

Reform of Chinese Language Teaching Methodology

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Abstract

With the development of society and the advance of the new basic education curriculum reform, the original teaching methods and content system of Chinese Language Teaching Methodology cannot meet the needs of basic education teacher training. Therefore, the reform is imminent. This paper demonstrates the reform in three aspects: selection and cultivation of teachers, reconstruction of teaching content, and reform of teaching methods.

Key words: Reform; Chinese Language Teaching Methodology; Content; Method

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INTRODUCTION

Chinese Language Teaching Methodology is a key curriculum in Chinese Language and Literature Department. It plays an integral role in the process of training qualified Chinese language teachers, but with the development of society and the advance of the new basic education curriculum reform, the original teaching methods and content system cannot meet the needs of basic education teacher training. Linking with the practice of primary and secondary Chinese language teaching, and keeping up with the times requires, we must make the appropriate adjustment to it. Based on previous studies and combined with years of teaching experience, this paper tries to propose appropriate reform proposals.

1. SELECTION AND CULTIVATION OF TEACHERS

As curriculum implementers, Teachers often determine how the quality of teaching is. From a point of a course, it is narrow to talk how to train qualified Chinese language teachers. The legitimate way should be from the perspective of the Chinese Language and Literature Department as a whole to solve that. What kind of teacher can cultivate Chinese language teachers cannot be definitely defined by "eligibility"- such an abstract concept, and needs to be formulated in specifics and does some research. Research needs to be done so that we construct a specific and feasible index system. But due to space limitations, such index system is not discussed within the scope of this paper. So far as Chinese Language Teaching Methodology is concerned, requiring what kind of teacher is decided by the nature of the subject. "If only for abstract and speculative research, Teaching Methodology will be dead in the end. In Fact, it can be said, if only for operational and technical work, Teaching Methodology will not have broad prospects." (Zhang, 2003, p.17). Such a statement clearly shows the nature of the general Teaching Methodology, naturally it also shows the nature of Chinese language teaching methodology. Chinese Language Teaching Methodology has the nature of the unity of theory and practice. Therefore, on the one hand, the teachers of Chinese Language Teaching Methodology should have a solid theoretical foundation, on the other hand, they also should have extensive experience in Chinese language teaching. Certainly we cannot think that teachers with two aspects can engage in teaching. Things are not so simple. This is two important fields in the quality of the teachers, so we want to emphatically discuss the two aspects. In fact, the teachers of Chinese Language Teaching Methodology have a lot of problems in the two aspects, so it is not optimistic. Although the nature of Chinese Language Teaching Methodology is a combination of theory and practice, in the past, due to the guiding theory that is based on knowledge

and focuses on teaching students theoretical knowledge, the teachers often are selected from the well-educated and professional people. Such a direct consequence causes a phenomenon that the teachers emphasis interpretation of theory while ignore the students' skill training. The solution is nothing more than two. first, the teachers are selected from the front Chinese language teachers who are full of teaching experience and are well educated; second, the teacher must be strengthen in-service training, that is to say, the teacher go to primary and secondary schools to engage in Chinese language teaching in order to master the situation of Chinese language teaching. Of course, we still cannot complete the task of Chinese Language Teaching Methodology. To complete the task is just the initial stage; the more important thing is that the teachers always concern about Chinese language teaching and link the theory with the practice.

2. RECONSTRUCTION OF TEACHING CONTENT

Chinese Language Teaching Methodology has the nature of the unity of theory and practice. Naturally theory should be discussed, but what kind of theory should be discussed must be studied. Theory with rational light should have been full of charm. However, some theories of Chinese Language Teaching Methodology cannot produce such charm and shine, because of the ambiguity and experience of its. Students should be nourished to grow up under the shine of theory. In fact, the theory has revealed some of its non-theoretical side. They embody a style in which it is taken for granted that they are right, rather than logic deduction, so its rationality and legality is acknowledged. We do not see the laws and the universals, but see more of a personalized and individualized experience, which is not real theory. So we should strengthen the construction of theory. Construction of the theory is mainly embodied in following aspects. First, the theory should be real theory, not a summary of the experience, which should be based on the foundation of rigid argumentation. At the same time, we have to try to reduce the distance between the theory and the practice so that student-teachers can see the effect and the shine of the theory in the practice. Second, we should digest and absorb some foreign theories. Now we have introduced a lot of advanced foreign theory into Chinese Language Teaching Methodology, but we must study how to make it take root in our country. Third, we should encourage linkages between Chinese Language Teaching Methodology and other disciplines. Because the theories can't guide the practice, some obsolete theories has been criticized by people. It is necessary to attract cutting-edge theories of educational psychology, curriculum and teaching pedagogy, literature, linguistics, etc. We have made efforts to do that, but that is not enough to meet our needs. Fourth, Reconstruction of practice content is another important issue under the

theoretical guidance. With society's increasing demands on Chinese language teachers, the original theory cannot meet the needs of the practice, so it is necessary to re-explore the practice content. In the past, Practical skills training often include three kinds of calligraphy, teaching design, taking class, teaching management and so on. Such a framework basically covers the scope of Chinese language teaching skills, but it is too extensive to solve some specific problems in practice. it is necessary to redefine all aspects of language teaching skills on the basis of the basic framework, or reconstruct the original structure far from open framework, which is necessary to investigate and cannot be solved by speculation. At last, we should increase the Lesson Hours of Chinese Language Teaching Methodology. Now, the Lesson Hours of Chinese Language Teaching Methodology are 54, which is too little to meet needs. To complete the task of Chinese Language Teaching Methodology, we should divide the subject into two subjects. one helps student to gasp the theory. The other helps student improve their teaching skill. Due to teaching theory and practical skills training separation, the actual effect is ideal. There are also a few limitations. For instance, how to effectively coordinate with these subjects is needed to continue to explore and resolve.

3. REFORM OF TEACHING METHODS

The teaching method is a way that can present teaching content and decide the order of presentation. Appropriate teaching methods can not only create a proper atmosphere, crucially also affect the quality of teaching. In the last, the teachers used lecture in the Chinese Language Teaching Methodology, and paid too much attention to the interpretation of the relevant theory. Taking no account of no matter what theory, what kind of class type, what kind of students, the teachers always use lecture, which it is questionable. Therefore, In line with the different teaching content, in order to exert students' subjectivity, we use a variety of flexible teaching methods. Here only two of them are introduced.

3.1 The Use of Case Teaching

"Case teaching was first pioneered by the Harvard Law School in 1870, then Harvard Medical School began to introduce the use of case teaching" (Yang & Zhang, 2008). With its continuous improvement and development, Case teaching gradually was applied to the field of education. In the 1980s it was introduced into China. Case teaching,

under the guidance of teachers, according to certain educational purposes , through specific description of the case, helps students enter into the context of a particular event by organizing students to analyze these special situations, discussion, thereby increases their actual ability to analyze and solve problems and deepens the understanding of the concept and principle (Cheng & Feng, 2007).

Compared to the lecture, case teaching provides students with authenticity, typicality, relevance and timeliness of teaching cases. Through the analysis and discussion of teaching cases, students feel deeply situations which the case describes and play the role of education in the real event so that they will be able to handle a large number of practical problems of education in the school environment, in order to compensate for the lack of practical decision-making and operational capabilities that inexperience brings. Such learning can not only deepen the understanding of the abstract theory of education, but also has a clear understanding of complex educational practice and improve students' practical ability. Thus the study of theory combines itself with the operation, which is a kind of practice and theory of dual transcendence and effectively sets up a bridge between educational theory and practice of teaching. Meanwhile, the case teaching can also improve students' research capabilities. In Case teaching, a case contains one or more of the difficult problems or conflicts of education that students need to discover and solve them, so it improves their ability to identify problems, analyze and solve problems. In short, relative to the traditional Teaching methods which center on teacher and textbook, and interpret from one concept to another concept, the case teaching makes the theory integrate the practice and greatly exercise such initiative and creativity of students, and changes previous boring classroom atmosphere and improve teaching efficiency and quality. From the point of the nature of the case teaching, it requires that the students have a theoretical basis, then it is carried out effectively, so the proportion of cases teaching in the whole Chinese Language Teaching Methodology should not be too large. Some Researches indicate that in the case teaching, the graduate student's learning effect is better than undergraduates'. The reason is that the undergraduates in basic theory, basic knowledge and basic skills and other aspects of the reserve is not enough. Therefore, especially in the lower grades of undergraduate students should be taught under the principle of "Teaching is given priority to case teaching", meanwhile the case teaching hours should generally not exceed 20% (Zhu, 2003). In the process of implement, we also found that insufficient source library and old fashioned content was a thorny problem which was pressing to be solved.

3.2 Widespread Use of Microteaching

Traditional education thinks that normal university students who have some cultural knowledge and professional knowledge can be teachers; this view is clearly one-sided, and it is not consistent with the requirements of teacher education. As a teacher not only requires a certain cultural foundation and professional and theoretical knowledge, but also has a certain practical ability and proficiency in the basic teaching skills. Specialization of teaching skills is one component of teacher professionalism, and it is one

very important part. Teaching skills are indispensable for preparing lessons and taking classes and are the most basic important vocational skills. Teaching skills training methods is a means that improves the teaching of teachers and helps them form teaching skills and techniques. Currently, our training methods include following three kinds: field work, teaching practice and microteaching. In the process of field work, the teacher intern takes class for Primary and secondary students, and they can directly gain teaching experience, but due to less time, gaining teaching experience is limited. Teaching practice is a method that combines with daily teaching practice to train in-service teachers. Microteaching is a training method that trains teachers and normal university students to improve teaching skills with the help of modern audio-visual media applications. It applies modern audiovisual media into the training of teaching skills so as to improve the teaching skills. It has special characteristics such as the active participation of students, strong practical, instructional feedback in a timely manner and so on (Wang, 2008). Compared to the other two methods, such characteristics make microteaching more suitable for normal university students, so it is widely used. However, in the process of application, we found that lack of Lesson Hours is a major obstacle to utilize it. Only 36 hours cannot meet the practical needs. How to arrange lesson hours and handle relations with other subjects is the key to solve the problem.

CONCLUSION

The Reform of Chinese Language Teaching Methodology is a systematic project, which not only requires internal adjustment, but also properly handles the relationship between other courses, and what's more, improves their own quality of instructors. Only the coordinated development of all aspects and cooperation with each other can cause Chinese Language Teaching Methodology to play a role.

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