

Analysis on the Present Situation and Countermeasures of the Professional Cognition of Students Majoring in Teaching Chinese to Speakers of Other Languages Against the Background of Big Data*

Bing Han

School of Chinese Language and Literature
College of Humanities & Sciences of Northeast Normal University
Changchun, China

Abstract—This paper deeply analyzes the present situation and countermeasures of the professional cognition of students majoring in teaching Chinese to speakers of other languages under the background of big data, puts forward countermeasures and suggestions based on the survey results, including attaching importance to professional guidance, optimizing the allocation of teachers, improving curriculum setting, and strengthening social support. It is expected to provide reference for the cultivation of qualified students majoring in teaching Chinese to speakers of other languages.

Keywords—big data; students majoring in teaching Chinese to speakers of other languages; professional cognition; the present situation; countermeasures and suggestions

I. INTRODUCTION

With the advent of the era of big data, big data analysis has been applied more and more widely in the field of education. Based on the *Investigation Report on the Professional Cognition of Students Majoring in Teaching Chinese to Speakers of Other Languages* published by Hanyoutong International Chinese Teacher Training Center, the author carries out a questionnaire survey on the students through the anonymous form of the network platform. The respondents include 2265 students majoring in teaching Chinese to speakers of other languages from 62 universities and 26 provincial-level regions. This survey covers a wide area, so the data obtained are highly reliable. The author makes an in-depth study by using the method of data analysis and interview, hoping to improve the students' professional cognition and interest in professional learning, and to provide reference for the better development of professional education and the cultivation of professional

talents. As a teacher of this major, it is particularly important to discuss the professional cognition of students in the face of the requirements of the strategic deployment of Chinese language international promotion and the expansion of the major in various universities.

II. THE PRESENT SITUATION OF STUDENTS' PROFESSIONAL COGNITION

A. Lack of Professional Cognition

According to the survey results, when filling in the college entrance examination, students who know this major very well or relatively well account for 28.23%, those who have a preliminary understanding of this major account for 54.54%, and those who do not know 17.23%. Before choosing a major, students generally recognize it through teachers, parents, others or literal interpretation, to a certain extent, there are problems of professional interpretation errors or narrow sense of specialty. For this transitional period, there is a lack of targeted guidance inside and outside the school. Some students' professional cognition before or after the course study is still in the surface layer, and there is no comprehensive, clear and objective cognition for this major, which leads to the emergence of students' learning goal is not clear, learning attitude is not correct and so on.

B. Lack of Autonomy in Major Selection

In the category of "which of the following situations does the major or department you are studying fall under when you are admitted to the college entrance examination", 75.07% choose "be admitted according to their own volunteer"; The choice of "adjustment among different majors in the department" accounted for 15.94%; 8.99% of the students chose "adjustment between different majors other than those of the applied colleges and departments". The data shows that it is an active behaviour for students to apply for this major. However, in the interview, it is found

*Fund: This paper is a periodical research result of the following research subject: "the Construction and Practice of the Cultivating the International Chinese Teachers against the background of The Belt and Road", which is named by the Education Department of Jilin Province who focuses on the reform in higher education.

that many students think that the major is similar to the major of Chinese language and literature, and they can accept any major. If the adjusted students do not get better professional guidance and psychological guidance, most of them will have the idea of changing majors, which will affect students' professional cognition and learning enthusiasm.

C. Imbalance of Proportion of Male and Female Students

In the column of "gender composition of students", it is shown that among the 2265 students surveyed, female students account for 88.38% and male students only account for 11.62%, which indicates that female students are more willing to choose this major than male students. In the actual teaching process, female students are more careful, patient and have better classroom interaction with students. 92% of the male students did not initially apply for the major of the international education of Chinese language when asked whether they chose it voluntarily. It can be seen that most male students are not willing to enter the teaching profession, and few of them are willing to engage in international Chinese language education after graduation. The large difference between male and female ratio inevitably leads to the decrease of professional recognition from the gender perspective.

D. Dispersion of Students' Graduation Destination

According to the questionnaire survey, 62.69% of the students majoring in teaching Chinese to speakers of other languages chose to continue their graduate studies, 11.53% chose their counterparts and 13% chose to engage in related occupations. It can be seen that the students of this major are not satisfied with their bachelor's degree and hope to continue their further studies. Among those who chose to continue their studies, 40.2 % of them no longer chose their major, saying that the future of the major was not optimistic, that they were not interested in it, or that they were worried about employment. If students think that the major they study meets the needs of society and has good employment prospects, their professional identity will be enhanced, they will try their best to improve their professional knowledge and ability to actively cope with the test of society.

III. THE CAUSES OF THE PROBLEMS IN PROFESSIONAL COGNITION

With the increasing national strength and international influence of China, as well as the proposal of the Belt and Road Initiative, the employment prospect and professional recognition of the major have drawn more and more attention from all walks of life, but the actual development situation is not satisfactory. The author analyzes the causes of the problems in the professional cognition of undergraduates in this major, including the following contents.

A. The Employment Channels Are Not Smooth

The main reason that affects the professional development is the employment channel is not smooth. The first challenge for Chinese international education is "the

lack of skilled Chinese teachers" "on the one hand, the Confucius institute of overseas need to be trained Chinese teachers, on the other hand we cultivate Chinese teacher, only a few people have the opportunity to work abroad, it is a paradox. "Whether the job market is mature or not often directly affects the enrollment and the stability of students after enrollment. In recent years, most of the foreign students who come to China to study Chinese are concentrated in some key universities or in the institutions of teaching Chinese as a foreign language in large and medium-sized cities. The conditions for teachers of Chinese as a foreign language in these places are high and the number is small, which is beyond the reach of undergraduate graduates. Their job market should be abroad, but the current actual situation is that it is difficult for students to go abroad, not easy to stay abroad, and there is a lot of employment pressure when they return home. The general requirements of sending teachers are master's degree or above, undergraduate students have no opportunities. They can only serve as "volunteers of international Chinese language". The recruitment of Chinese volunteers is carried out by the Office of Chinese Language Council International and is assisted by the provincial related departments. At present, the cost of training and dispatching is solved by the state, but there are some problems in handling the relevant procedures. For example, the dispatching units of the recent undergraduate graduates can fill in the original school, if the former graduates want to teach abroad, They are asked to fill out the same dispatching unit, but some schools are not willing to bear this responsibility because the students do not study and cannot be assessed in the school, so these students are in a very awkward situation.

After going abroad to teach, volunteers can be reappointed for three years in principle. After three years, they need to apply for other projects, and the relevant procedures need to be re-processed. One of the obstacles for students to continue teaching abroad is that the channels for handling formalities are not smooth. In addition, even if volunteers have been teaching abroad for many years, they are not included in the length of service after returning home. From this point of view, there is little difference between long-term teaching and short-term teaching. It is not easy for Chinese people with traditional ideas to accept the lack of security.

Graduates who go abroad to teach Chinese as volunteers face the pressure of employment again after they return home. However, in the domestic labor market, it is difficult for them to find professional jobs. Graduates with a bachelor's degree in this major who want to engage in related work can choose to go to a training institution or volunteer as an international Chinese language volunteer. The latter option, as mentioned above, has many unsatisfactory factors, which make it difficult for students to make a choice in employment. If they are engaged in other occupations, there is no advantage in working experience abroad.

B. The Characteristics of the Curriculum Are Not Obvious

At present, there are more than 360 colleges and universities specializing in undergraduate education in China.

The professional courses offered by each school basically include: Chinese, such as modern Chinese, ancient Chinese, linguistics, etc.; foreign languages, such as foreign language reading, writing, listening and speaking, etc.; culture and literature, such as cultural introduction, ancient Chinese literature, Chinese modern and contemporary literature, foreign literature, etc.; educational and teaching theory and practice, such as teaching theory of Chinese as a foreign language, intercultural communication professional skills training, etc.; Chinese talent and arts, such as martial arts, national musical instruments, tea art, paper cutting, calligraphy and so on. These courses cover a wide range of courses, but make students become "miscellaneous" rather than "experts", so they are often questioned or even excluded when applying for Chinese teachers in primary and secondary schools in China.

C. The Level of Teachers Is Uneven

The level of teachers' teaching directly affects the quality of teaching. At present, most of the teachers of Chinese as a foreign language in colleges and universities come from masters or doctorates majoring in English or Chinese without a systematic or formal education in teaching Chinese as a second language. Although the education department of China is paying more and more attention to the cultivation and construction of Chinese teachers as a foreign language, many teachers of Chinese as a foreign language do not pay attention to self-improvement and passively complete teaching tasks, which is an urgent problem to be solved. Only when teachers have correct and positive teaching attitude and constantly improve themselves can they make greater progress in teaching career and provide positive influence for students' professional cognition.

IV. COUNTERMEASURES AND SUGGESTIONS

Against the background of international Chinese education strategy, the Chinese learning market is becoming larger and larger, and more high-quality professional teaching talents need to be supplemented. For colleges and universities that train specialized talents, the international "Chinese fever" not only provides new opportunities for the cultivation of talents in colleges and universities, but also puts forward new challenges. How to cultivate talents who meet the requirements of national strategy, have the ability to spread Chinese language and culture, and at the same time love Chinese teaching and promotion work and are willing to contribute to it has become a problem for every training unit.

A. Attaching Importance to Professional Guidance

When students choose universities after the college entrance examination, they cannot get the detailed guidance of this major, especially the difference between this major, Chinese language and literature major and foreign language major, as well as the characteristics and advantages of this major are very vague. In view of the disconnection between high school and college education, it is necessary to strengthen professional guidance before admission. Preschool professional guidance is the bridge between high school education and college professional education, and it is

the premise for students to have professional understanding and develop professional interest. The colleges and universities can conduct specific and relatively comprehensive professional introduction in the first semester of students' enrollment, and professional teachers should also pay attention to the effect of "the first lesson of school opening", so that students can be full of confidence when they just contact with the professional courses, enhance their active learning awareness, and then conduct progressive professional cognitive guidance in each stage. In addition, colleges and universities should organize targeted professional education activities to strengthen students' awareness of their majors, improve their interest in learning, and do a good job in freshmen's entrance education.

B. Optimizing the Allocation of Teachers

Teaching quality is one of the main indicators of teaching evaluation. If students are not satisfied with this aspect, it will directly affect their enthusiasm in class. The quality of teachers is the decisive factor of teaching quality. Teachers of this major should constantly enrich their knowledge reserves and practice and improve their teaching with the change of the current situation of Chinese international education. With the development of educational technology, teaching methods are improving gradually. It has become a basic requirement to evaluate teachers whether they can effectively use multimedia and network for teaching. In addition, teachers should timely and try their best to do self-reflection and reflection on the evaluation of students, not only from the external reasons, but also from their own reasons, and strive to improve their own quality and teaching ability.

C. Improving Curriculum Setting

Colleges and universities should pay attention to practicality in curriculum setting, organize various forms of practical activities, and improve students' innovative ability. According to the survey, some students think that the specialized courses set by their school are not practical enough and lose interest in the study of teaching theory. The curriculum of Chinese language international education major should be set up step by step from simple to deep, from elementary to advanced, combining theory with practice. Some courses can be integrated to enhance the practicability, while avoiding the repetition of teaching content. In addition to specialized courses, teachers can also encourage students to actively participate in language competitions, skills competitions for teaching Chinese as a foreign language and innovation and entrepreneurship training programs for college students. Through various forms of practical activities, students can broaden their horizon, enhance their understanding of professional knowledge, improve their teaching skills and ability to solve practical problems, and lay a good foundation for their further study and employment. At the same time, colleges and universities should strengthen the contact with the society related industries, strive for more professional counterpart internship opportunities, build more practice platforms for students, improve students' professional

learning interest and innovation ability, and truly achieve "genuine knowledge comes from practice".

D. Strengthening Social Support

With the increasing number of Confucius institutes and classrooms abroad, the demand for international Chinese language teachers is on the rise. The relevant departments of the state should continue to pay more attention to the major of Chinese international education, make use of the advantages of international education of Chinese, increase the investment and policy support for the major, increase the intensity of selection, supervision, assessment, and propagandize the major of international education of Chinese by means of the network, media, television, film and so on, so as to improve the status and social cognition of the major of international education of Chinese, and build it into an advantage major with Chinese characteristics, and provide more employment opportunities and platforms for graduates. In addition, the current national professional evaluation of all kinds of colleges and universities, focusing on the evaluation concept of combining the quality of training and the quality of development after graduation, has an important guiding significance for promoting the discipline construction of colleges and universities, and will promote the steady development of the specialties of colleges and universities. Colleges and universities should also pay more attention to the specialty of Chinese language international education, build it according to the characteristics and advantages of each school, and strive to make it become an advantageous major, so as to improve the status of this major, increase students' professional confidence and professional identity.

V. CONCLUSION

All in all, through the questionnaire survey, we have fully understood the professional cognition status of students majoring in teaching Chinese to speakers of other languages, found problems in time and put forward corresponding countermeasures and suggestions, hoping to help students establish a good professional development concept and correct career view, and enhance the employment competitiveness. At the same time, it plays a certain enlightening role in improving professional teaching management and practical teaching work, improving the quality of professional personnel training, and providing qualified teachers for the promotion of Chinese language.

REFERENCES

- [1] Xiliang Cui. Some Issues on Chinese International Education. *Language Teaching and Linguistic Studies*, 2018(1).
- [2] Xun Liu. *Introduction to Pedagogy of Chinese as a Foreign language*. Beijing Language and Culture University Press, 2000.
- [3] Yihe Pan. *Transcend Cultural Differences — Cases and Discussion of Cross-cultural Communication*. Zhejiang University Press. 2011.
- [4] Varghese.M, Morgan.B, Johnston.B, et al. Theorizing Language Teacher Identity: Three Perspectives and Beyond. *Journal of Language Identity & Education*, 2005(1).
- [5] Kanno,Y.&Stuart,C. Learning to Become a Second Language Teacher: Identities-in-Practice. *Modern Language Journal*, 2011(2).