

Research on Problems and Countermeasures of Training Practical Ability of Full-Time Graduate Students of Chinese International Education

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Abstract:

For more than ten years, Chinese international education professional degree had been set up, which had realized the specialization and professionalization of the training of Chinese international education. To a certain extent, it had solved the problem of the shortage of teachers in foreign language teachers and made a contribution to the overseas Chinese communication. Practical ability was the key to the training of graduate students in the full-time Chinese international education. There were many problems in the training of the practical ability of the graduate students of the current Chinese international education. Through the active selection of the excellent students, the optimization of the practice based curriculum system, the establishment of a cooperative training mechanism outside the school, and the strict professional degree thesis standards and strengthening professional practice management can effectively enhance the practical ability of postgraduates.¹

Key words: graduate students of Chinese International Education, practical ability, problems, countermeasures [Chinese library classification number] G643.0 [Document identifier] A

Date of Submission: 08-07-2019

Date of acceptance: 23-07-2019

The rapid development of China's economy and society has made Chinese and Chinese culture more and more important to all countries in the world. With the implementation of the "One Belt, One Road" national strategy, the international promotion of Chinese is an important means to enhance the national cultural soft power and realize the "going out" of Chinese culture. Its strategic significance has become increasingly prominent. In order to improve the international promotion ability of Chinese, since 2007 the establishment of the master's degree in Chinese International Education has realized the specialization and professionalization of the cultivation of Chinese international education talent. It has played a positive role in training and storing teacher of Chinese as a foreign language and improving the international promotion ability of Chinese. However, with the vigorous development of Chinese overseas communication, the international requirements for the comprehensive quality of Chinese international teachers have gradually improved. How to cultivate a group of Chinese international teaching talents who understand theories, know methods, grasp skills, are familiar with traditional culture and master intercultural communication skills is the key issue in the current training of Chinese international education professionals. The emphasis on practical ability is an important symbol that distinguishes professional degree postgraduates from academic postgraduates. The cultivation of practical ability of professional degree postgraduates is a systematic project, which requires in-depth research and strict control in all aspects of postgraduate training. At present, there are many problems in the process of cultivating the practical ability of full-time Chinese international education majors, which need to be effectively solved.

I. Training Objectives for Full-Time Professional Degree Postgraduates Majoring in Chinese International Education

"The Guidance Training Program for Full-Time Professional Degree Postgraduates Majoring in Chinese

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Fund project: This paper is the phased achievement of the 2017 Henan Higher Education Teaching Reform Research and Practice Project "Research and Practice on the Construction of Quality Assurance and Monitoring System for Postgraduates Majoring in Chinese International Education" (No. 2017SJGLX106Y).

International Education ” clearly points out that the goal of training full-time professional degree postgraduates of Chinese international education majors is: “high-level, applied, compound, internationalized talents who are proficient skills of teaching Chinese as a second language, good cultural communication skills and cross-cultural communicative ability, adapt to the international promotion of Chinese, and be competent in a variety of teaching tasks.” In-depth interpretation of this goal requires attention to three points: First, based on the undergraduate education of Chinese international education, full-time professional degree postgraduates majoring in Chinese international education as high-level talents should not only grasp solid professional knowledge, but also have a certain theoretical level and academic literacy, can find out the characteristics and laws of Chinese international teaching, discover problems and explore solutions, and achieve a virtuous circle of Chinese international education theory and practice. Secondly, the applied characteristics of professional degrees determine that professional degree postgraduates majoring in Chinese international education should have strong practical ability and be able to complete the effective connection of professional theoretical results to practical skills. Finally, the professional characteristics of the master of Chinese International Education make this professional talents not only to master skills of teaching Chinese as a second language, but also to meet the needs of Chinese international promotion, and adapt to the culture and teaching environment of different countries, with better cross-cultural communicative competence and cultural communication ability. The International Chinese Teacher Standards has put forward requirements for Chinese teachers in five aspects: language knowledge and skills, culture and communication, second language acquisition theory and learning strategies, teaching methods, and comprehensive qualities. All five aspects of ability need to be obtained and continuously improved in practice, which requires universities to attach great importance to the cultivation of practical ability in the process of talent cultivation.

II. The Main Problems in the Cultivation of Practical Ability of Full-Time Professional Degree Postgraduates Majoring in Chinese International Education

2.1 Insufficient Attention to the Cultivation of Practical Ability

At present, the core task of postgraduate education in China is to improve the quality of postgraduate education. The Ministry of Education, the National Development and Reform Commission, and the Ministry of Finance’s Opinions on Deepening the Reform of Postgraduate Education (Teaching and Research [2013] No. 3) propose to “establish a professional degree postgraduate training model oriented to enhance professional ability.” However, due to the late start and inexperience of the talents training of professional degree postgraduates majoring in Chinese international education in China, many colleges and universities are confused and even directly copy in the training mode of professional degree postgraduates majoring in Chinese international education and the talent cultivation of masters of teaching Chinese as a second language, resulting in the practical advantages of professional degree postgraduates majoring in Chinese international education not being highlighted. The lack of emphasis on the cultivation of practical ability is reflected in the process of talent cultivation. There are two main points: First, the orientation of the training program is not clear enough. As a guiding document for the training of professional degree postgraduates majoring in Chinese international education, the training program puts forward specific goals and requirements for talent training. As the main unit of talent training, colleges and universities have formulated a unique training schemes of each school based on the actual situation of the school, but affected by the traditional educational idea, many colleges and universities have not clearly defined the practical ability of professional degree postgraduates majoring in Chinese international education, which are reflected in the training objectives and training methods. The proportion of practical courses in curriculum setting is limited, and the expansion of modules and practical training are insufficient. Traditional teaching is still the main form. Teachers do not form a mature, and practical teaching mode with strong maneuverability in the course teaching. The practical ability of Chinese international education graduate students cultivated by such training methods is far from meeting the actual needs of China’s current Chinese international promotion, and does not reach the original intention of setting up professional degree graduate students in the country. Second, the supervision of the practice link is weak. Many colleges and universities do not have corresponding policy documents to carry on the system guarantee for the management of the postgraduate practice link of Chinese international education. The volunteers selected by Office of Chinese Language Council International are mainly managed by Office of Chinese Language Council International during their overseas internships. But for graduate students who are self-interne, it is difficult to establish an effective connection between universities and internship units due to the fact that the internship units are more dispersed. The management is basically formal and practical effects cannot be guaranteed.

2.2 Unbalanced Proportion of Teaching Staff

The training of practical ability of professional degree postgraduates majoring in Chinese international education should not only focus on the practice effect during the school, but also should consider the vocational adaptability and long-term development of graduate students. In order to be able to better engage in teaching or

management in the field of Chinese international education in the future, graduate students not only need a solid theoretical foundation, but also have a strong interest and deep feelings for the Chinese international education, and have a strong responsibility and mission for the Chinese overseas communication, a sufficient understanding and control of professional skills, and a strong adaptability to the future work environment. Therefore, in the process of cultivating professional degree graduate students majoring in Chinese international education, not only academic mentors with strong theoretical literacy are required to lay a good theoretical foundation for students, but also practical instructors with rich experience are as the career guide for students, so that students fully understand the current situation and prospects, difficulties and achievements of Chinese overseas communication. However, at present, it is very common for colleges and universities to measure teachers only focusing on research ability. The proportion of academic and practical tutors in the Chinese international education professional tutors is seriously out of balance. With the continuous expansion of the training scale of professional degree graduates in China, the number of enrolled students has increased year by year, and the pressure on the construction of tutor team has intensified. Therefore, how to effectively introduce and cultivate more excellent practical instructors is a key issue in the construction of full-time Chinese international education professional teachers, and an important factor restricting the cultivation of graduate students' practical ability.

2.3 Inadequate Practice Base

Professional internship is an important link in the transformation of theoretical knowledge into practical ability for professional degree postgraduates majoring in Chinese international education. The practice base is an important carrier for professional practice. It is not only a place of practice but also a place of teaching. The teaching object of the professional practice of The teaching object of the professional practice of professional degree postgraduates majoring in Chinese international education is the foreign learner who are not native speakers of Chinese. This professional feature determines the difficulty in the construction of the practice base of the major. At present, some universities with Chinese international education majors have not recruited international students, and some universities have a limited number of international students, which cannot meet the needs of postgraduate professional internships. Overseas internship is the most ideal way to practice Chinese international education. At present, Chinese Teacher Volunteer Program of Office of Chinese Language Council International is the only official way for overseas practice of Chinese international education. However, due to restrictions on selection conditions, only some graduate students can have the opportunity to practice abroad through the Volunteer Program of Office of Chinese Language Council International every year. Therefore, the active expansion of overseas practice bases has become an important way to ensure the internship effect of postgraduate majoring in Chinese international education. However, due to insufficient funds, limited channels, and blocked international exchanges and other reasons, the construction of overseas practice bases in many universities is very difficult.

III. Countermeasures to Improve the Practical Ability of Full-Time Professional Degree Postgraduates Majoring in Chinese International Education

3.1 The Active Selection of Excellent Students

The quality of students is an important factor influencing the cultivation of practical ability of full-time professional degree postgraduates majoring in Chinese international education. To put a good supervision to the source, it is necessary to establish a long-term mechanism for selecting excellent students in the admissions process. First, the professional background of students needs be investigated. Although the country does not have a professional background for the registration qualification of Master Chinese International Education, considering the continuity and integrity of the knowledge system in the actual training process, candidates in the enrollment process should be selected from the same major or similar majors. Second, the overall quality of students should be investigated. In the retesting session, the students' comprehensive quality and professional potential are examined through the students' teaching skills, oral English, Chinese talents and other tests. Candidates with good comprehensive quality will gradually become excellent Chinese teachers after training of Chinese international education.

3.2 Optimizing the Practical Curriculum System

Course teaching is the theoretical source of the practical ability of graduate students majoring in Chinese international education, and also the main way to achieve the goal of talent training. According to the goal of training graduate students majoring in Chinese international education, the curriculum of Chinese international education should emphasize practical courses and clarify career orientation. First, training programs are scientifically developed. The formulation of training programs needs to actively invite industry experts, and combine the practical problems of Chinese international education with the basic theories. Second, the content of the course should be set up reasonably. According to the knowledge structure of the industry's talent demand, the course content is set up reasonably, the proportion of the practice of the course is increased, the proportion and

intensity of the training course are increased, and the practical ability of the students is emphasized. Finally, the reform of teaching methods is actively promoted. The traditional teaching mode is changed, and student participation is enhanced. The teaching effect is effectively improved by establishing the practice teaching database and effectively transforming the theoretical knowledge into the practice ability through the case teaching, the simulation training and other methods.

3.3 Establishing an Off-Campus Collaborative Training Mechanism

Colleges and universities often lack mentors with high academic level and rich practical experience. The formation of a team of instructors with high academic level, obvious professional background and rich practical experience is not only beneficial to the professional knowledge of graduate students, but also a necessary condition for the cultivation of graduate students' practical ability. Therefore, it is necessary to strengthen the construction of a "double-type" tutor team for Chinese international education majors and establish a collaborative training mechanism within and outside the school. First of all, teachers who have higher academic level and rich teaching experience are selected as in-school tutors. At the same time, industry experts with rich practical experience are selected as external tutors. They jointly participate in the training of graduate students majoring in international education. Secondly, the "double-type" tutor team is actively cultivated. The overseas training of the instructors in the school is intensified. The in-school tutors are selected to conduct practical overseas teaching in batches. The practical experience of the instructors in the school is raised, their understanding of Chinese overseas teaching is deepened, and the latest industry situation is understood. Through theoretical study and academic lectures, the training of outside tutors is strengthened and their theoretical accomplishment and academic level are improved. Finally, the communication between the school's external and external tutors is strengthened. Through the internship briefings, teaching seminars and other forms to increase the opportunities for internal and external tutors to communicate, and jointly discuss the problems and improvement measures in the postgraduate training process, and form a joint talent training.

IV. Strict Professional Degree Thesis Standard

As a major integration of graduate professional knowledge and a concentrated embodiment of professional skills, specialized degree thesis is a direct reflection of the quality of postgraduate training in Chinese international education majors. Strict professional degree thesis standard means the topic of the thesis should be closely combined with the practice of international Chinese education and have a certain application value, good at finding problems and solving problems, so that the real questions can be done. The integration system of practice papers should be established and improved. The theoretical summary of the personal experience of graduate students engaged in Chinese international teaching in overseas, or the thought and research of Chinese teaching in the classroom of domestic international students, the investigation and experience of the specific problems of Chinese international education are embodied in the degree thesis, in order to enhance the application value of the degree thesis. In order to ensure the quality of the thesis, the whole process of thesis writing should be managed, and the topic selection, review, pre-answer and formal defense of the professional degree thesis are strictly supervised.

V. Strengthening the Management of Professional Practice

Effective management of professional internships for full-time professional degree postgraduates majoring in Chinese international education must be controlled at all stages. First, the system construction should be strengthened. Starting from the system construction, the university introduces the system document of the practice management of the full-time professional degree postgraduates majoring in Chinese international education, formulates the standard and puts forward the request to the relevant link of the practice ability training, and defines the responsibility right of the graduate training unit of universities, the management department, the tutor, the graduate student and the internship unit. Second, the practice training should be intensified. Experts are invited to carry out pre-internship training in the form of special lectures, including teaching skills, communicative skills, classroom organization ability, activity planning ability, cross-cultural communicative competence, Chinese international promotion ability and so on. Through training, not only can the pass rate of graduate students in the selection of volunteers in Office of Chinese Language Council International be enhanced, but also the actual effect of graduate students in the course of internships be improved. Third, the tutor supervision system should be implemented. During the postgraduate internship of Chinese international education the internship unit will be equipped with off-campus instructors. But because the teaching objects of Chinese international education are foreigners, or postgraduates are the lack of practical teaching experience, the guidance of tutors will help them to effectively alleviate the related problems of cross-cultural adaptation and classroom teaching in the early stage of practice. The instructor strengthens the supervision during the internship process, urges the graduate students to formulate scientific and reasonable teaching internship plans and the program, and the graduate students submit the teaching plans in time, fill in the practical teaching manuals, and summarize and

reflect on the teaching contents in a timely manner. A network platform is established to strengthen communication between tutors and students and among students. Through the supervision of the graduate internship, the tutor realizes the full participation of the graduate internship, which not only can make an objective and accurate evaluation of the graduate students' internship, but also can summarize and generalize the problems that the graduate students meet during the internship and apply them to the teaching link in the future. Fourth, the internship evaluation system should be improved. Establishing a scientific and perfect internship evaluation system and conducting a reasonable and accurate evaluation of the postgraduate internship is not only a summary of the postgraduate internship, but also an important test of the quality of the personnel training. The postgraduate provides internship programs, internship reports, teaching plans, instructional videos and other materials. The instructors in the Internship unit, teaching objects, mentors, training units and graduate students themselves carry out a comprehensive evaluation of the effect of graduate practice. Outstanding interns are praised through the practice of debriefing, excellent intern selection and other ways.

Cui Han. "Research on Problems and Countermeasures of Training Practical Ability of Full-Time Graduate Students of Chinese International Education". IOSR Journal of Research & Method in Education (IOSR-JRME) , vol. 9, no. 4, 2019, pp. 80-84.