

Exploring the Teaching of Modern Chinese Language Course for Chinese International Education Majors

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Abstract: The undergraduate major of Chinese International Education cultivates Chinese teachers who serve the cause of Chinese international promotion, and Modern Chinese Language is one of the basic courses of the major. In order to better achieve the cultivation goals of this major, the Modern Chinese Language should be application-oriented, highlight professional characteristics, focus on implementing the concept of Chinese language education in the new era, and conform to the development trend of Chinese language education at home and abroad. In this regard, the Modern Chinese course should keep up with the development of the time to update the professional teaching contents, enhance the systematization and relevance of the Modern Chinese Language course, increase the diversified practical aspects of Chinese Language teaching, and then correspond to the professional training objectives and requirements.

Key words: Chinese international education; Modern Chinese language; Curriculum teaching

1.Introduction

Modern Chinese course for Chinese international education majors is one of the important courses for Chinese international education majors, which is not only about students' language foundation and ability improvement, but also an important factor to determine their future career direction. However, there are still some problems in exploring the teaching of modern Chinese language courses, and how to improve the teaching effect through innovative teaching methods and strengthening practical links is a difficult problem faced by the current demand. To this end, this paper will explore the teaching exploration of modern Chinese language course for Chinese international education majors, in order to help the teaching of modern Chinese language course for Chinese international education majors.

2.Analysis of the Problems of Modern Chinese language Courses in Chinese International Education at the Present Stage

2.1 The teaching Content has the Disadvantage of Insufficient Relevance

As a cross-cutting discipline, the major of Chinese international education is composed of three key words: "Chinese", "international" and "education", and its core lies in modern Chinese education which aims at providing services for intercultural communication. The core of the program is modern Chinese language education, which aims to provide services for intercultural communication. Therefore, the major requires teaching contents and methods that are appropriate to the international environment in which students live. Accordingly, teachers need to have cross-cultural background and knowledge of Chinese as a foreign language, and be able to use a variety of teaching methods flexibly. However, at present, most of the Chinese international education majors still use the traditional modern Chinese textbooks, which are common to Chinese language and literature majors, and teachers often follow the textbooks based on their own abilities and efforts. The content of these textbooks is mainly limited to describing and explaining the knowledge of the Chinese language itself, which lacks practicality and relevance. At the same time, teachers do not take into account the international environment and the needs of intercultural communication in the teaching process, which makes the teaching effect unsatisfactory.

2.2 Defects of Insufficient Practicality in Teaching Links

The major of Chinese International Education is designed to cultivate practical and applied talents in Chinese language teaching. However, there is a problem of insufficient practicality in the teaching of modern Chinese courses in this major at present. The more serious one is the lack of practical aspects in the teaching of modern Chinese courses. The traditional teaching mode of modern Chinese

courses adopts a "teacher-centered, classroom lecture-based" approach, which focuses more on the theoretical and systematic knowledge of Chinese and lacks the link of applying Chinese knowledge to teaching practice, resulting in the situation that students often do not know what to use and have nowhere to use what they have learned. "Secondly, the teaching method is too single. Secondly, the teaching method is too single, and there is a serious disconnect between theory and practice. The existing teaching methods are traditional and single, focusing on the transmission and teaching of language knowledge, but neglecting the training of students' practical operation and application ability, which often leads to the situation of "learning but not knowing what to use, learning but nowhere to use", which further leads to the students' poor ability to use Chinese and lack of practical operation experience, which affects the cultivation of professional application ability. This further leads to students' poor Chinese language skills and lack of practical experience, which affects the cultivation of professional application skills. Generally speaking, for students majoring in Chinese international education, their practical skills need to be better tested and improved. The teaching of modern Chinese courses includes the assessment of various language skills such as listening, speaking, reading and writing, but the current curriculum training is not strict enough for the assessment of students' practical skills, which will bring disadvantages to their future study and career development in the long run.

3.Suggestions for Improving the Teaching Strategies of Modern Chinese Language Courses in Chinese International Education at this Stage

3.1 Combining with the Actual Requirements of the Major and Adjust and Improve the Teaching Contents

As mentioned in the previous article, the development of Chinese international education majors currently has the problem of inadequate teaching content in teaching, which leads to students' lack of practical application ability and cannot meet the demand of society for Chinese education talents. Therefore, we need to take various measures to improve the teaching contents and improve the teaching quality in response to this problem. First of all, we can add more practical scenarios and case studies to the design of the teaching content to help students better grasp what they have learned and be able to use it proficiently. For example, we can use the contextual teaching method to simulate real-life scenarios in teaching, such as business meetings and daily communication, to guide students to learn relevant Chinese language skills and enhance their application ability. In addition, various corresponding cases can also be introduced to explain the situation so that students can better understand the practical application of Chinese language knowledge. Secondly, we can also strengthen the professional training and ability enhancement of teachers. Teachers are the mainstay of promoting the professional development of Chinese international education, and their training and development are related to the development of the whole industry. Therefore, we should improve the teaching level and professionalism of teachers through various ways, such as organizing training on teaching ability, inviting senior teachers to teach at school, and guiding teachers to conduct scientific research, so as to continuously improve the quality and ability of teachers' teaching. Thirdly, we can also achieve the improvement of teaching contents by strengthening the integration and development of educational resources. For example, through establishing cooperative alliances and resource sharing, we can integrate various kinds of high-quality educational resources to provide students with more comprehensive and extensive teaching contents. In addition, we can also use modern means such as multimedia technology to enhance the interactivity and fun of teaching, so as to better stimulate students' interest in learning and promote the improvement of teaching effect. The above ways and means can be integrated, thus providing comprehensive learning contents for students' professional learning.

3.2 Improving Teaching Methods and Strengthening Practical Application Links at the Right Time

With the continuous development of Chinese international promotion, the major of Chinese international education has become one of the popular majors in many universities. However, most of the majors have the shortage of teaching practice due to the actual situation, which has a negative impact on the students' career development and employment prospects. In order to solve this problem, we need to improve teaching methods and strengthen the practical application in the following aspects. First, teachers should adopt more flexible and varied teaching methods. Although the traditional classroom lecture mode can impart theoretical knowledge, it is difficult to exercise students' practical ability. Therefore, teachers can adopt various teaching methods such as case study, group discussion and scenario simulation to increase the interest and practicality of teaching and help students better understand and master what they have learned. Secondly, the practical teaching link of students should be strengthened. The Chinese International Education major is a major that places great emphasis on practice, so the school should actively implement the sharing of resources among teachers, students and society to

provide students with richer practical links, such as Chinese teaching internships, Chinese community practice and overseas exchanges, in order to help students accumulate more practical experience and skills. Third, a perfect evaluation system and supervision mechanism should be established. In order to ensure the quality of practical teaching, the school should establish a set of scientific evaluation system and supervision mechanism to regularly monitor and evaluate the practical teaching courses, so that problems can be found and solved in time. Under the guidance of the above ways and means, students' professional practice ability will definitely rise to a new level.

4.Conclusion:

Overall, this paper proposes an optimization strategy for the real problems of insufficient relevance of teaching contents and insufficient practicality of teaching sessions in Chinese international education majors. Through the continuous exploration of the practical aspects and the flexible use of teaching methods, it will surely bring positive impact on the improvement of teaching effects and students' comprehensive quality. However, at the same time, it is undeniable that there will be certain room for improvement in the future continuous development, such as further strengthening the practical aspects and promoting teaching innovation, which are issues that need continuous attention in the future. In conclusion, the research results and teaching practice experience of this paper have certain reference and significance for the future teaching of modern Chinese courses in Chinese international education.

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