

The Plight of College Chinese Teaching and the Countermeasures

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Abstract—While Chinese teaching and learning is hot booming in the international society, college Chinese teaching is faced with an embarrassing situation at home. The plight of college Chinese teaching is reflected in the following aspects: college Chinese teachers' quality is on a quite low level; teachers are in an instable state; large teaching classes; low learning motivation of the students, shoddy learning and teaching textbooks and so on. The countermeasure is to build a college Chinese teaching system. The first is for educational leadership to realize the importance of college Chinese teaching and learning. The second is to set up the institutionalized protection.

Index Terms—College Chinese, teaching, plight, countermeasures, attach importance, institutionalized protection

I. INTRODUCTION

The Chinese nation is a great nation with world vision. Chinese sink since the modern times caused great concern and painful cry of the people who are actuated by high ideals. In the sacrifice and struggle of countless Chinese people the fate of the nation has turned for good. The essential meaning and core content of national revival lies in the cultural revival. Along with the Chinese Cultural Renaissance, there was in the international society a Chinese language heat. According to statistics, there were 2500 universities on the whole world which opened Chinese curriculum in 2009, the foreign people who were learning Chinese is close to 40000000. there were 268 Confucius Institutes spreading over 83 countries and regions in the world.

But contrary to the international "Chinese fever" wave, the domestic Chinese teaching is facing the embarrassing situation. As to Chinese language teaching in universities and colleges, the awkwardness is in the following respects:

II. TWO RESPECTS OF THE AWKWARDNESS

A. *The First is the Teachers' Quality Problems.*

The number of teachers is fewer than need and teachers are instable. A few years ago, along with the sharp expansion of higher education, there was a rapid increase in the number of students but the increase in the number of teachers cannot catch rate of increase in the number of students, so many colleges and universities formed the unreasonable ratio of students to teachers. Many leaders of colleges and universities

feared the future students reduce so they compressed the number of teachers. Primarily the colleges and universities would compress the number of Chinese teachers. University Chinese teachers are "Jack of all trades" All college functions of the various departments can "dig persons" from the Chinese teaching and research section. Being a Chinese teacher, bitter and tired, with no future, Chinese teachers are willing to be "dug". Beside the leadership every day, being the leadership decision-making staff, a better future of middle-level cadres positions waiting in front of them, who don't want to be "dug" away?

Teachers' quality is low, and teaching and scientific research level is not high. This kind of situation is striking in colleges and universities which have no Chinese department or Arts department. Many universities of science and technology, Chinese teachers who want to engage in scientific research have no support of a research platform. Without peer among high level research, without high level teaching and research team, they must pay double effort to write high quality paper and engage in high level research projects. Even so they often pay without gain. In this case, the only thing a lot of university Chinese teachers can do is to hit the bell as the monk's everyday duty. Engaging in scientific research, getting a higher title is only in the mind, a desire which cannot be realized. A number of aspiring young Chinese teachers make their own hard efforts, pave their road to "runaway" from colleges and universities. In fact, because the absence of humanity knowledge, science and engineering colleges and universities should strengthen humanistic quality education especially strengthen the teaching of Chinese, rather than weakening the University Chinese teaching. In this respect, now many principals of universities of science and engineering lag far behind professor Su Buqing. As educators, their cultivation and mind's eye cannot be compared with Professor Su. Su Buqing was a mathematician but stressed the University Chinese teaching in Colleges of science and engineering, now some principals of universities of science and engineering pay little attention to humane quality education in universities. The talents these universities cultivated would be one-sided developed.

B. *The Second is the Teaching Problems.*

1) *Big class.*

As a result of University Chinese teacher shortage, large class become the choice of many colleges and universities. In this case, it is very difficult for Chinese teachers to teacher according to students' aptitude. Teachers can only give lectures, it is very difficult for them to organize the speech contest, class discussion. Interaction between teachers and students is difficult to achieve. It is also difficult for students to be satisfied with classroom teaching because their

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expectations are different. So the improvement of teaching quality is greatly limited.

2) *Learning enthusiasm is low.*

In today's system of education, college students study English hard, strive to pass tests to get a variety of occupation qualification certificate. They have a very practical purpose, and these certificates are directly beneficial to the future graduation and employment. While the University Chinese is at best a public compulsory, as long as they pass it. Students sleeping in class, reading novels, whispering to one another are common phenomenon in the course of University Chinese. Students' negative attitude will influence teachers' teaching enthusiasm, so some teachers dislike teaching, complaining the poor students not to study hard. Vicious spiral is formed easily.

3) *Crudely made textbooks.*

Higher education teachers must have the achievements in scientific research, teachers with no scientific research can only serve as little role. Although the university language teachers are often in vulnerable groups, their titles low, scientific research ability low. But also because of this, they often focused scientific research on writing textbooks. Coupled with the press enterprization, the autonomy of choosing textbooks, and other factors, compiling teaching materials is becoming easier and easier. More and more college Chinese teachers choose compiling textbooks as the breakthrough of their scientific research. In 2006 the national library catalog, University Chinese teaching materials have been as many as 1402. We can imagine that, in these materials, there are a lot of crudely made achievements with the purpose to get professional titles.

To make a long story short, the embarrassing situation of the University Chinese language teaching is not only known by university Chinese teachers, but also by the whole society which has a strong reflection. In February 13, 2004, Xing Yuhao in the "bright daily" published "encountered awkwardness University Chinese". September 2006, national eleven five period of cultural development planning outline required that, colleges and universities set up university Chinese for all university students. In March 2007, Ministry of education also issued a notice requiring "University Chinese course can only be further strengthened, but not be weakened or ignored". On one hand, in 100 forum Yi Zhongtian, Yu Dan, Wang Liqun and others were wildly popular, becoming famous; on the other hand, in colleges and universities, the course of University Chinese is facing embarrassing situation. This formed enormous pressure on the majority of the university Chinese teachers, asking them to quickly come up with countermeasures to walk out of predicament. In this situation, many university Chinese teachers are brave to practice, to innovate, many of them have written many papers, put forward many valuable views. But these all failed to fundamentally change the awkward situation of University Chinese.

III. THE COUNTERMEASURES

The author thinks, to cast off predicament of the University Chinese teaching, the only efforts of the university Chinese teachers would never do. We should

establish a university Chinese teaching system project which need the joint efforts of universities, society, educational leadership, university Chinese teachers and so on. Lack of any one would never do. In the core position of this project which need to be solved urgently, is the following two aspects.

A. Leading Authorities Attach Great Importance to College Chinese Teaching

1) Draw lessons from the advanced experience of western developed countries, learn painful lessons of history

The advanced experiences of the western countries are valuable for us to draw lessons from. In many of the world's leading universities, students from one grade, regardless of their specialties, are all required to learn general education curriculum such as literature, history, philosophy. All higher education in developed countries, without exception, strengthen the humanities and Social Sciences portion, firstly requiring students to have the perfect mind, to become a perfect soul, a general talent, then on this basis, cultivate their specialized skills, enabling them to become talents.

At the same time, we must also learn the Chinese historical lessons. The adjustment of colleges and departments after the founding of new China blindly copied the Soviet education model to pay attention to science and attach little importance to humanities. School of liberal arts was regarded as "useless". University Chinese was canceled. At the peak of this trend is the "Cultural Revolution". Writers were put in prison and "bullpen", a number of literary works were burned, the slogan "more knowledge, more reactionary" ruled the hearts of people. In the ten years of "Cultural Revolution", young people's language level dropped sharply. In students' composition, the phenomenon of words typos edges meet the eye everywhere, the culture of the Chinese nation is not greatly improved but greatly reduced, national culture was unprecedentedly destructed. If we pay little attention to humanities and university Chinese, no doubt we did not draw lessons from the "Cultural Revolution".

2) The great rejuvenation of the Chinese nation inevitably requires the revival of national language

The Chinese nation must blend in the world to survive and develop, but the development of the Chinese nation would never be at the price of giving up their "Chineseness". "Chineseness" is mainly reflected in the cultural level rather than the material aspect, Chinese and Chinese characters is the core of Chineseness in cultural dimensions. Just think, Chinese crisis would deteriorate to the degree that there are many higher Chinese walking around who are proud of speaking English and writing English, and china is divided into two classes according to whether they can speak English, then, where is our national cultural dignity? where is the significance of our economic development? When the Japanese invaded china, strengthening the "imperial consciousness" and the enslavement education, weakening our national consciousness, we have fought back, paying the greatest national sacrifice to drive the Japanese out of china. Now, can we discard our culture, paying no attention to our cultural crisis?

Gratifyingly, as mentioned at the beginning, in recent years our Chinese also started her" going out ". This is a

gratifying phenomenon, but on the other hand, we should pay attention to the domestic language foreign worship which is still further developing. Learning a foreign language is necessary and reasonable, but our mother tongue is without any reason to be marginalized.

Based on the above reasons, education leading authorities at all levels should look at Chinese university education from national cultural renaissance perspective, take effective measures to enhance the actual effect of University Chinese education. In the administrative dominant society of China, educational leadership Department's attention is more important than any other force. As long as the educational leadership department takes college Chinese seriously, invests more, we will be able to find a way to overcome mother tongue crisis.

B. Institutional Guarantees

1) Establish a Chinese examination system

The importance of university English tests for College English education is self-evident. We can learn this to establish Chinese examination system. Many experts also called for the establishment of this system, such as Xu Zhongyu, Wen Rumin. We believe that this system once established, will drive people to learn their mother tongue.

In fact, the state is also exploring the establishment of Chinese examination system. At present there are Chinese proficiency test, Chinese occupation ability test. Unfortunately these tests are not yet mature, and they are not popularized in whole society. To solve the problem of mother language inability, the establishment of Chinese level test system is imperative. It is sure to play a major role in the development of our mother language.

2) The reconstruction of university Chinese teaching system

The reason for people to pay attention to foreign language and take native language lightly is that foreign language teaching has institutional protection mechanisms, but mother tongue education has not. University Chinese should be taken

as a public compulsory, rather than now as a public elective. As for credits, it has now only two credits, 36 hours. This is not enough. The credits should increase to at least 6.

3) Improve university Chinese teaching model

We should change the current "fourth grade high school Chinese" teaching model, blending classical literary works, financial skills training, moral education, aesthetic education as a whole. We should distinguish college Chinese from Chinese in primary and secondary schools. We should learn from foreign advanced experience, taking thinking and writing as the main content, setting up a variety of topics, discussion-based mother-tongue education curriculum. Meanwhile, the university must increase the university's faculty, giving up large classes, using small class teaching. Harvard University provides language classroom teaching must not exceed 14 students, the provisions of Princeton University is not more than 12 students. We should learn from the advanced experience. Some thematic, discussion-based teaching is difficult for the traditional Chinese language teachers, these thematic, discussion-based teaching of mother tongue education should be a shared task of university teachers in each department. So mother-tongue education teachers shortage problem can be eased.

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