

Research on the Talent Training Model of Chinese International Education

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Keywords: Chinese international education; professional talents; training concept

Abstract. From ancient times to the present, with the completion of hundreds of Confucius Institutes and the development of Confucius Classrooms, the atmosphere of the Chinese language teaching environment has become stronger and stronger. However, in today's rapid development, Chinese international education professionals are gradually showing a shortage, which is exactly how to build an effective talent training model. Excellent Chinese international education talents should have high quality and ability, but local universities still have problems in cultivating Chinese international education talents with unclear training goals and irrational training models. Local universities need to optimize their curriculum and improve teaching methods Then establish an efficient and reasonable talent training model, so as to cultivate outstanding Chinese international education talents that meet professional needs.

1. Introduction

Chinese international education is a relatively slow-moving subject, which has transformed from "Chinese as a foreign language" to "Chinese international education" in the course of decades of development. As for the cultivation of talents, it is essentially the guidance and guidance under certain modern educational concepts and ideas. How to develop the talent training model of Chinese international education has always been a topic of constant debate, and scholars are also exploring and researching in continuous historical development. [1]Chinese international education talents must not only teach Chinese knowledge to foreigners but also become communicators of Chinese culture. This requires that Chinese international education talents have a cheerful personality, good communication with people, a certain understanding of traditional Chinese culture, and strengthen the international students' communication with China. The understanding of etiquette tradition and Chinese cultural tradition enables foreign students to truly grasp the cultural connotation of Chinese. Fourth, he is fluent in teaching and communicating in a foreign language and has the ability to communicate across cultures. Understanding and respecting students' national customs, etiquette culture, communication habits, etc., is convenient for Chinese education based on the actual life of the Chinese learner's country or location and enhances the adaptability of Chinese international education.[2]

2. Research Status of Talent Cultivation Model of International Education in China

2.1. Process of changes in Chinese international education

Chinese teaching has been changing from "teaching Chinese as a foreign language" to "international Chinese teaching", but no matter how the form changes, Chinese teaching has always been a relatively new subject. At present, many colleges and universities in China are actively offering this course, but with it comes a series of problems. In teaching practice, teachers occupy an important position and play a key role. Because in the process of imparting knowledge, there will be problems of teachers, teaching and textbooks. These three are inseparable and exist in an integrated form. How to solve these three problems is a difficult task at present.[3] These three are scattered on the surface and are three different issues, but in fact, we know that these three are a problem. Teachers are the key. Teachers combine teaching materials with their own teaching

methods to impart knowledge. And what kind of training mode does the Chinese International Squadron teacher adopt? It is an important issue that all universities need to solve together.

2.2. The reasonable orientation of teachers

How to position teachers? How to integrate teachers, teaching materials and teaching? How to make scientific training of Chinese international education talents? The authors of this article searched and researched academic materials using different types of databases. I also summarized and sorted out the "research on the training model of Chinese international education talents" in relevant academic circles, and found that in the process of research on the training of Chinese international education talents, the number of dissertations has reached the peak. It shows that academic circles are paying more and more attention to the training of Chinese international education talents. It further proves that China is becoming more and more confident in Chinese going international and attaches great importance to the promotion and support of China's cultural soft power going abroad. It is not an exaggeration to make Chinese the second largest language in the world. The country uses its strength to prove its feasibility. Major colleges and universities hire professional teachers to train students in accordance with international needs, and the school supports students to study abroad for dissemination. The teaching mode has also become diversified, instead of relying on the tedious teaching of teachers alone, it has become more interesting.

3. Problems in the Training of Chinese International Education Talents in Local Universities

3.1. Talent training goals are not clear

Chinese international education talents are application-oriented and professional-type talents. Such talents need to have both systematic and solid basic theoretical knowledge and skills of Chinese language and literature, as well as intercultural communication theory. High humanistic quality and relatively broad knowledge of related disciplines, can communicate and teach bilingually, have a comprehensive understanding of Chinese literature, Chinese culture, and Chinese and foreign cultural exchanges, and can engage in teaching Chinese as a foreign language and foreign and Chinese cultural exchanges at home and abroad. Related work. Chinese international education talents are connected with the profession of international Chinese teachers, and they are applied, compound, and international specialized talents who can handle a variety of teaching tasks. [4] Many local colleges and universities have not clearly defined the talent training goals of Chinese international education. They attach great importance to theoretical teaching and neglect the cultivation of practical ability, pay too much attention to test scores, and ignore the improvement of comprehensive quality. The lack of clear talent training goals directly leads to the imperfection of the talent training model of Chinese international education.

3.2. The unreasonable talent training model

At present, the training of Chinese international education talents in local colleges and universities is mainly based on research-oriented training models, lacking application-oriented and practical-type training models, and lack of some regional exploration models conducted by various local universities on the borders of their schools with foreign countries. In the research-based training mode of local universities, the teaching process lacks a real situation; the teaching method is single, and the traditional lecture-based teaching method is used, which still stays at the stage of teacher talk and student listening; Lack of practical teaching content. All these make it difficult for international Chinese education talents cultivated by local universities to meet the needs of future careers. According to the qualities and abilities that Chinese international education talents should possess, local colleges and universities need to establish a professional-oriented application-oriented, practical Chinese international education talent training model. [5] There are few professional practices and professional internship opportunities. The practice and internship of Chinese international education talents is an important part of the training model. However, due to the scarcity of foreign students in some local universities and regions, there are not many foreign language teaching institutions, so they cannot provide ample internship opportunities.

4. Suggestions on the Training Mode of Chinese International Education Talents in Universities

4.1. Optimize the curriculum

Curriculum setting should be based on the professional needs of Chinese international education talents, and the quality and ability of the professional talents should be cultivated to form a core-extension-practice trinity curriculum system. The curriculum includes core courses, extension courses and practical training courses. As the name suggests, the core curriculum occupies the most important position in the curriculum system, which aims to improve students' Chinese teaching ability and cross-cultural communication ability, which can include: second language teaching and acquisition, Chinese classroom teaching cases, and Chinese as a second language Morpheme teaching in teaching, Chinese traditional culture, intercultural communication, etc. The extension course is an extension course based on the core curriculum to improve the professional quality and ability of Chinese language education professionals. Specifically include the use of teaching materials and teaching resources of Chinese as a foreign language, comparison of Chinese and foreign cultures and cultural etiquette, classroom teaching design and management, and international promotion of Chinese. The practical training course applies the theoretical knowledge learned in the core and expanded courses to practice, which can include: teaching practice and observation, classroom teaching practice, and teaching test.

4.2. Improving teaching methods to cultivate application-oriented compound talents

We need to change the teaching methods to change the traditional “duck-and-duck” teaching method of teacher talk and student listening. In traditional teaching methods, theoretical knowledge is passively input, and the theory and practice are disconnected, which cannot improve students' learning interest. Teachers should try to use team learning, case analysis, field research, simulation training, multimedia teaching, classroom flipping and other methods to improve the participation of students in the classroom, and use multiple interactive teaching methods to improve the teaching skills and skills of Chinese international education talents. Specifically, teachers should use teaching examples to explain teaching theories, and allow students to think, participate, and interact with each other. Each student must try to talk, summarize and summarize, and discuss and analyze the causes of common grammatical errors of foreign students.[6] In order to improve the foreign language level and foreign language ability, 50% of the core courses are taught in foreign languages or bilingual to adapt to unexpected situations that may be encountered in the teaching of foreign Chinese in the future and enhance the future professional adaptability of Chinese international education talents.[7]

4.3. Providing professional practice opportunities

Chinese international education talents have certain requirements for practicality, and professional practice in the process of cultivation is very important. First, local colleges and universities should hold regular lectures on the international education of the Chinese language. [8]Teachers provide pre-match guidance and post-match comments. The process of preparing for the match is also a practice exercise for students. Second, local universities need to establish a number of practice bases through various channels and methods. Students can either participate in volunteer assessments at Confucius Institutes overseas and foreign teaching institutions by participating in volunteer assessments organized by Hanban, or they can conduct teaching internships in domestic Chinese teaching institutions. Educational talent provides internship opportunities. Finally, local colleges and universities must refine the assessment standards for internships and include professional practice and internships as important conditions for graduation. Through the practice of professional practice and internship, Chinese international education talents can adapt to teaching work with more experience.

5. Conclusion

To sum up, Chinese international education talents are a kind of practical and compound talents. Excellent Chinese international education talents should have high quality and ability, but local

universities still have training goals in cultivating Chinese international education talents. [9]Unclear and unreasonable training models require local universities to optimize curriculum settings, improve teaching methods, provide professional practice opportunities, and then establish efficient and reasonable talent training models. Only in this way can excellent Chinese language that meets professional needs be cultivated International education talent.

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