

The Construction of Business Chinese Course for International Students under the Background of “the Belt and Road Initiative”

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Abstract: The construction of “the belt and road initiative” has brought new opportunities to the international education of Chinese. More and more foreign students are studying in China. Countries along the “the belt and road initiative” route are spokesmen for spreading the image of China and Chinese culture. Overseas students from these countries come to China in large numbers to study. As a result, Chinese international education has encountered unprecedented opportunities and challenges. Judging from the current situation of business Chinese teaching for foreign students, there are still some problems in business Chinese teaching for foreign students in our country, which greatly hinders the improvement of the effectiveness of business Chinese teaching. This paper analyzes the problems existing in the current business Chinese teaching for foreign students, and puts forward targeted solutions in combination with the actual situation to provide effective guarantee for improving the effectiveness of business Chinese teaching for foreign students.

1. Introduction

In the process of realizing the strategic concept of “the belt and road initiative” in the new era and the economic and cultural integration of the countries along the line, Chinese will carry an important mission. Business Chinese is a new growth point in the development of Chinese international education and has attracted much attention. However, there are some deficiencies in the content and form of the current business Chinese teaching, so it is necessary to carry out reforms, including the construction of some more targeted new classes [1]. With China's further involvement in the wave of globalization, the construction of an “international university” has become the main development target of Chinese universities. Business Chinese teaching has become a hot field of teaching Chinese as a foreign language. Many educational institutions at home and abroad have offered relevant courses, but the research and practice of course teaching are far from meeting the needs of the market [2]. From the perspective of the practicality of business Chinese, this paper attempts to improve the teaching level of business Chinese through the adjustment of teaching strategies.

2. Business Chinese Concept

Business Chinese mainly refers to the special Chinese language, which is closely combined with business professional language and communication Chinese. It comes from business activities using Chinese as a means. Compared with ordinary Chinese, it has its own professional language, which is very similar to scientific Chinese. The international community's demand for learning Chinese is increasing, forming an unprecedented “Chinese fever” and “Chinese fever”, thus promoting the prosperity of Chinese international education and the development of business Chinese teaching [3]. The “the belt and road initiative” strategy not only promotes the economic development of the countries along the line, but also helps to promote exchanges between the people of the countries along the line. There are many kinds of teaching materials for business Chinese courses, but judging from the effect of actual teaching feedback, it cannot fully meet the needs of practical application of business Chinese. The education diploma of the destination country has a high international gold content and can attract outstanding students from other countries. For the countries along the “the

belt and road initiative” route, a large number of local talents who are proficient in Chinese culture are needed, and these overseas students will be an important force in promoting the construction of “the belt and road initiative” in the future [4]. Specialization construction can broaden the field of business Chinese teaching, enhance the adaptability of business Chinese talents, and enhance the influence of Chinese international education.

3. Existing Problems in Business Chinese Teaching for Overseas Students

3.1 Teaching Objectives Are Not Clear

In fact, business Chinese mainly refers to the effective connection between business professional terms and communicative Chinese in the teaching process. After the combination, the two can be called special Chinese. Chinese people understand Chinese nouns mainly through two ways: one is to translate Chinese through their mother tongue, and the other is to understand Chinese through their mother tongue. However, due to the influence of political, cultural and economic factors in the translation process, the nouns presented in front of the learners are not the true meaning of the word. With the increasing frequency of foreign business exchange activities, business Chinese teaching materials have entered a period of rapid development, and the construction of teaching material system has made great progress. The belt and road initiative “is the top-level design of China's education international cooperation and exchange, a road map for China's education to gradually move towards a world education center, and an important starting point for promoting education international cooperation and exchange at a higher level and in a wider range [5]. At present, in the undergraduate education of studying in China, business Chinese still belongs to one direction of the Chinese language major in two disciplines under the first-class discipline of Chinese language and literature, and no business Chinese major has been formed in two disciplines, which is not in line with the needs of the society and the status of business Chinese. Although many colleges and universities have arranged business Chinese teaching courses for foreign students, from the current situation, there are some problems in the process of business Chinese teaching in some colleges and universities, which reduce the role of business Chinese teaching classes for foreign students.

3.2 Lack of Scientific and Reasonable Teaching Mode

In teaching practice, if we don't have a correct understanding of the relationship between business Chinese and basic Chinese, it will lead to differences in curriculum provision among schools, which have already appeared in the curriculum provision of some universities. Many teachers often use some old-fashioned teaching methods in the process of teaching business Chinese. These teaching methods are already relatively backward and cannot meet the requirements of the current business market. At the same time, they lack the ability to deal with emergencies, and some teachers' teaching methods and teaching ideas cannot meet the actual needs of students. Language is the carrier of culture, and culture should be expressed through language [6]. The birth of each language was conceived under different cultural backgrounds. Business Chinese is a specialized Chinese course, which inevitably involves some economic theories and business knowledge. In some developed countries, business knowledge belongs to universal education, while students in developing countries generally lack background in this field. Before they enter the major of finance and international trade, they need a period of learning Chinese and business Chinese to accumulate professional vocabulary. This will not only directly lead to more and more serious learning burdens for students, but also lead to the failure to effectively improve the effectiveness of business Chinese teaching.

3.3 The Combination of Chinese Culture is Not Tight

In terms of integration with Chinese culture, business Chinese does not show the rigor of integration with Chinese culture. Compared with foreigners, Chinese culture is a heterogeneous culture. Special cultural background and expression will affect the normal progress of cultural exchanges [7]. In terms of integration with Chinese culture, business Chinese does not show the

rigor of integration with Chinese culture. Compared with foreigners, Chinese culture is a heterogeneous culture. Special cultural background and expression will affect the normal progress of cultural exchanges. On the basis of learning Chinese language courses, they will take other courses, such as business Chinese, Chinese culture, idioms, etc. In the process of cultural experience, we can effectively learn from different cultures of different countries, feel different cultural differences and experience different cultural collisions. Some teachers did not realize the importance of business Chinese teaching to the future development of foreign students in China, ignored some details in the teaching process, and did not consider the problem from the perspective of foreign students. Therefore, it is necessary to promote business Chinese as a major and to establish a close relationship with the Chinese language major, so as to further improve the internationalized and high-level “language+major” compound talent training goal and enrich the professional connotation of Chinese international education [8].

4. On the Construction of Business Chinese Course for Overseas Students under the Background of “the Belt and Road Initiative”

4.1 Attention Must Be Paid to the Role of English in Teaching Language

An Important Carrier of High-quality International Students in China along the “the belt and road initiative” Line. There are 65, including Southeast Asia, Central Asia, West Asia, South Asia, East Asia, Central and Eastern Europe, Eastern Europe and North Africa. According to the second language teaching theory, teaching in the target language is conducive to creating a real language environment, and the teaching objects of business Chinese usually already have a high level of Chinese, so teachers often ignore the role of English. In order to enable foreign students to have a deeper understanding of the knowledge points of the teaching teachers in the business Chinese teaching class, it is necessary for the teaching teachers to integrate the teaching method of scene blending into the classroom teaching, improve the interaction between teachers and students, and enable students to actively participate in the teaching [9]. In the teaching practice, it is found that the learners are no longer satisfied with the limited professional basic knowledge of business in the Chinese language major, hoping to learn more and more practical business professional knowledge. The theory of human capital holds that language is no longer just an identification of identity and a potential valuable skill, but a linguistic attribute rooted in human beings. The reasonable use of this method in business Chinese teaching can not only help foreign students to make up for some of their deficiencies in classroom learning, but also help foreign students to reduce this dependence on the actual teaching classroom as much as possible.

4.2 The Integration of Chinese, Business and Culture Emphasizes the Importance of Cross-Cultural Communication

The ultimate goal of language teaching is to enable students to learn to communicate in the language they have learned, which is essentially cross-cultural communication. With the promotion of economic globalization, business English has attracted more and more attention and has developed into a new independent discipline. Therefore, in order to enable foreign students to attach importance to the teaching process of business Chinese, a scientific, reasonable and effective assessment mechanism must be formulated to force foreign students to correct their learning attitude and make business Chinese a powerful weapon for their future development. Each culture has its own special historical background, which requires teachers to make relevant preparations in advance. Different from ordinary Chinese, these professional knowledge in different business fields seldom have meanings and repetitions between different texts. Relying on these isolated and scattered words and articles alone is not enough to enable students to fully understand and comprehend China's business culture. In the aspect of oral expression, there are a large number of non-oral expressions in business Chinese communication, which makes students' language output difficult. Chinese courses pave the way for the study of business specialized courses. Business specialized courses also provide materials for the accumulation and training of professional

knowledge for Chinese courses. The two cooperate with each other and have complementary advantages.

4.3 Scientific and Reasonable Application of the Teaching Mode of Blending Scenes and Scenes

Situational blending teaching mode has a very important influence and effect on business Chinese teaching. Textbooks are the main basis for teachers to carry out teaching and are also the main materials for learners to learn and acquire knowledge. Case teaching method requires very high case selection. Cases should not only meet the reality of life, but also highlight business professionalism. Therefore, we should change the teaching concept, improve teachers' knowledge, ensure the teaching quality, and improve the teaching design based on the actual needs of students according to the characteristics of language exchange in business trade under the “the belt and road initiative” initiative and the principles of “communication” and “practicality”. Teachers appropriately introduce some commercial audio-visual materials and integrate the listening, speaking, reading and writing of language learning into the learning process of economic and trade knowledge by organizing students to watch programs, read manuscripts, discuss in groups, analyze cases, simulate roles, etc. Some teachers do not realize the importance of scene blending teaching and cannot reasonably apply the teaching method of scene blending to classroom teaching, which is not conducive to the learning process of foreign students and cannot help them understand some more abstract knowledge. In teaching, students are introduced to China's unique business culture so that they can understand China's way of business thinking, cross cultural barriers and carry out cross-cultural exchanges.

4.4 Innovating and Optimizing the Existing Teaching Mode

In the teaching process of business Chinese, teachers play a very important role, but teachers should play their leading role in the classroom teaching process. In the new media technology, massive open online course can provide foreign students with complete teaching contents of business Chinese like teachers' classroom teaching. Moreover, the teaching video provided by the massive open online course platform also has the functions of fast forward, fast backward, pause and repetitive viewing, which can provide convenient conditions for these foreign students to learn business Chinese. Through the guidance of teachers and the introduction of these audio-visual materials from daily life, students' interest can be effectively enhanced. After class, students often continue to follow up and pay attention to such programs or collect relevant materials, thus greatly stimulating their learning initiative. Add the national conditions, ethnic cultures and other relevant contents along the “the belt and road initiative” route, so that students can apply language learning to actual dialogues, turn the knowledge they have learned into practical operation ability, and strengthen the learning effect. Help students to understand these knowledge deeply. Moreover, the teaching method of scene blending can also attract students' interest and enthusiasm in listening to lectures, allow more opportunities for interaction between students and teachers, and promote the formation of a good relationship between teachers and students. Update relevant courses to enable learners to master the latest, most advanced and most useful knowledge. Therefore, it is necessary to establish a dynamic and open professional curriculum system for business Chinese.

5. Conclusion

To sum up, the Chinese language business direction should draw a clear professional definition, define the teaching content, increase the professional content, and separate from one direction under the Chinese language major as soon as possible to develop into the business Chinese major. Under the background of the construction of “the belt and road initiative”, we should change the teaching ideas, update the teaching contents, adjust the teaching strategies, perfect the evaluation mechanism, establish the practice base and perfect the teaching system according to the needs of social talents. We should consciously cater to students' learning needs, strengthen their intrinsic motivation, introduce business knowledge into students' daily life and career planning, and use various teaching

methods and tools to improve their ability to use Chinese comprehensively.

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