

# GUIDELINES FOR DEVELOPING CHINESE LANGUAGE SKILLS OF MAHAYANA CHINESE BUDDHIST NOVICES OF PHRAPARIYATTIDHAMMA SCHOOLS

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## ABSTRACT

This research aims to present guidelines for Developing Chinese Language Skills of Mahayana Chinese Buddhist Novices Phrapariyattidhamma Schools Under Chinese Buddhist Sect. The researchers used the study method as qualitative research by collecting data from documents. Analyzing the data with descriptive results, it was found that: Teaching Chinese language successfully will require a number of factors involved, particularly teachers, and teachers, course, texts, Teaching materials and teaching arrangements. In organizing Chinese language instruction, teachers aim to give learners a positive attitude towards Chinese language, able to use Chinese to communicate in various situations, seek knowledge. Operation of Phrapariyattidhamma Schools Under Chinese Buddhist Sect Group 13: Teaching and learning Chinese to achieve the objectives and goals set forth. By using various factors to support the implementation of the specified results. By promoting activities that require students to practice Chinese language learning skills to enhance their knowledge, Understanding and increased skills such as pronunciation training, The practice of writing in Chinese characters, etc. And create a network for students to research from news sources. Information and experiences of the older generation, as well as encouraging students to study, curious, seek knowledge and learn at your own pace. To encourage learners to learn Chinese from school, parents, Communities and other organizations Such an approach will cause a change in knowledge, attitudes and behaviors of members of society from the individual level, Institutions to the social levels from the way society used to be, to society as it should be, or change in a better way.

**Keywords:** Chinese Language Development / Mahayana Chinese Buddhist Novices / Phrapariyattidhamma Schools Under Chinese Buddhist Sect

## INTRODUCTION

The Study of the Holy Spirit, The General Education Department is a form of monastic education designated by the government in accordance with the wishes of the clergy (Division of Buddhist Studies, 2014, p. 18). And is a religious education department in general education in the Division of Buddhist Studies, National Office of Buddhism Conducting general education for monks, Novices in Buddhism are the inheritance of Buddhism, and encouraging learners to study Dhamma and ordinary subjects is good and beneficial for the propagation of

Buddhism. It also incentivizes the clergy, Increase religious personnel to be more knowledgeable in all fields, It is the development of Buddhist personnel who have studied both Dharma and ordinary Dharma to be more complete, No knowledge gap, international standard and provide appropriate education to good religious heirs to have both temporal and moral knowledge, Have a wide range of knowledge, Knowledge to keep pace with secular education, enhance national education and reduce duplication of learners (Phra Maha Suwat Senpeng et al., 2020, pp. 269 - 273).

Although There is Chinese language teaching in Thailand both informal and systematic, from early childhood level, Primary, secondary, vocational, and tertiary education or general institutions have long been offered. Both have received considerable support from the Chinese government in many educational projects. However, based on studies, documents and research in Thailand. It was found that in the teaching of Chinese at the high school level, the majority of problems encountered were related to the teaching of Chinese by teachers. According to the research of Suwan Sanghiranthavorn et al. (2013) and Rungnapa Rojanapaithoon (2015), it was found that in terms of teaching and learning, 1) teachers do not provide lesson plans that are consistent with the curriculum of the subjects taught 2) The content and teaching activities do not contain Chinese art and culture 3) The content at each grade level has no continuity 4) Use of learning materials that the use of learning materials is inappropriate or sufficient for the content to be taught. And there is no use of the places and attractions that are important to the community as learning resources for students to apply their knowledge in their daily lives. As well as research on Chinese language teaching in Thailand. Primary – Secondary Education (Center for Chinese Studies, 2008) proposes that teachers should use teaching materials and technology. Modern times promote the effectiveness of Chinese language teaching and learning. And in the field of measurement and evaluation and research report to develop the system of teaching and learning Chinese at the secondary school level (Phuwakorn Chatramrungsuk, 2016). It was found that teachers lacked experience and teaching skills, Teachers lack the budget and funds for further education and training, and other factors, including measuring and evaluating learner achievement, are inconsistent with competitive exams for higher education, for example. In addition, the National Education Plan B.E. 2560-2579, a strategy for the development of the potential of people of all ages and the creation of a learning society that requires educational institutions at all levels of education to organize activities, The learning process follows the curriculum with quality and standard. There are systems and mechanisms for measuring and evaluating learners effectively (Education Council Secretariat, 2017). In addition, no research related to Chinese language development has been found in Mahayana Chinese Buddhist Novices Phrapariyattidhamma Schools. Department of General Education Under Chinese Buddhist Sect.

Therefore, the researchers are interested in conducting research on Chinese Language Development Guidelines of Mahayana Chinese Buddhist Novices Phrapariyattidhamma Schools Under Chinese Buddhist Sect

## **RESEARCH OBJECTIVES**

To present Chinese language development guidelines for Mahayana Chinese Buddhist Novices Phrapariyattidhamma Schools Under Chinese Buddhist Sect

## **LITERATURE REVIEW**

### **Chinese Management Concept**

Teaching a foreign language for communication is to enable learners to use the language they learned or the target language to communicate. It's not. To do this, one must have knowledge of linguistic structures, in addition, the learner must choose the style of language that is suitable for the situation in which it is communicated according to the social context, as well as the social role of the participants. In addition to teaching that emphasizes the functions of language rather than linguistic patterns. Students are also required to learn all 4 skills: speaking skills, listening skills, Reading and writing skills go hand in hand from the very beginning as well, and the method of listening and speaking is a teaching that aims to copy the character of speaking the first language into the learning of the second language. Teaching this method begins with speaking first. Without allowing students to see the written form of the language, The learner must imitate the instructor's voice until he can listen and understand, and then begin to practice reading and writing, receiving less emphasis than listening and speaking, Learning focuses on memorizing dialogue, Sentence patterns are practiced until the learner is able to use the language correctly automatically, without stopping to think (Anjalikar, Khanti et al., 2019).

## **RESEARCH METHODOLOGY**

Research on Guidelines for Developing Chinese Language Skills of Mahayana Chinese Buddhist Novices Phrapariyattidhamma Schools Under Chinese Buddhist Sect. The researchers used qualitative research methods by collecting data from documents (Documentary Research) by reviewing concepts and theories from relevant documents and research.

## **FINDINGS**

The Guidelines for Developing Chinese Language Skills of Mahayana Chinese Buddhist Novices Phrapariyattidhamma Schools Under Chinese Buddhist Sect found that successful teaching of Chinese language requires a number of relevant factors, course, texts, Teaching materials and teaching arrangements. In teaching Chinese, teachers aim to have a positive attitude towards Chinese language, be able to use Chinese to communicate in various situations, seek knowledge, Activity techniques that encourage students to build their own knowledge, It is a teaching and learning arrangement in which learners play an important role as learners by trying to organize activities for learners to build knowledge and interact with individuals, Using processes as learning tools and learners have the opportunity to apply their knowledge in other situations. Operation of Phrapariyattidhamma Schools Under Chinese Buddhist Sect Group 13 In the field of teaching and learning Chinese to achieve the objectives and goals set by using various factors to contribute to the achievement of the specified results. By promoting activities that require students to practice Chinese language learning skills to enhance their knowledge, Increased understanding and skills, such as pronunciation exercises the practice of writing in

Chinese characters, etc. and create a network for students to research information from news sources, Information and experiences of the older generation, as well as encouraging students to aspire to study, curious, seek knowledge and learn at your own pace. To encourage learners to learn Chinese from school, parents, Communities and other organizations Such an approach will cause a change in knowledge, attitudes and behaviors of members of society from the individual level, From the way society used to be, to society as it should be, or change it for the better.

### **SUMMARY AND RECOMMENDATIONS**

Based on this research, we found that the Ministry of Education could use the findings to formulate policies to promote Chinese language teaching and learning in Phrapariyattidhamma Schools Under Chinese Buddhist Sect and Phrapariyattidhamma Schools Under Chinese Buddhist Sect can use the results of research studies as a guideline for managing Chinese language learning resources. To develop learners to be qualified and capable of using Chinese for communication, further education, Research and future careers.

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