

Research on the Teaching Reform of Introduction to Linguistics from the Perspective of International Talent Training

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Abstract: *As a professional basic course, the teaching objectives and contents of Introduction to Linguistics also meet the needs of international talent cultivation. Based on this feature, through analyzing the current teaching situation and existing problems of the course, this paper studies its reform path, and proposes to carry out the teaching reform of Introduction to Linguistics from three aspects: the teacher level, the student level and the social level. Through the study of the problems in the curriculum, specific measures are proposed to improve teachers' awareness and ability of internationalization, increase opportunities for language practice, and build a diversified evaluation system.*

Keywords: *Introduction to linguistics; Internationalized talents; Reform in education*

1. Introduction

In the new era, higher education has become one of the important ways to cultivate talents. It is an important goal of application-oriented undergraduate colleges to provide high-quality talents for the society. To achieve this goal, we need to set up special courses in the process of talent cultivation. Among them, Introduction to Linguistics, as an important basic course for Chinese language and literature majors in application-oriented undergraduate colleges, has a strong guiding role in cultivating application-oriented language ability and literary literacy [1]. At the same time, Introduction to Linguistics is also a very important professional basic course, which has a very strong guiding role for students to comprehensively and systematically master language theoretical knowledge and improve language application ability. Introduction to Linguistics is a required course for linguistics and applied linguistics majors. Its teaching objective is to help students understand the basic methods, history, current situation and future development trend of language research, improve their international vision, and cultivate their academic research ability. However, the teaching content of this course is relatively backward and the teaching method is single, which cannot meet the needs of international talent training. Therefore, how to carry out curriculum teaching reform in combination with the characteristics of this major and the needs of international talent training deserves in-depth consideration [2]. In the context of globalization, more international compound talents are needed in teaching Chinese as a foreign language in domestic colleges and universities [3]. At present, Chinese as a foreign language teachers in domestic colleges and universities mainly come from foreign students or local teachers, and generally speaking, the international vision and quality of teachers need to be improved. Therefore, it is of great significance to carry out the teaching reform of linguistics introduction in applied undergraduate colleges and universities to achieve the goal of personnel training and promote the overall development of Chinese language and literature major [4]. Based on this, this paper analyzes the current research status and existing problems of teaching reform path of introduction to linguistics from the perspective of international talent training, and proposes relevant optimization measures and strategies on this basis to better achieve the goal of teaching reform. In order to make students become talents with international vision, we should strengthen the strength of teachers; Secondly, we should also pay attention to the cultivation of students' language ability and intercultural communication ability; Finally, the explanation and analysis of relevant international background knowledge should be added to the teaching content. Only in this way can we better meet the needs of international talent training.

2. Course status and problem analysis

In our country, as a professional basic course, it has been used as a required course of language since it was set up. However, with the deepening of education internationalization and the continuous upgrading of talent demand from domestic economic globalization, many universities begin to introduce the concept of international talent cultivation in the course of introduction to linguistics [5].

2.1. Course Status

At present, many colleges and universities have begun to adjust the teaching content and teaching objectives of the course of Introduction to Linguistics in order to prepare for the cultivation of application-oriented international talents capable of foreign language teaching, translation and other related jobs. However, according to the actual situation, there are still some colleges and universities that neglect and despise the course of Introduction to Linguistics. In the teaching process of application-oriented undergraduate colleges, the main goal has always been to cultivate application-oriented talents with comprehensive quality, strong practical ability and high international level. Therefore, more and more colleges and universities begin to attach importance to the construction of relevant courses [6]. As one of the important courses in application-oriented undergraduate colleges, Introduction to Linguistics plays an important role in improving students' comprehensive professional quality and practical ability. However, there are some problems and deficiencies in the current teaching process: on the one hand, many teachers cannot fully grasp the knowledge content of introduction to linguistics and its teaching objectives and characteristics; On the other hand, most students lack a certain understanding of the knowledge content related to the introduction of linguistics. In the face of such a situation, based on the foreign language major students as the main body of international trade talent training, to improve the comprehensive language ability of students as the goal, attempts to reform the three levels of teachers, students and society, in order to promote the course to play a greater role in international talent training [7].

2.2. Problem Analysis

Due to the influence of foreign language theories, teaching methods and textbooks, the teaching of Introduction to Linguistics in China has been in the development stage for a long time. The course teaching lacks foreign advanced concepts, relevant theoretical basis and specific cases, and students do not have clear goals and directions in the learning process, resulting in students' general fear of difficulties. In addition, because most textbooks are compiled in English, there are still some difficulties for Chinese learners [8]. For example, for students majoring in Chinese language and literature, the teaching content of courses related to traditional Chinese culture is abstract and complex, and it is difficult to learn; Many of the knowledge points in the course of Introduction to Linguistics are related to the traditional culture of China and the construction of socialism with Chinese characteristics, which makes it difficult for learners to learn. Secondly, the teaching method of teachers is also very simple. Due to the influence and limitation of traditional teaching concept, traditional education model and exam-oriented education, most teachers of linguistics introduction course in colleges and universities use explanatory and cramming teaching mode to teach [9]. This teaching method is not only difficult to mobilize students' enthusiasm and initiative in learning language theoretical knowledge, but also easy to make students bored. Finally, the evaluation mechanism is not perfect. Due to some problems in the assessment and evaluation mechanism, the course of introduction to linguistics in many universities in China cannot be effectively tested and evaluated in the practical teaching, which greatly reduces the enthusiasm of learners.

3. Teaching reform path

As a very important course, Introduction to Linguistics is an important way for college teachers to improve their teaching level and ability, and plays a positive role in promoting application-oriented undergraduate education and international talent training. International talent training is an important trend in the development of higher education in China. As one of the basic courses of language majors, the teaching reform of Introduction to Linguistics should also keep pace with the times. In order to achieve this goal, under the teaching concept of "student-centered", international standards are adopted for teaching and evaluation. College teachers should pay more attention to this course and clarify their responsibilities and roles in talent training; we should combine the training requirements of

application-oriented undergraduate talents, clarify the teaching objectives, innovate teaching methods, improve the assessment mechanism, and reform the evaluation standards. Students should have a deep understanding of the relevant knowledge of Introduction to Linguistics and strengthen reading and writing training. In addition, we should actively explore diversified teaching modes, make full use of information technology to improve classroom teaching efficiency, and provide strong support for the cultivation of international talents. In addition, the reform of the evaluation system should be reasonable and perfect. However, in the current teaching practice, there are some problems in the course arrangement, course system and evaluation mechanism of introduction to linguistics. In this regard, colleges and universities should adjust the teaching arrangement, enrich the curriculum system and assessment standards to optimize the teaching content and methods of introduction to linguistics based on the characteristics of the course and students' development needs.

3.1. Improve teachers' awareness and ability of internationalization

Introduction to linguistics is a specialized subject. If students want to truly understand and master the content of this course, teachers should first have certain international awareness and ability. If the teachers' own research on linguistics remains in the past stage, the teaching reform of this course will be impossible to start. Therefore, the first thing to do is to train teachers in international awareness. Only through continuous learning can teachers realize the importance of introduction to linguistics and devote themselves to teaching practice. Second, help teachers broaden their international horizons. Language is a tool of thinking and behavior, and international talents should have "international" thinking. They should understand the hot spots and frontier trends of foreign research in the field of linguistics, so as to pay attention to the combination of discipline knowledge and practical problems in teaching. Finally, we should help teachers find and solve problems in teaching. For college English majors, when learning Introduction to Linguistics, they will find some new concepts or contents in the course content. Teaching these knowledge will find some situations that students can't understand and master. Therefore, in this process, it is necessary to help students solve learning difficulties or practical difficulties, so that students can better understand what they have learned through language.

3.2. Increase language practice opportunities

Introduction to Linguistics is a highly theoretical course. The teaching content includes not only the study of basic linguistic knowledge, but also language phenomena, language research methods, language applications and other aspects. In view of the problems existing in the course, the reform from the level of students is mainly carried out from two aspects. On the one hand, practical links are added to help students build interest and enthusiasm in learning. Combining classroom teaching with practice, the study of theoretical knowledge can take the form of lectures, such as inviting teachers to discuss some hot topics; Or use specialized laboratories to carry out practical links. On the other hand, it is to broaden the horizon and guide the students to understand the multi-culture. In addition to teaching language theoretical knowledge, interdisciplinary and cross-cultural contents should be added in course teaching. Through these two aspects of teaching reform, students can better understand the application of linguistics in other disciplines and enhance their enthusiasm and enthusiasm for learning. With the goal of "international talent training" and the characteristics of the "Introduction to Linguistics" course, the practical teaching links are designed to make breakthroughs in the course design, teaching methods and means through "student-centered" and innovative practice as the basic starting point, and re-examine and optimize the existing Introduction to Linguistics course from the perspective of international talent training. The project adopts the method of "whole process and practice" for assessment and evaluation, and improves students' ability of independent learning, innovation and entrepreneurship by strengthening the course practice link.

In the process of project practice, the cooperative learning mode is adopted to realize the interaction between teachers and students and between students. Combining with the project objectives of knowledge understanding and ability improvement, this paper innovatively proposes a feasible scheme combining the training mode of applied undergraduate talents with discipline competition in the exploration of innovation and entrepreneurship. At the same time, it integrates project-type teaching content, research results-oriented training and other educational and teaching methods. Through the reform and innovation of teaching methods and assessment methods, the teaching objectives of distinctive curriculum features, highlighting the cultivation of application ability and practical ability are realized.

3.3. Construct a diversified evaluation system

From the perspective of international talent training, we need to build a diversified training model. At present, domestic colleges and universities have generally carried out the "application-oriented" undergraduate education mode. In this mode, if we want to achieve the goal of talent training, we need to combine the actual situation and build a diversified training mode. First, we should attach importance to the cultivation of language practice ability and application ability, and strengthen students' mastery of theoretical knowledge in the course through language practice; the second is to strengthen the awareness of foreign language learning and language and cultural knowledge, broaden students' horizons and understand international culture through foreign language learning, and cultivate international talents. In the teaching process of Introduction to Linguistics, various evaluation methods are adopted to combine its content with the evaluation subject, build a diversified evaluation system, and comprehensively evaluate the learning effect of students. First of all, online and offline mixed teaching mode is carried out through online learning platform. Teachers conduct process evaluation through online teaching platform assignment, online question answering and other ways; Then the students' classroom performance and homework completion were comprehensively evaluated through offline classroom communication activities. Finally, the students' learning effect was evaluated in groups. Secondly, a multi-dimensional evaluation method should be designed, which adopts traditional methods such as final examination, phased test and procedural assignment, and can also combine offline classroom interaction with online test. Thirdly, the teaching process pays attention to emotional experience and comprehensive ability cultivation. By setting up after-class discussion homework, social practice activities and other forms to improve students' interest in learning.

4. Conclusion

With the continuous deepening of the research on the teaching reform path of Introduction to Linguistics from the perspective of international talent training, improving the teaching quality and building a diversified training model have become the important objectives of the teaching reform of Introduction to Linguistics. Introduction to Linguistics, as an introductory course for linguistics majors, aims to popularize students' basic language knowledge and cultivate their language abilities. In the context of international talent training, this paper takes international talent training as the starting point, focuses on the analysis of the current situation and existing problems of the research on the teaching reform path of Introduction to Linguistics from the perspective of international talent training, and puts forward optimization measures and strategies. Only in this way can we truly achieve the goal of teaching reform, which is student-centered and aims at improving comprehensive language literacy.

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