

Current Situation and Countermeasures of Teaching Chinese as a Foreign Language

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Abstract: Chinese is increasingly popular, and the scale of teaching Chinese as a foreign language gradually expands, which provides an opportunity for the development of teaching Chinese as a foreign language. At the same time, there also exists some problems to be solved, such as uneven quality of teachers, the contradiction of HSK examination and the lack of pertinence in the formulation of teaching materials. Based on the current situation and development trend of teaching Chinese as a foreign language, this work found out the shortcomings and problems of teaching Chinese as a foreign language at the present stage, and actively explored effective ways and methods to solve these problems.

1. Introduction

With the gradual enhancement of China's comprehensive national strength and the continuous improvement of the international status, the ancient civilization with a profound history has attracted more and more foreigners. They have a strong interest in Chinese and have a high enthusiasm for learning Chinese. Chinese is increasingly popular, and the trend of learning Chinese is irresistible [1]. The position of Chinese in the world is becoming more and more important. Many colleges and universities in China recruit foreign students, and the scale is getting larger, which has become an opportunity for the development of teaching Chinese as a foreign language, but it is also a major challenge to the development of teaching Chinese as a foreign language in China [2-3]. At the present stage, many internal problems are emerging while the teaching Chinese as a foreign language is ostensibly prosperous, therefore, improving the quality of teaching Chinese as a foreign language is urgent.

2. The Current Situation of Teaching Chinese as a Foreign Language

After decades of efforts, research and exploration, the work of teaching Chinese as a foreign language has achieved remarkable achievements based on the promotion of the state, which has attracted worldwide attention. Specifically, it has made the following achievements: First, teaching Chinese as a foreign language makes a deep analysis and research on the characteristics and difficulties of learning Chinese for foreigners, and researches on the Chinese teaching from a new perspective, which makes remarkable effect of studying Chinese noumenon; Second, an increasingly perfect teaching system is established which increases the proportion of formal education, and the past system mainly based on Chinese preparatory education and short-term language training has been changed [4]; Third, the team of professors and experts with professional skills, strong scientific research ability and outstanding achievements of teaching Chinese as a foreign language has gradually formed; Fourth, in the classroom, teachers of Chinese as a foreign language can use a variety of teaching methods, use advanced teaching theories as guidance, fully realize the individual differences and cultural background differences of the teaching objects, and take correct methods to carry out the teaching work smoothly [5]. Foreign students continuously take HSK examination and go to Confucius Institute abroad due to their enthusiasm for Chinese.

3. Problems Existing in the Teaching Chinese as a Foreign Language

3.1 Contradiction between HSK and curriculum teaching

HSK is a national test to examine the Chinese proficiency, and the object of this test is someone whose mother tongue is not Chinese. It is fair, objective and authoritative. It can prove the Chinese proficiency of people whose mother tongue is not Chinese, and it is also an authoritative certificate for foreign students to look for a job [6]. Therefore, Chinese learning classes and HSK tutoring classes are emerging, and some teaching institutions even appear the phenomenon of "teaching for HSK". This approach obviously violates the law of education, neglects the essence of teaching, and enters the strange circle of examination-oriented education. This guiding role forces foreign students to learn for the examination, and makes Chinese learning become boring. As time passes, learning Chinese is no longer enjoyable, and their Chinese ability can not be improved. This situation is really worrying.

3.2 Loosen classroom management caused by too much industrialization

At present, the industrialization of teaching Chinese as a foreign language is becoming more and more intense, and many local governments fully support it. One of the important measures for the development of local economy is the industrialization of teaching Chinese as a foreign language and the vigorous development of studying abroad, so that the number of volunteers of teaching Chinese as a foreign language is increasing. Colleges and universities with good hardware conditions are encouraged to set up Confucius Institutes abroad [7]. To a certain extent, this measure has played an important role in promoting the development of teaching Chinese as a foreign language, but the problem of emphasizing benefits and neglecting systematic research still exists in teaching. Many colleges and universities expand the source of foreign students, increase the investment in teaching Chinese as a foreign language, strengthen teacher training, improve teaching quality and carry out the hardware construction in order to strengthen their strength. In fact, they consider from the aspect of economic interests. Some colleges and universities lack enough understanding of teaching Chinese as a foreign language and even compete unfairly for students. The consequence is the loosen classroom management caused by the industrialization of teaching Chinese as a foreign language, and it will also have a negative impact on the development of teaching Chinese as a foreign language.

3.3 Insufficient pertinence of teaching materials

At present, the Practical Chinese Textbook, Intermediate Chinese Course and Bridge - Practical Chinese Course are the teaching materials mostly used in foreign teaching of colleges and universities. However, most of the published teaching materials are uneven. Most of them simply repeat some classical teaching materials without renewing teaching theory and innovating teaching methods and means. For example, the 1981 edition of *Practical Chinese Textbooks*, which has been used for 30 years, is still used in some colleges and universities. In addition, some teaching materials lack knowledge and interest, which can not meet the needs of teaching Chinese as a foreign language. Some relevant experts also point out the limitations of the existing teaching materials for teaching Chinese as a foreign language in China [8]. For example, Professor Zhao Jinming believes that the teaching materials of teaching Chinese as a foreign language involve less cultural background, emotion and living habits.

3.4 Poor professional skill of teachers

With the promulgation of the *Measures for Using Chinese as Cognizance of Foreign Language Teaching Ability*, the scale of professors teaching Chinese as a foreign language is getting increasingly larger. It is true that teachers are an important aspect that affects the quality of teaching. Therefore, the lack of qualified teachers will seriously affect the healthy development of teaching Chinese as a foreign language education. People often think that Chinese can teach foreigners, and they can become Chinese teachers. In fact, it is not easy to teach Chinese as a foreign language [9]. At present, there are some teachers who are engaged in teaching Chinese as a foreign language in

colleges and universities are not professional, that is, they are not graduated from the major of teaching Chinese as a foreign language, but from the major of English and literature, therefore, the teaching ability is uneven. The situation in some training institutions is even worse, for example, some teachers even do not have the teacher qualification certificate. Some institutions only pursue economic benefits, which makes the quality of teaching Chinese as a foreign language uneven, and the situation of teaching Chinese as a foreign language presents a certain degree of confusion. Therefore, strengthening the construction of teachers is an urgent task to be solved.

4. Countermeasures for Optimizing Teaching Chinese as a Foreign Language

4.1 Combining HSK examination with normal teaching

Although HSK, as a test of foreigners' Chinese proficiency, is recognized by professionals because of its objectivity and fairness, it is not perfect. The curriculum of teaching Chinese as a foreign language should be guided by its educational theory and follow the teaching law instead of setting up entirely for the purpose of HSK examination. The purpose of teaching language is to let students communicate and use Chinese to better understand China instead of studying simply for the the examination. Therefore, those related to the teaching Chinese as a foreign language should correct the relationship, understand the logical relationship between the HSK examination and the teaching from a scientific point of view. The goal of teaching is to improve students' practical ability of using Chinese, including listening, speaking, reading, writing and translation, so the curriculum should be guided by this goal, and the teaching should also be carried out around this goal. On the other hand, the teaching of Chinese as a foreign language can not be completely separated from the HSK examination, and the teaching effect should be tested through examination, therefore, teachers of Chinese as a foreign language should explore how to combine HSK examination with normal teaching.

4.2 Improving the quality of classroom teaching

The quality of classroom teaching is the most important part of teaching work. Teachers should formulate clear teaching objectives, delve into teaching materials and teaching methods, conscientiously prepare for classes, give full play to their leading role in classroom teaching, and carry out teaching in a targeted manner. Teachers should devote themselves to teaching, carefully organize the teaching process and create a warm and lively classroom atmosphere, so that students are willing to participate in class and truly become the master of the classroom. The arrangement of teaching activities is very important and directly determines the success or failure of a class to a certain extent [10]. Teachers should not only arrange classes according to the content of knowledge and teaching objectives, but also take into account the interest of teaching activities and improve students' enthusiasm for participation, so as to get a good teaching effect. After-class teaching feedback is also very important. Teachers can find problems in time, adjust the teaching progress and strengthen the training of contents that students are difficult to understand until they fully master through reviewing students' homework.

4.3 Compiling teaching materials with high quality

Different countries, different learning needs and different learning strategies will make learners choose different teaching materials. Therefore, the teaching materials should cover a wide range of varieties and be comprehensive. Compiling high-quality teaching materials for Chinese as a foreign language needs constantly innovating and making breakthroughs. On the one hand, the old ideas and concepts should be abandoned to keep pace with the times, the Chinese teaching theory should be taken as the guide, and the teaching goal of Chinese as a foreign language should be taken as the basis. On the other hand, studying the development direction of Chinese as a foreign language textbook should pay attention to the knowledge and interest of the teaching material from the following three aspects [11]: First, the concept should be renewed to keep pace with the times and to absorb the foreign language teaching method and the latest achievements in the theoretical study

of language acquisition. Second, the current teaching materials should be investigated and evaluated of scientifically and critically. Third, in addition to doing investigation and research, experimental research should also be carried out to master all kinds of data needed to compile teaching materials, which can provide reference for the compilation of teaching materials.

4.4 Improving the teachers' ability of teaching Chinese as a foreign language

Lacking of qualified teachers of Chinese as a foreign language will seriously affect the healthy development of the education course of Chinese as a foreign language, and the ability improvement of teachers has become an important problem. It is necessary to insist on constantly improving the quality of teachers in order to develop the cause of teaching Chinese as a foreign language, which can be carried out from the following aspects: First, exchanges with foreign countries should be strengthened, such as sending excellent teachers to study and exchange abroad every year to improve their foreign language teaching skills, cross-cultural understanding and communication skills, as well as scientific research ability. Second, the way of teaching Chinese as a foreign language should be studied from increasing more qualitative research based on quantitative research, so as to make the research methods more diversified and scientific. Third, teachers should be encouraged to improve themselves in terms of academic qualifications and to engage in high-level scientific theoretical research in the process of teaching.

5. Summary

With the continuous development of the international promotion of Chinese, Chinese culture is favored by more and more foreigners. Its own characteristics determine that the promotion path of teaching Chinese as a foreign language is not smooth, and it needs more scientific and reasonable subject theory, teaching mode, teaching methods and strategies. Faced with the present situation of teaching Chinese as a foreign language and studying the effective countermeasures for optimizing the teaching of Chinese as a foreign language help establish a clear subject consciousness, make efforts to the construction of the subject of teaching Chinese as a foreign language and speed up the expansion of international Chinese.

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