

The Teaching Reform and Practical Exploration of the Course of Teaching Chinese as a Second Language

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Abstract. It is necessary to build a convenient and orderly case database resource website in the training of Master of Teaching Chinese to Speakers of Other Languages, which provides a systematic case information comprehensive management and application platform for case teaching of the Master of Teaching Chinese to Speakers of Other Languages, which effectively integrates and utilizes various of Case resources to better serve case teaching. Developing and studying case resources in the field of international Chinese teacher education is a meaningful supplement to the theory and practice of teaching Chinese as a second language, It will also be helpful to the personnel training and the curriculum reform of Teaching Chinese to Speakers of Other Languages. And the construction and development of the case database website can better serve the case teaching of Master of Teaching Chinese to Speakers of Other Languages, it has good value in application and research.

1. Introduction

The "Teaching Chinese as a second language" course is a core course for degree-related majors in teaching Chinese to speakers of other languages. The quality of this course is directly related to the quality of the master's degree in teaching Chinese to speakers of other languages. In 2009, *The Guiding Training Program for Full-time Master's Degree Students in Teaching Chinese to Speakers of Other Languages* clearly stipulates that one of the training objectives of this major is to enable students to have proficient Chinese as a second language teaching skill, and to be proficient in the use of modern educational technology and scientific and technological means for teaching. Therefore, in terms of curriculum setting, it is stipulated that practical applications are Orientation, aiming at the professional needs of international Chinese teachers, focusing on the cultivation of Chinese teaching ability, Chinese cultural communication ability and intercultural communication ability, forming a curriculum system centered on core courses, supplemented by module expansion, and focused on practical training.

In the *Opinions of the Ministry of Education on Improving and Strengthening the Construction of Postgraduate Courses* issued by the Ministry of Education in December 2014, "Curriculum learning is an important feature of China's degree and graduate education system, and it is an essential link to guarantee the quality of graduate education. Curriculum study, strengthening the construction of courses, and improving the quality of courses are important and urgent tasks to deepen the reform of graduate education." Therefore, the exploration and practice of the teaching reform of "Teaching Chinese as a second language" is of great practical significance to the curriculum construction, improving the quality of teaching, and improving the quality of personnel training.

2. Determine Development Goals

In 2009, the National Steering Committee for the Master's Degree Education of Teaching Chinese to Speakers of Other Languages issued the *Guidance Training Program for Full-time the Master of Teaching Chinese to Speakers of Other Languages*, which proposed that the establishment goal of master's degree of the Master of Teaching Chinese to Speakers of Other Languages is "mainly to cultivate high-level, applied, compound and international professionals

who are proficient in teaching Chinese as a second language, good cultural communication skills and cross-cultural communication skills, adapt to the international promotion of Chinese, and are competent for various teaching tasks. The "Master of Teaching Chinese to Speakers of Other Languages" as a professional degree, the curriculum goals reflect professional talent training goals and talent training specifications. Traditional curriculum goals are mainly based on the transfer of subject knowledge, with too much emphasis on understanding and memorization of knowledge. The course goals of the Master of Teaching Chinese to Speakers of Other Languages are to cultivate innovative high-level application-oriented professionals, which requires that the teaching goal of "Teaching Chinese as a second language" should link the standards and knowledge demands of specific professional fields with the knowledge of disciplines and cross disciplines, be oriented by practical application, be aimed by professional needs, and with the improvement of comprehensive accomplishment and applied knowledge and ability as the core.

The curriculum outline of "Teaching Chinese as a Second Language" should establish relatively unified standards. At present, there are 107 colleges and universities of master's degree in the Master of Teaching Chinese to Speakers of Other Languages in China. Due to the lack of a unified curriculum syllabus, each university has its own emphasis on the teaching of this course, which is different from each other. The preparation of a unified syllabus is not only conducive to the overall planning of about professional training of teaching Chinese to speakers of other languages, but also facilitates the specific operation of colleges and universities, and can make the teaching of this course rule-based and program-based. We should attach great importance to the course of "Teaching Chinese as a Second Language" and select teachers who have deep knowledge of Chinese linguistics ontology and second language teaching as well as rich Chinese teaching experience at home and abroad to undertake the teaching tasks of this course. Teachers should be sober recognize that the teaching of this course is directly related to the cultivation of high-quality teaching Chinese to speakers of other languages talents. According to the characteristics of students and the nature of the course, teachers should carefully prepare lessons and teach them carefully, so that students can master the teaching of Chinese as a second language through the learning of this course, and be familiar with the teaching skills of listening, speaking, reading and writing in the second language. In addition, it should also reverse the current misconception that teaching Chinese to foreigners is "a piece of cake". It is necessary to change the misunderstanding that it is easy to teach Chinese to foreigners and that "people with good mandarin can teach Chinese well", makes students clear the particularity and importance of teaching Chinese as a second language, as a professional development direction of the master's degree students of Teaching Chinese to Speakers of Other Languages, and recognize the theoretical and practical significance of the course *Teaching Chinese as a Second Language*, and actively participate in the learning of this course.

3. Select Course Content

The course "Teaching Chinese as a Second Language" contains a wide range. It not only involves macro theoretical knowledge systems such as linguistic theory, language learning theory, pedagogy theory system, but also involves specific teaching skills at the micro level, such as various teaching methods and skills of Chinese as a second language classroom teaching. The integration and organic reorganization of curriculum content can make the curriculum structure inherently consistent, thereby better achieving the goals of the curriculum system. The choice of curriculum content is directly related to achieve the curriculum goals, the construction of a scientific and reasonable curriculum system depends on the selection, reorganization and integration of the curriculum content in depth and breadth to a great extent. On the one hand, it ensures that the educational concepts spread by the curriculum are in step with the times, on the other hand, to ensure that teaching methods keep pace with social needs.

The first is to pay attention to the difference between the first language teaching and the second language teaching. As a second language Chinese teaching object, the mother tongue is not Chinese, and many learners are zero-starters. The teaching nature of second language is language teaching, which aims to cultivate students' communicative ability, enable learners to quickly and effectively

master the ability of listening, speaking, reading and writing Chinese in a short time, and learn to communicate in Chinese. Therefore, in the classroom, teachers should focus on arranging the relevant teaching contents from the perspective of Chinese as a second language teaching, such as introducing the nature, characteristics and development of Chinese as a second language teaching method; the curriculum types, teaching principles and teaching techniques of Chinese as a second language teaching; the teaching links and teaching steps of Chinese as a second language classroom teaching. In addition, we should pay attention to the learning and application of second language teaching theories. Western second language teaching theories and methods have a profound impact on teaching Chinese as a second language. However, Chinese, as a language different from Indo-European languages, has many characteristics different from English and other Indo-European languages. Based on the particularity of Chinese itself, Chinese teaching as a second language not only has the common law of all second language teaching, but also is different from the unique development track of western second language teaching represented by English. In teaching, we should introduce the universal laws of Western teaching methods, pay attention to the effective principles that conform to all the second language teaching, and combine them with the characteristics of Chinese language. At the same time, in order to maximize the role of "Teaching Chinese as a Second Language" course, teachers should also pay attention to the coordination and communication with other course teachers. In terms of the current curriculum, the teaching contents of "Teaching Chinese as a Second Language", "Chinese Classroom Teaching Cases in Foreign Countries", "Classroom Observation and Practice", "Teaching Skills of Chinese as a Foreign Language" and other courses are overlapped. Therefore, teachers must have a holistic curriculum concept, and work closely with the teachers of other courses to scientifically plan and reasonably arrange the teaching content of the course, to avoid duplication of teaching content and make the teaching of the course more reasonable and more targeted.

4. Update Teaching Concept

With the updating of teaching concepts, "Teaching Chinese as a Second Language" should also establish a teaching concept that conforms to the law of teaching development, develops students' innovative thinking, and uses multiple teaching methods and measures. This course is an open teaching system, abandoning the inertial teaching method that the teacher imparts to the students, and moving towards a new open and interactive teaching form. Constructing a case library of teaching Chinese as a second language, using advanced technical means to achieve resource sharing and maximum use of resources. Strengthen the construction of network teaching resources system, develop network learning courses, and carry out the hybrid teaching mode of online and offline combination, so that students can acquire theoretical knowledge from all aspects and multiple angles, and form teaching practice ability. To achieve the coordinated application of traditional teaching methods and modern educational technology, motivating students' enthusiasm for learning through various methods, enhancing students' enthusiasm for learning and curriculum participation. According to the teaching development of Teaching Chinese to Speakers of Other Languages, building part of the curriculum content into video courses, integrating language sharing resources, and conducting a preliminary study of the online aid system research and development. Change traditional teaching methods and means, improve teaching efficiency and optimize classroom teaching. Students and teachers use the network platform to communicate with each other, and teachers answer students' doubts online, so as to create an all-round independent learning environment for students.

5. Highlight Practical Ability

According to the national training goals, the main goal of the master's degree in Teaching Chinese as a Second Language is to cultivate applied talents. Therefore, in the process of teaching Chinese as a second language, the goal of cultivating students' practical ability should be emphasized, and the combination of teaching and practice will be realized. The teacher's theoretical

teaching is organically combined with the students' classroom teaching practice. Under the principle of combining lectures and practice, students can learn to apply teaching theory and teaching methods to specific classroom teaching, which can effectively improve the teaching level of students. The combination of teaching and practice can be realized in many ways, such as the teacher leading students to observe, the teacher training students to practice Chinese teaching, the teacher guiding students to conduct simulated teaching in the classroom. The combination of theoretical assessment and classroom practice can be realized through various teaching practice ways, and be incorporated into the assessment system to highlight the cultivation of practical ability, which is also an important assessment the teaching purpose of the content. In the classroom, students can be arranged to carry out simulation teaching on a certain teaching skill, after the teaching, the video will be played and watched by both teachers and students. Carry out self-analysis and check whether the practice process has reached the goal set by oneself and whether the teaching skills have been mastered. Conduct a collective review, analyze their strengths and weaknesses, and point out their areas for improvement, so as to help students find problems and improve their abilities in the future teaching practices. The discussion of the teaching theory of Teaching Chinese as a Second Language directly guides students' Chinese classroom teaching, which not only can more truly reflect the effect of teaching, but also can quickly improve students' teaching practice ability, which is an effective measure to highlight practical ability.

"Teaching Chinese as a Second Language" is an important professional course for training the Master of Teaching Chinese to Speakers of Other Languages in China. The goal is to train high-level, applied, compound, and international professionals. During the teaching process, analyzing the course goals and the course characteristics carefully, choosing teaching content, updating teaching concepts, focusing on the teaching of theory and practice, and strengthening the cultivation of students' ability can maximize the teaching effectiveness of the course, cultivate high-quality Chinese international education talents, and promote China's Teaching Chinese to Speakers of Other Languages is moving forward more steadily.

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