

Research on Chinese Curriculum Design as a foreign language in Medical Universities from the ESP Perspective

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Abstract. In recent years, ESP has become more and more popular with the university students. With the increasing popularity of ESP in our country, ESP is applied in more and more fields of university education. At present, how to build a reasonable course of Chinese curriculum in medical universities from the ESP perspective become a key issue in Chinese teaching as a foreign language. This paper analyzes the problems of the current Chinese courses and gives the corresponding suggestions for the construction of Chinese curriculum from the view point of ESP to provide some references for the relative researches.

Introduction

ESP is the abbreviation of English for Special Purpose, which is a course to achieve the success of the learner in a particular academic field or career. It belongs to the category of Vocational English of science and technology. Medical English is a branch of ESP, which is produced by the development of China's medical industry and the individual needs of medical students. ESP medical English is a kind of medical students' learning demand, in order to cultivate medical students use English to solve practical problems in the work of medicine for the purpose. Through the coordination of teachers, students, teaching materials and other factors, the English language skills and professional medical knowledge combining teaching theory. The medical students learning English more targeted and practical: to set up the ESP medical English course can meet the medicine e fully to the world background, talent demand medicine compound Society for professional ability, and promote students to master a foreign language, from a simple transition to the practical application of language learning. To enable students to use the language of medical English carrier, to better promote the culture of medical medicine. In recent years, with the development of our country's comprehensive strength, the rapid development of China's education, and now, foreign students to learn Chinese language gradually become diversified, professional requirements. With the students of medical level of our country continues to improve, each year, contact with the patient's life and later study medical students is increasing the scale of foreign students in the Chinese, had to use Chinese, and Chinese medicine is to meet the needs of these foreign personnel to. Medical Chinese is a compulsory course for foreign students to study and explore or work on medical knowledge in Chinese hospitals or universities.

Existing Problems of Chinese Curriculum in Medical Universities

Unprofessional Teaching Content. Most of the students are not satisfied with the existing medical Chinese teaching materials. Some students agree that good ESP course materials should be

rich in content and closely related to the subject or occupation, and should have a good activity. Therefore, material selection should be the original foreign language materials, but according to the students to do part of the adjustment. The orientation of the ESP medical Chinese curriculum has the tendency of emphasizing English teaching for the neglect of the specialized use of medicine in Chinese teaching. Due to the stress of college Chinese examination, most of the students mainly focus on the examination of the medical science and the study of the Chinese curriculum. After passing the examination, many students think that Chinese is no longer necessary to learn, thus giving up the follow-up study of Chinese language, leading to the Chinese level of stagnation and even regression. Some thoughts on the Chinese teachers have vague understanding that as long as the foundation of Chinese university students to learn on the line, do not need to spend too much time and energy on studying Chinese medicine ESP. In fact, Chinese medicine has a strong professional and targeted. The level of basic Chinese in university does not represent the practical application ability of the special purpose of medicine. It is difficult to achieve the teaching effect of ESP medical Chinese by relying solely on the students' autonomous learning. ESP in line with the practical needs of students learning Chinese from single to diversity development, the use of ESP teaching in medical colleges and universities will be sufficient and necessary. The teaching mode of college Chinese should promote college Chinese teaching to personalized, independent and interactive learning principle of development, emphasis on college Chinese teaching ultimate applicability and play interactive and enthusiasm between teachers and students, student-centered, teacher as a guide, to tap the potential of students, help students improve their learning efficiency

Single Teaching Model. As an important part of Chinese higher education, college Chinese education is one of the most important public basic courses in the Department of education administration. But the traditional mode of Chinese teaching is still teacher centered, the teacher explained the text, the students after class exercises, to motivate students to learn Chinese dictation words, the students passively accept the knowledge of language, lack of initiative and participation, the teaching effect is not obvious. Students spend about one thousand hours to study Chinese in University, but the result is very little. On the one hand, we see the teachers and students in class, put more effort; on the other hand is the Chinese students' practical application ability is poor, can really have a few. The student's learning goal is to cope with the examination, around the term exam or four, six grade test. In this way, some students are tired of learning Chinese, and the similar situation is not uncommon in local colleges and universities. It can be seen that in the process of college Chinese education, it is necessary to solve the problem of "time consuming and low efficiency". Students are not satisfied with the current class, hope the number should be reduced, but also directly reflects the students hope to get more help in the medical teachers will learn Chinese. ESP medical Chinese teachers' teaching means is relatively backward cannot rely on modern multimedia teaching means, only to teachers oral teaching. The single teaching method and the backward teaching method directly lead to the decrease of students' interest in ESP medicine, which seriously affects the teaching effect and teaching quality of ESP.

Inadequate Teaching Time. The students of Chinese curriculum arrangement views, although in general the Chinese public and medical Chinese courses arrangement number satisfied with the highest proportion of students, but there are still more than half of the students of Chinese medicine course hours are not satisfied with the plan. Some students think the Chinese medical education requirement in the class is not satisfied, hope to increase medical Chinese teaching hours, the ratio of Chinese public held the same options for students is much higher. The majority of students are satisfied with offering medical Chinese courses in the third grade undergraduate course arrangement, students hope to start learning Chinese medicine lay the basis of Chinese public display, do not

want two coincidence in the timing. As a required course, hours of ESP courses shall not be less than one hundred hours. In addition, it can continue to arrange professional Chinese literature reading, professional Chinese translation, English abstract writing, etc. to ensure that the university of Chinese language learning for four years in a row. In fact, many medical colleges and universities did not arrange the teaching activities of ESP medical Chinese according to the requirements of the syllabus, and did not bring the ESP follow-up teaching into the normal teaching plan of college Chinese. Some colleges and universities have also opened the ESP medical Chinese follow-up teaching course, but the class is a serious problem, just symbolic to twenty or thirty hours. Too few hours cannot really guarantee the normal teaching activities of ESP medical Chinese.

Design Principles of Chinese Curriculum in Medical Universities from ESP Perspective

Improve Teaching Content. One of the goals of medical Chinese teaching is to cultivate students' ability to use Chinese language flexibly. In the teaching content, the choice of the content of ESP courses is strictly according to the students learn professional tailored, its course content and professional language features and academic skills and other basic agreement. So ESP curriculum content should be professional and have the relevant points of exposition or academic literature can also be medical humanities, science knowledge. In a word, the content of the ESP is the professional knowledge of the edge of knowledge is based on language content as the carrier of knowledge and humanistic knowledge, rather than highly specialized curriculum content should be further subdivided, according to different professional choice of different materials. Do the course content targeted. Chinese medical textbook construction in China should also has the characteristics of ESP, instead of the current college Chinese domination, should draw lessons from the construction of foreign ESP teaching philosophy, and attach importance to the development of Chinese medicine Chinese textbooks. Medical students are not interested in medical Chinese, one of the main reasons is that the teaching content is boring, and the form is single. college Chinese teaching of intensive reading and form is similar to the traditional. Such teaching materials obviously cannot improve the students' language comprehensive application level. The selection and preparation of medical Chinese textbooks must be based on the learning needs of students and the development of the medical profession itself. According to the requirements of professional norms, and according to the different types of personnel training needs, to build a teaching system with hierarchical teaching.

Enrich Teaching Model. Due to the development of medical Chinese education is relatively backward. The teaching materials of listening and speaking reading and writing in the network environment are relatively limited, so most of the medical college students are still mainly through classroom teaching. On the one hand, to continue to inherit the reasonable part of the traditional teaching mode, play the advantages of traditional classroom teaching; on the other hand, we also make full use of modern information technology, to explore the medical Chinese teaching model under network environment. We should advocate interactive classroom teaching: the teacher is the organizer and instructor, responsible for the organization, discussion questions, explain the difficulty and focus on and answer; students are participants and implementers responsible to find out the answer, participation and discussion. Through a variety of classroom activities, such as case analysis, role play, academic lectures, to enrich the teaching mode, so that the classroom atmosphere becomes lively and interesting. Universities should make full use of multimedia network platform, such as the creation of online medical Chinese courses, to promote the development of students' individualized learning method and form students' autonomous learning ability, in order to build multi modal teaching mode, such as medical Chinese courses should

include listening, speaking, reading, writing and translation in various classes. college Chinese courses in intensive reading class by teachers to teach grammar, vocabulary, sentence and discourse structure knowledge, teacher centered, speaking, writing, translation and professional Chinese students to apply the knowledge and skills of the curriculum, with students as the center. Medical Chinese advanced courses can be set up paper writing, medical Chinese translation, medical Chinese literature etc.

Increase Teaching Time. At present, there is little arrangement for the class of medical Chinese in our universities, which requires a proper increase of medical Chinese courses. Due to various conditions, our professional teaching of Chinese is the focus of the teaching of language knowledge and explains the professional knowledge, and the cultivation of students' communicative ability is not enough. At the same time, the Chinese medicine is basically in the form of elective courses: on the other hand, the Chinese medicine class opened less than ordinary Chinese class open medical Chinese class several times higher than that of the two problems seriously hindered the development of Chinese medicine teaching. And then it is also unable to achieve good teaching effect. Therefore, in the university period, the general Chinese teaching should be relatively weakened, the corresponding increase in the proportion of ESP Chinese language teaching, so that students learn professional Chinese in advance. On the premise of improving the number of teaching hours, should be ahead of the opening of ESP courses. ESP course is a general academic Chinese interdisciplinary core skills training, and cultivate the core academic communication skills courses can be started from the initial enrollment chronological. The same can be carried out in accordance with the hierarchical teaching or credit system form, let freshmen earlier into the professional learning Chinese, Chinese students can avoid repeated study, on the other hand, can also solve the disjunction of college Chinese teaching and the actual needs of the problem.

Conclusion

ESP teaching, which is competency-oriented and close combination with profession, will be the mainstream of English teaching in the foreseeable futures. The requirements of medical universities and educators should continue to improve the teaching faculty construction of Chinese curriculum as a foreign language and offer the more reasonable Chinese curriculum from the perspective of ESP to cultivate the high level talents.

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