

# Current Situation and Countermeasures for the Development of Chinese Language Programmes in Universities

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**Abstract:** The purpose of this paper is to discuss the current situation and development countermeasures of Chinese language majors in universities in China. Firstly, the paper briefly introduces the importance of Chinese language major in universities, and the background and significance of studying the status and problems of the major. Secondly, by analysing the current development status of Chinese language major in universities in terms of curriculum, faculty, academic research and students' employment, the paper reveals the challenges and problems faced by the major in its development. Once again, this paper puts forward targeted countermeasures and suggestions in terms of curriculum reform, faculty construction, expansion of academic research fields and student employment guidance. Finally, this paper summarises the whole article and points out that in the future development process, Chinese language majors in universities should adapt to social changes, constantly adjust and improve the training objectives and the quality of teaching in order to meet the needs of the development of the times.

**Keywords:** University; Chinese Language Major; Status Quo; Countermeasures; Development.

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## 1. Introduction

With the rapid development of China's economy and the increasing frequency of international exchanges, the status of Chinese language majors in university education is becoming more and more important. However, the current development of Chinese language majors is facing some challenges and problems, such as the curriculum is out of line with the needs of the society, the level of the faculty is uneven, and the academic research is lagging behind. Therefore, this paper aims to discuss the current situation of Chinese language majors in universities, analyse their problems, and put forward corresponding countermeasures and suggestions, with a view to providing useful references for the development of Chinese language majors.

## 2. The Current Situation of the Development of Chinese Language Major in Universities

### 2.1. Cultivation Objectives and Curriculum

The cultivation goal of Chinese language majors in universities is to cultivate high-quality talents with solid basic knowledge of Chinese language and high application ability of Chinese language, a certain degree of humanistic literacy and international vision, who are able to engage in Chinese language teaching, research and cultural communication in the fields of education, scientific research, culture and media. In order to achieve this goal, the curriculum covers a variety of aspects such as Chinese language theory, Chinese language skills, cultural knowledge, educational theory and practice.

In the Chinese language theory course, students will learn the essence, characteristics and developmental laws of the Chinese language, laying a solid foundation for subsequent Chinese language teaching and research work. The Chinese language skills programme, on the other hand, focuses on cultivating students' ability to listen, speak, read and write Chinese, so that they can use Chinese language proficiently

for effective communication in practical applications. The cultural knowledge programme aims to help students understand Chinese culture, including traditional, modern and regional culture, and improve their humanistic qualities. In addition, the educational theory and practice courses are designed to enable students to master the basic theories of education and improve their educational and teaching abilities in practice.

With the development of the society and the updating of the concept of education, the Chinese language majors of universities are constantly adjusting and optimising their curriculum. For example, in recent years, many colleges and universities have begun to pay attention to the setting of interdisciplinary courses, such as psychology, sociology, computer science, etc., in order to broaden students' knowledge horizons and improve their comprehensive quality. At the same time, with the deepening of international communication, Chinese language majors have also increased the curriculum of foreign language courses, so as to equip students with strong communication skills in foreign languages, and prepare them for the future work of Chinese language teaching and cultural exchange in the international arena [1].

In the course of teaching, teachers will use a variety of teaching methods, such as lecture, discussion, practice, etc., in order to stimulate students' interest in learning and cultivate their independent learning ability. At the same time, students are encouraged to participate in various academic activities, practical activities and competitions in order to improve their practical ability and innovation ability. Through the above reforms and innovations in curriculum and teaching methods, the Chinese language programme of the university aims to cultivate excellent Chinese language talents who can meet the needs of the development of the times.

### 2.2. Faculty and Teaching Resources

Teaching staff and teaching resources are important parts of the development of Chinese language majors in

universities. At present, the overall quality of the faculty of Chinese language majors in Chinese universities in China is relatively high, but there are still some problems. First of all, the age structure of the faculty is unreasonable, with a large proportion of elderly teachers, a break in middle-aged teachers, and an insufficient number of young teachers. This leads to certain pressure on the faculty in teaching and research. Secondly, the mobility of teachers is large, and some excellent teachers leave colleges and universities for various reasons, which affects the stability of the faculty. In addition, there is a certain amount of academic inbreeding in the construction of the faculty, and there is a lack of diversified academic backgrounds and perspectives [2].

To address these problems, it is necessary to take measures to strengthen the construction of the faculty. First of all, universities should increase the introduction of excellent talents, especially in terms of young teachers, to provide better treatment and development space, to attract more excellent talents to join the teaching and research of Chinese language majors. Secondly, it is necessary to strengthen the training and improvement of the faculty, encourage teachers to participate in academic exchanges and seminars at home and abroad, and improve teachers' academic quality and teaching level. At the same time, it is necessary to strengthen the co-operation and communication among teachers to promote the collision and innovation of academic ideas.

Teaching resources are the key to guarantee the teaching quality of Chinese language majors. Colleges and universities should increase investment, improve teaching facilities, and enhance the quality and quantity of teaching resources. On the one hand, they should purchase and build rich teaching resources sharing platforms to provide online courses, teaching materials, academic materials, etc., which are convenient for teachers and students to obtain and use. On the other hand, the construction of practical teaching resources such as laboratories and internship bases should be strengthened to improve students' practical ability and innovative spirit. At the same time, it is necessary to make full use of modern information technology to promote the reform of teaching methods, realise blended teaching combining online and offline, and improve the teaching effect [3].

To sum up, strengthening the construction of teaching staff and optimising teaching resources are important measures to enhance the development of Chinese language majors in universities. Only by creating a high-quality and stable faculty and guaranteeing sufficient teaching resources can we cultivate more excellent Chinese language professionals and promote the inheritance and development of Chinese language culture in China.

### **2.3. Academic Research and Practical Teaching**

In the current social environment, academic research and practical teaching occupy a pivotal position in the development of Chinese language majors in universities. Academic research is an important means to promote the development and enhance the status of the discipline, while practical teaching is the key to cultivate talents with practical ability. However, from the current situation, there are still some problems in academic research and practical teaching of Chinese language majors in universities [4].

First of all, in terms of academic research, although the academic research of Chinese language majors in Chinese universities in China has made certain achievements in recent

years, there is still a big gap compared with the advanced level abroad. In addition, academic research focuses too much on quantitative indicators, which leads to some researchers pursuing short-term effects and neglecting the exploration of the depth and breadth of the discipline. At the same time, the subject selection and research direction of academic research is too concentrated, lacking interdisciplinary and diversified research vision.

Secondly, in terms of practical teaching, although colleges and universities have made certain achievements in practical teaching, there are still some problems. Firstly, the practice teaching link is not perfect enough, and the practice teaching in some colleges and universities is still in the primary stage, lacking systematicity and completeness. Secondly, the practice teaching resources are insufficient, especially the lack of internship and practice bases, which limits the improvement of students' practical ability. Thirdly, the evaluation system of practice teaching is not perfect, which makes it difficult to accurately assess the effect of practice teaching.

In view of the above problems, Chinese language majors in Chinese universities in China should take the following measures to strengthen academic research and practical teaching. Firstly, to improve the level of academic research, encourage teachers and postgraduates to carry out original research and enhance the international influence of the discipline. Secondly, optimise the practical teaching system, increase the number of practical teaching links, and ensure the systematicity and completeness of practical teaching. Thirdly, we will strengthen the construction of practical teaching resources, actively cooperate with enterprises and cultural institutions, and establish stable internship and practice bases. Fourth, improve the evaluation system of practice teaching to ensure the accurate assessment of practice teaching effect [5].

In conclusion, in the context of the new era, the development of Chinese language majors in Chinese universities in China cannot be separated from the support of academic research and practical teaching. Only by continuously improving the level of academic research and strengthening practical teaching can we cultivate more excellent talents with innovative spirit and practical ability, and make contributions to the prosperity and development of Chinese language disciplines in China.

### **2.4. Student Employment and Market Demand**

In the past few years, with the continuous growth of China's economy and the rapid development of the society, the employment situation of Chinese language majors has been attracting much attention. After graduation, students majoring in Chinese language mainly work as teachers, journalists, editors, translators, administrators and so on. However, due to the strong breadth and practicality of Chinese language majors, their graduates also have high competitiveness in the fields of marketing, human resources, and cultural communication [6]. However, the current employment situation of Chinese language majors is not optimistic. On the one hand, the number of graduates of Chinese language majors continues to increase, but the growth rate of jobs in related industries is relatively slow, resulting in increasingly fierce competition for employment. On the other hand, with the development of the Internet and artificial intelligence technology, the traditional employment field of Chinese language is facing unprecedented challenges, and the demand for some traditional positions is gradually decreasing [7].

However, despite the employment pressure, graduates of Chinese language majors still have a broad market demand. With the deepening of China's foreign exchanges and cooperation, more and more people are aware of the importance of the Chinese language, and the demand for talents in the fields of foreign Chinese language education, translation and cultural communication is increasing. In addition, with the rapid development of China's cultural industry, graduates of Chinese language majors also have a broad space for development in the fields of cultural creativity, marketing and new media communication.

Therefore, when graduates majoring in Chinese language are employed, they should fully understand the market demand, give full play to their professional advantages, and improve their comprehensive quality and practical ability. At the same time, colleges and universities majoring in Chinese language should also adjust the curriculum and practical teaching according to the market demand and provide students with more opportunities for internships and practice in order to improve their competitiveness in employment [8].

### **3. Challenges and Problems Facing Chinese Language Majors in Universities**

#### **3.1. Impact of Social Changes on Chinese Language Majors**

The impact of social changes on Chinese language majors is multifaceted. Firstly, with the advancement of economic globalisation and social informatisation, Chinese language majors play an increasingly important role in communication and exchange. This makes Chinese language majors increasingly prominent in university education and provides students with more opportunities for learning and development.

However, social changes have also brought challenges to Chinese language majors. With the progress of science and technology, the development of artificial intelligence and computer technology has impacted traditional Chinese language education. The application of technologies such as machine translation and natural language processing has made some basic language skills replaceable, which requires Chinese language majors not only to master language knowledge, but also to have strong technical application skills [9].

In addition, social changes have brought about cultural diversity and plurality of values. Under the background of globalisation, various cultures are intermingling with each other, and Chinese language majors need to have cross-cultural communication skills and be able to understand and respect the characteristics and differences of different cultures. At the same time, this also requires Chinese language professional education to strengthen cultural education and value guidance while teaching language knowledge.

To sum up, social changes have had both positive and negative impacts on Chinese language majors. On the one hand, the importance of Chinese language majors in modern society has been increasing, which provides more opportunities for students; on the other hand, social changes also bring challenges to Chinese language majors, which require students to have more skills and qualities. Therefore, the education of Chinese language majors needs to constantly adapt to the social changes and adjust the training objectives

and teaching contents to meet the requirements of the new era [10].

#### **3.2. Deficiencies and Limitations of Chinese Language Professional Education**

Chinese language professional education occupies an important position in China's higher education system, however, with the development and change of the society, Chinese language professional education also exposes some deficiencies and limitations.

Firstly, there are certain problems in the curriculum of Chinese language education. The traditional Chinese language professional education pays too much attention to the learning of theoretical knowledge and neglects the cultivation of practical ability. In the curriculum, too much emphasis is put on theoretical knowledge such as literature and grammar, while the cultivation of practical ability such as translation and oral expression is neglected. This leads to the fact that many students are difficult to adapt to the social demand for practical language use ability after graduation [11]. Secondly, there are also certain problems in the faculty of Chinese language professional education. On the one hand, some teachers pay too much attention to academic research and neglect the improvement of teaching methods. This leads to boring classroom teaching, which is difficult to stimulate students' interest in learning. On the other hand, some teachers' own language practice ability is weak, making it difficult to provide students with high-quality practical guidance. In addition, there is a certain disconnect between Chinese language professional education and the development of the times. With the advancement of globalisation and the increasing frequency of international exchanges, the importance of Chinese language education for foreigners is becoming more and more prominent. However, the current Chinese language professional education is not perfect in the curriculum and practical aspects of teaching Chinese as a foreign language and intercultural communication, which is difficult to meet the needs of the society for Chinese language education to foreigners [12].

In view of these shortcomings and limitations, it is necessary to reform the Chinese language professional education. Firstly, the curriculum should be adjusted, focusing on the combination of theoretical knowledge and practical ability, and increasing the proportion of practical courses. Secondly, it is necessary to strengthen the construction of teaching staff and improve the teaching level and practical ability of teachers. Thirdly, it is necessary to keep up with the development of the times and set up more courses related to foreign Chinese language teaching and cross-cultural communication, so as to enhance the international competitiveness of students. Through these reform measures, it is expected to improve the quality of Chinese language professional education and better adapt to the development needs of the society.

#### **3.3. Disconnection between Chinese Language Majors and the Development of the Times**

As an important part of China's higher education system, Chinese language majors have long transported a large number of excellent linguistic talents for the society. However, with the development of the times, the education of Chinese language majors to a certain extent shows the phenomenon of disconnection with the real needs [13].

First of all, with the rapid development of science and

technology, artificial intelligence, big data and other emerging technologies have gradually changed the traditional way of language use. However, the curriculum and teaching methods of Chinese language majors have not yet fully adapted to these changes, resulting in students facing many challenges in practical work [14]. Secondly, Chinese language majors pay too much attention to the learning of theoretical knowledge and neglect the cultivation of practical application ability. This makes students unable to cope with the high demands of modern society for practical language application ability. Again, the current social demand for language talents presents a diversified and refined trend, while the cultivation direction of Chinese language majors is relatively single, which leads to a certain extent to the mismatch between the supply and demand of talents [15].

In view of the above problems, it is necessary to reform the education of Chinese language majors. Firstly, the curriculum should be appropriately adjusted to increase the courses combined with modern science and technology, and cultivate students with certain interdisciplinary literacy. Secondly, practical teaching should be emphasised, and practical operation and practice should be increased to enhance students' practical application ability. Finally, the education of Chinese language majors should be refined according to the needs of the society to cultivate language talents with knowledge and skills in specific fields. Only in this way can Chinese language majors better adapt to the needs of the times and cultivate more competitive and high-quality language talents for the society.

### **3.4. Competition between Comprehensive Universities and Language Universities**

In recent years, with the rapid development of social economy and the deepening of educational reform, comprehensive universities and language universities have been in fierce competition in the field of Chinese language majors in universities [16].

Comprehensive universities often have advantages in resource allocation, faculty and research strength due to the comprehensive nature of their disciplinary settings. They can provide students with diversified academic backgrounds and research fields, which is conducive to the cultivation of Chinese language professionals with broad-mouth and compound characteristics. In addition, comprehensive universities also have obvious advantages in interdisciplinary research and international exchanges, which can provide students with more opportunities and space for development. However, language universities have incomparable professional advantages in the field of Chinese language majors. Focusing on the construction and development of language disciplines, they have rich teaching resources and practical experience, and can provide students with more professional and systematic Chinese language education. In addition, language universities enjoy a high reputation at home and abroad, and their graduates are highly competitive in the job market [17]. In the face of competition, both comprehensive universities and language universities need to learn from and study each other on the basis of maintaining their own characteristics and advantages, and jointly promote the development of Chinese language programmes in universities. Comprehensive universities can strengthen the cooperation and exchange with language universities, share educational resources and improve teaching quality. At the same time, comprehensive universities can also improve their

own Chinese language majors by introducing excellent teachers and academic achievements of language universities.

In short, in the competition, both comprehensive universities and language universities need to be student-oriented, pay attention to the needs of the society, and endeavour to improve the quality of education and the level of training, so as to make a greater contribution to the development of Chinese language majors in universities [18].

## **4. Countermeasures and Suggestions**

### **4.1. Reform the Curriculum and Improve Professionalism**

With the development of the society and the change of the times, the curriculum of Chinese language majors in universities needs to be reformed and innovated continuously to meet the new market demand and improve the professional quality of students.

First of all, Chinese language majors should pay attention to improving the comprehensive quality of students, who should not only have solid professional knowledge, but also have good cultural literacy and interdisciplinary knowledge structure. Therefore, humanities and social sciences courses such as literature, history, philosophy and so on can be added to the curriculum to broaden students' knowledge horizons and cultivate their innovative thinking and critical thinking ability [19]. Secondly, Chinese language majors should pay attention to the development of modern science and technology and make use of modern educational technology means to improve the teaching effect. Courses related to digitalisation and networking, such as digital media and network communication, can be offered to enable students to keep pace with the development of the times and enhance their competitiveness. In addition, Chinese language majors should emphasise practical teaching and cultivate students' practical ability. Some practical courses can be added, such as translation practice, writing practical training, etc., so that students can improve their professional skills in practical operation [20]. Finally, Chinese language majors should pay attention to academic research to improve students' academic literacy. Some courses on research methods, such as literature search and academic writing, can be offered to cultivate students' academic interest and academic ability.

To sum up, reforming the curriculum and improving professionalism are important countermeasures for the development of Chinese language majors in universities. Only by constantly adjusting the curriculum and adapting to the needs of the society can we cultivate Chinese language professionals with high quality and high skills.

### **4.2. Strengthen the Construction of Teachers and Improve the Teaching Quality**

Teacher team construction is the key to improve teaching quality. First of all, Chinese language majors in universities should increase the introduction of excellent teachers and attract high-level linguistic experts and researchers to join the teaching team. At the same time, it is also necessary to pay attention to the training of existing teachers and provide regular professional training and academic exchange opportunities in order to improve their teaching ability and scientific research level. Secondly, strengthening the teaching force requires the establishment of an incentive mechanism to encourage teachers to actively participate in teaching reform and teaching research. Teachers' enthusiasm for teaching and

innovative spirit can be stimulated through the establishment of teaching awards and the importance of teaching achievements in the evaluation of titles. In addition, exchanges and co-operation among teachers should be strengthened, and teaching teams should be established to jointly develop curriculum resources and teaching methods. Through team teaching and joint research, teachers can learn from each other and improve their teaching level together. Finally, strengthening the construction of the teaching force also needs to pay attention to the psychological health and career development of teachers. Schools should provide a good working environment and support, help teachers solve difficulties and pressure at work, and encourage them to pursue professional growth and development.

To sum up, strengthening the construction of teachers is an important measure to improve the teaching quality of Chinese language majors in universities. By introducing excellent talents, training existing teachers, establishing incentive mechanisms, promoting teachers' exchanges and co-operation as well as paying attention to teachers' psychological health and career development, the overall level of the teaching team can be comprehensively improved, thus improving the teaching quality of Chinese language majors.

### **4.3. Expanding Academic Research Fields and Enhancing Practical Ability**

With the continuous development and progress of the society, Chinese language major, as one of the important disciplines in China's higher education, has been paying more and more attention to the expansion of its academic research field and the cultivation of students' practical ability. In order to adapt to this change, we need to take a series of measures to promote the development of Chinese language majors in universities.

First of all, we need to expand in the field of academic research. In the current social context, the research field of Chinese language majors should not be limited to traditional literature, grammar, phonetics and so on, but should also cover emerging interdisciplinary fields, such as psycholinguistics, sociolinguistics, computational linguistics and so on. Through interdisciplinary research, we can provide students with a broader academic vision, and at the same time, we can also improve their innovative ability and scientific research level. Secondly, we need to strengthen the cultivation of students' practical ability. The cultivation of practical ability includes not only practical teaching in the classroom, but also practical activities outside the classroom. In the curriculum, some courses with strong practicality can be added, such as language experiment and teaching internship, so that students can learn and master knowledge in practice. Students can also be encouraged to participate in various academic conferences, seminars and other activities to enhance their academic communication and expression skills. In addition, more practical opportunities can be provided for students through cooperation with the society, the establishment of internship bases, industry-university-research co-operation projects and so on. Through these measures, students' practical ability can be improved so that they can better adapt to the needs of the society.

To sum up, expanding academic research fields and enhancing practical ability are important countermeasures for the development of Chinese language majors in universities. Through interdisciplinary research, students' innovation

ability and scientific research level can be improved; through strengthening the cultivation of practical ability, students can be better adapted to the needs of the society. Only in this way can the university Chinese language major develop better and cultivate more excellent talents for the society.

### **4.4. Pay Attention to Students' Employment Guidance and Broaden Employment Channels**

In the current social environment, the employment situation of university Chinese language majors is increasingly severe. In order to help students better cope with the challenges of employment and broaden employment channels, colleges and universities should pay attention to students' employment guidance.

First of all, colleges and universities should offer employment guidance courses to provide students with systematic employment knowledge and skills. These courses can include resume writing, interview skills, career planning and other aspects to help students improve their employment competitiveness. At the same time, schools can also invite experts in the industry and representatives of enterprises to give lectures in schools to share employment experience and recruitment information, so that students can understand the market demand and employment trends. Secondly, colleges and universities should strengthen school-enterprise co-operation and establish internship and employment bases. Through co-operation with enterprises, they can provide students with internship and practice opportunities to increase their practical experience and vocational skills. At the same time, schools can also work with enterprises to train talents, adjust the curriculum and teaching content according to the needs of enterprises, and improve the employment matching rate of students. In addition, colleges and universities should encourage students to participate in various employment training and competitions to improve their comprehensive quality. For example, they can organise students to participate in activities such as vocational certificate training, foreign language proficiency enhancement, innovation and entrepreneurship competitions, etc., to cultivate students' professional skills and comprehensive quality. At the same time, these activities also help students expand their network and increase their employment opportunities. Finally, colleges and universities should actively provide graduates with employment information and recommendation services. Schools can set up employment information platforms and regularly release recruitment information and employment policies to facilitate students' timely understanding of employment dynamics. In addition, schools can also provide students with letters of recommendation and job-seeking recommendation services to help students strive for more employment opportunities.

To sum up, focusing on students' employment guidance and broadening employment channels is the key to improving the employment competitiveness of university students majoring in Chinese language. By offering employment guidance courses, strengthening university-enterprise co-operation, encouraging students to participate in employment training and competitions as well as providing employment information and referral services, students can be helped to better cope with employment challenges and achieve smooth employment.

## 5. Conclusion

In the past decades, Chinese language majors have been occupying an important position in university education. With the rapid development of China's economy and the continuous improvement of its international status, the importance of the Chinese language major has become more and more prominent, attracting more and more students to choose this major. However, at the same time, Chinese language majors are facing a series of challenges and problems.

First of all, the impact of social changes on Chinese language majors cannot be ignored. With the progress of science and technology and the popularity of social media, the channels for people to obtain information are becoming more and more diversified, and the way of expression and dissemination of language has also changed greatly. This makes it necessary for students majoring in Chinese language to constantly update their knowledge and skills to adapt to such changes. Secondly, the insufficiency and limitation of Chinese language major education is also a problem that cannot be ignored. In many universities, the curriculum of Chinese language majors is too single, which pays attention to theoretical knowledge but neglects the cultivation of practical ability. This leads to many students are difficult to be qualified for practical work after graduation, and the employment situation is not optimistic. In addition, the disconnection between Chinese language majors and the development of the times is also a serious problem. With the advancement of globalisation, the importance of foreign languages is becoming more and more prominent, and many students prefer to choose foreign language majors. This makes the competitive pressure of Chinese language majors increasing, and they need to find new ways of development.

Aiming at the above problems, this paper puts forward some countermeasures and suggestions. Firstly, reform the curriculum and improve the professional quality. University Chinese language majors should focus on cultivating students' comprehensive quality, strengthening the cultivation of practical ability, and improving students' competitiveness in employment. Secondly, strengthen the construction of teachers and improve the quality of teaching. Universities should introduce excellent teachers, improve their teaching level and scientific research ability, and provide students with a better educational environment. In addition, expand the field of academic research and enhance the practical ability. Chinese language majors in universities should focus on academic research, strengthen practical teaching, and improve students' practical ability and innovation ability. Finally, focus on students' employment guidance and broaden employment channels. Universities should provide students with employment guidance services to help them find suitable jobs and realise their self-worth.

In conclusion, Chinese language majors in universities are facing a series of challenges and problems, and need to take effective countermeasures and suggestions to adapt to the development of the times. Only in this way can Chinese language majors achieve greater success in the future development and make greater contributions to the rise of China.

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