

Analysis on the Promotion of International Chinese Education in the New Era

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Abstract: Driven by the wave of globalization, Chinese education has crossed national boundaries and become an important part of global language education. In view of this, this paper discusses the development of digital teaching platform, the deepening of educational cooperation and cultural exchange, and the importance of cultural activities and experiential learning through a comprehensive analysis of the current International Chinese Education promotion approach. The study pointed out that these ways play a unique role in promoting Chinese education, not only can improve teaching efficiency, but also promote the global spread of Chinese culture. In addition, the author also puts forward specific strategies on how to further improve these promotion channels, aiming to provide reference and reference for the development of International Chinese Education, and ensure that it continues to play a positive influence in the field of global language education.

Keywords: International Chinese Education; Promotion; Measures

Introduction:

With China's growing role on the global economic and cultural stage, Chinese has become one of the fastest-growing languages in the world. In the new era, International Chinese Education is facing unprecedented opportunities and challenges. Therefore, it is of great theoretical and practical significance to analyze the ways of its promotion in order to optimize the allocation of educational resources, improve the quality of teaching and promote cultural exchanges. Based on the training goal of cross-cultural communication ability, this paper explores the innovative promotion strategy of Chinese education in the new era with the help of modern information technology and education cooperation platform. At the same time, the author also focuses on improving learners' language practice ability and cultural cognition depth through cultural activities and experiential learning.

1. The importance of International Chinese Education in the new era

1.1 Globalization and the Bridge of Cultural Exchange

With the deepening of globalization, language is no longer just a tool of communication, but an important part of national soft power. As one of the official languages of the United Nations and one of the most widely used languages in the world, Chinese has become increasingly important on the international stage. International Chinese Education not only promotes cross-cultural exchanges, but also becomes an important bridge between China and the world, helping to enhance other countries' understanding and understanding of Chinese culture, history and society.

1.2 Cultural Diversity and Identity

The international promotion of Chinese education not only helps people in other countries understand China, but also provides support for the protection and promotion of global cultural diversity. At the same time, for overseas Chinese communities, Chinese education helps to maintain and strengthen cultural identity, especially for the second and third generation of Chinese young people, which is an important way to connect with the culture and language of their home country.

1.3 Education Cooperation and Academic Exchange

In the field of education, the promotion of Chinese not only provides opportunities for cooperation between Chinese and foreign academic institutions, but also promotes the diversity of academic exchanges and research. The mastery of Chinese allows international

scholars to be more deeply involved in China-related research, whether in the humanities, social sciences or natural sciences.

2. Ways to promote International Chinese Education in the new era

2.1 Construction and Optimization of Digital Teaching Platform

In the new era of International Chinese Education promotion, the construction and optimization of digital teaching platform plays a vital role. With the rapid development of science and technology, network and digital resources have become the new frontier of language education. To optimize these teaching platforms, it is necessary to integrate artificial intelligence and data analysis technology to personalize the learning path, so that each student can get customized teaching content according to their own learning progress, interests and needs. In addition, with the maturity of virtual reality (VR) and augmented reality (AR) technologies, these emerging technologies are integrated into the Chinese learning platform, providing students with an immersive learning environment that simulates the real context and enhances the practical application of the language.

At the same time, the popularity of mobile learning applications has also greatly promoted the international education of Chinese. Designed to be lightweight and simple to use, these apps use gamified learning and regular assessments to keep learners motivated and engaged. For example, through interactive Chinese writing exercises, voice recognition technology to practice pronunciation, and online dialogue to practice practical communication skills, these functions are constantly being integrated into Chinese learning applications to meet the growing learning needs.

2.2 Education Cooperation and Cultural Exchange

Educational cooperation and cultural exchange is another key way to promote International Chinese Education in the new era. With the deepening of economic and cultural ties between China and other countries in the world, the cooperation between Chinese and foreign educational institutions has become an important channel to promote Chinese education. Various forms of cooperation models, such as the establishment of Confucius Institutes, cooperation in running schools between Chinese and foreign universities, and exchange programs between teachers and scholars, are all contributing to the internationalization of Chinese education.

As a successful cultural and language education exchange model, Confucius Institutes have established a learning platform for Chinese language and Chinese culture around the world. They not only provide Chinese courses, but also hold various cultural activities, such as Spring Festival Gala, Chinese Painting and Calligraphy Exhibition, Chinese Film Week, etc. These activities attract a large number of foreigners who are interested in Chinese and Chinese culture. In this way, learning Chinese is no longer a simple language learning, but a process of cultural experience and exchange, which helps to eliminate cultural barriers and enhance mutual understanding and respect between different countries and nations. At the same time, more and more Chinese higher education institutions and overseas universities have carried out cooperative education projects, such as jointly holding academic seminars, jointly offering professional courses, and implementing mutual recognition of credits. These projects not only provide Chinese learners with a broader academic vision, but also create opportunities for students to communicate with native Chinese speakers in depth, thereby improving the practical use of the language. Teacher exchange programs also play an important role. China sends Chinese teachers to teach overseas, and at the same time welcomes foreign Chinese teachers to study in China. This two-way communication helps teachers on both sides learn from each other's teaching methods and experience, and jointly improve the quality of teaching. In addition, students are provided with the opportunity to draw knowledge and experience from different cultural backgrounds. This practice of further deepening cultural exchanges based on educational cooperation has promoted the international spread of the Chinese language.

2.3 Modalities of Educational Cooperation and Cultural Exchange

2.3.1 Deepening of special cooperation projects

In view of educational cooperation, Chinese and foreign universities and research institutions have begun to step out of the traditional student exchange and short-term visit mode, and turn to establish more close special cooperation projects with long-term goals. These projects may cover joint research, joint development of courses, the establishment of dual degree programs, etc. For example, the joint research project on Chinese as a second language teaching can not only promote the research of Chinese teaching methods in the academic field, but also provide Chinese teachers with international teaching concepts and methods.

2.3.2 In-depth visits and cooperation between Chinese and foreign teachers

At the level of teacher exchange, cooperation has expanded from a single exchange of teacher visits to deep-seated cooperation such as curriculum co-construction and textbook co-compilation. For example, when Chinese teachers teach overseas, they not only bring language knowledge, but also discuss with local teachers how to teach Chinese in combination with local culture, and even jointly compile teaching materials suitable for local students. On the contrary, when foreign teachers come to China, they will also

bring different teaching perspectives and methods. This two-way complementarity has greatly improved the teaching effect and teachers' professional growth ^[1].

2.3.3 Based on the actual operation and practice of the project

Educational cooperation and cultural exchanges pay more attention to practical operations and practices, such as through the implementation of community service projects, volunteer projects, etc., to allow Chinese learners to directly participate in China-related cultural activities and social practices. This practice not only allows learners to experience Chinese and Chinese culture firsthand, but also enables them to use Chinese in real contexts, thereby greatly improving language skills and cross-cultural communication skills.

2.4 Cultural Activities and Experiential Learning

Cultural activities and experiential learning are an important means of International Chinese Education promotion in the new era. They strengthen language learning in the form of vivid practice, transform abstract language knowledge into concrete and vivid cultural experience, and greatly enhance learners' interest and understanding of Chinese and Chinese culture.

First of all, through cultural festivals, cultural experience workshops, traditional Chinese festival celebrations and other activities, learners can intuitively feel the unique charm of Chinese culture. For example, the activities of making dumplings during the Spring Festival, enjoying the moon and tasting moon cakes during the Mid-Autumn Festival, calligraphy and traditional Chinese painting display courses, etc., can enable learners to learn Chinese in practice and understand the cultural connotation behind Chinese ^[2].

Secondly, experiential learning is often carried out by simulating real situations, such as setting up simulated Chinese markets, restaurants or family scenes, so that learners can use Chinese to communicate and communicate in role-playing. This immersive language practice not only enhances the learners' ability to use language, but also enhances their understanding of Chinese daily life and culture. Finally, interactive lectures and seminars with Chinese artists, writers and scholars are also an important part of experiential learning. Learners have the opportunity to experience the way of thinking and expression habits of Chinese users at close range, so as to have a deeper understanding of the language and culture.

Conclusion:

In summary, the promotion of International Chinese Education in the new era is a complex and dynamic development process. Through the analysis of this paper, it can be seen that the construction and optimization of digital teaching platform, deepening educational cooperation and cultural exchange, enriching cultural activities and experiential learning are the key to realize the promotion of Chinese cross-cultural communication and international influence. In the future, Chinese education needs to continue to explore teaching models that adapt to the trend of globalization, broaden cooperation areas, and strengthen the cultivation of cultural soft power to better meet the needs of the international community for Chinese education.

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