

Teaching reform of Chinese International Education Culture Course under the new situation

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Abstract: the teaching methods and scientific research of Chinese International Education Major in Colleges and universities are not suitable for the discipline development and social demands. The curriculum teaching system is more traditional, especially the problems such as the heavy homogeneity of the professional culture curriculum teaching and the weak strength of professional teachers are more obvious, which is not conducive to the systematic development of Chinese international education curriculum. The proposal of the new liberal arts construction concept provides an idea of interdisciplinary integration and development for the cause of Chinese international education, and also finds a driving force for colleges and universities to highlight the characteristics of their major. Therefore, it is imperative to promote the teaching reform of cultural courses of Chinese International Education Major in China through the new liberal arts concept. The major must improve the professionalism of teachers of cultural courses, and integrate cultural courses into the spirit of Chinese culture, Absorb new scientific and technological achievements, highlight the subjectivity of students in curriculum learning, and form a new integration of Chinese International Education Talent Cultivation from the overall culture curriculum.

Key words: new liberal arts; Chinese international education; Cultural courses; Teaching reform

1. Introduction

As for the “new liberal arts”, the state attempts to further reform the talent training mode of colleges and universities on the basis of the existing liberal arts, give full play to the internal force of liberal arts through discipline integration, create a talent training mechanism in line with the development of colleges and universities, and cultivate professional and international talents to meet the needs of the new era of society. Colleges and universities need to constantly highlight the characteristics of the major of Chinese International Education and improve the curriculum of this major. The cultural course is an important part of the curriculum of this major. This major should combine the new liberal arts concept, strengthen the comprehensive ability of teachers, strengthen the consciousness of taking students as the main body, and improve the students’ practical ability, so as to improve the cultural teaching level.

2. Current situation of talent cultivation of Chinese International Education

In 2005 and 2006, the world Chinese language conference and the first Confucius Institute Conference were held respectively, which promoted the historic development of Chinese International Education Major in Colleges and universities. In the following ten years, the undergraduate major of Chinese International Education in China has been increasing, and the undergraduate, postgraduate and doctoral professional talent training system of this major has been gradually established. From the perspective of discipline attribution, the undergraduate of Chinese international education major is subordinate to Chinese language and literature, and to the master and doctor level of the major, this major belongs to Chinese language and literature or pedagogy, which shows the interdisciplinary nature of Chinese international education major. However, as a discipline that has not developed for a long time, the development of the major of Chinese international education is fast, but there are also obvious difficulties in its development process. Its development dilemma is mainly reflected in the following points:

2.1 The professional identification of teachers majoring in Chinese international education is low

Under the background of the construction of the new liberal arts, the appeal of the Chinese International Education Major for compound applied talents is not only related to the training of students, but also related to the construction of teacher groups. At present, one of the important problems faced by the development of the Chinese international education major is the weakness of professional teachers, and the low professional identification. From the undergraduate to doctoral training of the major of Chinese International Education in Colleges and universities, it can be seen that the major is in the early stage of development as a whole, and the talent training echelon shows that the undergraduate major has more investment, wider coverage, and a relatively large number of teachers; The professional master’s degree program is mainly oriented towards professional master’s degree, and its growth rate is fast, and the number of teachers gradually keeps pace with it; There are few doctoral programs in this major, and the number of teachers is insufficient. Therefore, some colleges and universities lack discipline leaders in the matching of teachers in this major, and the professional foundation of full-time teachers does not highlight the characteristics of this major, which is difficult to meet the requirements of the talent training system and curriculum teaching of this major.

2.2 The teaching of Chinese international education courses is lack of applicability

At present, the discipline orientation of the major of Chinese international education is not clear enough. Some colleges and universities have differences between Chinese language and literature and Pedagogy in terms of talent training at the master’s degree and doctoral degree stage of the major, which forms the heterogeneity of teaching resources, scientific research resources and other aspects of the discipline, and it is difficult to support the sustainable development of the discipline. From the perspective of talent training objectives, the major of Chinese international education is mainly to meet the demands of global international Chinese education, cultivate high-level applied talents who

can better spread Chinese and Chinese culture to foreign countries and engage in cultural exchanges between China and foreign countries. However, at present, the level of talent training programs for the major of Chinese International Education in China is uneven, and the construction of its curriculum system focuses on theory and lacks practicality. For example, the undergraduate courses of introduction to Chinese culture, English, ancient Chinese and other courses are less applicable, which are not in line with the highlighted practicality of the professional curriculum, and have strong homogeneity with the Chinese language and literature major, English major and other disciplines. Application is one of the main objectives of the curriculum system construction of Chinese international education major. In the existing curriculum teaching, the proportion of practical teaching in the curriculum outline is low; The number of teaching practice bases is small, and the stability is not enough; The practice form in the teaching implementation is relatively single, which are obvious problems of the current Chinese international education major.

2.3 It is difficult for Chinese international education majors to find jobs for their counterparts

At the undergraduate stage, the major of Chinese international education mainly recruits Chinese students, who train Chinese teachers for groups such as learners of Chinese as a second language. In terms of employment, the intention is to guide graduates of this major to serve as Chinese teachers in corresponding institutions or schools at home or abroad. In fact, most of the undergraduate students in this major choose to work in China, and few graduates go abroad to work as Chinese teachers. They are mainly engaged in domestic primary and secondary school teachers or other enterprises and institutions, which leads to the low proportion of employment counterparts in the major of Chinese international education, and the problem that the cultivation of Chinese International Education in Colleges and universities does not match the market demand. While most of the employment needs of this major are in the foreign market, its graduates' comprehensive ability is difficult to meet the market requirements, such as the graduates' low education background and lack of intercultural communication ability, so they also miss the opportunity to go abroad for employment; There are a few graduates whose basic conditions meet the requirements of the foreign Chinese teacher market, but they lack long-term career planning, and it is difficult to obtain long-term employment of foreign Chinese teachers.

3. Thoughts on cultural curriculum reform of Chinese International Education Major from the perspective of new liberal arts

The construction of the new liberal arts system is to break through the original discipline system of Humanities and Social Sciences, creatively absorb the essence of Chinese culture, strengthen cultural self-confidence, and integrate disciplines in the collision of different cultures around the world. At the same time, with the help of the highly developed scientific and technological achievements of the current era, we should innovate the existing culture, and cultivate interdisciplinary practical talents with solid professional foundation and strong application ability, These are not only the important tasks of the construction of the contemporary new liberal arts system, but also the opportunities and challenges provided by the construction of the new liberal arts for the professional development of Chinese international education. Therefore, the reform ideas for the teaching of cultural courses in the major of Chinese international education are as follows:

3.1 Constructing the teaching staff of Chinese International Education from the perspective of new liberal arts

According to the specific situation of the country and market demand, cultivate international Chinese teachers suitable for the development of local Chinese, and further promote the accumulation of teacher groups of international Chinese teachers in local countries. In addition, we should start the major of Chinese International Education at home and build the curriculum mechanism of Chinese International Education from the macro level of professional development at home and abroad; From the micro level of teaching and other aspects, teachers in this major should form the cognition of liberal arts, integrate the awareness of cross-cultural communication, and innovatively improve the compilation of teaching materials and the design of curriculum syllabus, so as to improve the actual level of interdisciplinary teaching and scientific research of international Chinese teachers in this major.

3.2 Integrating the teaching of Chinese International Education Culture into the spirit of contemporary Chinese culture

The spirit of Chinese culture includes humanistic spirit, national spirit and the spirit of caring for human beings. They are closely related to liberal arts education and will affect the implementation of education to a certain extent. In this case, the major of Chinese international education has its own disciplinary advantages and has the responsibility to spread the spirit of Chinese culture to the world, so that more people can understand China and be familiar with Chinese culture. At the same time, The major should take the cultivation of new liberal arts talents with humanistic care as an important task of the discipline. In the teaching design of cultural courses, the major should encourage teachers to fully consider the integration of contemporary Chinese cultural spirit into the curriculum teaching in the curriculum syllabus setting and course teaching process. Taking modern Chinese as an example, teachers should consider adding the traditional connotation and modern significance of Chinese characters to the professional training program of specimens, And condense the embodiment of contemporary Chinese culture in Chinese characters. Therefore, the teaching of culture course is not only from the theoretical perspective of the course, but also from the practical dimension.

3.3 Cultural courses of Chinese international education major are integrated into modern science and technology

The coverage of contemporary scientific and technological achievements is wide, and the high-tech industries such as big data and artificial intelligence involved have prompted a strong demand for interdisciplinary and knowledge-based talents, which has formed a conflict with the content and form of the traditional liberal arts, forcing the humanities to adapt to the social environment and re-examine the educational content and mode. For the major of Chinese international education, under the guidance of new technology, the major should also actively integrate into other disciplines and seek a scientific path conducive to the development of the major. Specifically, in the

teaching of cultural courses, this major should give new support to the curriculum resources and teaching mode, and combine its curriculum content with contemporary new technology to promote the development of this discipline, so as to promote the comprehensive reform of traditional cultural curriculum and teaching methods, and guide the innovative development of existing cultural courses, It will re promote the production of cultural curriculum knowledge, and will also become a challenge of new technology to cultural curriculum.

3.4 The cultural curriculum of Chinese international education major should highlight the subjectivity of students

In the teaching process of culture course, teachers should reasonably use the heuristic teaching mode, take students' learning as the leading role, guide students to improve their practical ability to analyze and solve problems independently through self-study, and promote students' creative ability to mine knowledge, which is beneficial to the cultivation of students' comprehensive ability. According to the social demand for talents and the reality of students, group learning can be considered in the teaching of culture course. Taking the course of introduction to Chinese culture as an example, teachers arrange appropriate learning contents for each group, or arrange theme based learning contents for the learning group, including Confucian culture, Mohist culture, etc. The teachers adopt the heuristic teaching mode. After the theoretical content of the course is taught, they encourage students to study and think independently, inspire students to give full play to their initiative reasonably, and conduct group discussions in the process of classroom teaching to share the learning gains. Finally, the teachers comment, so as to realize the interaction between teachers and students and complement teaching. In fact, such a heuristic teaching can give full play to the subjectivity of students, which lays a solid theoretical and practical foundation for the career of "International Education" of Chinese that students may engage in in the future.

4. Summary

At present, the interdisciplinary integration of Chinese International Education from the perspective of the new liberal arts is still in the exploration stage. According to the integration mode between disciplines, curriculum teaching and technology intersection in the new era are not very mature, and the problems are obvious. However, under the guidance of the new liberal arts construction concept, the major of Chinese International Education in Colleges and universities should conform to the new development of the discipline and strive to provide the necessary infrastructure for the interdisciplinary development of the discipline; At the same time, according to the talent training objectives of colleges and universities, combined with the teaching characteristics of the major, we should reasonably arrange the teaching forms and contents of its cultural courses, and consider the effectiveness of theoretical teaching and practical teaching; And for the purpose of talent optimization, we should build a system of cultural curriculum teaching and academic research in line with the new liberal arts perspective, so as to pave the way for Discipline Innovation and development.

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