

Reflection and Exploration on Training of Professionals of Teaching Chinese to Speakers of Other Languages (TCSOL) in Application-oriented Colleges and Universities

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Abstract—This paper mainly discusses how to optimize students' knowledge structure and enhance their core competence through the training of professionals in Teaching Chinese to Speakers of Other Languages in local undergraduate universities by means of modular teaching under the guidance of national standards after the implementation of the National Standards for Teaching Quality of Undergraduate Majors in Colleges and Universities.

Keywords—*Teaching Chinese to Speakers of Other Languages (TCSOL); training program; development*

I. INTRODUCTION

Excellent persons in Teaching Chinese to Speakers of Other Languages should have strong Chinese expression and communication skills, and also should be the spokespersons and disseminators of excellent Chinese culture. At present, many comprehensive universities, language universities and normal universities in China have opened such major, but the results are not so satisfactory as it had been expected in terms of the current situation of talent training of this major. Graduates of this major are not strong in practice, and lack the ability to disseminate culture, and courses and employment cannot be matched. Based on the above points, we believe that application-oriented colleges and universities should re-examine the positioning of Teaching Chinese to Speakers of Other Languages, build a new talent training objective system, and highlight the characteristics and advantages, so as to cultivate new talents in line with social development.

II. MAJOR PROBLEMS IN TRAINING OF PROFESSIONALS OF TEACHING CHINESE TO SPEAKERS OF OTHER LANGUAGES

A. Training Objectives to Be Clarified

After the formulation of the 2018 training program for talents of undergraduate majors was started, Heihe University further clarified training objectives of Teaching

Chinese to Speakers of Other Languages from the perspective of the quality and quality of talent training. This is mainly based on the following considerations. The first is to enforce the National Standards for Teaching Quality of Undergraduate Majors in Colleges and Universities (hereinafter referred to as the "National Standard") and Catalogue and Professional Introduction of Undergraduate Majors in Colleges and Universities (2012) by the Ministry of Education. The second is to implement strategies of "strengthening the university with high teaching quality, excellent talents and characteristic specialties, and managing it by laws", optimize the process of undergraduate talent training, improve the quality of undergraduate talent training, and advance the overall goal of the construction of application-oriented, internationalized and local comprehensive universities. The third is to fully recognize the essential differences between it and research-oriented universities, higher vocational colleges, and colleges and universities in terms of professional training: research-oriented universities are more detailed in the division of major courses, and pay attention to theoretical teaching, which is conducive to students choosing the direction of postgraduate; higher vocational colleges more focus on cultivation of students' skills; as a local university, Heihe University should have its own professional characteristics.

B. Course Settings to Be Rationalized

A scientific and reasonable course setting is required to cultivate high-quality talents of Teaching Chinese to Speakers of Other Languages, which is both basis and prerequisite. Many colleges and universities in China have the following phenomena in Teaching Chinese to Speakers of Other Languages: more language and literature courses, few courses of intercultural communication and language teaching methods, the emphasis on accumulation of basic theoretical knowledge, and ignorance of cultivation of intercultural communication ability and Chinese teaching ability. Heihe University's talent training programs are mostly formulated with reference to other universities, and the specialty features are not obvious, which cannot fully meet the needs of regional economic and social development.

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The program has no obvious professional characteristics and cannot fully meet the needs of regional economic and social development.

C. Training Mode to Be Diversified

The major of Teaching Chinese to Speakers of Other Languages in Heihe University began to enroll students in 2011, and has made small adjustments to its talent training program twice. There is still a tendency of unitary talent training mode, which is mainly manifested as not paying enough attention to the development of students' personality and the improvement of their comprehensive quality, and the lack of systematic teaching philosophy to adapt to the needs of social development and highlight the characteristics of education.

D. Comprehensive Ability to Be Improved

Through the theoretical and practical study of language courses, cultural courses, educational courses and etiquette courses, students majoring in Teaching Chinese to Speakers of Other Languages should achieve the goals of consolidating professional foundation, improving professional skills, broadening knowledge, expanding comprehensive literacy, improving professional skills and enhancing adaptability. However, from the current practice and employment performance, students' comprehensive quality and ability need to be further improved.

III. DEVELOPMENT AND EXPLORATION OF MODULAR TALENT TRAINING FOR TEACHING CHINESE TO SPEAKERS OF OTHER LANGUAGES

A. Development Basis

In accordance with the requirements of Heihe University, extensive research has been conducted. The first is to solicit opinions and suggestions from teachers of Teaching Chinese to Speakers of Other Languages in the form of symposiums. The second is to ask internship unit and employer for their opinions and suggestions by paying a visit. The third is to take opinions and suggestions from graduates and undergraduates through questionnaire. On this basis, Heihe University analyzes the post and vocational groups of the major, clarifies its training objectives and specifications and training mode, determines the knowledge, ability and quality structure that graduates should possess, and accordingly

constructs the course system and practical teaching system of each major.

The revision of the talent training program mainly follows the guiding documents of National Standards for Teaching Quality of Undergraduate Majors in Colleges and Universities, Catalogue and Professional Introduction of Undergraduate Majors in Colleges and Universities (2012), Standards for International Chinese Language Teachers, Action Plan for the Revitalization of Teacher Education (2018-2022), Principle Opinions on the 2018 Training Program for Undergraduate Talents in Heihe University, etc.

B. Development Situation

1) *Orientation of training objectives*: Based on "National Standards" and professional certification standards, the University should take cultivating talents who rely on Heihe, serve Longjiang, face the public and highlight the application as the goal, handle the relationship between integrity and innovation, pay attention to the changes in the demand for social talents, and design and position the talent training objectives of Teaching Chinese to Speakers of Other Languages.

2) *Adjustment of class hours and credits*: "National Standard" has a clear requirement for the setting of professional class hours and credits, which means credits should reach 130-140, and class hours should reach 2200-2600. The University set the minimum total graduation credits to 139.5 and the total class hours to 2170 in accordance with the National Standard and University requirements. (See "Table I")

TABLE I. SETTING OF CLASS HOURS AND CREDITS OF 2017 EDITION AND 2018 EDITION

	2017 Edition	2018 Edition
Number of class hours	2434	2170
Number of credits	167	139.5

3) *Setting of course module*: It is shown in "Table II" and "Table III".

a) *Module of professional basic (compulsory) courses with reference to the National Standard and professional certification standard*: "Table II".

TABLE II. SETTING OF PROFESSIONAL BASIC COURSE OF 2017 EDITION AND 2018 EDITION

	Professional Basic (Compulsory) Courses	Class Hours	Proportion (%)	Credits	Proportion (%)
2017 Edition	Introduction to Linguistics, Modern Chinese, Ancient Chinese, Ancient Chinese Literature, Modern Chinese Literature, Contemporary Chinese Literature, Foreign Literature, General Theory of Chinese Culture, Basic Russian, Russian Listening and Speaking, Russian-Chinese Translation, Introduction to Second Language Acquisition, Introduction to Teaching Chinese as a Foreign Language, Methods of Teaching Chinese as a Foreign Language, and Writing	1110	45.60	54.5	32.63
2018 Edition	Introduction to Linguistics, Modern Chinese, Ancient Chinese, Ancient Chinese Literature, Modern and Contemporary Chinese Literature, Language Teaching Method, Introduction to Teaching Chinese to Speakers of Other Languages, and Chinese Writing	636	29.31	29.5	21.14

b) *Module of specialty-oriented courses to reflect the "differentiation" training requirements: "Table III"*

TABLE III. SETTING OF PROFESSIONAL DIRECTION COURSES OF 2018 EDITION

	Direction of International Communication of Chinese	Direction of Chinese Language Education
Specialty-limited courses	Introduction to Chinese Culture, Introduction to Foreign Culture, Introduction to Second Language Acquisition, Basic Russian, Russian-Chinese Translation, Intercultural Communication, Semantic Discrimination of Chinese as a Foreign Language, Introduction to Chinese and Russian Folk Culture, Chinese Talent Training, Document Retrieval and Paper Writing	Pedagogy, Psychology, Modern Educational Technology, Chinese Character and its Teaching, Pragmatics, Introduction to Chinese Classics, Study of New Period Novel, Folk Literature, Foreign Literature, Chinese Language Course and Teaching Theory, Language Classroom Teaching Skills Training, Teacher Language Training, Literature Retrieval and Paper Writing
Specialty-elective courses	Each direction has 10 courses and 6 courses can be selected by students. Among them, 3 courses can be selected in 5th and 6th semester respectively, totally in 192 class hours and 9 credits.	

IV. OUTSTANDING CHARACTERISTICS OF MODULAR TALENTS TRAINING OF TEACHING CHINESE TO SPEAKERS OF OTHER LANGUAGES

A. *Fewer But Better Modular of Specialized Compulsory Courses*

Specialized compulsory courses are the main courses to cultivate students' professional core knowledge, quality and ability. Heihe University mainly refers to the National Standards for Teaching Quality of Undergraduate Majors in Colleges and Universities and Catalogue and Professional Introduction of Undergraduate Majors in Colleges and Universities (2012) by the Ministry of Education, based on the goals of training applied talents, take the professional ability training as the core, and combine the professional characteristics to construct the professional core courses. In the 2018 talent training program, "Basic Russian", "Russian Listening and Speaking", "Foreign Literature", "Second Language Acquisition", "Russian-Chinese Translation", and "General Theory of Chinese Culture" were adjusted to the module of specialty-limited courses.

Moreover, the course of Introduction to Teaching Chinese to Speakers of Other Languages has been added. The course is designed to improve students' understanding of the major, make comprehensive analysis of training objectives and specifications, service orientation, vocational and post abilities, training modes and programs, course system, and practical teaching links, help students understand the professional training program comprehensively and thoroughly, and guide students to make good plans for their academic and professional development.

B. *Specialized and Elaborate Modular of Specialty-oriented Courses*

There are three main occupational directions for students majoring in Teaching Chinese to Speakers of Other Languages in domestic universities, namely, Chinese teacher for foreigner at home and abroad, secretary of foreign-related enterprises and management organizations, and Chinese teachers in primary and secondary schools in China. Based on the specific requirements of occupational posts and the University's actual situation, Heihe University set two major directions: international spread of Chinese and Chinese

language education. The direction of international spread of Chinese is set from the perspective of professional counterparts to cultivate talents competent for Chinese as a second language teaching and Chinese cultural communication. In terms of the setting of Chinese language education, the University mainly takes into account that students should not only master the theoretical knowledge of Chinese language, Chinese literature, foreign literature and Chinese and Western cultures, but also receive education and basic training in teaching skills, possess certain educational and teaching abilities, and be competent for Chinese language teaching in primary and secondary schools.

These two professional direction modules are established depending on the professional advantages and social and industrial needs, and taking career development as the goal. The class hours and credits of the two modules are the same. The selected courses in each professional direction form a logical extension and continuation relationship with the limited courses. The establishment of the module promotes the cross-integration of subject knowledge and enhances students' self-choice space. It can not only enhance students' professional theory level in all directions, but also strengthen students' professional practice ability, so that students have more diversified employment ability.

C. *Comprehensive and Elaborate Basic Course System*

1) *Theoretical course system:* The theoretical course system of Teaching Chinese to Speakers of Other Languages includes the basic courses of this subject and the professional courses related to this major. "National standard" requires that the professional knowledge should consist of: the field in Chinese language knowledge, Chinese literature knowledge, Chinese language and literature theory knowledge and other related knowledge fields. According to this requirement, we have determined the basic (core) course and some elective courses of Teaching Chinese to Speakers of Other Languages.

2) *Practical teaching system:* The practicality of Teaching Chinese to Speakers of Other Languages is mainly reflected in the following aspects: the first is that theoretical courses consist of some practical courses; the second is that professional probations and internships are arranged in the

sixth semester and the seventh semester respectively; the third is that thesis writing is arranged in the eighth semester; the fourth is that colleges organize students to participate in academic research activities, social survey activities, publication of academic papers or works, various competitions and entrepreneurial activities. The purpose of the above-mentioned practical teaching system is to combine the class practice, extracurricular practice, discipline competition, and the first class and the second class to establish a complete professional skill training chain.

3) *Comprehensive quality training system*: The comprehensive quality-oriented education of college students is a three-dimensional education system composed of multiple elements and this system is based on the scientific course setting. College students can arrange their own time and space in combination with the courses they have studied. At the same time, they can also have the time and energy to participate in club activities and various social practices and trainings, from which they can learn professional knowledge and improve professional skills, so as to achieve continuous improvement of personnel training. There are many specific training methods. For example, teachers use the combination points and entry points in the textbooks related to social responsibility in the classroom teaching to guide and help students to enhance their sense of social responsibility. Colleges can cultivate students' artistic quality and aesthetic judgment by offering art elective courses and special lectures; they can encourage students to participate in teacher research and develop students' creative enthusiasm; they can organize students to participate in competitions in innovative social practice to improve their innovation ability.

V. CONCLUSION

As a new and developing major, the Teaching Chinese to Speakers of Other Languages has paid attention to the study of personnel training mode, which is always an important and practical topic. This paper belongs to a case study and is the author's reflections and explorations on the talent training mode of Teaching Chinese to Speakers of Other Languages.

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