

Problems and Breakthroughs in the Ideological Education of Foreign Students in China

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Abstract: The fundamental task of education is to establish morality and cultivate people. All disciplines in colleges and universities should shoulder the important mission of establishing morality and cultivating people. This paper summarizes the existing problems of the ideological education of foreign students in China. At the same time, taking the case analysis method as the main research method, it collects cases from the aspects of classroom teaching, classroom activities, extracurricular practice, teaching management, teaching Chinese as a foreign language and culture, and cultural and cross-cultural exchanges involved in teaching Chinese as a foreign language, and analyzes and discusses the basic content and mode of the ideological education of foreign students. It is expected to provide some reference for the ideological education of foreign students in China.

Keywords: Overseas Students; Ideological Education; Methods

Introduction

The education of foreign students in China is an important part of China's education. A good ideological education of foreign students in China is conducive to the promotion of China's international influence in education, and is conducive to mutual understanding and friendship between Chinese and foreign people. Since 2006, our school has responded to the national policy to recruit foreign students to China. At present, foreign students from 23 countries and regions are studying in our school. Classroom teaching and campus culture show the characteristics of multi culture and multi value coexistence. At the same time, due to the great differences in the political system, values, cultural traditions, customs and habits of the countries where the foreign students come to China, there are certain problems in the cross-cultural communication, Chinese national legal awareness and other aspects of the foreign students, which leads to the difficulty in the education and teaching management of the foreign students in colleges and universities. In September 2018, the Ministry of Education issued the Quality Standards of Higher Education for Foreign Students in China (Trial), which clearly stated that "we should promote the convergence of teaching, management and services for Chinese and foreign students", and ideological education for foreign students is an important means.

1. Research background

According to the Education Dictionary published by Shanghai Education Press in 1998, Gu Mingyuan Edition, ideological education refers to education that affects people's thoughts and views in all aspects in a broad sense, and education that forms a certain world outlook and outlook on life in a narrow sense. ^[2] It is an important part of school moral education.

The education of foreign students in China is a special part of China's higher education. It helps friendly countries cultivate their social and economic development builders, and also reflects the level of education in China's higher education. However, in the current education and management of foreign students, Chinese universities often focus on the teaching of professional knowledge and traditional Chinese cultural knowledge. They lack enough attention to the ideological education of foreign students. There are still many deficiencies in the ideological education of foreign students in China, mainly reflected in: (1) the university itself: the ideological education system of foreign students is not perfect, and there is no targeted teaching supervision system; The teaching methods of ideological education for foreign students in China are not scientific enough,

not divorced from China's educational methods, and lack of timeliness; (2) On the aspect of foreign students: the environment is not suitable for psychological confusion; The awareness of laws and rules is not strong enough; Different ideas lead to frequent conflicts; (3) Other aspects: The awareness of the ideological education of foreign students in China is not enough, and the importance of the ideological education of foreign students has not been raised to the height of the national development strategy.^[3]

2. Research methods

The author thinks that we can try to use Case Analysis Method to carry out empirical research on the basic content and education mode of ideological education for foreign students in China. The case analysis method was developed by Harvard University in 1880. Later, it was used by Harvard Business School to cultivate senior managers and management elites, and gradually developed today's "case analysis method". A case is a typical event that contains problems or difficult situations. A case is a description of an actual situation. A situation may contain one or more difficult problems, as well as solutions to these problems.

However, there are many sources of cases reflecting abstract theories. For example, teachers can collect the first-line experience data of education and teaching through personal in-depth practice. The compilation of such cases requires teachers' observation ability and summing up ability, and requires teachers to keenly grasp the typical cases in teaching and practical activities and make speculative analysis; At the same time, teachers can also make full use of various media in current social life, such as relevant books, magazines, news broadcasts, authoritative Wechat official account, etc. The collection of such cases requires our constant attention and timely excerpts. Cases seen and heard in TV, radio and other media platforms should be recorded, analyzed and considered in a timely manner. In addition, we can also consciously prepare some typical cases according to research needs and work experience, which requires the compiler to have a deep understanding and excellent control over teaching theories and activities, and be able to excavate and shape the theme through reasonable imagination.

In the research, considering the practicality, we selected the real and typical cases of teaching Chinese as a foreign language obtained from the first two channels. It mainly relies on the Teaching and Research Office of TCFL to select the real and typical teaching events or activities in the daily teaching activities of the courses related to Chinese as a foreign language offered by undergraduate students as the case study objects, and collect and select appropriate teaching cases from the aspects of classroom teaching, classroom activities, extracurricular practice, teaching management, Chinese as a foreign language teaching and culture, culture and cross-cultural communication involved in teaching Chinese as a foreign language, And analyze and study it. At the same time, supplemented by questionnaire, interview and other research methods, we collected, identified, collated, analyzed and discussed the information about the problems reflected in each case, deeply understood the understanding of foreign students, lecturers, industry experts, etc. on the case, analyzed and summarized the basic connotation of the ideological education of foreign students in China that is real and needed by students, and discussed the effective mode of the ideological education of foreign students in China.

3. Research results and discussion

3.1 The content of ideological education for foreign students

As a comprehensive educational activity to cultivate and improve the personality, the purpose of ideological education for foreign students in China is not to change their religious beliefs, values, lifestyles or ways of thinking, but to strengthen the real and comprehensive understanding of China by foreign students through professional knowledge teaching, cross-cultural communication experience and communication. The classroom for teaching Chinese as a foreign language is the first place to carry out ideological education for foreign students, according to our undergraduate MBBS training program for international students coming to China, Chinese language teaching has been throughout. Therefore, the courses of Chinese as a foreign language reflect the ideological and educational content that foreign students need to study and live in China at the time of admission, mid-term study and graduation. In combination with the professional characteristics of our

medical specialty and the actual training and education of foreign students, we can summarize and analyze the basic contents of ideological education for foreign students from the typical teaching cases of classroom teaching, classroom activities, extracurricular practice, teaching management, teaching Chinese as a foreign language and culture, and cultural and cross-cultural communication involved in teaching Chinese as a foreign language, so as to debug the relationship between individuals, individuals and groups All kinds of mutual relations and exchanges between groups and cultures can condense the thoughts of foreign students, reach consensus, guide their behaviors, and alleviate or even eliminate the negative effects caused by cultural differences or cultural conflicts.

3.2 The mode of ideological education for foreign students

The ideological education of foreign students in China should make full use of the first classroom teaching, combine the teaching content and curriculum reality of the first classroom, explore the all-around ideological education model of integrating school-based culture, closely following the hot spots of the times Use new media skillfully to avoid copying mechanically. Introduce new media teaching inside and outside the classroom, including "network media", "mobile media", etc., such as WeChat public platform, short video platform, micro classroom, etc. Broaden the channels of ideological education for foreign students in China. While strengthening classroom ideological education in various disciplines, we will organize a variety of social practice activities, give play to the role of teachers and students, and open thematic education activities that adapt to various stages, so that the ideological education of foreign students in China can be internalized and externalized.

Karl Degler once had a very vivid metaphor: when people from one culture enter another culture, they often peel off layers of old habits like onions. ^[3] Foreign students studying in China generally take 2-10 years. A good ideological education mechanism in colleges and universities is conducive to enhancing the moral awareness of foreign students, improving their comprehensive quality and enhancing their intercultural communication ability; We will help them to establish an epistemology based on display life in their daily life, conscious life and language world, and establish a reason for mutual understanding and communication, so as to ultimately improve the effectiveness and appeal of the education of foreign students in Chinese universities and colleges, and achieve the educational goal of cultivating international talents who "know China, be friends with China, and be close to China".

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