

Chinese Foreign Language Education from the Perspective of Comparative Education

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Abstract. This article analyzes the foreign language education achievements, and reflects the problems of foreign language education in our country from the perspective of comparative education. The article also further proposes that our foreign language education in China should draw lessons from the advanced experience of other countries, and we can establish foreign language education policy conforming to China's economic and social development according to the specific conditions in China, for example, carrying out multilingual teaching on the basis of geographical, economic development characteristics in different regions; Paying attention to the cultivation of students' language practice ability; Strengthening the faculty building of foreign language teachers.

1. Introduction

Comparative education is to find out the problems in education by comparing the educational systems and modes of different countries, ethnic groups and regions, summarize the experience of other countries by comparative methods, draw on the advanced educational concepts of other countries, and apply these experiences to the educational practices of our own countries. The research scope of comparative education is "the theory and practice of contemporary foreign education".^[1] China's education is also in a period of vigorous development. Comparative education plays a very important role in China's current educational research, and it is necessary for us to learn from other countries' comparative education research results. Comparative education is characterized by international, interdisciplinary, comparability and practicality. The research results of comparative education in other countries can be used for reference in China. It is necessary to analyze and study the educational systems of different countries and draw on their good experience to serve China's educational reform.^[2]

2. Diversified Language Selection

Australia is the first English-speaking country in the world to develop and implement a multilingual policy. In 1987, Australia enacted a National Policy on Languages, or NPL. This is a formal and comprehensive national language policy issued by the federal government, which is the first official language policy in the history of Australia and ends the history of single language^[3]. Although schools in Australia do things differently, they have some similarities in education. The foreign language course that elementary school opens does not serve as exam course, and different language courses are set in the middle school, such as, German, French, Spanish, Italian as well as a few Asian languages. Nowadays, the world is a diversified one, and countries are carrying out close exchanges, so language as a tool of communication is very important. Australia's positive language policy paves the way for foreign language education to move in a positive direction. Primary and secondary schools in our country generally only offer courses in a single language. Students cannot choose other languages according to their own tastes, but this is also related to the lack of multilingual teachers in our country. The United States has also made active and effective policies in foreign language education. In 1999, a few other main languages were added again, according to

the statistics, the foreign languages that American middle and primary school offers amounts to 138 kinds. ^[4] The government provides special funds for the foreign language education of each state every year, which shows that the diversification of foreign language education has become a remarkable feature of foreign language teaching in various countries.

China's foreign language education should also strive to develop in a diversified direction. Professor Lu ZiWen, a member of the national English curriculum standards expert group, pointed out in his article "the enlightenment of the national security objectives of the foreign language policy of the United States on China" that "at present, the foreign language languages that Chinese foreign language talents can use are far from meeting the needs of China's social development, diplomacy and international communication".

At present, foreign language education in China is only limited to a few languages, such as English, French, Japanese, Russian and German, which seriously hinders the development of education in other languages. In this way, foreign language education in China is difficult to adapt to the diversified demand for foreign language talents in the context of the development of global economy.

In order to promote closer cooperation and exchanges between countries, it is necessary for us to conduct foreign language education in some border areas of our country. In primary and secondary schools, almost none of the students will take foreign languages that are beneficial to the economic development of the region in order to cope with the college entrance examination. While in college, whether students pass cet-4 or cet-6 determines whether they get a bachelor's degree, so in just four years, students can put most of their energy on learning English and pass cet-4 or cet-6 and master's foreign language (English) examination. Therefore, we should focus on the reform of the existing foreign language education system, which should be based on the needs of regional development to set up specific language, not unified.

3. Skill training practice

In many western developed countries, foreign language teaching focuses on the cultivation of students' language use ability. The purpose of teaching is to enable students to better master the basic skills of foreign language (listening, speaking, reading and writing). In the FLL classroom, teachers try to use a foreign language, foreign language teaching materials. Teachers also design the teaching content according to the level of the students, use pictures, objects and multimedia as auxiliary means to create language environment actively for students, forming a variety of activities, such as, performing a play, making a scene dialogue and playing a game. As a result, the enthusiasm of the students to participate in activities is greatly increased. They always raise hand to express their own opinions or discuss problems with classmates and teachers.

However, Chinese foreign language classes ignore the idea that students are the main body. The teachers fill the classroom and take passing foreign language tests or grade tests as the teaching purpose. This is the reason why many Chinese students have dumb foreign languages nowadays.

Therefore, China's foreign language teaching must also pay attention to stimulate students' foreign language learning motivation and emphasize the cultivation of communicative competence. In the four basic skills of listening, speaking, reading and writing, emphasis should be placed on the cultivation of students' language skills rather than the exam-oriented education mode. We can take the following strategies: first of all, teaching methods should be diversified and multimedia tools should be made full use of. In the teaching of English poetry, some famous English poems video can be found on the Internet to enable students to appreciate video, such as *Stopping by Woods on a Snowy Evening*. Students can listen to the slow and beautiful music and appreciate the beautiful snowy scenery. Secondly, we try to cultivate students' consciousness of innovation. China's educational development aims at "facing the world, facing the future and facing modernization", which requires us to focus on cultivating students' innovation ability. It is also the fundamental meaning and value of modern education to cultivate students with innovative spirit. It is obviously inappropriate to take college entrance examination English test and college English test band 4 and band 6 as the only yardstick to measure students' English proficiency. If some testing mechanism

can be set for students' actual language use ability, it is mainly to enhance their innovative thinking ability, so that students' innovative thinking can keep up with the development of the times.

In addition, teachers should try to explore the creative factors contained in the textbooks and create situations by setting questions to give every student the opportunity to participate in. Teachers assign some practical tasks to students, so that they can constantly use language in the process of task completion. It enhances their confidence in language expression, makes them often reflect, constantly communicate, and improve their language skills in the process of mutual communication.

4. Normalization of teachers' training

Teachers are the main providers of foreign language knowledge and the main trainers of foreign language skills. The quality of teachers determines the quality of teaching to a large extent, and is also the key to foreign language teaching. In the United States, the government attaches great importance to the construction of foreign language teachers and regards the quality of teachers as the key to the realization of modern foreign language teaching concepts and foreign language reform.

Government adopted a series of measures, such as, it encourages teachers to participate in the training of foreign language teaching theory and practice courses, provides teachers all kinds of different forms of learning opportunities, makes requirements for the qualifications of foreign language teachers. In order to teach in primary and secondary schools in the United States, teachers not only need qualification certificate but also have a master's degree or a doctorate, and teachers also have to attend the pre-service and in-service training. The Australian federal government fully supports and encourages language learning in schools and has made great efforts to develop teacher training and refresher programs. For example, teachers in public schools can take part in language training programs during the holidays. For another example, Singapore also attaches great importance to teachers' participation in training. The ministry of education of Singapore has implemented the professional development off-job plan, so that more teachers can better participate in training.

In China, the majority of teachers in foreign language colleges and universities are engaged in the teaching and research of linguistics and literature. In the recruitment of teachers, we should try our best to expand the scope of disciplines and introduce a large number of multi-disciplinary talents.

5. Summary

In the world of globalized economic development, foreign language education is of vital importance. Attaching importance to foreign language education is related to the interests of our country. While absorbing the advanced educational experience of other countries, we should develop foreign language education with our own characteristics.

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