Research on Blended Teaching Cultivation for International Students

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Abstract: The outbreak of global epidemic has promoted the development of blended teaching model.Relying on the Internet,artificial intelligence and other new technologies,online and offline blended teaching is booming.As the largest destination country of international students in Asia,China's education for international students should also follow the developmental direction of the world's education and innovate educational and teaching models.Based on this,this paper studies the blended teaching and training mode for international students to create"First-class ourses",improve the quality of education and teaching,attract more foreigners to study in China,cultivate more friendly people who"know China,befriend China and love China"and provide more support for the internationalized development of"the Belt and Road"initiative.

Keywords: International students; Blended teaching; Research

"Traditional classroom teaching and the online teaching with modern information technology will coexist for a long time and make a deep integration.This integration will turn from physical reaction to chemical reaction,and give birth to new educational forms such as online and offline blended teaching and new talent training paradigm".(Wu Yan,Director of Higher Education Department,Ministry of Education)

In view of the above,Zibo Vocational institute has also carried out the exploration and practice of online and offline hybrid teaching and training reform.

1. Main contents of the research

1.1 Period arrangement

1.1.1 Online teaching

Provide high-quality MOOC+SPOC resources,high-quality live lectures and ensure high-quality teaching progress through big data tracking.General students arrange their own spare time asynchronous learning,live classes arrange synchronous learning,2 hours a week.

1.1.2 Offline teaching

Face-to-face teachingin regular classes at fixed times each week.Generally 8 class hours per week.

1.2 Major problems to be solved

1.2.1 Online teaching problems

At students'level,there are problems such as poor adaptability to online learning,poor self-discipline,and some students,especially foreign students,are stuck on the Internet.At the level of teachers,there are some problems,such as poor adaptability of online teaching,urgent improvement of informatization teaching ability and improvement of comprehensive literacy.

1.2.2 Connection between online and offline teaching

Focus on how to deal with the problems of synchronous and asynchronous connection,such as MOOC/SPOC asynchronous viewing,offline teaching to realize the reversal of classroom teaching,live class synchronous teaching,SPOC synchronous interaction,etc.,how to effectively connect,improve the effectiveness of teaching,is an urgent problem to be solved.

2. Research methods and approaches

2.1 Making full use of network teaching resources to build and update the TCFL resource database

(1) Organize discussions on resource construction,learn from the experience and lessons of low resource utilization and serious waste of online courses such as high-quality courses and video-sharing courses,integrate offline teaching resources according to the characteristics of online education,and avoid copying offline teaching content and mode to the Internet.

(2) Build and update the"learner-centered"international Chinese teaching resource database.The construction of the resource library is aimed at providing self-service learning convenience for students.After entering the course resource platform such as course platform of Zibo Vocational College or related learning platform,students can independently choose the course content suitable for personalized learning according to their own learning ability and needs.For example,students at different levels of A,B and C are provided with self-made micro-class videos of introductory grammar,accelerated Chinese grammar,HSK grammar and other learning resources of different levels,which are conducive to students'independent learning and personalized development.The constantly updated international Chinese teaching resource base consists of two parts:vocational ability courses and cultural literacy courses.

(3) Build a teaching depository of Chinese culture. In order to practice the initiative of"One Belt and One Road"and teaching philosophy of"national travel,language first",spread the Chinese language and Chinese culture,cultivating foreign studentsto become friends of"knowing China,befriending China and loving China".We particularly added the Chinese culture teaching resources in the construction of repository,trying to"tell good Chinese stories,"spread excellent traditional Chinese culture and better contribute to the construction of"The Belt and Road".

The construction of cultural teaching repository serves for the mixed teaching and training of foreign students in China,and constructs the"3-3 system"teaching mode of Chinese culture course with"1/3 theory course+1/3 practice course+1/3 experience course".Through learning and experiencing Chinese culture,international students can not only exercise their basic Chinese language skills,improve their preliminary communicative competence,but also deepen their understanding of The connotation of Chinese culture,and realize the integration of language application ability and intercultural communication ability.

2.2 Building a hybrid teaching mode of"MOOC/SPOC+face-to-face classroom teaching+synchronous asynchronous online interaction"

By optimizing online teaching content and teaching process,it integrates MOOC/SPOC courses,independent learning,in-class teaching,online class,after-class q&A,evaluation and feedback.Combined with the reality of hybrid teaching for international students,the reform plan of international Chinese teaching is designed and formulated,and the concise construction of online and offline synchronous and asynchronous teaching mode of international Chinese is completed synchronously,and the application design and practice are carried out in classroom teaching.

2.3 Building a"Trinity"multi-level and all-round comprehensive assessment and evaluation system

Make full use of the advantages of online courses,strengthen the automatic process assessment feedback,combine students'online check-in,synchronous and asynchronous Q&A,offline daily learning performance,etc.,implement multidimensional evaluation;Expand the subject category of curriculum evaluation,establish a"trinity"comprehensive evaluation system including teacher evaluation,student self-evaluation,third-party evaluation(such as HSK certificate).

2.4 Paying attention to teachers'comprehensive cultivation and development of under the"new normal"

Under the"new normal",we should pay attention to the construction and training of Chinese teachers as a foreign language. First,teachers themselves should adjust their personal role changes in time to adapt to the change of the new education model and keep up with the pace of development.Second,strengthen the sense of scientific research,cultivate the sense of teamwork in the course construction and resource library construction,improve the overall quality of the team.The third is to participate in teacher training to build a team of teachers with"high quality,broad vision and deep feelings"to"tell China's stories well and spread China's voice well".

3. The effect of blended teaching and training mode for international students

Through the blended training,the effect of"three increases and three improvements"has been achieved.

The"three increases"are:students increased learning methods through the combination of online learning after class and in-class learning;increased self-learning time for MOOC/SPOC courses;the construction of cultural resource bank and the setting of different cultural topics have increased the experience content of Chinese culture.

The"three improvements"are as follows:studentsimproved the one-time pass rate of HSK 4;teachers improve the teaching effect and level with the help of MOOC+SPOC courses;the proportion of process evaluation in assessment has been reformed and the fairness of assessment has been improved.

4. Conclusion

This essay studies how to carry out blended teaching training for international students,discusses how to implement high-quality teaching in the context of"normal"epidemic situation,better explore new ways of education and teaching for international students,and further enhance the status and strength of online education.In order to ensure the continuity and effec of Chinese language teaching,the blended teaching and cultivation mode of"MOOC/SPOC resources+face-to-face classroom teaching+synchronous asynchronous interaction"is constructed under the"normal"background.A systematic study on how to carry out online and offline teaching and its connection,as well as how to ensure high-quality learning,and the formation of a replicable and scalable blended teaching and training model for international students will greatly promote the expansion and promotion of international Chinese educational market,and provide effective materials and reliable basis for subsequent relevant research.In this study,the content of"Telling Good Chinese stories"is integrated into the blended teaching and training of international students in order to better help the construction of"the Belt and Road".

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