

Research on the Reform and Development of International Education Majors of International Students in the Background of Application

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Abstract: The reform and innovation of the application-oriented talent training model of international education is not only an important part of the major theoretical and practical issues of higher education research, but also the only way to adapt to the transformation and development of higher education today. This paper uses the theory of higher education to analyze the status quo of international education talent training mode for international students in China, and points out the inadequacies in the cultivation of applied talents in Chinese international education. At the same time, through the empirical investigation of 110 students in the Chinese language international education, it finds out the students' dissatisfaction with the current curriculum setting, learns from and absorbs all the advanced achievements that can be utilized at home and abroad, and combines the actual situation to construct the international education of colleges and universities. The application-oriented talent training model, including the knowledge system, the competence system and the comprehensive quality system, builds a variety of forms of education and teaching reform experiments based on the talent cultivation model innovation, and proposes the reform and innovation of the international education talent training model.

1. Investigation and analysis of the current situation of the curriculum of international education majors

1.1 Survey design

This survey aims to understand the needs, motivations and satisfaction of the international students' learning through questionnaires and interviews of university students and teachers. It is further drawn from the current situation of the curriculum of Chinese international education for international students. The survey data identifies the problems existing in the Chinese language education for foreign students, examines the views and opinions of students and teachers on the curriculum, and refines and summarizes the reasonable suggestions, thus providing an objective basis for the countermeasures to improve the curriculum.[1]

1.2 Survey object

This study selects a normal university as a sample school, because the international education of international students is at the initial stage of development, and the normal university is representative of Chinese students in international education. Questionnaires and interview survey methods were used.[2]

The questionnaire is for all international students of the International Exchange College. According to statistics, as of 2013, there were about 334 international students, including 76 international students and 258 non-degree students. Due to the scattered students and the difficulty of the survey, this study randomly selected 110 students for the survey (including academic students and some non-degree students), 110 questionnaires, 82 valid questionnaires, and an effective recovery rate of 75%. This study is a descriptive study with a sample size of at least 20% of the population in the case of a small overall sample size. The sample size of this survey is about 33% of the total, which is in line with the sample requirements.[3]

1.3 Implementation of questionnaire design and investigation

This questionnaire is based on the technical methods of the “Design and Evaluation of Questionnaires” tool book, and is compiled according to the actual situation of foreign students in normal universities. The questionnaire consists of three parts: a basic information survey and 11 questions, which are designed to understand the differences in the evaluation of the curriculum settings of international students in different situations. The second curriculum survey, 30 questions, including the course structure, course content and curriculum. Evaluation and recommendations of the organization; three teacher status surveys, 4 questions, to understand the satisfaction of international students on the teachers.[1]

2. Survey results and analysis

The analysis of 82 valid questionnaires is not listed because some of the questions are incomplete and cannot be validated. The following is an analysis of the results of valid data:

Analysis of course content

Table 1 Overall evaluation of the content of the course by international students (unit: %)

	Completely suitable	More consistent	Not very consistent	Incompatible
A wide range of courses, covering a wide range	23	42	19	16
The course is interesting and easy to master	21	30	26	22
The content of the course emphasizes a solid foundation	44	32	17	7
Course content is linked to the actual	32	41	18	9
The course is cutting-edge, updating the latest relevant knowledge	28	36	25	11
The content of the course is comprehensive, and the knowledge of the subject is integrated.	18	20	42	20
The course content is in line with international courses and has international versatility	23	22	38	17

According to the survey data, the international students believe that the content of the course covers a wide range, the foundation is strong, and the actual rate can be reached. The compliance rate is 67%, 77%, and 74%, respectively. Secondly, in terms of “easy to master” and “knowledge with the frontier”, the content rate of these contents was 61%, 64%. It is generally believed that the content of the course needs to be improved in terms of “comprehensive” and “internationalization”, reaching only 39.5% and 45%. With the advancement of science and technology, multidisciplinary knowledge has penetrated into our lives, social problems have become more and more complex, and it has become impossible to solve problems with only one subject knowledge. It has become a consensus to analyze problems and solve problems from multiple angles, which requires talents to Comprehensive knowledge makes the integration of course content imperative. The deepening of the globalization process has made the exchanges between countries more and more close. The ability to have an international vision and the ability to solve problems transnational has become the demand of the society.[2] The internationalization of the curriculum is the basis and guarantee for the realization of international talent training.

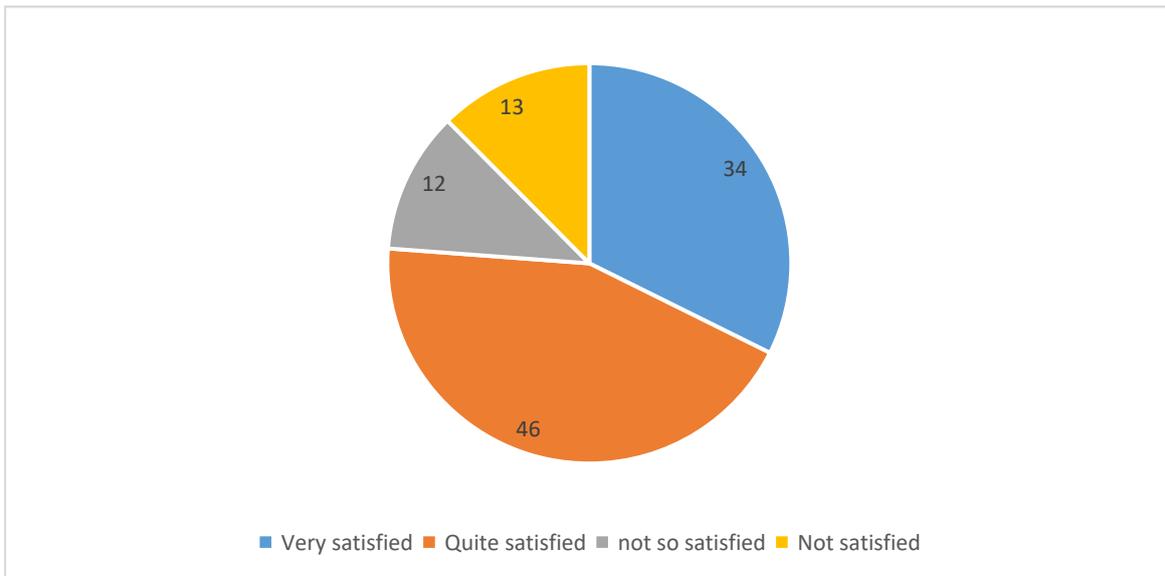


Figure 2 Satisfaction analysis of Chinese skills class

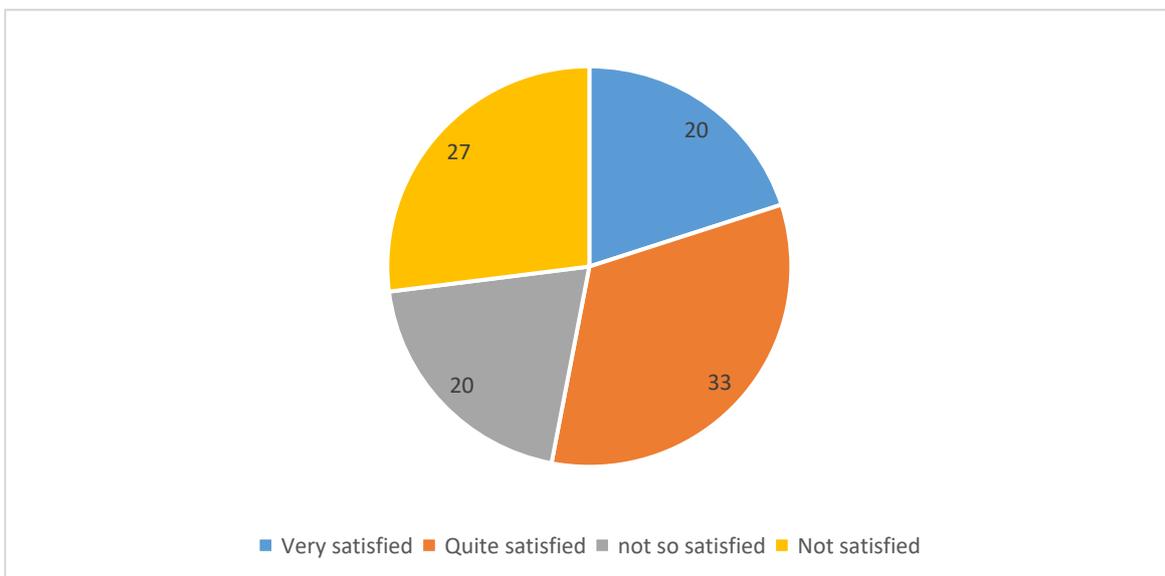


Figure 3 Analysis of the importance of linguistic knowledge and theory class

Figure 2 shows that foreign students are very satisfied with the teaching of Chinese skills class, accounting for 33.5%, and more satisfied with 46.3%. The sum of more than half indicates that the teaching quality of Chinese language proficiency training courses at Normal University is relatively high, and most Chinese students have improved their Chinese proficiency. Figure 3 expresses the status of linguistic knowledge and theory in the curriculum teaching. The difference between the important and the unimportant of the international students is small. The linguistic knowledge and theory courses are divided into Chinese ontology knowledge classes and linguistic theory classes. Most international students admit that Chinese ontology classes have a positive effect on the improvement of Chinese language ability, but they feel that language theory courses have no major role to learn.[4]

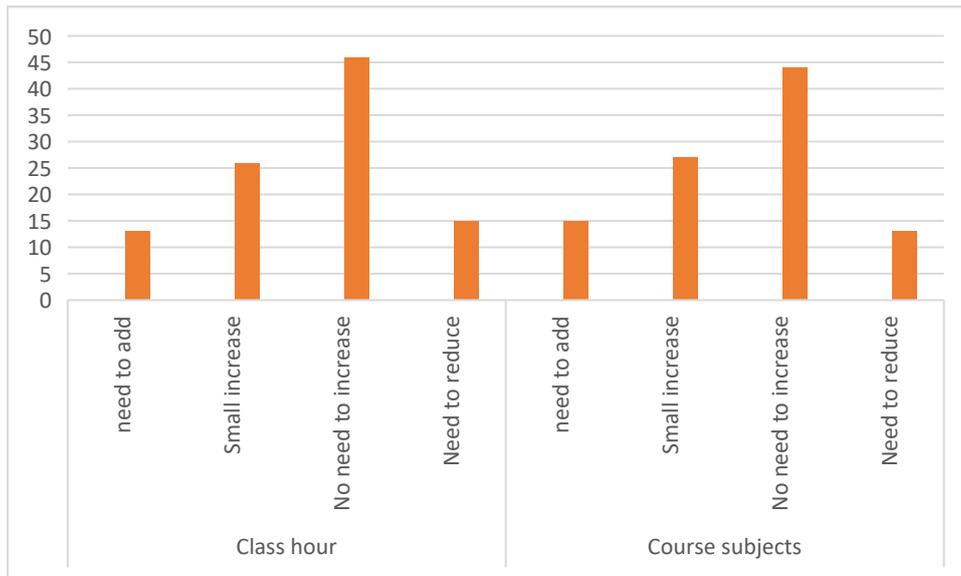


Figure 4 linguistic knowledge and theory class survey

The data in the above figure shows that most of the international students think that the language knowledge and the theory are sufficient, the subjects meet the demand, and there is no need to increase the rate. The ratios are 45.9% and 43.8%, respectively. The degree of importance of the expressed curriculum corresponds to each other. The question "Which linguistic knowledge and theory classes should be arranged in which semester?" is concentrated in the 5th and 6th semester. It can be seen that the international students believe that only after the first- and second-year Chinese proficiency reaches a certain level, the theoretical knowledge is more in line with the learning law. The 7th and 8th semester is a period in which a series of courses such as professional courses and internships are carried out, and it is unnecessary to learn theoretical knowledge.[5]

3. Countermeasures for the Curriculum Setting of Chinese International Education Majors in Colleges and Universities

With the continuous expansion of the scale of Chinese students and the continuous improvement of their level, China's position on Chinese language education for international students has also paid more attention to the status of higher education. Professional study is the core issue of international student education and an important part of education quality assurance. International students come to China to study, not only to learn the language, but also to see whether the international student education in colleges and universities can provide excellent professional learning courses. Then, in order to attract more international students to study in China, it is imperative for universities to optimize their professional structure, update course content, and build brand professional.

3.1 Clarify the training objectives, innovate the training mode, and change the concept of curriculum setting

The Chinese undergraduate major of international students has certain particularity and independence. However, due to the commonality of academic education, the general curriculum should be taken into account in the curriculum, and the comprehensive quality of international students should be cultivated. [5]The 2+2 training model makes the first-grade curriculum almost purely skill-based, and also separates the connection between the language class and the professional class, as if it were two systems that do not interfere with each other. General education is committed to "cultivating students into all-round development, that is, people with comprehensive knowledge, broad vision and complete personality and educated people." . General education is not a general education or professional education, but a non-professional education as an important prerequisite for students to further study majors or engage in professional activities. It

is a non-professional education that all college students can accept.

3.2 Transforming the concept of curriculum setting and introducing the concept of modern curriculum

With the continuous deepening of the economic system reform, China's transition from the planned economy era to the market economy era, the background of education has undergone earth-shaking changes. In the past, what majors were set up in colleges and universities, what courses were offered, and what was said was decided by the higher education department. School teachers only need to implement them. Now, with the development of higher education system reform, the autonomy of curriculum development in higher education institutions is expanding. We must also get rid of the dependence on the higher education sector and the inertia of past development, change the concept of curriculum, and actively carry out curriculum construction research. The Chinese International Education Program for International Students is not a Chinese language and literature major for Chinese students. [3]It has a distinctly targeted and independent nature. It has an independent college system, so it is not possible to directly transfer the Chinese language and literature majors to the curriculum. Chinese majors for international students come up.

In recent years, the international communication process of Chinese language has been continuously promoted, and the international Chinese education has developed rapidly. With the development of modern university curriculum construction in various countries, Chinese international education has made great progress in the curriculum. Chinese universities can also learn from the curriculum itself to optimize the curriculum structure and develop curriculum content.

3.3 Optimize the course structure and improve the knowledge system

The course structure embodies a certain curriculum concept and the value orientation of the curriculum. From the comparison of the previous chapter, it can be seen that each university has different training concepts, and there are different curriculum structure designs. In order to construct a holistic and optimized curriculum structure, it is necessary to coordinate the relationship between compulsory courses and elective courses, theoretical courses and practical courses, professional education courses and general education courses. From the comparison, it is found that the curriculum structure of each university has some common characteristics: some colleges do not have a general course or a general course equivalent to the Chinese language skills class, the proportion of compulsory courses is the majority, and the proportion of elective courses is very low. Although this arrangement has certain considerations for the special study of foreign students, it has also fixed the knowledge structure of international students to a large extent, which violates the training concept of "wide professional, thick foundation and high quality". [4]At the same time, through comparison, it is found that the courses with distinctive characteristics of colleges and universities are often elective courses. The compulsory courses have laid a solid professional foundation for students, ensuring the knowledge and skills that must be mastered by the cultivated talents, and the university combines its own regional cultural characteristics and school-running characteristics. The diversified elective courses will provide students with a free development space and personality development opportunities, increase the initiative and freedom of international students in learning, continuously expand their thinking, broaden their horizons, and form a good knowledge structure and ability.

3.4 Based on the cooperation of departments and departments, build a team of professional teachers and build a special quality course.

At present, the development of Chinese international education for international students is still in its infancy, the number of international students is small, the curriculum needs further development, and a professional team of teachers is also being formed. All colleges and universities use the International Cultural Exchange College and other colleges to jointly undertake the teaching of the curriculum. That is, the International Exchange College offers Chinese Skills and some cultural courses. The teachers of the Institute undertake teaching, and other college teachers

undertake the teaching of professional courses. This makes us have to consider the support of inter-academic courses and the coordination and cooperation of teachers.[5]

What courses are offered in this case are premised on the coordination and support between the colleges. Academic committees can be established between departments and departments to carry out curriculum design, so that the curriculum can enter a standardized and scientific track. The cooperation between the colleges and universities is ultimately manifested in the cooperation between teachers. In the classroom teaching of foreign students, the teachers of each college should abandon their respective concepts of politics, realize the joint teaching of inter-colleges, and the leaders who preside over the teaching work should also organically link the teachers who have been isolated from each other. Cooperate with each other, enhance understanding, and establish a united and harmonious team in constant running-in. When selecting and organizing teachers of different cultural backgrounds, different teaching methods and teaching abilities to jointly carry out classroom teaching for international students, it is necessary to clarify the training objectives of Chinese international education majors and study the rules of Chinese learning for foreign students. Only in this way can the original scattered individual teachers be Strength forms a synergy in cultivating international students and forms an organic and harmonious education group, which ultimately improves the quality of higher education for international students.

4. Conclusion

This paper comprehensively uses quantitative and qualitative research methods, and has certain innovations: this study takes college students' education as an example, and studies and discusses international students from the aspects of curriculum establishment, curriculum structure, curriculum content selection, and curriculum organization. The construction of Chinese education courses hopes to play a role in attracting scholars and attracting the attention of researchers and educators. In addition, the author not only used the questionnaire method and interview method to investigate the current situation of Chinese language education for foreign students in Hainan Province, but also used a comparative analysis method to analyze the characteristics, rules and development trends of the curriculum of eight universities in China. The curriculum of the major has vividly reproduced the curriculum system of Chinese language international education at the current stage. Since Chinese international education is still an emerging profession, it is in the initial stage of development, and it requires in-depth research in terms of curriculum, teaching, and management. The research on the curriculum setting of undergraduate majors in Chinese international education enriches the research materials of Chinese language education for foreign students, and has certain practical significance and value for the development of Chinese language education for foreign students.

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