

The Importance of Colleague Chinese Course

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Abstract. With the development of the times, the colleague Chinese course plays an important role in the promotion of college students' Chinese literacy. In the new era, as facing new goals and tasks, strengthening and improving the teaching of Chinese language courses is the effective way and also an inevitable choice to promote Chinese traditional culture and improve Chinese application ability. This paper is of great significance and rich connotation for the innovative teaching of colleague Chinese course in the realistic background. The three innovative teaching methods of flexible processing of Chinese material, innovative teaching mode of college Chinese course in class and the improvement of comprehensive quality of colleague Chinese teachers are conducive to the improvement of the quality of Chinese teaching and improving students' Chinese literacy and comprehensive quality. Train more outstanding talents for the country to serve the modernization of society.

Brief Introduction

The meaning of innovative teaching in college Chinese is to apply the valuable theoretical results of innovative Chinese education research to the educational practice of college Chinese course, and fully explore the creative potential and quality development of students. This kind of subject teaching activity seeks for the most valuable part in the university Chinese textbook and fully explains it in the colleague Chinese class, to help students deeply understand and use it to enrich themselves, improve their comprehensive quality and achieve the goal of comprehensive development. There's a clear distinction between colleague Chinese course and middle school Chinese course. Therefore, the teaching practice of colleague Chinese course can not only stay in the instrumental aspect emphasized by Chinese language teaching in middle school. But only implement the innovative teaching method of colleague Chinese educators. Innovate, reform the teaching content and methods, and accurately position the course so that the instrumentality and humanity of Chinese teaching can be combined to truly realize innovative teaching.

The importance of College Chinese Course

In the face of the low status of college students' Chinese literacy, it is very important to strengthen the public basic course status of college Chinese courses in the talent training program of colleges and universities.

(1) The college Chinese course has a positive effect on the improvement of the professional level of college students and that cannot be cancelled.

Chinese has the dual characteristics of instrumentality and humanity. The instrumentality of Chinese is reflected in improving students' Chinese ability with listening, speaking, reading and writing as the core. Humanity is reflected in improving students' humanities quality. The Chinese literacy of college students is uneven while entering the school, and most students have poor language foundation in high school. After entering colleges and universities, not strengthening the cultivation of Chinese literacy will affect the cultivation of the comprehensive quality of college students. Therefore, colleges and universities should pay attention to the importance of college Chinese courses in the improvement of students' Chinese literacy. It is necessary to strengthen the course as a public foundation course in the professional talent training program. It should not be listed as an optional course.

(2) The university Chinese course plays a role that college students can improve their Chinese literacy in an all-round way.

College Chinese course is more comprehensive in terms of improving the Chinese quality of college students and improving the language literacy of other humanities. For example, *Speech and eloquence*, *Practical Applied Writing*, *Basic Writing*, *Communication and Expression*, etc., which is offered in colleges and universities, are also promoting students' Chinese literacy, but they are either focused on writing or spoken language. Or focused on literary appreciation and other, which is only one part of Chinese literacy.

Problems in Setting Up Chinese Courses in Colleges and Universities

(1) In the curriculum system of talent training in colleges and universities, the course has no clear orientation.

The colleges and universities have a greatly different understanding of Chinese courses. The opening or not of the courses is also determined by their likes or dislikes. Lots of school leaders believe that college students mainly need to study vocational skills, and Chinese has been studied for over ten years. It's not so important to study Chinese language courses any more. In addition, the school system is short, and the total number of classes is small. Under the premise of ensuring that political, English and other basic courses must be opened, the lessons of Chinese can be reduced as many as they can, and some schools even cut Chinese courses. Even if a few schools that offer Chinese classes, there are also short courses, fewer hours of study, and other credits. College Chinese is treated in the form of teaching organization or in the form of elective courses and lectures, which makes it difficult to achieve the purpose of teaching Chinese courses.

(2) The enactment of the goal of college Chinese curriculum is blurred

Due to the influence of the big environment, the teaching and research of college Chinese language has been in a state of self-destruction for a long time, and there is almost no teaching or research activities among vocational colleges. The teacher's general teaching information is occluded, teaching mood is low, and with lots of confusions and helplessness about his own situation and teaching status. The arbitrariness of actual teaching is getting worse and worse, and the deviation of the understanding of the course objectives is inevitable.

(3) The Chinese class is to make up for the students.

There are a lot of voice to support the low quality of college students, typos, and the idea of strengthening basic Chinese language training. A large number of professional teachers complain that students even cannot understand the questions during the examination. The root of the problem lies in the lack of language ability. The language learning in the basic education stage is not solid. Then, the Chinese courses of many colleges and universities continue to complete the basic education content of "literacy" and "word-making". The university Chinese language courses are positioned in the "high-four Chinese" and even the language-based supplementary classes, which cannot achieve the goal of expanding the students' humanistic vision or the ideal of general education. On the other hand, the university language curriculum has been given too many important tasks, such as learning the history of literature and history, improving the aesthetic ability, cultivating comprehensive quality, inheriting culture, etc. while the quotas of most colleges and universities are more than one multi-hour. The goal of cultivating a large number of abilities and cultivating quality cannot be accomplished by such a short course.

Innovative Class Teaching Mode of Colleague Chinese

After a profound systematic summary of the Chinese teaching experience, a new teaching theory is formed. Applying teaching theory to practical teaching activities, making teaching theory concrete, and establishing a more stable activity program in classroom teaching is the so-called teaching mode. Only by selecting the specific teaching mode according to the actual situation of teaching can we use the teaching law to play its role in the whole teaching process and achieve the certain teaching purpose. So, it is necessary to optimize the teaching mode of college Chinese and flexibly choose a variety of teaching modes.

(1) Implement thematic teaching and deepen the basic knowledge

College Chinese course is more systematic. It contains not only the scattered "points" of individual writers and fragmentary works, but also the content of literary history system, writing system, appreciation system and so on. It is a broad and deep "surface" which has great flexibility in teaching. This requires that teachers should not be limited on teaching materials, but focuses on guiding and extending. It is necessary to deepen and expand knowledge. From outside to inside, from shallower to deeper, not only teaches knowledge, but also deepens students' mastery of basic knowledge. At the same time, effectively enhance students' ability to understand and analyze problems.

(2) Situational perception, improve aesthetic ability

Learning through the use of beautiful works to cultivate students' aesthetic ability is one of the goals of college Chinese teaching. College Chinese brings many classic works together. They have distinct aesthetic characteristics in terms of both ideological and artistic aspects. They are the crystallization of the aesthetic ideals and aesthetic tastes of the Chinese nation. However, in the current teaching, the works are usually directly dissected into paragraphs, central ideas and artistic features. Or be summarized into some formulas and routines, such as the commonly "six-character mantras with vivid images, outstanding personality, vivid language and profound description" to evaluate articles, which seriously violates the principles of language education and is not conducive to cultivating students' aesthetic ability.

(3) Reforming assessment methods, focusing on performance evaluation

The assessment method of college Chinese is also an important part of college Chinese teaching. At present, the university language is based on the closed book examination as the main assessment method. This method has its advantages of being objective, fair and efficient, but it also has certain deficiencies. For example, some students usually do not work hard. They temporarily hold their feet before the examination, and rely on memorizing some theoretical knowledge for passing the exams. Although they may achieve better grades, this does not reflect the students' ability of thinking, analyzing and their true literary literacy.

Conclusion

China is constantly promoting quality education, but the real realization of quality education must rely on the innovation of class teaching and the improvement of teaching system. The real purpose of quality education is to cultivate students' comprehensive quality so that they can develop in an all-round way. And whether students are truly and fully developed, the important testing standard is the development level of their schools. The continuous innovation of the teaching system will promote the professional growth of teachers and the development of quality education. Only by continuously innovating teaching concepts and teaching methods in college Chinese teaching can students' ideas and concepts be updated and their ways of thinking expanded. With the continuous development of modern society, the advancement of science and technology, the continuous prosperity of the economy and society, and the talent cultivation strategy of rejuvenating the country through science and education have entered a mature stage and whether students can harvest the most valuable educational information from class teaching has become the most note-worthy part of talent training. Innovative teaching in college Chinese will be more and more valued by people, and it will play a greater role in talent training.

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