not adapt to the new trend" and "the overall strength of teachers is relatively weak". Facing these problems, colleges and universities should have the courage to reform, actively explore, and based on the international vision, scientifically deal with the difficulties existing in Portuguese teaching, and comprehensively improve the quality of Portuguese teaching.

1. Main problems in Portuguese classroom teaching

1.1 Teaching methods have not kept up with the development

At present, Portuguese teaching in some colleges and universities is "conservative" in methods, and there is no breakthrough. Specifically, some teachers take the patterned content in the textbook as the core and adopt the indoctrination method of "I say, you listen" and "I say, you remember" for a long time. They have not considered the student experience, paid no attention to stimulating students' subjective initiative, and did not increase flexible classroom interaction. The overall learning atmosphere is relatively poor and lack of appeal. In addition, in the information environment, some teachers are unwilling to try new methods in order to avoid mistakes. They still adopt a single offline teaching, ignoring the rich online resources and channels and the cognitive interests of college students in the new era. With regard to the reform of Portuguese classroom teaching in colleges and universities, we should focus on teaching methods, and make teaching methods keep up with the new era and take on a new look.

1.2 The assessment mechanism does not adapt to the new trend

From the analysis of the existing assessment mechanism, the Portuguese assessment mechanism set up by some colleges and universities cannot adapt to the new trend. On the one hand, the standard is low. The Portuguese assessment arranged by some colleges and universities has a relatively low threshold. As long as students memorize by rote before the examination, they can

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easily pass. This is not conducive to the improvement of students' ability. For students with weak ability, it is not conducive to personal progress; On the other hand, the standards are not uniform. At present, in China's colleges and universities, English has formed a national unified grade examination system such as CET-4 and CET-6. However, as for Portuguese assessment, such a grade examination system has not been fully implemented in China. This will lead to inconsistent standards and unclear objectives, and hinder the smooth implementation of the "Portuguese talent training plan" in colleges and universities. In particular, some students who are keen on the direction of Portuguese may feel that they have no motivation and are difficult to display their personal strengths.

1.3 The overall strength of teachers is relatively weak

In terms of Portuguese teachers, colleges and universities are also facing many difficulties. For example, some teachers lack stability and are easy to change jobs in a short time, or suddenly choose other industries. The main reasons for this phenomenon are: ① Teachers do not feel the space for professional development and have no confidence in Portuguese teaching. ② Teachers are not satisfied with the existing working salary and hope to seek better salary and welfare. For whatever reason, the instability of college teachers will bring a series of adverse effects and interfere with the normal Portuguese teaching order in colleges and universities. For another example, some teachers' knowledge structure is obviously backward, the content conveyed is difficult to attract students, and cannot keep up with the application needs of Portuguese in the new era. If these teachers do not take the initiative to update their knowledge reserves through personal efforts, and it is difficult to design a high-quality Portuguese curriculum system. Over time, the teaching level of this kind of teachers will gradually distance from other teachers and fall behind. The above points can reflect the Portuguese teachers in colleges and universities, and show that colleges and universities should pay attention to the construction of teachers.

2. Improvement countermeasures of Portuguese classroom teaching

2.1 Reforming the traditional teaching methods

How to further reform Portuguese teaching methods in colleges and universities? Specifically, college teachers should abandon the single indoctrination method, take students' interests and needs as the starting point of teaching, and increase the interaction in the classroom. For example, when carrying out "Portuguese oral training", students can be divided into different groups to stimulate students' subjective initiative, and make students have a strong willingness to learn and create an infectious classroom atmosphere by means of "group exploration" and "group PK". In addition, combined with information-based teaching tools, college teachers should dare to go out of their familiar teaching methods and try more emerging methods. Taking "multimedia Portuguese teaching" as an example, college teachers can make multimedia Portuguese courseware to dynamically analyze the grammatical structure of Portuguese, so that students can understand the grammatical connotation of Portuguese at a glance and leave a deep memory.

2.2 Building an assessment mechanism that keeps pace with the times

In view of some prominent problems existing in the Portuguese assessment mechanism, colleges and universities should seize the new trend, carry out systematic reform, and build a Portuguese assessment mechanism that keeps pace with the times. On the one hand, reasonably set assessment standards. When arranging Portuguese assessment, colleges and universities should pay attention to quality, highlight important and difficult sections, and emphasize the selection of high-quality talents. Colleges and universities can subdivide the assessment standards into "qualified", "good" and "excellent", so that students with different foundations have clear goals and can constantly strive for progress; On the other hand, the implementation of grade examination system. In order to further standardize the Portuguese assessment in colleges and universities, we can vigorously implement the grade examination system, let relevant students assess in strict accordance with the grade standards, and gradually improve students' comprehensive Portuguese ability. If students want to work in Portuguese in the future, they can also take the grade examination results as an important qualification to increase their employment competitiveness and create good employment opportunities for themselves.

2.3 Strengthening the training and incentive of teachers

As for the construction of Portuguese teachers, colleges and universities should earnestly implement the training and incentive work to make the strength of teachers grow day by day. From the perspective of training, colleges and universities can regularly organize different types of teacher training, focusing on the professional ability, career promotion and professional treatment of Portuguese teachers, so as to make relevant teachers clear their career development track and full of confidence in their long-term teaching career. Moreover, in the process of training, colleges and universities can unblock the channel of "making suggestions", let Portuguese teachers express their inner needs, and let school managers find problems in time. From the perspective of motivation, colleges and universities should not only encourage teachers with strong teaching ability, but also encourage those teachers who are

serious and dare to innovate. For example, colleges and universities can set up “excellent teacher craftsman award” to praise Portuguese teachers who have worked hard. Alternatively, colleges and universities can set up “excellent teachers - innovation award”, focusing on teachers who have made contributions in the field of innovation. In this way, the internal atmosphere of the Portuguese teacher team in colleges and universities will be very active, and each teacher will be highly motivated.

3. Conclusion

To sum up, based on the new international environment, Portuguese teaching in colleges and universities should continue to optimize and improve the quality. In the future, in order to better promote the reform of Portuguese teaching, colleges and universities should take multiple measures and take comprehensive actions. Specifically: ① Reform the traditional teaching methods. ② Build an assessment mechanism that keeps pace with the times. ③ Strengthen the training and incentive of teachers. At the same time, colleges and universities should pay attention to the needs of students, explore Portuguese teaching laws from the problems reflected by students collectively, and master practical Portuguese teaching methods, in order to summarize mature Portuguese teaching experience, build a “new Portuguese curriculum system” truly recognized by college students, and constantly realize teaching breakthroughs.

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