

# Research on the cultivation path of Chinese International Education Professionals in Colleges and Universities

Xinqin Liu

Sultan Idris Education University

pooja@126.com

## Abstract

*Chinese international education is in the period of rapid development. It is not clear in the orientation of personnel training goal, not reasonable curriculum, insufficient practice teaching, and difficult for graduates to obtain employment. Local colleges and universities should make full use of geographical and regional advantages, clear target positioning, curriculum setting should highlight specialty characteristics, practice teaching should rely on the construction of practice base, curriculum resources should be fully informationized, so as to form a professional talent training system of Chinese language international education with their own characteristics.*

## Keywords

*local colleges and universities; Chinese international education; Personnel training.*

## 1. Key points of talent training for international Chinese education in local colleges and universities

### 1.1. Accumulation of Chinese culture

Chinese international education professionals need to be the "spokesperson" of Chinese, so they must have enough cultural knowledge and accomplishment, namely Chinese cultural accumulation. It contains three aspects: basic Chinese knowledge, Chinese cultural knowledge and Chinese cultural literacy (as shown in Figure 1 below)[1].

(1) Basic knowledge of Chinese. Chinese international education professionals need to be engaged in the promotion and communication of Chinese, the basic knowledge of Chinese is the basic content. Most college students have a certain accumulation of basic Chinese knowledge, but lack of pertinence. The teaching of basic Chinese knowledge for Chinese international education major is mainly for application. Therefore, in teaching, we should pay attention to the accuracy and proficiency of basic knowledge, as well as practicability and application.

(2) Knowledge of Chinese culture. In the process of cultivating talents for teaching Chinese as a foreign language, local colleges and universities should not only arrange the necessary Chinese culture learning content, but also take into account the teaching of cultural background knowledge in different periods and countries, and add the comparison course of Chinese and foreign culture, so as to deepen students' knowledge and understanding of Chinese culture from the differences.

(3) Cultural literacy. Different from cultural knowledge, cultural literacy is the embodiment of

individual temperament and spirit, which can not be formed overnight. Students majoring in international Chinese education should have certain Chinese cultural accomplishment in order to truly become the disseminators of Chinese culture. Cultural literacy needs gradual rendering and edification. In order to cultivate students' temperament and spirit in this aspect, teachers need to lead students to appreciate the beauty of Chinese culture, including the beauty of Chinese rhyme, the beauty of written form, and the beauty of article implication. Only when students understand and love the rich cultural connotation of Chinese, can they naturally reveal their love for Chinese culture in the process of teaching and communication.[2]

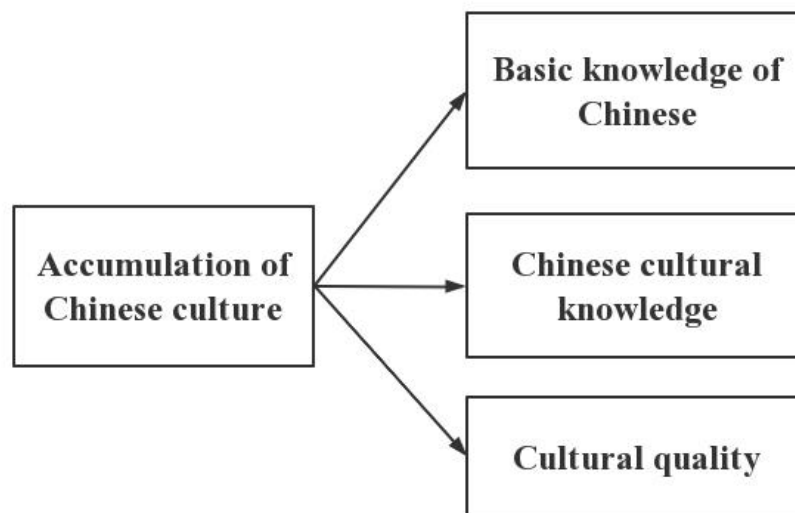


Figure 1 Content of Chinese cultural accumulation

## 1.2. Connotation of educational skills

(1) Basic educational skills. As students majoring in teaching Chinese to speakers of other languages are engaged in cultural communication and exchange, their basic educational skills include necessary bilingual skills, that is, they can use Chinese and other languages proficiently and accurately. In the process of talent training, local colleges and universities should pay attention to the training of the application ability of the second foreign language for the students whose native language is Chinese. Moreover, the cultivation of the basic application ability of Chinese should be strengthened to avoid mistakes and obstacles in the communication and communication.[3]

(2) Basic cultural skills. The knowledge of Chinese culture is the compulsory content of the major of Chinese international education, and the basic Chinese culture skills are also indispensable. The skills that enrich the charm of Chinese culture are rich and colorful. The major of Teaching Chinese to Speakers of other languages can arrange elective and compulsory courses according to students' interests and importance to show the elegance of Chinese culture. Chinese talent includes both traditional and modern aspects, as well as various artistic forms such as sound, body and beauty. (as shown in Figure 2 below)

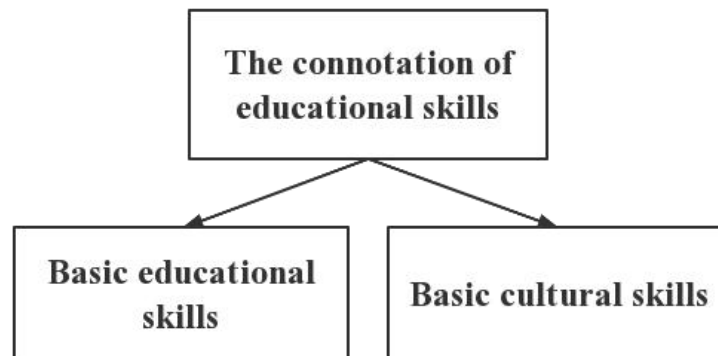


Figure 2 Connotation of educational skills

## **2. Construction of talent training system for international Chinese education in local colleges and universities**

### **2.1. Clear Positioning**

If local colleges and universities want to achieve ideal results in talent training, it is very important to establish clear talent training objectives, highlight the advantages of running a school, the advantages of the discipline and highlight the characteristics. Local colleges and universities should combine their own educational background and conditions to determine whether the training direction of professional talents is to focus on the ability of teaching Chinese internationally or the ability of cultural transmission of talents. They should make clear positioning according to the actual conditions, and focus on the aspects that can give play to their own advantages and characteristics, so as to form a talent training mode with practical goals.

### **2.2. Strengthen professional quality**

Local colleges and universities should combine their own positioning of international Chinese teaching major, highlight the purpose of "grasp the foundation, highlight the characteristics" in curriculum setting, and strengthen the advantages of the school. For example, colleges and universities in areas with strong traditional cultural atmosphere can lead students to actively enter museums or folk villages where they can experience and feel culture and guide them to obtain practical cultural experience; For local colleges and universities that are good at teaching, they should strengthen the training of educational skills and techniques for students majoring in teaching Chinese as a foreign language, and cultivate international Chinese communicators with excellent teaching ability.

### **2.3. Attach importance to practical teaching**

With the development of the international situation, the connotation of "application" has also changed. The specialty of a single project is difficult to stand out in the fierce competition, and it is also difficult to be competent for more complex practical work. Therefore, the talent training should also pay attention to the characteristics of "compound". Practical teaching includes two aspects. One is to provide students with rich practical content, while taking into

account the comprehensiveness and internationality of the major of teaching Chinese as a foreign language, focusing on training students' ability of teaching Chinese as a foreign language and intercultural communication and communication. Second, it is necessary to actively construct practical teaching conditions, such as training bases that can meet students' practical needs and provide them with environment and opportunities for language teaching training and cultural skills display, so as to promote the formation of students' "applied" knowledge and skills, so that they can get into the role faster when participating in work. (as shown in Figure 3 below)

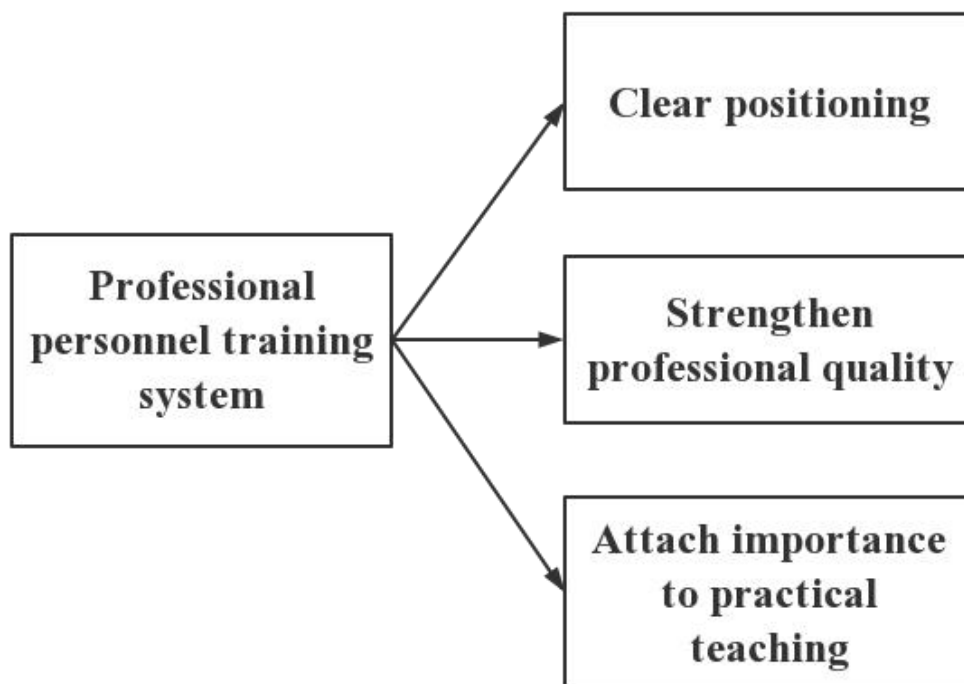


Figure 3 Professional personnel training system

### 3. Conclusion

With the development of the national cultural strategy and social undertakings, the cause of international Chinese education presents a broad prospect for development. At the same time, it is inevitable to put forward higher requirements for the specification and quality of college personnel training. How to walk out a characteristic development path on the basis of learning from the talent training mode and experience of first-class universities is a subject that needs long-term thinking and research. It will be an important idea for the future reform and development of the major of Chinese international education in local colleges and universities to explore the characteristics, give full play to the advantages, clear goals, accurate positioning, special training, and build its own brand characteristics on the basis of expanding the content and form of practical teaching and training.

**References**

- [1] Xuming Yang . Status Quo of International Chinese Education in Ethnic Areas and Development of Regional Language and Cultural Resources: A Case Study of Guangxi Zhuang Autonomous Region [J]. Language Teaching and Research,2022,(03):1-12.
- [2] Zhimin Wang , Shui Hu. The dilemma and outlet of the development of international Chinese education under the interdisciplinary background [J]. Chinese Language Teaching and Research,2022,(01):86-95.
- [3] Yinghui Wu , Ruixin Wang. Comparison of the Development of Chinese Language and related majors in Southeast Asian Universities [J]. Chinese Language Teaching and Research,2021,(02):52-60.