

Study on Making the Course of "Practical Modern Chinese" in Colleges and Universities More Practical

Chong Wang^{1,*}, Xiaotong Yang¹

¹School of Literature, Journalism and Communication, Inner Mongolia University, Hohhot, Inner Mongolia 010070, China

*Corresponding author. Email: wangchong1980@126.com

ABSTRACT

"Practical Modern Chinese", as a basic core course for some majors in colleges and universities, is supposed to have stronger practical characteristics compared with the course "Modern Chinese". In addition to the basic application of Chinese language and characters and the training of the basic ability of using Chinese language and characters, this course should also give play to its due practical characteristics. Through the use of classroom observation method and comparison method, it is found that the practical features of "Practical Modern Chinese" can be reflected only when the course orientation is combined with professional demands and attention is paid to the improvement of students' autonomy and the innovation and ideological characteristics of the course assessment method.

Keywords: "Practical Modern Chinese", professional quality, practicality, education, innovation

I. INTRODUCTION

The course "Practical Modern Chinese" has many similarities with "Modern Chinese Course". In terms of the theoretical knowledge, the teaching content is mainly based on the basic knowledge of modern Chinese after teaching students some ancient Chinese knowledge for the purpose of popularization. It mainly involves the systematic learning of modern Chinese phonetics, vocabulary, grammar and rhetoric, etc., as well as the relevant knowledge of the evolution and development of modern Chinese and the norms of language. These are the basics that every journalism student, even those aspiring to work with words in the future must learn and master. Besides theoretical knowledge, the course "Practical Modern Chinese" should also pay attention to practical features.

In recent years, colleges and universities have set up the courses of "Modern Chinese" and "Practical Modern Chinese" to teach students of different majors. It is safe to say that such a setup is necessary, but in practice, the effect does not reach the desired goal. Due to the complicated content and much basic knowledge involved in the course, students often feel it a "headache" or boredom in the whole learning process of the course, and even think that the knowledge of "Practical Modern Chinese" is far away from them and very abstract. As a result, the teaching effect of teachers and the learning effect of students fail to reach expectation. In this process, the biggest problem is that the core meaning of "practical" is missing in "Practical Modern Chinese" due to the limitation of class hours

and other reasons. The lack of practical meaning makes the two courses of "Practical Modern Chinese" and "Modern Chinese" almost the same. However, due to the different majors of students and their different demands for modern Chinese knowledge, the result of the teaching is not ideal. The society has higher and higher requirements for contemporary college students, and students' ability to learn textbook knowledge and cope with exams is utterly insufficient already. In fact, "Practical Modern Chinese", the basic core course, will play a great role in their later study and even in their future practice. Therefore, in view of this phenomenon, combined with the relevant experience of "Modern Chinese" teaching reform and "Practical Modern Chinese" course teaching in recent years, the author puts forward three reform schemes that have achieved obvious results in practice.

II. COMBINING ORIENTATION OF THE COURSE WITH THE PROFESSIONAL NEEDS

Students of different majors have different needs for modern Chinese. Of course, the necessary knowledge of modern Chinese must be mastered. Besides mastering the basic knowledge of ancient Chinese and modern Chinese, teachers can adjust their teaching contents according to different majors. First of all, they should have a full understanding of the subject's major, and inform the students of the degree of Chinese proficiency required by the talents in the field of their major. From this point of view, there are essential differences between "Practical Modern Chinese" and "College Chinese" (or "College Writing"), a university

public basic course. The course of "College Chinese" is mainly undertaken by teachers of the Department of Chinese language and Literature, and the teaching objects basically include all majors in the university. Students of science and engineering, arts and business are all required to take the course during their freshman year. The main purpose of this course is to popularize basic knowledge related to Chinese culture, such as Chinese language and literature. With the meaning of popularization, all kinds of knowledge of Chinese language and Chinese culture can only be "touched upon" in limited class hours. Therefore, the knowledge learned in college Chinese is far from enough for majors who will speak and write for their whole career in the future.

Among the majors related to Chinese language and literature, the courses related to modern Chinese are all major compulsory courses. Generally speaking, the maximum length of major compulsory courses for a major is two academic years, the minimum is one academic year, and each semester requires 64 class hours. In this way, students have plenty of time to learn, understand and improve the modern Chinese courses set by their major. However, the courses of "Modern Chinese" and "Practical Modern Chinese" also have differences in teaching objects, teaching objectives and teaching directions. "Modern Chinese" is generally set for undergraduates majoring in Chinese language and literature, international education of Chinese language, etc. For those majoring in these majors, "modern Chinese is not only the mother tongue and the object of study and research, but also the target language for future teaching of Chinese as a foreign language." [1] And in contrast to the "Modern Chinese", "Practical Modern Chinese" has relatively lower professional and academic requirements. As a basic professional course, similarly, the teaching objects of it mainly focus on the journalism major, editing and publishing major and broadcasting and hosting majors, etc. with high requirements on Chinese language and characters and the expected goal of teaching is to require students to be able to know and understand Chinese, and be able to apply it to their major and field. That is to say, for journalism majors, they should be able to ensure the correctness and proper application of language in writing press releases and news reports in the future; students majoring in editing and publishing should become more professional in word processing when they work in editing and publishing; and for students majoring in broadcasting and hosting, practical modern Chinese is more necessary, as whether the pronunciation standard is directly linked with the hosting skills and hosting ability. It can be seen that "Practical Modern Chinese" lays more emphasis on practicality and practical operation, while "Modern Chinese" lays more emphasis on academic and professional contents. Therefore, teachers should pay

special attention to different courses of "Modern Chinese" set up by different majors. The teaching content and teaching method should be consistent with students' major.

III. FOCUSING ON IMPROVING STUDENTS' AUTONOMY IN TERMS OF COURSE FORMAT DESIGN

The college classroom is a good platform for exercise and self-expression. "Teachers should be mentors rather than 'authorities', organizers and guides for students to acquire knowledge and methods." [2] The traditional teacher-centered teaching mode still exists in colleges and universities. This kind of classroom mode uses "infusion" to impart knowledge to students, but whether students can digest all the knowledge taught and explained by teachers is another matter. The self-training and improvement of undergraduate students directly affect their personal ability and even their personal development in the future. Facts have proved that it will be a valuable asset for students after graduation to be good at thinking, practice and presentation at the undergraduate level, and excel or perform well in the professional field, and will form a great boost to their further study or employment.

For "Practical Modern Chinese", it is not only necessary to learn the relevant knowledge of modern Chinese, but to learn the ability to use modern Chinese more importantly. "The ultimate expression of language competence is a kind of language intuition (language sense ability) and reflection on language intuition (metalinguistic ability)." [3] In the teaching of basic knowledge of modern Chinese, teachers can teach solely, or students can learn independently and explain independently. However, in terms of practical features, students' autonomy and independence can be best reflected. Therefore, "Practical Modern Chinese" should be transformed from its "knowledge-orientation" to "ability-orientation" in the orientation of curriculum. [4] For example, for students majoring in journalism and broadcasting and hosting, after learning the most basic courses of modern Chinese phonetics, vocabulary and grammar, they should apply what they have learned in a timely manner. For example, teachers can set a special time for the training of students in news casting. News broadcasting is a basic skill that both journalists and broadcasting and hosting majors need to master. For students majoring in journalism, news broadcasting is not simply reading manuscripts, but the ability to explain news events in a timely, accurate and concise manner. The emphasis and prominence of the event should be paid attention to and the rhetoric should be accurate, so as to attract people's attention after the broadcast is completed. These requirements are the basic skills and minimum requirements for journalism students in the process of

news broadcasting, so they should start training in their freshman or sophomore years. For the students majoring in broadcasting and hosting, in addition to the basic theoretical knowledge of modern Chinese, the pronunciation of Putonghua and the sound of broadcasting are all the contents that need training, especially whether they can achieve standard pronunciation, accuracy, clear speech and bright rhythm when reading specific manuscripts. The cultivation of these professional skills cannot be fully mastered and applied by students just after teachers teach sufficient theoretical knowledge. Only by students' personal practice, independent completion and feeling can they be truly trained and improved.

IV. REFLECTING THE INNOVATIVE AND IDEOLOGICAL CHARACTERISTICS IN THE COURSE ASSESSMENT

The traditional practical modern Chinese courses mostly adopt the assessment system similar to other subjects, that is, the final examination (in the form of examination papers) + attendance + regular assignment (papers or mid-term exams). This type of examination has a good effect in consolidating students' academic foundation and theoretical digestion, but it still takes the examination of theoretical knowledge as the end and has single examination form, and the effect naturally cannot reflect the "practical" characteristics of "Practical Modern Chinese". For the course of "Practical Modern Chinese", it should be "based on the Chinese major, positioning the course as a 'professional basic theory course' based on the investigation of Chinese phenomenon".[5] In the examination form, the most flexible part and time is the use of the time during the class at ordinary times. In the examination of usual performance, it is suggested that teachers adopt diversified and heterogeneous examination methods, and realize the whole examination on this basis. Through the quantitative evaluation of the independent participation effect, innovation degree and comprehensive ability of students in the links such as thematic discussion, topic practice, interactive comment and extracurricular thinking, as well as the differences within individuals, the process evaluation model is refined, and the result evaluation model is indirectly optimized. With the help of this kind of multiple evaluation system, on the one hand, it is helpful to strengthen students' ability of self-directed learning and independent thinking; on the other hand, it can examine students' performance and learning effect in this course more comprehensively.

Secondly, in the regular assignment and final papers, appropriate innovation should also be made based on the examination of basic knowledge. for example, the examination of news writing can be set up especially for the course "Practical Modern Chinese" for students

majoring in journalism. Although the college has special writing courses, journalism writing is a written expression after all. Besides having strict demands of the writing form and content, it also requires the writer to have a keen journalistic ear and professional sensitivity, as well as have insights for accumulation and selection of news material. When writing, students should be fully examined whether they have enough ability to capture the characteristic angle, space-time angle and reader angle of news, all of which requires students' ability to use and write Chinese when writing press releases. The exercise of such ability and writing skills is, in the final analysis, the embodiment of the application ability of language and characters. Therefore, in the course of "Practical Modern Chinese", it is very necessary to exercise students' journalistic writing ability consciously.

Finally, attention should be paid to keeping the current language life and subject teaching methods and teaching cases with the times. "The course of 'Modern Chinese' should break through the tradition, construct a diversified, flexible and open teaching mode, optimize resources, get rid of the stale and bring forth the fresh, keep pace with the times and make multidirectional integration, and improve its own vitality."[6] In the course of "Practical Modern Chinese", it is necessary to not only pay attention to the prominent professional characteristics, the embodiment of practical characteristics, but also to grasp certain ideological and political characteristics. When constructing the course planning of "Practical Modern Chinese", teachers should unify the academic and practical aspects, and take students' employment as the guidance, so as to accurately grasp the current language living environment and employment situation. In the teaching process, in addition to the training of language logic and language expression effect, the current popular or important domestic and international events should be selected as teaching cases to guide and cultivate students. At the same time, modern new media technology should be adopted to shorten the distance between students and current life, so that students can better experience and perceive the abilities required by modern society, and enable students to form a clearer positioning for self-development. At the same time, improving students' sensitivity to the current language life and the application ability of new media technology are also important methods for students' innovation ability and self-improvement.

V. CONCLUSION

As the core basic course of some majors in colleges and universities, "Practical Modern Chinese" should have stronger practical characteristics compared with "Modern Chinese". In addition to the basic application of Chinese language and characters, the training of the basic ability of using Chinese language and characters,

this course should also give play to the practical characteristics that it should bear. Therefore, "Practical Modern Chinese" should be closely integrated with students' majors in terms of course orientation, so that students can combine relevant knowledge of their majors with basic theoretical knowledge of modern Chinese in the course for independent thinking and learning. In the final assessment of the course, closely in line with the cultivation of students' innovative ability and flexible ability, the ideological and political course design and teaching methods should keep pace with the times.

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