

Research on the Ability-oriented Teaching Mode of Chinese as a Foreign Language Specialty

Zengzhi Wang

Xi'an Peihua University, Xi'an, Shaanxi, China, 710125, China

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Abstract: With the deepening of the transformation of colleges and universities, the exploration of teaching mode is beneficial to the reform and development of Chinese as a foreign language major. It is beneficial to improve the employability of students to construct the ability oriented teaching mode of Chinese as a foreign language major and improve the teaching quality of Chinese as a foreign language major. This paper first analyzes the knowledge and ability of Chinese as a foreign language major, and then expounds the necessity and importance of constructing the oriented teaching mode of Chinese as a foreign language specialty, and analyzes the present situation and existing problems of teaching Chinese as a foreign language major. Finally, this paper tries to explore the construction path of the oriented teaching mode of Chinese as a foreign language major.

1. Introduction

With the continuous improvement of China's economic strength, the status of our country in the international community has been continuously improved, and our foreign exchanges have gradually increased, and the international promotion of Chinese has risen to the height of national strategy in recent years. The major of Chinese as a foreign language has developed rapidly in recent years. The specialty of Chinese as a foreign language has made a lot of development, and the importance of teaching Chinese as a foreign language in the international community is increasing day by day. With the development of Chinese as a foreign language specialty, the teaching mode of Chinese as a foreign language is constantly reformed, and the reform of the teaching mode of Chinese as a foreign language is worth further research. How to run Chinese as a foreign language major and cultivate the talents needed by the society are the contents that need further thinking and research. This paper mainly studies the teaching mode of the ability-oriented teaching of Chinese as a foreign language (TCFL).

2. Knowledge and ability of Chinese as a foreign language specialty

The specialty of Chinese as a foreign language (TCFL) is to train senior talents of practical language teaching in the relevant departments at home and abroad, schools, press and publication, cultural management and institutions engaged in teaching Chinese as a foreign language, as well as the work related to cultural exchange between China and foreign countries. Graduates majoring in Chinese as a foreign language need to acquire the following knowledge and abilities: mastering the basic theories and basic knowledge of the subject of Chinese language and literature, having a certain understanding of the relevant social sciences, humanities and natural sciences; Mastering the basic theory and method of teaching Chinese as a foreign language can carry on the classroom and teaching, have the corresponding ability of social investigation and research, certain creative thinking ability and the ability of preliminary scientific research; Having comprehensive ability of listening, speaking, reading, writing and translating in English; understanding the relevant principles, policies and regulations of foreign communication, having certain ability of foreign affairs activities; understanding the frontier of theory, application prospect and development trend of the subject; Students are required to take the Putonghua proficiency Test. The minimum Putonghua level is Grade 2 A. of Chinese as a foreign language (TCFL) is to train senior talents of

practical language teaching in the relevant departments at home and abroad, schools, press and publication, cultural management and institutions engaged in teaching Chinese as a foreign language, as well as the work related to cultural exchange between China and foreign countries. Graduates majoring in Chinese as a foreign language need to acquire the following knowledge and abilities: mastering the basic theories and basic knowledge of the subject of Chinese language and literature, having a certain understanding of the relevant social sciences, humanities and natural sciences; Mastering the basic theory and method of teaching Chinese as a foreign language can carry on the classroom and teaching, have the corresponding ability of social investigation and research, certain creative thinking ability and the ability of preliminary scientific research; Having comprehensive ability of listening, speaking, reading, writing and translating in English; understanding the relevant principles, policies and regulations of foreign communication, having certain ability of foreign affairs activities; understanding the frontier of theory, application prospect and development trend of the subject; Students are required to take the Putonghua proficiency Test. The minimum Putonghua level is Grade 2 A.

3. The necessity and importance of constructing an ability-oriented teaching model for Chinese as a foreign language specialty

Under the new situation of international Chinese education and the diversified needs of learners, the major of TCFL needs to strengthen adaptive reform, enhance the quality of TCFL professionals, and establish a capability-oriented teaching model. It is necessary and important to improve the characteristics and advantages of Chinese as a foreign language, to innovate the mode of talent training, to improve the knowledge and ability of students majoring in Chinese as a foreign language, and to achieve the goal of cultivating Chinese as a foreign language.

4. The current situation of teaching and its existing problems of Chinese as a foreign language

With the increasing of China's comprehensive national strength and the upsurge of learning Chinese, the major of Chinese as a foreign language obtains the opportunity to develop. However, with the rapid development of Chinese international education, Chinese learners have diversified trends in group, target and environment. Among them, the problems of teachers, textbooks and teaching methods have become the most concerned issues, which are related to the health of Chinese international education. Along with the upsurge of the study of Chinese as a foreign language major, there are still some bottlenecks in the teaching of Chinese as a foreign language major and in the aspects of curriculum design, teaching practice, employment "export" and so on. Compared with the basic theory, the teaching circles of Chinese as a foreign language pay less attention to practical teaching and put less effort into it.

5. The paths to construct the oriented-teaching mode of Chinese as a foreign language specialty

The major of Chinese as a foreign language needs to make full use of the new mechanism and new teaching mode, pay attention to the cultivation of language ability of teachers majoring in Chinese as a foreign language, optimize the practical teaching system of the specialty of Chinese as a foreign language, and strengthen the construction of overseas communication platform for the specialty of Chinese as a foreign language. We should attach great importance to the innovation and activity design of Chinese as a foreign language specialty, improve the quality of teaching Chinese as a foreign language, make a brand with quality, seek professional development with special features, create a high level specialty, and train more excellent talents of Chinese as a foreign language for the society.

5.1 To pay attention to the cultivation of language ability of teachers majoring in Chinese as a foreign language

According to the goal of cultivating Chinese as a foreign language major, it is necessary to pay attention to the cultivation of language ability of students majoring in Chinese as a foreign language, and the cultivation of language ability of students majoring in Chinese as a foreign language is inseparable from the language ability of excellent teachers of Chinese as a foreign language. The composition of language competence of teachers majoring in Chinese as a foreign language includes language communication ability, language judgment ability, language analysis ability and language research ability, seen for details in Table 4-1:

Table 1 The composition of language competence of teachers majoring in Chinese as a foreign language

Language competence constitution	Main contents
Communicative competence	The ability to use Putonghua skillfully; The ability to reduce the difficulty of vocabulary and grammar, to communicate with foreign students normally; The ability to be able to properly use non-verbal means of communication to assist teaching.
Language judgment ability	According to syllabus, textbooks and texts, the ability to judge the focus of language; the ability to judge students' Chinese level through language exchange; and the ability to judge students' phonological, lexical and grammatical errors.
Language analysis ability	The ability to analyze the causes of students' phonological, lexical and grammatical errors; the ability to correct these errors; the ability to discriminate synonyms and synonyms; and the ability to analyze the meaning of words by morpheme.
Language research ability	The ability to generalize language laws according to linguistic phenomena; the ability to cite linguistic phenomena according to language laws or language formats.

5.2 Optimizing the practical teaching system of Chinese as a foreign language

The acquisition of knowledge can depend on books, while the cultivation of ability can only be achieved by practical activities. Teaching Chinese as a foreign language is a practical subject, involving many fields such as linguistics, pedagogy, psychology, culture, etc. Practical teaching is irreplaceable in the cultivation of talents. In order to further promote the professional development of Chinese as a foreign language and train the professionals needed by the society, we must change our ideas, actively carry out educational reform, strengthen the construction of practice system in teaching, and give full play to the comprehensive educational function of practice. We should constantly improve the ability structure of students majoring in Chinese as a foreign language, strengthen the social practice of students majoring in Chinese as a foreign language, through language survey practice, practice of overseas exchange, practice of communication among foreign students, practice of teaching Chinese as a foreign language, and practice of placement on the job.

5.3 Strengthening the construction of overseas exchange platform for the specialty of Chinese as a foreign language

Chinese as a foreign language major needs to extend the classroom to the society. It is the premise and foundation of teaching Chinese as a foreign language to communicate with foreign students deeply in culture and thought, and to understand their daily life. In teaching Chinese as a foreign language, we must pay attention to the cultivation of students' language application ability, especially their communicative competence. Therefore, it is necessary to strengthen the

construction of the overseas communication platform for the students majoring in Chinese as a foreign language, to actively promote the establishment of a one-to-one mutual aid relationship between the students majoring in Chinese as a foreign language and the students studying abroad, and to guide them to carry out cultural exchanges.

5.4 Attaching importance to classroom innovation and activity design of Chinese as a foreign language specialty

The teaching quality optimizes the course system of teaching Chinese as a foreign language and improves the students' practical ability, and the communicative competence can better arouse their enthusiasm and initiative in learning. The design of interactive classroom teaching activities is directly related to the teaching effect of teachers majoring in Chinese as a foreign language and the learning effect of students. In order to cultivate professional ability, the specialty of Chinese as a foreign language (TCFL) should pay attention to the innovation and activity design of TCFL class, apply the theory of multiple intelligences in teaching Chinese as a foreign language, give full play to students' various intelligence advantages, and realize listening, speaking and reading. The optimization of writing class teaching and extracurricular teaching process. In order to fully mobilize students' initiative, enthusiasm and participation in the process of learning, they are comprehensively applied to multi-element teaching methods such as students' autonomous teaching, case teaching method, project introduction method, situational simulation method, problem-oriented method, etc. Students are encouraged to participate in the class. We should constantly reform the classroom teaching methods, pay attention to the teaching of lexical and sentence groups, create a whole language environment, and use some special classroom teaching techniques to improve the effectiveness of the teaching of Chinese as a foreign language.

5.5 Using distance Education Technology to improve teaching level of Chinese as a foreign language

The application of various computer technology and communication technology makes the teaching of Chinese as a foreign language more and more convenient in the age of information technology, and it also expands the learning channels of students and causes the reform of teaching Chinese as a foreign language. In the reform of Chinese as a foreign language major, it is necessary to innovate the teaching model, reform the teaching organization, raise the level of teaching Chinese as a foreign language to a new level by means of modern educational technology, and integrate modern educational technology into teaching Chinese as a foreign language. It can not only build an ideal teaching environment for teaching Chinese as a foreign language and promote the development of teaching Chinese as a foreign language, but also help learners improve their understanding, understanding and language use of Chinese as a foreign language.

6. Conclusion

In a word, the demand for Chinese talents as a foreign language is exuberant in the new period, but the quality of training Chinese as a foreign language major is higher, so the reform of teaching Chinese as a foreign language specialty is imminent. The major of Chinese as a foreign language needs to strengthen the innovation of teaching thought, pay attention to the cultivation of students' professional ability, reform the classroom model, reform the teaching method and improve the effectiveness of the classroom, so as to promote the goal of talent training for the major of Chinese as a foreign language.

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