Research on the Demand and Training Strategy of Internationalized Chinese Language Talents under the Environment of “the Belt and road”

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Abstract: under the environment of “the belt and road”, the demand and training requirements of internationalized Chinese language talents have obviously improved. How to train high-quality international Chinese language talents is a pressing matter of the moment. Therefore, this paper multi-level analyzes the needs of internationalized Chinese language talents in the context of “the belt and road”, and puts forward some effective strategies, and cultivate international talents of Chinese language in an efficient way and meet the international development needs of our country in the “the belt and road” environment.

1. Introduction

With the introduction and continuous implementation of the strategy of “the belt and road”, international exchanges and cooperation are more frequent. The demand for internationalized talents has undergone fundamental changes, requiring a large number of high-level Chinese language talents with minority language knowledge. As the core position of personnel training, colleges and universities should make a comprehensive and in-depth analysis of the specific needs of international Chinese language talents in the implementation of the “the belt and road” strategy on the basis of precise positioning. Combined with the actual situation of their own professional training, we should further explore feasible strategies and paths in the process of practice, solve all levels of problems, innovate the whole process of personnel training at the same time, and enhance the training level of international Chinese language talents and fill the vacancies of all kinds of international Chinese language talents in the “the belt and road” environment.

2. The Demand for Internationalized Chinese Language Talents under the Environment of “the Belt and Road”

Under the environment of “the belt and road”, exchanges and cooperation in many countries and regions have deepened day by day, coupled with the constant impact of multiculturalism, the demand for internationalized Chinese language talents continues to increase, and there are also higher requirements in terms of theoretical basis of talents, cross-cultural thinking, comprehensive ability and quality, it is required to have broad international vision, solid international Chinese language knowledge, master necessary international practices and strong cross-cultural communication, information application and processing, international activities and innovation ability \(^{[1]}\), including excellent political thought and psychological quality, etc. Due to the influence of many factors, the internationalization of Chinese language talents training needs to be improved. Local universities and colleges are facing new challenges in the training of Chinese language talents. We need to refine the analysis of the geographical environment of “the belt and road” and the needs of all aspects of international Chinese language talents. Objectively examine and contact the personnel training situation of oneself at the same time, and on the basis of accurate positioning, we must focus on the development needs of talents in the current “the belt and road” environment, solve problems in personnel training objectives, curriculum design, practice teaching, teachers' strength, and so on, and ensure the internationalization of Chinese language talents training and quality simultaneously at the different levels of innovative talents training, so as to solve the
problem of insufficient supply of talents such as International Chinese language in the implementation of the strategy of “the belt and road”.

3. The Training Strategy of Internationalized Chinese Language Talents under the Environment of “the Belt and Road”

3.1 Adjust the Direction and Goal of Personnel Training, and Deepen the Mode of Personnel Training

From the perspective of “the belt and road”, based on the analysis of the current situation and problems in the training of Chinese language talents, universities should re-examine and take the needs of talents as the starting point at the same time, and cultivate high-level international Chinese language talents as the foothold, optimize and adjust the direction of professional personnel training, and ensure that the direction of personnel training is more diversified. Colleges and universities should base on the “minority language + Chinese language”, combined with the direction of talent training, adjust the set of training objectives of Chinese language talents, and in the process of infiltrating the internationalization elements, establish the strategic objectives of talent training in the long, medium and short term, and effectively reform all aspects of the training of Chinese language talents in the process of achieving the goals at all levels, so as to ensure the quality of talents and meeting the needs of internationalized talents under the environment of “the belt and road”. In this process, colleges and universities should deepen the interpretation of the strategic objectives and contents of “the belt and road” and understand the specific conditions of the political, cultural, economic, geography and religious aspects of the countries along the line, learn from the successful experience of the same type of universities in different regions in the training of international Chinese language talents, at the same time of in-depth analysis, we should reflect on various problems in the training of such talents, starting from different angles, reform the training mode of Chinese language talents in the process of deep connection between theory and practice, with the ingenious infiltration of international elements, and combining the requirements and key points of international talents training under the environment of “the belt and road”. At the same time of formulation, comparison and analysis, and present the best training plan of international Chinese language talents. In the process of implementing the scheme, we should start with the teaching materials, courses, practices, teachers, etc., while deepening the talent training model, we will make it more standardized and accurate, and in the process of achieving the goal of talents, we provide important personnel protection for China's economic and cultural exchanges and cooperation with all countries along the “the belt and road”, and comprehensively promote the construction process of “the belt and road” in China in the new era.

3.2 Develop School-Based International Chinese Language Teaching Materials, and Set Up Characteristic Courses of International Chinese Language

In the context of “the belt and road”, on the basis of mastering the demand of international Chinese language talents, China should analyze the characteristics, cognitive level, comprehensive ability and all aspects of quality of professional students, and focus on the internal backbone teachers, deepen the interpretation of the current syllabus requirements of the Chinese language specialty, at the same time from all aspects of reality, develop the school-based International Chinese language teaching materials, scientifically compile the contents of each chapter of the teaching materials and conduct in-depth exploration, ensure the seamless connection of the school-based teaching materials and the professional teaching materials under the function of the syllabus on the basis of supplement and improvement, and meet the needs of all levels of the specialty students' needs for international Chinese language learning. In this process, colleges and universities should take professional students as the center on the basis of grasping teaching materials, start from two aspects of theory and practice, build a framework system of Chinese language courses based on internationalization, scientifically set up characteristic courses of international Chinese language, set up international theory and practice courses of their own
specialty with characteristics, and set up various kinds of Chinese language courses on the basis of cross specialty and cross culture, including seminar Chinese language courses, mainly reflected in international frontier, international exchange, international cooperation and other aspects, and appropriate increase of various international courses in deep contact with Chinese language specialty. Colleges and universities should make clear the required courses, elective courses and public elective courses of Chinese language major in the process of characteristic course setting, and coordinate and unify them while having distinct characteristics of specialization and internationalization. On the basis of learning the required courses, professional students can independently choose professional elective courses and public elective courses according to their own interests, strengths, career planning, etc. In the process of hierarchical and systematic international Chinese language knowledge and skills learning, we need to have a deep understanding of the needs and requirements of the internationalized talents in the “the belt and road” environment, and do well in career planning on the basis of grasping the demand changes. In addition, colleges and universities should pass the systematic evaluation of professional theoretical courses and practical courses, and deepen the development of various international school-based Chinese language textbooks, the construction of Chinese language majors, the curriculum framework system, and the diversified theoretical and practical courses, so as to make them more targeted, systematic and effective on the basis of effective connection, and show them major characteristics in the process of guiding international teaching of Chinese language.

3.3 Emphasize Students' Cross-Cultural Experience, and Carry out Rich International Chinese Language Practice Activities

Universities should take the training objectives of international Chinese language talents as the guidance, focus on the needs of such talents under the “the belt and road” environment, based on the innovation of talent training mode, the development of teaching materials and the setting of characteristic courses, the cross-cultural experience of students at all levels of Chinese language specialty is emphasized, and a good international training environment for Chinese language talents is constructed in the process of implementing the two strategies of “bringing in” and “going out”.

Colleges and universities should seize the opportunities under the “the belt and road” strategy, build a good platform for cross-cultural communication on the basis of all kinds of advantages and resources, lead into Language students in the countries and regions along “the belt and road”, and study together with the students of this major and conduct multi-level cross-cultural communication at the same time. Colleges and universities should also seize the opportunity of “going out” in the “the belt and road” environment, strengthen cooperation with all kinds of language schools and related enterprises along the line, and encourage, lead and guide Chinese language majors to go out, go to the countries along the “the belt and road” area and study in language schools, carry out language post training in related enterprises, and acquire rich cross-cultural experience in the real language environment through diversified paths. In addition, colleges and universities should focus on the teaching of all kinds of Chinese language courses at various stages, and focus on the new changes in the training of Chinese language talents under the “the belt and road” environment, and carry out rich international Chinese language practice activities, including school practice and off campus practice. On the basis of cross-cultural and cross professional, set up international Chinese language practice tasks with distinct levels, effectively organize students at all levels of Chinese language major to participate in, make full use of the acquired theoretical knowledge of Chinese language in the process of completing the practical tasks, deepen the professional knowledge system, and develop the ability of communication, innovation, practice, information processing, problem solving, etc. in cross-cultural communication, with excellent comprehensive quality and professionalism, it has become a high-quality talent in the “the belt and road” environment in the new era.
3.4 Deepen the Construction of Teaching Staff, and Improve the Internationalization Level of Chinese Language Teachers

The construction of teachers is the key to the training of internationalized Chinese language talents in the “the belt and road” environment, colleges and universities should rationalize and improve the assessment standards, indicators, contents and methods of Chinese language teachers in the process of implementing the training objectives of international Chinese language talents in all stages, at the same time of College Assessment, deepen the analysis of the results of the assessment, and strengthen the building of the Chinese language teaching staff. Colleges and universities can combine online and offline, Combine distance teaching and offline course learning, regularly organize Chinese language teachers to learn the latest theoretical knowledge, strengthen professional construction In the process of deepening the interpretation of the “one belt and one road” strategy, update the established Chinese language knowledge system and have solid cross-cultural knowledge. Colleges and universities should carry out a variety of practical training activities on the basis of re education and learning, so that professional teachers can have different levels of cross-cultural and cross professional experience in the process of using Chinese language knowledge flexibly, transform theoretical knowledge into required skills, promote professional development and have strong cross-cultural ability and quality at the same time. Colleges and universities can also make use of the diversified opportunities under the “the belt and road” environment to introduce various high-level language talents in the Chinese language and regional areas in the process of building Chinese language teaching staff, deepen the internal language teaching staff and enhance the overall level, organize Chinese language teachers to study in cooperative language schools and enterprises in countries and regions along the line, promote the deepening of professional development In the process of multi-level practical training, constantly consolidate the theoretical basis of the major, while improving the international Chinese language ability and quality, so as to successfully achieve the goal of talents at all levels of Chinese language major by improving the internationalization level of Chinese language teachers.

4. Conclusion

All in all, high quality and high level internationalized Chinese language talents training is in line with the objective requirements of modernization and international development, and is also a booster for the efficient implementation of “the belt and road”. On the basis of keeping pace with the times, colleges and universities should think deeply about the cultivation of international Chinese language talents, guided by talent demand, optimize the direction, goal and mode of talent cultivation in the process of theoretical exploration and practical exploration, and continuously improve the quality of talent cultivation in the process of textbook development, curriculum setting, practical activities and teacher construction, so as to meet the demand of “minority language + Chinese language” compound talents in real time, and makes the strategy of “the belt and road” rooted in the process of achieving the goal of training internationalized Chinese language talents.

References


