On Research and Reform of the Talents Cultivation Mode of Chinese Language Major for International Students in China

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Abstract. Chinese language major professional orientation should be made on the basis of full investigation. Also, the diversified mode of talent cultivation of "Humanistic Language + humanities + profession + practice" must be set on this orientation. The structure of program courses is adjusted continuously in the process of talent training mode reform in order to achieve the goal of cultivating talents more easily. To ensure the training mode operation, the measures are taken mainly in the integration of teachers and resources. Nowadays, talent cultivation mode reform has made some achievements in China.

Introduction

Anshan Normal University Chinese language major in September 2012 began to recruit the first international students. A lot of research work was carried out in the bidding process, and the training mode of the diversified talents with the characteristics of the normal college has been determined. After that, we made the talent training mode reform and exploration, and constantly optimized the talent training model, so that the process of personnel training is more effective to the realization of "compound applied talents".

Determination of Scientific Professional Orientation

Chinese language major has many specialties in many ways, including the enrollment situation, the source of students, employment, and many other aspects. Because the Chinese language major enrollment target is non-native speakers of Chinese foreigners or overseas Chinese, and it is a national outside the plan autonomous enrollment. Research methods, means and content of Chinese language major are different from other major in China. We conducted research on the enrollment situation, students, employment policy, employment. Some special characteristics of Chinese language are summed up: from the angle of enrollment situation, we are making outside the plan autonomous enrollment, international political and economic situation changes affect enrollment greatly; from the angle of the source of students, The majority of Chinese students recruited come from the Russian speaking countries, a small part of the students come from Africa, South Asia, Japan, South Korea and other countries; From the employment policy point of view, different from the college students in Chinese, the Chinese government does not have a mandatory requirement about employment of these students from foreign countries. Graduate will look for jobs in accordance with the relevant national laws and regulations; Most of the graduates will return to their own country, the rest will stay in China. In the returning graduates, some will work in a trading company related to China. And some graduates living in China become a tourist company clerk, a Chinese teacher or a Chinese translator. A small number of graduates work in China's foreign investment or international joint ventures. There are some graduates work in the foreign embassy or representative office in China, or as a media consultant, or become a foreign teacher or program host, etc.
On the basis of many investigations, we can conclude that the Chinese language majors are located in the cultivation of compound talents, which can have capability in business, foreign affairs, tourism and other related work with Chinese language.

**Reform of Personnel Training Mode and Adjustment of Curriculum Structure System**

The curriculum system of Chinese language major is constructed in accordance to the training target. The diversified curriculum modules are established: "language curriculum module", "humanities curriculum module", "professional curriculum module", "practice curriculum module". One of the "professional curriculum module " includes "economic and trade curriculum module", "literary and cultural curriculum module", "travel curriculum module" and so on.

The curriculum structure has been adjusted very little. English is regulated as an required course. Physical education course is canceled. But, Chinese martial arts, Tai Chi and other courses are required because these curriculum not only can make physical fitness, but also let students know more China traditional culture courses. At the same time, the elective course has also been adjusted through reducing the traditional music appreciation, traditional Chinese painting appreciation and other courses, and increasing the business courses, to improve students’ professional ability. Appreciation courses of Chinese culture will be set up in the practice teaching system to highlight the practical nature of the curriculum.

The practical course system of the four year consistent system is set up. In the first, second, third, and fourth semester, the language and cultural practice module courses are set. In the fifth and sixth semester, professional internship is set. In the seventh semester, professional practice is set. In the eighth semester, graduation thesis writing will be finished. From the curriculum practice to the professional practice, and then to the improvement of graduation thesis can effectively improve the students' practical ability. The practice of language and culture curriculum modules of the first four semesters combine the knowledge content of lectures, including language and culture. Following the rules of language learning from the shallower to the deeper, the course knowledge is composed of sounds, words, words, sentences and paragraphs, and the discourse, which are valuable to improve the level of expression in the cross-cultural communication. According to the law of human cognition, cultural practice curriculum module begin from the perception of Chinese talent, to understand of the Chinese culture, to being familiar with China's national conditions, and then to penetrating the professional knowledge. Through the courses system of language and cultural practice, the students will have very good cross-cultural communication skills. The whole practice course system is designed to enable students to learn all kinds of knowledge, so that they have professional ability.

**Train of the Teachers with Rich Teaching Experience**

We have the methods of "please come in" and "going out" in the training of teachers. For many years, the development of education in China has proved that the high level of teachers is an important support to improve the quality of education. Teachers are under strictly control in the recruitment, training, supervision, assessment and other aspects, so that the teachers' age structure is reasonable, the professional background of teachers can satisfy curriculum design. To give full play to the enthusiasm of teachers, it is clear to define the contents and responsibilities of each teacher and class teacher, so that the work performance and incentive standards linked to the teacher management system, standardization.

At the same time, the implementation of the two big "project" is carried that are "please come in" and "going out". We have taken a lot of effective measures to create both rich teaching experience and profound professional accumulation of highly educated teachers in Chinese teaching.

"Please come in" project: Schools will continue to build the development of the Chinese language teachers. We have not only recruited excellent teachers from the college of Arts but also hire senior outstanding teachers of Business School for students majoring in Chinese language. we will also employ president of foreign trade enterprises and Senior professors in other colleges and
universities as a part-time teacher. At the same time, Chinese and foreign professors are invited to do academic exchanges in order to open Chinese teachers' view and introduce advanced educational ideas. Teachers can learn international experience in teaching and scientific research, combining with the characteristics of subject, improve the teaching content, teaching methods, improve the teaching level, and form a good teaching atmosphere.

"Going out" project: international school encourages teachers to further study and pursue their PhD degrees, at the same time actively sent teachers to participate in various training, such as training in Chinese language teaching, bilingual training, computer occupation skill training. International school also send teachers to participate in the national, provincial and municipal academic exchange conference, in order to improve teachers' academic vision and academic level. Teachers go out for their further education, work, training, academic exchanges, and comprehensively improve the overall quality of teachers.

Summary

Through the above measures, our school’s talent training mode reform has achieved some results, the overall quality of students is rapidly improved, practical ability is developed. In the course of study, the students’ awareness of autonomous learning has been enhanced, and the level of Chinese has been greatly improved. They are willing to understand, concern and help others, being full of the sense of school identity and collective consciousness. Whether it is the monitor or ordinary students, who can take the initiative to help teachers do some work and be concerned about the new students. In the activities, students can play the excellent performance. They have the team spirit and won the honor for the school of international exchange. Increase the Chinese language skills class, at the same time with the language and culture practice course, students' listening and speaking ability to obtain the very good exercise, students participate in International Cultural Festival and other cultural activities and other cultural and sports activities to participate in the school organization, which can improve the students' intercultural communication ability, practice ability exercise. Chinese language major students have won the prize in the school organization. Speech intonation standard in the graduation ceremony of the overseas students, the language is fluent and natural.

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