

The Role of Culture in the Course Design of Chinese International Education Major

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Abstract: Language and culture are closely related. It is generally believed that language is the carrier of culture. Language reflects culture and culture has a positive impact on language learning and use. Therefore, based on the analysis of the curriculum design of Chinese International Education, the author further elaborates the training objectives and the main contents of the curriculum design of the Master of Chinese International Education, and at the same time analyses the knowledge background of the training objects of the Master of Chinese International Education. According to the research, the design of the master's program in Chinese international education should take the teaching of Chinese culture as an important content, fully reflecting its own characteristics, especially the Chinese culture, multiculturalism, synchronic culture and popular culture. In the process, Pay attention to the influence of religious culture.

1. Introduction

At present, the research on colleges and universities involved in Chinese international education is full of various sounds [1]. The construction of the training program for Chinese international education teachers, they believe that the existing non-English speaking countries and English-speaking countries have different degrees of popularization in Chinese teaching, so the training objectives of Chinese teachers should have different requirements [2]. However, in some local colleges and universities, Chinese international education majors face many difficulties. The inaccurate positioning and unclear characteristics have caused students' employment in recent years to be less than ideal. The curriculum reform problem has begun to be put on the agenda [3]. Teaching method is an assistant tool in language teaching, so we can't lay emphasis on the method of curriculum design and neglect the basis of Chinese itself [4]. The global Chinese fever continues to heat up, which is an important manifestation of this focus of attention [5]. The growing popularity of Chinese language is mainly manifested in the expanding demand for Chinese learning, the surge in the number of people and the eagerness of people all over the world to understand Chinese culture [6]. If this problem is not solved, the direction of the development of the major of Chinese international education will be unclear. It should be noted that there is a practical problem in the major of Chinese international education, that is, both undergraduate and postgraduate professional degree education use the same name, but the former belongs to the literary category, and the latter belongs to the educational category [7].

2. Methodology

Since the establishment of Chinese International Education Major, the issue of curriculum design has been a topic of concern to people [8]. Since the country merged the three undergraduate majors of Chinese as a foreign language, Chinese language and culture, and Chinese studies into the major of Chinese international education, people have made some discussions on its relationship with the original major of Chinese as a foreign language [9]. Finally, some useful research results are obtained, but there is no consensus on their essential differences, which makes great differences in the training objectives and methods of Chinese International Education Specialty [10]. This upsurge of Chinese

language fever provides unprecedented opportunities for China to implement the strategy of international promotion of Chinese language and Chinese cultural communication, and also makes it possible to establish a master's degree in Chinese international education. Therefore, the undergraduate curriculum of Chinese international education major should be arranged under the guidance of professional training objectives, based on the characteristics of the learning subject and social needs, and arrange the reasonable curriculum structure and course content according to the requirements of the professional knowledge and ability structure. This not only reflects the characteristics of the curriculum of this major. It is also possible to clarify the direction of the curriculum of this major, and provide some theoretical basis for the future personnel training and discipline construction of this major, and supplement some shortcomings in the curriculum of Chinese international education major.

In recent years, due to the influence of the concept that Chinese foreign language teaching personnel training is too academic and lacks practical Chinese teaching talents, the Chinese education discipline has gradually begun to focus on the cultivation of practical Chinese teaching talents. However, due to the different school environment and teacher conditions, different institutions have great differences in curriculum. Due to the unclear professional orientation and training objectives of some institutions, the professional curriculum is not targeted and innovative. The curriculum design of Chinese international education major has inevitably inherited some of the theories from the original Chinese as a foreign language, but the theoretical basis of this major is not completely consistent with it. The difference lies in their understanding of the nature of Chinese. Reasonable curriculum design will produce higher professional satisfaction. Since the founding of the People's Republic of China, the research and Discussion on the cultivation of citizens' quality has been a hot topic of discussion. Contemporary college students pay attention to the cultivation of practical ability. They are more willing to test the effect of theoretical learning through social practice. However, there are a lot of problems in the process of personnel training, so it is impossible to set up and implement the training program for Chinese teaching, which is in line with the development of Chinese teaching talents.

3. Result Analysis and Discussion

With the rapid and sustainable development of China's economy, the continuous enhancement of its comprehensive national strength and the rising international status, China has gradually become the focus of world attention. Since its establishment in 1985, many universities and scholars have explored and reformed the curriculum from different perspectives, and made brilliant achievements. From a considerable part of the curriculum design of the former Chinese as a foreign language major, they mainly regard Chinese as a tool, while the Chinese language international education mainly regards Chinese as a culture and a manifestation of values, so they have different orientations in curriculum design. Course setting refers to the establishment and arrangement of various courses selected by specialty. Mainly include: reasonable course structure and course content. The curriculum must meet the requirements of professional training objectives, and it is a concentrated expression of the professional talent development plan. Some students have a new interest in the development of their professional skills through their in-depth understanding of professional courses and their professional interests. This is a key issue that must be addressed in the curriculum of Chinese international education.

However, in such a curriculum setting, the discipline is too complicated, and there is no target-oriented, and it is impossible to effectively improve the teaching skills of Chinese international education and teaching talents. Therefore, the Chinese teachers' basic knowledge of Chinese and the mastery of cultural knowledge have a real impact on the smooth progress of Chinese teaching. The Chinese language and literature courses and the English courses are simply added together. For example, some undergraduate courses in Chinese and international education are simply adding the Chinese language and literature majors to the English majors. This will inevitably affect the realization of professional talents.

4. Conclusions

Based on the investigation of the curriculum of Chinese International Education in Baise College, this paper explores the students' and graduates' understanding and physical and mental feelings about the curriculum of Chinese International Education. While focusing on the development of hard power, China is gradually increasing the construction of soft power, and has begun to focus on the promotion of Chinese and Chinese culture to the world. Chinese and Chinese traditional culture are gradually being loved and sought after by more and more foreigners. In the context of the global "Chinese fever", how to position the Chinese international education major, how to strengthen the curriculum, highlight professional characteristics and advantages, and improve practical teaching and practical ability. Therefore, cultivating Chinese teachers and Chinese and foreign cultural exchange talents that meet the needs of the international community has become an important issue for the thinking and exploration of professional construction and development. Under the new situation, how to further improve the master's program in Chinese international education has become a top priority. It may be said that the original Chinese language major is concerned with how to "produce" tools. The Chinese international education major focuses on how to use the functions of tools. To get the most out of the tools, you need to master the tools. In terms of curriculum design orientation, it is necessary to maximize practical standards.

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