

Thoughts on the Reform of University Chinese Course

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[Abstract] As a basic course in the university, University Chinese plays an important role in improving college students' humanistic quality and comprehensive quality. But in the actual teaching process, University Chinese has been placed in a marginalized state, which causes the teaching effect is not ideal. Over the recent years, the voice of University Chinese teaching reform has been very high, but the effect is not obvious. University Chinese Course plays a significant role in the personnel training system of higher education, but the reform of a basic course involves many aspects. It is necessary to orientate the course scientifically, formulate reasonable teaching content, train excellent teachers and study appropriate classroom teaching.

[Key words]: University Chinese ; Curriculum Reform; Thinking

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University Chinese is a basic course for non-Chinese majors in Colleges. It aims to promote excellent traditional culture and enhance the humanistic quality of College students. But in the actual teaching process, the teaching effect of University Chinese is not ideal, and has been in a marginalized state. In the tide of quality education, the voice of University Chinese teaching reform has been very high, but the effect of University Chinese curriculum reform is not obvious for many years. As a basic course, the reform of University Chinese involves many aspects, especially the following aspects.

I. Course Orientation

Chinese learning plays an important role in the whole process of basic education. It is the basic and core curriculum in the teaching of primary, junior and senior high schools at present. Education management departments at all levels have put forward clear quality requirements for Chinese teaching. But after the stage of higher education, the status of University Chinese has become somewhat embarrassed. University Chinese is not open, the type of courses is compulsory or optional, and the number of class hours, appear unbalanced in various colleges and universities. However, with the further development of quality education, more and more people realize the importance of University Chinese. However, due to university Chinese is the mother tongue education, the teaching effect is difficult to achieve immediate results. At the same time, there is no standard to measure the passing rate of CET-4 and CET-6 certificates. Under the fierce competition in higher education and the severe employment situation, the development of University Chinese is difficult. To change this situation, first of all, we should make clear the orientation of College Chinese and find out the direction of curriculum reform.

As clearly pointed out in The Standard of University Course in Compulsory Education, "The unification of instrumentality and humanism is the basic characteristic of Chinese curriculum", which is the orientation of Chinese curriculum in primary and secondary schools. For many years, there has been a controversy over the orientation of college Chinese curriculum. There is no final conclusion in academic circles about focusing on instrumentality or humanism, and there are still other factors in both. The author believes that university Chinese should be instrumental, humanistic, aesthetic and enlightening. Language is an important tool for human social communication and thinking. On the basis of mother tongue education in compulsory education stage, University Chinese should further improve students' ability to express and communicate in their mother tongue. This teaching goal is basically achieved by learning various excellent classical works at home and abroad, and these works are regarded as the carrier of college Chinese learning, which contains rich and profound humanism. It also means that the study of University Chinese should pay more attention to the ideas, inherited culture and profound humanistic spirit contained in the works on the basis of listening, speaking, reading and writing abilities, which are concerned by the basic education stage. Therefore, instrumentality and humanism are the basic attributes of University Chinese, and the integration of both is also the necessary guarantee for the teaching effect of University Chinese.

Apart from instrumentality and humanism, University Chinese should also be aesthetic and enlightening

in addition to the characteristics of Chinese curriculum in compulsory education stage, which is also an important reason why university Chinese is "University Chinese" rather than "Senior Four Chinese". Professor Wen Rumin of Peking University once pointed out: "University Chinese should pay more attention to the guidance of learning methods, as well as the cultivation of vision and taste. Give students more opportunities to read and write, but also through this course to learn to appreciate cultural products, learn how to constantly enrich their imagination, perception and thinking, so that high-grade reading and writing gradually become a good habit, a lifelong lifestyle. Aesthetics is to cultivate students' ability to feel and understand classic works, so that students can have the ability to discriminate and extract the essence and appreciate, edify sentiment, enhance taste and nourish the soul in the vast ocean of culture. Through language learning, the cultivation of students' noble sentiments and good qualities can make their life path long-term and firm. The logical thinking ability and speculative ability developed by language learning can be consistent in other professional learning. It can broaden students' horizons and enable them to achieve outstanding achievements across different fields. It is difficult for a textbook to cover all the classics of the past and the present, domestic and foreign cultures. A university language course should not be the end of one's language learning. How to continue language learning beyond a textbook and after a course requires that the university language has enlightening function. The higher goal of College Chinese education is to stimulate students' strong interest in Chinese learning through curriculum learning, to form the internal motivation of continuous learning and to achieve the state of lifelong learning.

II. Teaching Contents

The teaching content is the question of "what to learn", which is also the key issue in the teaching process. The carrier of teaching content is textbooks, and the selection of scientific and high-quality textbooks has become the basic condition and important guarantee affecting the teaching effect of College Chinese course. The textbook not only reflects the editor's orientation for the course of College Chinese, but also plays a decisive role in the actual teaching of teachers' teaching and students' learning. The existing college Chinese textbooks vary in many ways. In addition to the pure writing textbooks selected by individual colleges to improve students' writing ability, most colleges and universities have chosen pure text textbooks. These textbooks are basically selected and compiled classical works at home and abroad, together with annotations, simple text guide, and several simple thinking exercises. In terms of text selection, most of them are poetry, prose and fiction. In recent years, under the influence of the new network media, some textbooks have increased the content of course learning websites and CD-ROMs. This kind of textbook covers the scope of several Chinese secondary disciplines such as ancient literature, modern and contemporary literature, foreign literature and so on, but it is greatly discounted in the actual teaching process. Because most colleges' College Chinese is a public compulsory course for freshmen and sophomores. The course starts in one semester and lasts about 32 hours. It is undoubtedly unrealistic to complete such a large number of literary works in such a limited time. In order to facilitate the assessment, some schools designate part of the textbooks as teaching content, others as self-learning content. However, due to the single form of assessment, only the learning effect of the teaching part can be known through the examination, and the learning effect of other self-learning content can not be known. Therefore, in order to standardize the teaching content of College Chinese, corresponding documents should be issued to standardize the management of teaching materials. On the basis of full investigation and research, we should sort out the commonness, respect the individuality and compile individualized teaching materials for different types and levels of schools, which are both classical and closely combined with the characteristics of the times. It can not only guarantee academic level, but also benefit students' acceptance, and reflect learning. Subject characteristics can also maximize the effect of teaching, such textbooks will make teaching and learning achieve twice the result with half the effort.

III. Faculty

The teaching staff is the key to teaching. The level and quality of the university Chinese teachers directly affect the teaching effect of this course. With the increasing emphasis on university language in the whole society, all aspects of university language reform have begun to receive much attention. As the main body of teaching, the problems of the teaching staff of College Chinese are becoming more and more prominent, mainly reflected in the following aspects: First, the number is insufficient. Because the college Chinese should be open to non-Chinese majors in the whole school, and only some of the teachers are from the college of liberal arts, as the enrollment scale of colleges and universities continues to increase, the amount of teaching in the university language can be imagined. In addition to the marginalization of university language in colleges and universities, many colleges and universities do not have a university language teaching and research section. Most of the teachers of college Chinese language teaching are temporarily arranged. The number of teachers is difficult to meet the actual needs. The high-intensity workload affects the actual teaching effect of teachers. Second, the level of teachers is uneven. In accordance with the relevant requirements of the state, college teachers must have a teacher qualification certificate and have a certain degree of professional compliance. These requirements are basically met by university language teachers. However, many high-ranking and highly educated teachers choose to teach

professional courses and are not willing to teach university language. Therefore, the team of university Chinese teachers has a low level of education, a low degree of specialization, and an imbalance in the structure of professional titles. The difference between college Chinese as a basic subject and Chinese professional education lies in the popularity, comprehensiveness and practicality of its knowledge structure and teaching process. This puts high demands on the depth and breadth of the subject teachers, while many college Chinese teachers still have great room for improvement. Third, the professional direction is worrying. Due to the lack of first-level discipline support, college Chinese has always been in an awkward position. Teachers' limited efforts in this course, as well as the limited number and low level of theoretical researches, have formed resistance to the development of this course.

Strengthening the construction of the team of university Chinese teachers and comprehensively improving the overall quality of teachers is of great significance to the entire higher education. To further improve the current situation of the university language teachers, it is necessary to pay attention to the following aspects: The first is to strengthen guidance. The education management department should introduce corresponding policies to provide guarantees for the professional development of university Chinese teachers, so that teachers have the energy and the way out. The time setting and funding of the university language are guaranteed to avoid the "lower class" of the university language compared with other classes. As a competent authority, universities should provide support for teachers in software and hardware, and set up a special university language teaching and research section to provide teachers with a platform for discussion and exchange. We should improve the effectiveness of college Chinese teaching by means of unified lesson preparation and sharing of teaching resources, and strengthen teaching supervision by means of listening to lectures and evaluating teaching, so as to improve the quality of teaching. The second is to focus on training exchanges. For the new teachers to carry out pre-job training, teachers will establish a scientific concept of language education. Training not only needs to improve business ability, but also focus on improving personal accomplishment. A teacher with excellent business ability can bring a feast of knowledge to students. A teacher with good personal cultivation and personality charm will affect students' life at a deeper level. Academic innovation is innovation, innovation is expensive, and everyone's knowledge reserves are limited. With the development of the times, new knowledge and skills need to be replenished in time. Strengthen communication and exchanges between universities, universities and academic institutions, so that teachers can keep abreast of the latest academic developments and master the latest teaching skills to maximize the development of university Chinese teaching. The third is to strengthen the combination of teaching and research. Encourage teachers to combine teaching and scientific research, transform the experience and reflections of the teaching process into problems, and apply the latest achievements of academic frontiers to the teaching of the curriculum to form a virtuous circle of teaching and research. The more university language teachers are more scholarly and expert, and the effect of college Chinese teaching is actually improved.

IV. Classroom teaching

Classroom teaching is a link in which teachers pass on knowledge to students. It is the most relevant link between the two teaching parties in the whole teaching process. Whether the teaching method is right or not directly determines the acceptance or acceptance of the teaching content by the students. Therefore, the classroom teaching reform has been the most popular aspect of the university language reform for many years, and it is also the most difficult aspect of implementation. There are several main problems in current university language teaching. The first is to follow the traditional teaching model. This is the biggest problem in the current Chinese language teaching. Most of the teachers are influenced by the traditional teaching mode. In the university language class, it is still filled with ducks. The teaching process is still the "one-man show" of the teacher alone, so the students are passively accepted. The teaching process is still a traditional teaching framework based on the syllabus. The focus of the classroom is on the explanation of the teaching materials and the analysis of the text. There is no extension from point to point based on the knowledge points. The students are not fully motivated to participate, and it is difficult for students to participate deeply. It is difficult for students to deeply participate in the thinking of language, culture and value. The emotional experience and psychological activities of students are even more difficult to talk about and the teaching effect is not good. Second, the teaching mode is not in place. Many teachers think that university language should be distinguished from middle school language. It can not focus on teaching knowledge like middle school language education, but should focus on how to improve students' literacy and ability. This will reflect the height and level of "university language". In order to avoid the university language class becoming a "high school" that everyone is criticized, some teachers deliberately "de-knowledge". In the classroom, they do not talk about basic knowledge points, but simply appreciate and read literary works. In order to reflect the depth of the course, other teachers even talked about their own research experience and life experience. Third, the practice links are in the form. In order to adapt to the environment of quality education, the language of the university has increased the practice of teaching in many colleges and universities. However, how to carry out practical teaching and how to ensure the effect of practice seem to have

become new problems. In practice, due to limited teaching resources, most teachers have chosen reading as an implementation form of practice. However, because the reading flexibility is too large, the scope is too wide, and the investigation is poor, in the end, most of the teachers chose to use the way of writing papers by students.

Teaching reform is a big project. To ensure the effectiveness of teaching reform, we need to grasp the following aspects. The first is to adopt a new teaching model rationally. With the continuous development of education, people have been actively exploring new scientific teaching models. New teaching modes such as modular teaching, flipping classrooms, and MOOCs have had a great impact on traditional teaching, and have also added new blood to university Chinese teaching. For example, modular teaching, which is a teaching mode with great influence in recent years, its operation mode is to integrate the same or similar content in the teaching materials according to different themes and then classify teaching. Its advantages are clear theme, flexible form, strong content extension, teachers combine curriculum requirements and personal expertise, and fully consider the actual needs of students, the textbook is divided into several different themes, according to the theme and the different styles of the specific works and Type, targeted to carry out different teaching activities. Its advantages are clear theme, flexible form and strong content extension. Teachers combine curriculum requirements and personal expertise, and fully consider the actual needs of students, divide the teaching materials into several different themes, and carry out different teaching activities according to the different styles and types of themes and specific works. This teaching mode can open up the content of the teaching materials, fully mobilize the enthusiasm of students, stimulate students' interest in learning, and enhance the teaching effect. At the same time, it also puts forward new and higher requirements for teachers. What theme to choose and how to integrate content requires a teacher to have broad vision, noble taste and professional knowledge to support. Choosing the most representative, most meaningful, and most popular topics among the topics of human nature, society, freedom, love, and thought will make Chinese teaching become a true spiritual enjoyment. The second is the scientific use of multimedia teaching methods. With the development of multimedia technology, the application of multimedia in education is becoming more and more common. Appropriate use of multimedia for auxiliary teaching in college Chinese teaching can increase classroom capacity and optimize teaching effects. According to the content of the course and the actual needs, the video, audio and other materials are appropriately added in the teaching process, and the expressions such as text, sound, and pictures are used to allow students to obtain more stereoscopic and more intuitive information than words. This can stimulate students' strong sense of identity and desire for language and culture. Of course, the use of multimedia can not replace the teacher's teaching. The media application, the teacher's explanation and the students' experience of the course content must be fully combined to be able to truly play a role in teaching reform. The third is to make full use of diverse teaching resources. The broad teaching resources include not only classroom teaching resources, but also extracurricular learning resources, which means that in addition to teaching materials, libraries, movies, radio, newspapers and magazines, academic lectures, museums, etc., even include places of interest around the world. News and current affairs in life are the teaching resources of Chinese classes. Through classroom teaching, teachers have a strong interest in learning and can conduct lifelong learning through various media. The fourth is to appropriately add teaching aids. In addition to regular teaching, the appropriate addition of learning interest groups, reading clubs, debates and other forms of teaching aids can enhance students' enthusiasm, enhance the interaction between teachers and students, and greatly enhance the teaching effect. The Learning Interest Group can voluntarily sign up for students according to the actual situation of the students, such as poetry interest groups, reading interest groups, writing interest groups, etc. Students are selectively selected based on their interests in the form of a group. Students are reasonably organized and concentrated in activities, and students are strengthened to communicate, enhance their sense of cooperation, and improve their literacy in group activities. The reading club can ask the teacher to prepare the bibliography. The students can develop reading habits and improve writing skills by writing reading notes and regularly exchanging reading experiences. The fifth is to flexibly grasp the assessment method. At present, most of the university language examinations are based on traditional closed-book styles. However, considering the humanity, affection and openness of the language subject, it is difficult to measure a student's mastery of knowledge, experience of emotions and The sentiment of life. Therefore, in the assessment session, daily performances such as attendance, activity participation, and homework completion can be added to the student's class, and then the comprehensive evaluation will be carried out in combination with the daily results and the final test results.

Teaching is a comprehensive art and the guidance of educational theory is the premise. The success of education requires a high degree of cooperation between teachers and students, and all aspects of educational activities will affect the final actual results. As the most basic course in the pyramid of higher education, college Chinese plays a decisive role in the quality of university personnel training. The reform of university language has a long way to go, and we need to continue to think more, sum up, and improve in the future teaching process.