

Researches On The Positioning And Objectives Of University Language Teaching

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Abstract—This article consists of the following parts: First, introduces the positioning of university language courses nature from three aspects. Second, describes the positioning of university language courses type. Third, analyzes the basis for establishing the goal of university language courses. Finally, explains how to constitute the goal of university language courses. In this article, the research on the positioning and objectives of university language teaching has a certain significance and guiding value.

Keywords- *University Language Teaching, Positioning, Objectives*

I. THE POSITIONING OF UNIVERSITY LANGUAGE COURSES NATURE

To clarify positioning is the key problem faced with the university course in language and literature. This article believes that the key lies in understanding correctly disciplinary nature and course orientation.

A. *Fundamentality*

Language is a very complex subject, and it is the basis of other disciplines, which directly affects the students to understand and grasp the knowledge and skills. College students need to learn the language to improve their own quality, future development of work also needs to continue to learn the language. We need language in everyday life, our study and work is also inseparable from the language. Therefore, language is the foundation of learning, work and life. Through the above analysis, we can understand that, no matter what you want to enter the field of knowledge, or to in-depth study in a professional field, we should first have a strong native language foundation.

B. *The unity of tools and humanity*

(1) **Instrumentality**

Language is a tool for thinking, and it is also the carrier of knowledge and information. Language is a language classes, which determines its basic task is to make students master and use the native language better. The language can better promote the self-expression and communication with others. At the same time, college language is the necessary tool for the college students to learn other knowledge and scientific research, which is the fundamental tool. The implement of college language includes students' reading, oral expression and the application of writing skills. Therefore, students are able to use the Chinese language to express accurately their professional ideas, which is the minimum requirement for the university language writing skills.

(2) **Humanity**

Humanity is also known as the human spirit, and its ultimate purpose is to achieve people's free and all-round development. At present the university non-Chinese specialized student language ability has the tendency to drop. However, educational objects of university language are non-Chinese specialized students, these students need to improve their level of literature, culture and personality quality from the overall. Thus, university language should pay more attention to improve students' cultural cultivation and shape students' noble human spirit.

C. *Aesthetics*

Aesthetics is the remarkable feature of university language courses, language education universities can play a role in the aesthetic education. Teachers inspire students' aesthetic psychology and emotion by explaining the outstanding works, which can help students get a healthy mind and noble aesthetic taste, and gradually form students' correct aesthetic concepts and healthy aesthetic quality.

Accordingly, the fundamentality, instrumentality, humanity and aesthetics, as the principles of college language teaching, need to be set up and persisted to accomplish the teaching purposes.

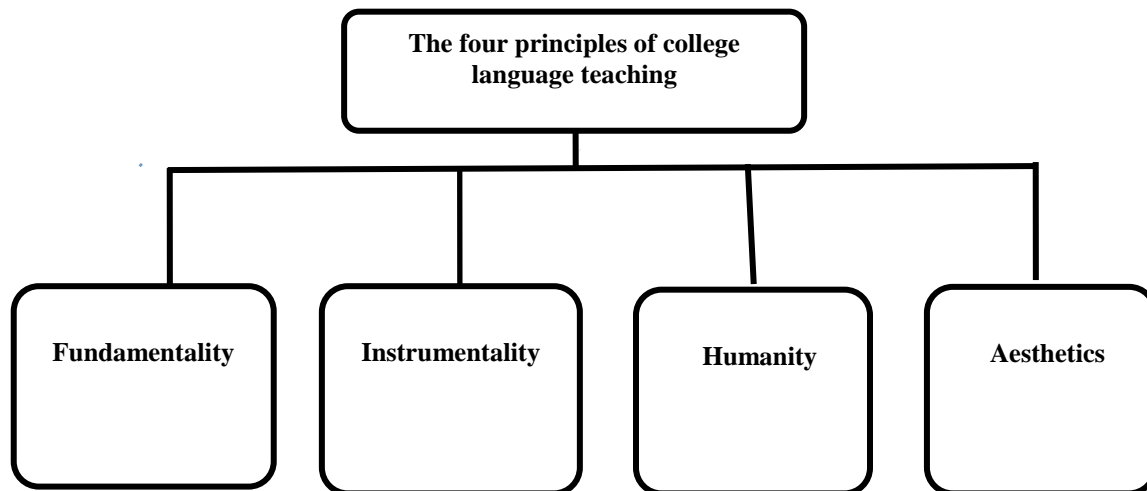


Figure 1: The four principles of college language teaching

II. THE POSITIONING OF UNIVERSITY LANGUAGE COURSES TYPE

A. *University language should be a basic course*

According to the above three aspects of higher education curriculum: basic theoretical courses, professional knowledge and skills courses, humanities courses, different scholars differ on the attribution of university language. However, I think that the university language should be a public basic course. "Public" means the university language is open to all non-Chinese language majors offered a common curriculum, "basic" is mainly reflected the university language is generally open to lower grades. The study of university language is largely for improving the students' own quality, and students' own quality largely affects the study of other subjects. Therefore, the university language lesson should be full valued by schools, teachers and students. In order to improve teaching effectiveness and achieve expectations teaching of objectives, college language must have full classes.

B. *University language should be a required course*

Currently, most common colleges set the university language as a compulsory subject, but a few colleges set it as an optional course. Some universities do not value enough the teaching of college language, and set the college language as an elective course, which leads to college students' Chinese level gradually declining. At present the university non-Chinese specialized student language ability has the tendency to drop. Therefore, from the present situation of the college students' Chinese accomplishment and Chinese influences on people's long-term, college language should be set as a compulsory subject.

III. THE BASIS FOR ESTABLISHING THE GOAL OF UNIVERSITY LANGUAGE COURSES

A. *The needs of students*

The establishment of the college language curriculum goal must carefully study such a college students group, and fully understand the students' language level. According to these students' specialty, age, gender, hobbies and other factors, research what kind of language courses is that they need, and study what aspects of the language knowledge and ability are that these students most urgently need. Only do this, the teacher can seize the key to develop college Chinese curriculum goal.

B. *The needs of the community*

The student is a member of the community, and ultimately to become a social person. The nature of college language course is to let the students into the social this big collective, the next step is to identify that this course mainly teaches students what kind of knowledge, and realize the students what kind of change, which is the study of college language curriculum goal. The course orientation and the course objective is the complementary relationship, The course position is first, the course target is in the back. It is important for the scientific location and development of the college language teaching to establish this idea.

C. *The development of language subjects*

In order to develop the university language course objective, the teacher should fully understand the knowledge structure and content system of college language. Chinese subject experts often have more in-depth understanding of college language, and they can more accurately grasp the features and development trend of college language. These Chinese subject experts can provide more reliable subject information for the establishment of curriculum objectives.

Three basic sources of College Chinese curriculum objective are students, society and the Chinese subject. In the process of establishing objective, these three factors are the interaction and influence each other. In order to make a balanced development of college language course, Chinese subject experts cannot be too much emphasis on any of the three parties, otherwise it will cause imbalance development of college Chinese.

IV. HOW TO CONSTITUTE THE GOAL OF UNIVERSITY LANGUAGE COURSES.

A. *Master the language and literature of knowledge*

University language classes since it opened in 1978, the course gets everyone's attention more and more, the related researches on university language classes are also very rich. However, the understanding of the role of college Chinese is noticed by the researchers in recent years. Recently, I made a survey, the survey shows that the college students' Chinese level is generally low, especially for students in science and engineering, even so many students can't write letters and the application form. Therefore, it is really necessary to improve college students' knowledge of language and literature. In order to let students understand the literary development system better, college language teaching should be on the basis of high school, and try to provide students with the basic framework of Chinese literature.

B. *Improve the language writing skills*

The objects of College Chinese teaching are students of non-Chinese majors, most of the students' writing ability is poor, and writing difficulty is a common phenomenon for college students. Quite a few college students whose specialized subjects are not Chinese hold the one-sided view that college Chinese merely repeats the content of senior Chinese simply. Writing is often used in everyday life for college students, such as the opening report writing and writing of the experiment report. Writing ability is the task of college Chinese course, writing skills are all college students need to master the basic skills. Therefore, it is of great significance to open courses of Chinese Language and Literature to non-Chinese-major students in universities.

C. *Cultivate aesthetic, cultural heritage and morality*

Literature is an art, and often use the language symbol as the carrier to shape the character image. The literature can also show the author's thoughts and feelings, and can make aesthetic reflect to social life. In fact, the aesthetic is the characteristic of literature, the course of college Chinese plays an important role in cultivating students' quality of humanities. Age changes in the environment has been updated on the requirements of university education,

university language is the essential means of cultural heritage in China. In order to improve students' ability to feel beauty and create beauty, teachers should lead students to understand the language beauty, at the same time make students establish good aesthetic temperament and interest.

V. CONCLUSION

College language, a compulsory course for non-Chinese majors, is rich in moral resources. Contemporary China's humanities education is generally setting up on the "College Chinese" course has gradually regained consciousness. On the current situation of College Chinese, there is a lot of room to explore in teaching contents, methods, materials as well as evaluation system. Facing such problems as insufficient class time, backward teaching method and unvaried teaching means, college Chinese teaching needs reforming and innovating to perform its educational roles. Comparing with the former, the latter should fully bring out the subjectivity of the students, along with more opening, more individuality and more appliance of the modern teaching method. College Chinese teachers should pay sufficient attention to the teaching of Chinese in the New Curriculum Reform to offer coordinated contribution in the education of our mother tongue. In short, College language cannot be substituted with its rich cultural information, and college language teaching plays a most important role in this way.

INTRODUCTION OF AUTHORS

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