FORMS AND METHODS OF TEACHING FUTURE MASTERS
IN FOREIGN LANGUAGE AND APPLIED LINGUISTICS
IN THE UNIVERSITIES OF CHINA

ABSTRACT

The purpose of the paper is to show the main methods and forms of teaching used in the professional training of masters of Foreign Language and Applied Linguistics in China. All Chinese educational programs on Foreign Language and Applied Linguistics, teaching, learning and evaluation methods correspond to specific professional development goals of future professionals as well as the specificity of students’ acquisition of academic and practical knowledge and skills during the learning process. Teaching and learning methods are clearly aligned by educational program developers with the requirements of the Ministry of Education in order to acquire the necessary competencies for future Foreign Language and Applied Linguistics professionals. The issue of the vocational training was raised in the works of such Chinese scholars, as Huang Fuquan (黄甫全), Gui Shichun (桂诗春), Li Bingde (李秉德), Yu Genyuan (于根元), Yu Min (余敏), and other scholars who dedicate their researches to education, skills and professionalism. Thus, the results of our paper shows that the methods used in Chinese universities are teaching methods, learning methods, methods of collecting data etc. In the process of teaching at the magistracy of Chinese higher education institutions in the field of “Foreign Language and Applied Linguistics”, the widespread use of methods is based on modern information technologies. In the scientific works of Chinese scientists there determined common forms used during the professional education – lectures, seminars and different types of classes – group, individual, consultative, practical, independent and others. Thereby, the study of Chinese experience of creating and using various forms and methods of teaching undergraduates on Foreign Language and Applied Linguistics can be used for the optimization and reformation of educational process in domestic universities.

Keywords: Foreign Language and Applied Linguistics, masters, universities, China, forms and methods of teaching.
INTRODUCTION
The modern Ukrainian education system is undergoing a stage of complex changes. These changes in the sphere of professional higher education are due, first of all, to the dependence of the modern society on the personality of the specialists, their professional competence. Requirements for education are changing, its content and forms are updating. The processes of global economic, political, cultural and scientific integration and unification lead to fundamental changes in the international educational space. Dissemination of advanced technologies updates the ways of professional training of specialists, which leads to the development of forms and methods of organization of educational activities. China is a country that learns quickly and adopts positive experiences of other countries around the world, simultaneously reforming that experience to meet the needs and requirements of Chinese people.

THE AIM OF THE STUDY
The purpose of our paper is to show the main methods and forms of teaching used in the process of the professional training of Masters in Foreign Language and Applied Linguistics.

THEORETICAL FRAMEWORK AND RESEARCH METHODS
The issue of the vocational training was raised in the works of such Chinese scholars as Gui Shichun (桂诗春), Huang Fuquan (黄甫全), Li Bingde (李秉德), Yu Genyuan (于根元), Yu Min (余敏) and other scholars who dedicate their researches to education, skills and professionalism. At the same time, the question of the main methods and forms of teaching using in the process of the professional training of masters of Foreign Language and Applied Linguistics is not sufficiently developed in the psycho-pedagogical literature. In our research we used theoretical (generalization and analysis) and empirical (description and comparison) methods of scientific research.

RESULTS
Teaching and learning methods are clearly aligned by the developers of the educational programs with the requirements of the Ministry of Education in order to acquire...
the necessary competencies for the future specialists in Foreign Language and Applied Linguistics (Zhonghua renmin gongheguo jiaoyubu yuyan wenzi yingyong yanjiusuo, 2019).

All Chinese educational programs on Foreign Language and Applied Linguistics, teaching, learning and evaluation methods correspond to the specific professional development goals of future professionals by means of students’ acquisition of academic and practical knowledge and skills during the learning process.

Students are supported by the departments with all the necessary information about aims of studying, directions of the research, training methods, teaching plans and credit requirements, content of disciplines and other detailed information about the training of masters of Foreign Language and Applied Linguistics (Zhongguo jiaoyu kaoshiwang, 2019).

Foreign Language and Applied Linguistics educational programs evaluate students’ ability to analyze linguistic data, apply various methods of collecting such data, as well as understand linguistic concepts, theories, methods, the relationship between these aspects of linguistic science and the solution of specific linguistic problems. Evaluation methods are coherent and systematic with the goals of the educational programs. They are also innovative in development of the evaluation methods because the educational standard in linguistics does not restrict the developers of the programs to specific methods. A creative approach to applying the latest pedagogical and technological innovations will provide new opportunities for assessing student's educational abilities (Yu Genyuan, 2003; Yu Min, 2015).

Because of historical events across eras, different social and cultural backgrounds, research problems and indirect differences, scholars involved in researching teaching theory at different times in China and abroad have different definitions of the concept of “teaching method”.

Professor Li Bingde (李秉德) classifies teaching methods according to the external form of teaching methods and corresponding characteristics of the students’ cognitive activity. According to his classification teaching methods commonly used in teaching Foreign Languages and Applied Linguistics in Chinese universities are divided into five categories:

1) methods of the transmission of the information with the help of language (they include lectures, conversations, discussions, readings, etc.);
2) methods based on the direct perception (methods of demonstration, excursions, etc.);
3) practical-based methods that include practice, experiment and internships;
4) teaching methods based on evaluation of the activity, such as formation etc.;
5) an in-depth research method, such as a query method etc. (Li Bingde, 2001).

The classification of teaching methods made by the professor Huang Fyquan (黄甫全) is very important for our paper. Professor Huang Fyquan believes that from concrete to abstract teaching methods consist of two levels.

The first level consists of the basic teaching methods. Solving the direct connection between the rules of teaching, teaching of thoughts, new concepts of theory of teaching, and teaching practice is the result of teaching consciousness in teaching practice (heuristics, method of discovery, project method of teaching, dogmatic method, etc.).

The second level consists of the technical teaching methods. First, the direction of the principle teaching method is accepted, and then it is combined with the content of teaching different disciplines to form a functional teaching methodology (for example, lectures, interview method, demonstration method, experiment, practice, discussion, reading instructions, internships, etc.) (Huang Fuquan, 2019).

In the process of teaching at the magistracy in Chinese universities for the majors of “Foreign Language and Applied Linguistics” widespread use of methods is based on modern information technologies. Depending on the sensory perception of information, they can be divided into visual, auditory, audio-visual and interactive.
Modern information technologies allow to achieve such educational functions as, for example, reproduction, integration, interactive or virtual function.

Also, in China “Foreign language and Applied linguistics” is complemented by innovative teaching methods. These are the following methods:

1. Webinar – an online seminar that demonstrates benchmarks, presentations, videos, and more. With the help of Internet technologies, webinars have retained the main feature of the seminar – interactivity, which provides a simulation of the functions of the speaker, the listener, who will interact actively, communicating together under the scenario of such a seminar.

2. Computer project – independent creative scientific and practical work, performed under the guidance of the teacher, focused not so much on the integration of actual knowledge, as on its application and acquisition of new ones. The computer project reveals the essence of the problem under investigation, different points of view, as well as their own views on it. The content of the explanatory note of the computer project should be logical; presentation of the material is problematic and thematic; the topic is usually determined by the teacher, but the student can take the initiative in defining the topic.

3. A web quest – a website or assignment on the Internet that students work on while performing a particular learning task. The peculiarity of educational web quests is that some or all of the information for students’ self-study or group work with them is on different websites. But the main task of a web quest is to work with information, not to search for it. In addition, the result of working with a web quest is the publication of students’ works in the form of web pages and web sites (locally or on the Internet) within the framework of the linguistic problems studied and is to be exchanged in collaboration with other students.

4. Multimedia presentations of a web page, site, application are the means by which information is transmitted through video, audio, 3D models, graphics, animation, navigation, etc. This method is useful for students to acquire new knowledge, skills and abilities to create a multimedia product. The scope of multimedia presentation includes creating web pages or websites, developing slideshows, shooting, editing (Hefei gongye daxue waiguo yuyanxue ji yingyong yuyanxue zhuangtai sheng ji yingyong yuyanxue peiyang fangan, 2018; Jiaoyubu renwen shehui kexue zhongxin, 2019; Xi’an waiguo daxue waiguo yuyanxue ji yingyong yuyanxue zhuangtai sheng ji yingyong yuyanxue peiyang fangan, 2019).

After analyzing the curriculum of the Hefei technological university, we have seen that the developed educational program at “Foreign Language and Applied Linguistics” is aimed at providing students with excellent professional basic knowledge of Foreign Language and Applied Linguistics, good basic knowledge and skills in English language and culture, developing their communicative competence and ability to independently study and teach Foreign Language and Applied Linguistics (Hefei gongye daxue waiguo yuyanxue ji yingyong yuyanxue zhuangtai sheng ji yingyong yuyanxue peiyang fangan, 2018).

As we can see the use of innovative teaching methods are useful for teaching almost all subjects. Nevertheless, despite advantages of using the Internet (free access to information, the use of various means of communication (visual, audio and other), a significant reduction in the workload of teachers), disadvantages should also be borne in mind (the spread of viruses, the reduction of student-teacher contact, as well as the Chinese specificity – “The Golden Shield Project” (Chinese 金盾工程, jīndùn gōngchéng), the unofficial name – “Great Chinese Firewall” (Firewall of China (Great Wall of China) is a
filtering system for Internet content in the PRC). The teacher needs to be prepared to use only the sites available in the country, and keep in mind that not all electronic materials, such as textbooks of foreign origin, may be available.

Updating the content of education requires new forms and means of professional training for future specialists in Foreign Language and Applied Linguistics. In the papers of Chinese scientists, the main forms of organization of educational activities include lectures, seminars and various types of classes – group, individual, consultative, practical, independent and others.

We have studied main forms of the learning process used for the professional training of the masters of “Foreign Language and Applied Linguistics”. The research testifies that the methodology of conducting lectures for masters of “Foreign Language and Applied Linguistics” has its own peculiarities. Unlike our national trend of using explanatory and illustrative lectures, they use lectures-discussions, lectures of press conferences, video lectures, lectures-consultations and other types of lectures. This is due to the fact that while teaching scientific material to students, for example, in disciplines such as Applied Linguistics, Lexicology etc., the focus is on factual knowledge, as well as on engaging students to inspire them to study these sciences in-depth. Masters of “Foreign Language and Applied Linguistics” are required to record lectures. However, some lecture materials are distributed electronically by teachers. Recently, more and more teachers are moving to the electronic distribution of lecture material to students, enabling students to use the time of recording the lecture to solve seminar practical problems.

Seminars are a popular form of teaching Masters in Foreign Language and Applied Linguistics in Chinese universities. During the seminars, students are able to use both theoretical knowledge and professional practical skills. The main purpose of the seminar is to teach the student to work with a combination of knowledge of applied disciplines (Theoretical Linguistics, Statistics in Linguistics) with practical professional skills (practice in a second foreign language, sequential translation), use their knowledge in practice. Seminars have a different purpose, namely – summarizing the module learning, systematizing theoretical and practical knowledge during the final assessment.

In process of teaching Masters in Foreign Languages and Applied Linguistics at Chinese universities, a prominent place belongs to practical classes, which are held in different forms in accordance with the specific features of the disciplines. By the way, hands-on training is a method of reproductive learning that provides a connection between theory and practice facilitates students to acquire skills and knowledge by means of applying the knowledge obtained during lectures and independent work. Practical classes include not only general-purpose course exercises, but specialty classes, lab work, and foreign language learning assignments. This is usually a class to solve applied problems, examples of which were given at lectures. As a result, each student must develop a specific professional approach to each task and intuition. Students perform practical activities under the tutelage of a teacher (a qualified professor with at least five years’ experience). Various forms of practical classes are the most meaningful part of the educational process in higher education.

Other forms of teaching are tutorials, which are obligatory for students to attend. In China, the tutoring system has two components – curating and one’s own tutoring. Supervision can be administrative when a curator is assigned to a particular academic group. The curator takes part in the organization of the educational process and independent work of students, introduces them to the main normative documents and regulations, promotes the formation of professional orientation, motivation for future specialty, development of interest in a chosen profession.
Tutoring activity focuses on the problems of forming the personality of the undergraduate as a future professional, focuses on qualifications, mastering the necessary skills. Its task is to help with the formation of an individual lesson plan, its editing and supervision, consultation during the writing of a master's thesis, recommendations and observations during the implementation of scientific research.

Independent work of undergraduates is an important form of teaching. The number of hours of independent work is regulated by the curriculum and should be at least 1/3 and no more than 2/3 of the total amount of study time that has been allocated to study a particular subject. The content of independent work is largely determined by the curriculum, methodological materials and recommendations, program-pedagogical means of education and supervision. Organizing and providing the necessary conditions for independent work of students in special disciplines is a necessary element of training of future specialist (Gui Shichun, 1988; Xi’an waiguoyu daxue waiguo yuyanxue ji yingyong yuyanxue zhuanye shuoshi xuewei yanjiusheng peiyang fangan, 2019).

**CONCLUSIONS**

Thus, the results of our paper show us that the methods used in Chinese universities are teaching methods, learning methods, methods of collecting data etc. During the teaching at the magistracy of Chinese higher education institutions in the field of preparation "Foreign Language and Applied Linguistics", the widespread use of methods based on modern information technologies.

In the paper works of Chinese scientists, we can see that common forms used during the professional education are lectures, seminars and different types of classes – group, individual, consultative, practical, independent and other.

Thereby, the study of Chinese experience of creating and using various forms and methods of teaching undergraduates on Foreign language and Applied linguistics can be in use for Ukrainian specialists and researchers during the reforming of the educational process in domestic universities.

The study does not reveal the full essence of the problem and requires further analysis of the theoretical framework, namely, a thorough study of the content of Foreign Language and Applied linguistics education in Ukrainian universities in order to compare the Chinese and Ukrainian educational systems more profoundly.

**REFERENCES**


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