

Research on the Problems and Countermeasures of Teaching Internship of College Students majoring in Chinese Language and Literature

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Abstract

With the increasingly fierce international competition, teacher specialization has become the common trend of teacher education and teacher staff construction throughout the world today, and China has also paid growing attention to the reform of teacher education. As an important part of teacher education, teaching internship is an important way for normal school students to train their teaching skills, link theory with practice, and acquire the practical ability to teach students well. In the context of the gradual attention of teacher education reform, the article presents the situation of college students majoring in Chinese Language and Literature in their teaching internships, and further analyzes the problems they face in the current stage, with the purpose to provide some practical opinions and strategies for the professional teaching internship of Chinese Language and Literature majors.

Keywords

Chinese Language and Literature; Teaching internship; Survey of the status quo; Countermeasures.

1. Introduction

For college students majoring Chinese Language and Literature, the teaching internship of Chinese is an important course to help them apply theoretical knowledge into practice. It can exercise students' teaching ability in practice and test the result of their theoretical study, which cannot be replaced by other courses in the process of teacher education in higher normal schools. Therefore, it has become an indispensable part of the Chinese Language and Literature majors in higher normal schools. In recent years, more and more language educators and teachers specializing in Chinese Language and Literature in higher normal schools have been actively exploring new models and methods for the reform of language teaching internship. However, in the face of the ongoing reform of the basic education of Chinese courses, the students majoring in Chinese Language and Literature generally encounter many different problems when they enter the stage of teaching practice from theoretical study. For examples, they are not very clear and understand the concept and requirements of the new curriculum reform; the new teaching mode applied in the Chinese classroom of middle schools makes these trainees unable to teach students independently in a very short time; the cooperative and inquiry-based teaching methods advocated in Chinese teaching of middle schools also make many of them who are accustomed to the "cramming" teaching mode. It can be seen from these problems in internship that the training concept, curriculum setting, teaching methods and school-running mode of higher normal schools have been obviously single and lagging behind. In this sense, the training of normal school students in the current teacher education process has become disconnected from basic education.

2. Problems existing in teaching practice of students majoring in Chinese Language and Literature

2.1. Unclear orientation of educational practice

A clear purpose of internship is not only the primary link to ensure the smooth implementation of teaching practice, but also its fundamental foothold of normal schools. In the context of basic education reform, attention has paid to developing students' education and teaching skills. However, it is far from enough now in terms of cultivating their professional qualities, reflective ability and innovation ability, especially their humanistic accomplishment and humanistic feelings as trainees of Chinese subjects. If we do not keep pace with the times, it is hard to cultivate innovative and reflective professional teachers, and most teachers in elementary and secondary schools can only be called qualified "teacher men" rather than "educators".

At present, many higher normal schools have not yet realized the significance and value of teaching practice for the growth of their students' pre-service education. They just position it as a way of testing and exercising the teaching theory and ability of students. Some schools even insist that teaching internship is an integral part of teacher education and that it is only need to complete the entire process as required. It can be seen that the purpose of teaching internship at this stage is mainly to transfer knowledge and skills, while there is a serious lack of attention and care for the overall development of trainees. As far as Chinese is such a humanistic subject, if the value of educating people cannot become one of the goals in teaching practice, the development of this subject will also be fundamentally affected.

2.2. Short internship and single mode

With the in-depth development of teacher specialization and education reform in the field of teacher education, educators of our country are also aware of the importance of teaching internship in teacher pre-service education. Normal schools have generally extended teaching internship of their students and enriched the content of practice, but according to the survey, the current time for teaching internship is still only 8 weeks or up to 12 weeks. Although it is longer to a certain extent, the time for actual teaching internship does not increase much, except for the pre-school preparation time and the later time for sorting out the internship materials after trainees return to school. In this limited internship time, it is not easy for trainees to fully understand basic education courses and specific teaching work, exercise and improve their own education and teaching ability. It is also found in the survey that most teaching internships in normal schools now are arranged in the first half of the senior year when students are actively preparing for postgraduate entrance examinations and looking for employment opportunities. In this period of time, students cannot fully devote themselves to teaching practice, which will definitely affect the effect of their internship.

It is concluded from the survey results that teaching internship and class management internship are still the main practice content of Chinese Language and Literature majors. With the deepening of Chinese curriculum reform today, education research internship is still blank or very limited in many schools, which also shows from one side that higher normal schools do not really pay attention to students' education research ability. In terms of internship mode, higher normal schools still carry out teaching internship based on centralized practice, supplemented by decentralized practice.

2.3. Many difficulties in the construction of practice bases

The construction of practice bases has always been the biggest bottleneck that schools encounter in the process of students' internship. According to the survey results of several colleges and universities, students participating in the school's centralized internship at this stage accounted for 90-95% of all trainees. This shows that centralized practice is still the main

mode of teaching internship at this stage, which means that schools should contact practice schools for these students. The actual situation now is that normal schools need to organize teaching internship every year but they have not established corresponding stable practice bases for their students. Among the several schools surveyed by the author, only a few have relatively stable practice bases. Every year before the teaching practice of students, secondary departments and instructors in charge of teaching practice in colleges and universities have to look for new practice places, and many of them even use personal relationships to look for suitable places. There are mainly two reasons for this. First of all, the management of colleges and universities does not attach great importance to the construction of practice bases for teaching internship. As for most of the schools surveyed by the author, it was the faculty departments of students that contacted and arranged teaching internships, and the school level were not involved too much. Secondly, not all the internship schools welcome trainees, especially those with good teaching quality. Schools of such kind generally have enormous academic pressure, and the entry of trainees will inevitably affect the normal teaching order. There are some schools welcoming trainees, but most of them have poor teaching quality or are relatively remote and inconvenient in transportation, and thus normal schools and trainees are reluctant to choose them as practice places. Based on the above two reasons, the construction of practice bases for teaching practice at this stage is facing great difficulty.

2.4. Lack of effective guidance during the internship

In the process of teaching practice, the good and smooth communication among the leading teachers, internship advisors and the trainees greatly affect the practice result of normal school students. However, the cooperation among the above three parties is not very efficient in reality, and the problems are mainly manifested in the following three aspects. First of all, there are no clear requirements and specific standards for the selection of leading teachers in colleges and universities. Taking the higher normal schools surveyed by the author as an example, only a small number of teachers were really engaged in teacher education courses in a school, but hundreds of students need to carry out teaching internship every year in every school. These colleges generally sent teachers of other subjects to play the role of leading instructors, but it was difficult for them to provide professional and efficient guidance to trainees. Second, higher normal schools now do not have full-time internship advisors. Most of the teachers have to take the post of trainee leading teachers while their teaching and research tasks have been so heavy. Many teachers are unable to juggle the both and feel overwhelmed, and therefore, they just perfunctorily take a look of the internship bases when being asked, which cannot provide any real guidance for students. Third, the advisors of the internship school are the most important part of the students' teaching practice. Some teachers have complicated teaching tasks due to the pressure of students' academic study, and thus they cannot provide all-round guidance to trainees after receiving them. Besides, some instructors cannot give effective guidance to trainees in the process of teaching practice because of their limited teaching ability. These factors make students' teaching internship a mere formality, and their education and teaching ability has not been effectively improved in practice, which is very unfavorable for the pre-service education of normal school students.

3. Countermeasures and suggestions for the teaching practice of students majoring in Chinese Language and Literature

3.1. Higher normal schools should establish a solid awareness of "normality"

For a long time, the development direction and prospect of higher normal education have been unclear. Many higher normal schools are developing to be comprehensive universities while cultivating normal school students. Comprehensive universities always attach great

importance to academics, so higher normal schools also pay more attention to academics year by year, but at the same time, their “normality” becomes increasingly weakened. This is mainly reflected in a variety of aspects: a large number of non-teacher-oriented majors have been opened in normal colleges and universities in recent years; the proportion of teaching-related courses offered in the curriculum has decreased; students' teaching internship has not been given due attention. Although normal school students indeed face some difficulty in the employment at this stage, every primary and secondary school still urgently needs outstanding normal school graduates. Therefore, higher normal schools should still adhere to the research of education science and teacher training, and effectively attach importance to the educational philosophy, educational curriculum, practical skill training and other links in teacher education, and strive to create the “normality” in campus culture in practice. It is needed to make every higher normal school student feel the pride and responsibility as a teacher, so that they can establish a love for education when they are students and are willing to work hard and contribute to it in the future.

3.2. Trainees should change the traditional view of internship goals

The students taking teaching internship must first correct their thinking. Teaching practice is an indispensable part of becoming middle school Chinese teachers. The knowledge of teaching practice is also an important part of the knowledge structure system under the background of the implementation of the new curriculum reform, and it is also the premise to ensure that normal school students can carry out teaching tasks well after they become teachers. Secondly, many new concepts are put forward in the new education reform, covering the curriculum objectives, curriculum content, teaching methods, the assessment and evaluation mechanism for teachers, etc. Before the teaching internship, trainees need to have a good understanding of the new curriculum standards, and then they can continuously practice these new concepts in the process of internship, reflect it in their own teaching methods, and strive to meet the requirements of the new curriculum standards.

3.3. Properly extend the internship and change the existing single internship mode

According to relevant information, the time of teaching internship in some foreign countries is longer than that of China. For example, the teaching internship time is 20 weeks in France, 15 weeks in the UK and the US, and 14 weeks in Japan. This is enough to show the importance that these foreign countries attach to internships. While learning from foreign experience, the teaching internship in China should be reformed according to the actual situation of the state's higher normal education and the characteristics of Chinese Language and Literature. First, the time of teaching internship should be appropriately extended. The internship is too short now. Except the time spent listening to lectures, preparing lessons, writing teaching plans, summarizing and reflecting, there is little time left for trainees to actually conduct teaching practice in the internship schools. Chinese is a highly humanistic subject, and many articles need to be taught with strong emotion and some emotional extension. The teaching of an article generally takes about 2-3 class hours, so it is difficult for trainees to complete a teaching unit and a composition class within the internship period. In this sense, it is absolutely necessary to extend the internship time. Secondly, the current internship mode adopted by higher normal schools is too rigid and single. It is feasible to learn from the advanced experience in the internship mode from the United States, France and some other countries, and at the same time, there is a need to reform the centralized education and practice in the senior year. Teaching practice should not be an isolated teaching session in a certain period of time, but should run through the entire learning process. Specifically, it is need to build a new three-stage mode for teaching internship, namely, “experience -- investigation – practice”. The first stage is a one-week experiential internship in the first semester of the sophomore year. The second stage can

be arranged in the first semester of the junior year, focusing on research internships including observing classroom teaching, trial lecture and class evaluation, as well as research and communication of teaching method and educational theory. The last stage is the intensive practice in the first semester of the senior year, which lasts for 6-8 weeks. This new internship mode can effectively deal with some disadvantages of current internship, such as short time, concentrated internship sites, and the disconnect between the teaching theory and practice. This kind of teaching internship runs through every academic year from sophomore to senior year of normal students, which can extend the teaching practice of students from time and space, thereby achieving a leap from quantitative change to qualitative change.

3.4. Further strengthen the construction of practice bases

Establishing relatively stable teaching practice base for students has always been a focus of work in higher normal schools, but it is also a difficulty at the same time. It is found in the investigation that the construction of practice base is a two-way choice, but the channels for mutual selection between universities and internship schools are not smooth enough at this stage, which leads to greatly reduced internship effects. Therefore, it is very necessary to establish long-term and stable educational practice bases for trainees. According to the survey results, cooperation can be strengthened from the following two aspects. First of all, higher normal schools and primary and secondary schools should attach great importance to the construction of practice bases. At the current stage, the instability of many higher normal schools' internship bases can be attributed to the lack of attention at the school level. In the higher normal schools surveyed, almost all the teaching internships of Chinese Language and Literature majors are under the charge of the second-level colleges and departments, and it is mainly the teachers of second-level colleges that have to the contact practice bases for their students, with their personal relationships and resources. This greatly increases the instability of the practice bases. Higher normal schools should pay more attention to this issue at the school level, and establish communication and connection with internship school at the school level. Secondly, the leading teachers of the normal school and the teachers of the practice base should jointly undertake the role of teaching internship advisors. Higher normal schools should provide the leading teachers with relevant lectures, training, etc. on a regular basis, so that they can provide more professional and efficient guidance for trainees when undertaking this work. At the same time, college instructors and internship base advisors should strengthen communication and cooperation, and clarify their respective tasks and division of labor in internship of students. It is necessary for related parties to actively communicate the situations and problems encountered by students in the practice, so that they can quickly improve their theoretical knowledge and practical ability through teaching practice.

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