

The Educational Path of Curriculum Ideology and Politics in Chinese International Education

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Abstract: In international education, ideological and political education(IPE) plays a very important role, and curriculum is the main way for students to learn ideological and political theory, master knowledge and skills, and cultivate moral quality. Through the understanding of traditional Chinese culture, Chinese textbooks and other aspects to analyze its impact on the content of Confucius ideological and moral education at home and abroad. This article will discuss how to play the role of teachers and promote the growth of students from the three aspects of language teaching, social communication and moral education. At the same time, we should also focus on the influence of foreign students in the international community, and strengthen the training of their ideological and political theory curriculum knowledge and practical skills. After that, this paper adopts a questionnaire survey on this path of education. The survey results show that during the teaching process of ideological and political teachers, students' evaluation of the course is mostly based on knowledge and skills, and most of them think that the Chinese international course is very practical.

1. Introduction

As an ideological and political course, the main purpose of IPE is to guide students to correctly carry out their outlook on life, values and world outlook by infiltrating some moral, emotional and values in the teaching [1-2]. In the international education of Chinese, the importance of IPE as an important teaching mode is self-evident. Teachers can help students better understand the theoretical knowledge of the course by analyzing, summarizing and sorting out the contents of the textbook. Language is one of the academic professional fields with strong practicality and high difficulty. At the same time, it is also a very abstract and boring, and very complex and difficult to understand, which determines that the ideological and political teaching mode becomes an indispensable part of the international Chinese education [3-4].

Domestic scholars' research on IPE is mainly carried out in the context of their own language and culture. Some scholars believe that the role of student learners in the Chinese international curriculum system is somewhat different from that of traditional teaching. This difference is manifested in the existence of different levels or complementary relationships between teachers and textbooks, between teachers and students, and between the internal and external environment of the

classroom. Other scholars believe that teachers can stimulate students to learn Chinese knowledge through language and nonverbal means [5-6]. He emphasized the emotional experience, thinking growth and cognitive structure of students in the process of language learning. Other scholars pointed out that the middle school stage is a period of the most rapid psychological changes and full of conflicts. Some scholars have systematically analyzed and investigated Chinese students from a cultural perspective [7-8]. Therefore, based on the background of Chinese international education, this paper studies the educational path of curriculum IPE.

In the teaching of Chinese as a foreign language in China, IPE is an indispensable part. It can not only help students understand their own culture, but also cultivate their understanding and perception of the traditional virtues of the Chinese nation. This paper investigates and analyzes Chinese foreign students from the aspects of teaching materials, teaching methods and learning methods, and puts forward reasonable suggestions and countermeasures based on the actual situation to improve the quality and ability of our teaching staff of Chinese as a foreign language to meet the needs of the growth of China's international cause. In teaching, we should focus on the education of emotional attitudes and values, so as to make it more interesting, rich and practical.

2. Discussion on the Educational Path of Curriculum Ideology and Politics in Chinese International Education

2.1 International Education of Chinese

The international education of Chinese is a purposeful and systematic training of foreign students with certain cultural literacy and language ability, with countries or regions as the organizational units. The international education of Chinese language is organized and implemented by the Ministry of Education of the People's Republic of China. It mainly uses the domestic language as the teaching medium and trains foreign students in language and cultural knowledge [9-10]. The Chinese people use English as a communication tool in their foreign lectures. Chinese teachers will choose appropriate topics and content to teach the course content according to the learning situation of foreign students, and also introduce some historical allusions and other relevant information to foreign students. In addition, they can also organize their own topic discussion and express their personal views, so as to achieve the teaching purpose, not to complete the task. In the eyes of the Chinese people, college is the most important stage in life and the first "ivory tower". They have been influenced by the good social atmosphere since childhood to form different values and concepts, and have a deep impact on the quality education activities of contemporary students in learning Chinese knowledge and skills, which provides us with rich and diverse teaching methods and textbooks, as well as the organization forms of extracurricular activities, etc. In international Chinese language education, the teaching task of Chinese teachers is to train students to master basic theoretical knowledge and skills and develop their thinking ability. Therefore, it is necessary to have a certain ideological and political awareness in the classroom. This ideological and political concept not only requires teachers to deeply understand, analyze and apply the content of the textbook, but also requires teachers to make students understand some important concepts, ideas and value orientations through their own language organization activities, So as to form an excellent talent training mechanism with strong Chinese characteristics and cultural color and in line with the growth direction of international Chinese language education objectives and teaching laws. In international education, the role of IPE cannot be ignored. It not only affects language teaching methods, teaching contents and teaching materials, but also greatly helps students learn Chinese [11-12]. As the most active, influential and creative person in classroom activities, teachers are one of the most important members of the curriculum education work. At the same time, students pay more attention to whether the curriculum objectives are achieved or not, and whether school

education can meet the needs of social growth, which determines the teaching quality and effect to a certain extent, so we must focus on the training of teachers. In addition, we should also focus on whether students' emotional values reflected in Chinese cultural background, customs, traditions, habits and foreign friends' attitudes are in line with the current situation of Chinese foreign students, and make course selection based on the actual situation. Figure 1 shows the proportion of international Chinese students.

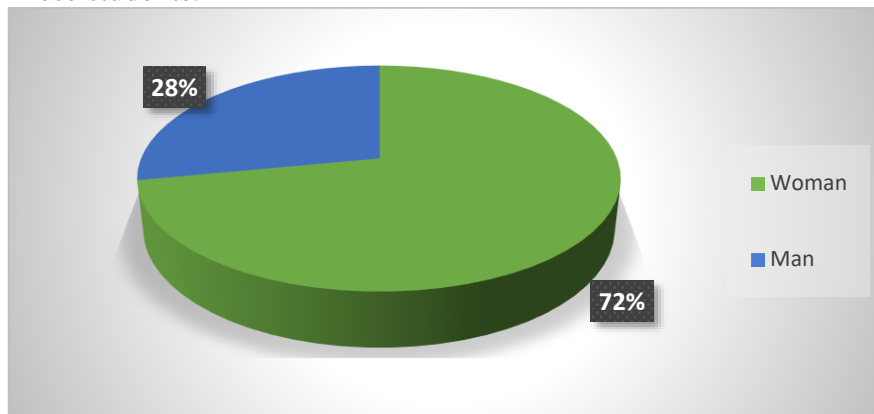


Figure 1: The proportion and composition of international Chinese language students

2.2 Specific Measures for Teaching Objectives

Teaching objectives are one of the basic elements of curriculum content, which directly affect the direction and effect of the entire educational activities. Therefore, teaching objectives should also start from these aspects. First of all, it is necessary to clarify the knowledge points of this lesson. When teaching the ideological and political part of Chinese international education in the classroom, it is appropriate to add some words that are theoretically strong, difficult and easy to generate ambiguity or closely related to students' life, but difficult to express in words to arouse their interest in the content. Secondly, select teaching methods and means to design teaching activities according to the requirements of teaching materials. Teaching objectives are the main factors that teachers should consider when formulating students' learning tasks, and also play a decisive role in curriculum IPE. Therefore, if we want to make the content of the textbook with rich and colorful, profound connotation and ideological and moral cultivation better transmitted, we must have a clear, accurate, specific and practical situation, and set a specific, clear and easy to operate phased task. The ideological and political course should focus on cultivating students' ability to understand and apply the knowledge system of the subject, and at the same time, set some typical examples or life phenomena in the textbook to make students resonate and have interest to actively participate in classroom teaching activities to improve their skills and experience in the process of accepting new knowledge. According to the content characteristics of textbooks in different countries and the cultural background of China, select some relatively obscure and difficult to understand knowledge points to set and arrange teaching objectives, so that students can better grasp and use them. Figure 2 shows the specific process of using teaching resources.

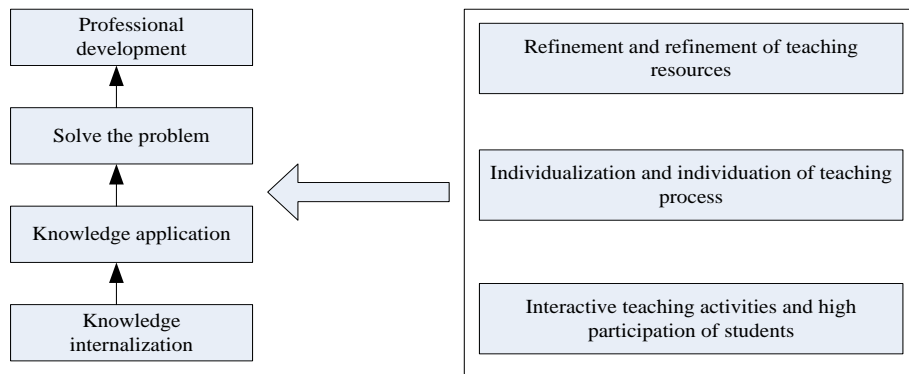


Figure 2: Specific process of teaching resources

2.3 The Role of Multimedia Technology in IPE

The application of multimedia technology can greatly enrich the content of education and make teaching more lively. Using media in class can help students express their ideological and political views more intuitively and vividly. By using courseware to present some abstract and obscure knowledge points or information with pictures and videos, teachers can not only deepen their understanding of the cultural connotation of the textbook, but also stimulate learners' ability of independent thinking and innovation. Multimedia technology can combine words and graphics to make the teaching content more colorful, At the same time, using multimedia in class can also improve students' enthusiasm for participating in problem-solving activities.

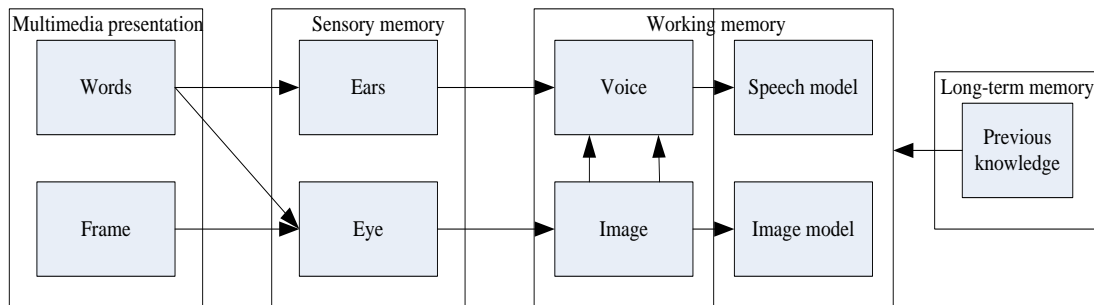


Figure 3: Multimedia technology

The application of multimedia technology (as shown in Figure 3) in modern Chinese teaching can not only improve classroom efficiency, but also attract students' attention. With the growth of science and technology and social progress, traditional language and culture have had a certain impact. Therefore, we should make good use of this advantage to carry out and implement educational activities by using scientific and technological means to make it more intuitive and vivid to the trainees so as to achieve the expected purpose; At the same time, it also provides a good learning environment for teachers so that they can fully mobilize their creativity and stimulate their potential in teaching, improve classroom efficiency and students' ideological and political level. The principle and algorithm of multimedia technology are as follows:

$$tf_{i,j} = \frac{n_{i,j}}{\sum_k n_{k,j}} \quad (1)$$

The role of multimedia technology in IPE is beyond doubt. It has played a very important role in teaching. It can transform text, pictures and other information into images and sounds to show to students. The purpose of IPE can be achieved by playing some interesting and meaningful learning

content and making things happen with real materials or vivid and intuitive explanation with the help of animation, and using video or audio to stimulate students' interest and make them produce associative memory. In the classroom, teachers can organize discussions, analyze problems and solve problems in combination with the knowledge points learned in the teaching materials.

$$D = \{D_1, D_2, \dots, D_m\}, D_i = (d_{i1}, d_{i2}, \dots, d_{ij}) \quad (2)$$

Teachers can also intuitively convey some abstract and obscure knowledge points to students through pictures, music or video materials to memorize in the lecture-style teaching, and can also assist the ideological and emotional content expressed in the ideological and political teaching materials in the IPE with audio, video and charts to achieve the effect of teaching in music.

$$D_b(I_G) = \begin{cases} T_G \\ 3 \end{cases} \quad (3)$$

Using multimedia courseware in class can stimulate students' interest and thirst for knowledge. For example, teachers use slides to show some pictures or videos to attract children to observe Chinese culture and understand the long and splendid history of our country; Let children better and faster accept knowledge through audio or video playback; Teachers also use multimedia technology to make various games, enrich teaching methods and forms, and make education more vivid and interesting.

3. The Experimental Process of the Educational Path of Curriculum Ideology and Politics in Chinese International Education

3.1 Investigation Purpose

The purpose of this investigation is mainly to find out what problems exist through the analysis of teaching materials and teaching methods; The second is to take foreign students or graduating students as the research object, put forward a number of educational strategies based on their interests, understand students' psychological characteristics and cognitive rules, and help teachers develop IPE programs that meet their actual needs, so as to guide students effectively in the teaching process.

3.2 Investigation Method

This paper mainly adopts the method of questionnaire and interview. The design of the questionnaire is divided into two parts: one is to select teachers, students and parents; the other is to analyze and discuss the teaching content to better achieve the goals of IPE; the second part is to understand the students' learning situation and find out the deficiencies through classroom observation and homework. The questionnaire is designed based on the documents and materials about the Chinese international curriculum in CNKI and the actual life of the school. Secondly, according to the teachers, parents and teaching materials, we design the teaching methods that our students like. At the same time, we also collect information through the network to understand the current domestic and foreign related theories and practice status of ideological and moral education, as well as the ways of interaction and communication between teachers and students in the Chinese language class under the Chinese cultural background. In addition, we also discuss with the teachers the current factors affecting the ideological and political views of foreign students and their countermeasures.

3.3 Investigation Content

The object of this survey is mainly college students, who also have a certain understanding of IPE. Therefore, the questionnaire design is adopted, which is aimed at students of different levels, different genders and ages. Through these two stages, questions and research analysis can help us better understand the suggestions put forward or given by teachers and the discourse content answered by students. According to the data, choose to fill in the answer or not to accept the option to understand the content of ideological and political courses and the degree of understanding of teaching materials, put forward some suggestions and strategies in ideological education to improve their ideological awareness.

4. Experimental Analysis of the Educational Path of Curriculum Ideology and Politics in Chinese International Education

In teaching Chinese as a foreign language, curriculum evaluation is an important link, which not only affects teachers' selection and adjustment of students' learning content, but also provides a reference basis for classroom management. In terms of language knowledge and skills, students should understand and master these theories and rules through the vocabulary, sentence structure and other knowledge points in the textbooks. At the same time, they should also focus on the understanding of the cultural background and Chinese level of foreign students, and create more scenes for foreign students in teaching, so that they can more deeply experience the charm of traditional Chinese culture and the profound and profound Chinese nation. Table 1 shows the data of this questionnaire.

Table 1: Questionnaire survey of educational path

Survey content	Excellent	Better	Just so so	Bad
Whether the Chinese language international education major course is important	51%	23%	14%	12%
Whether the cultural course of this major is practical	63%	28%	6%	3%

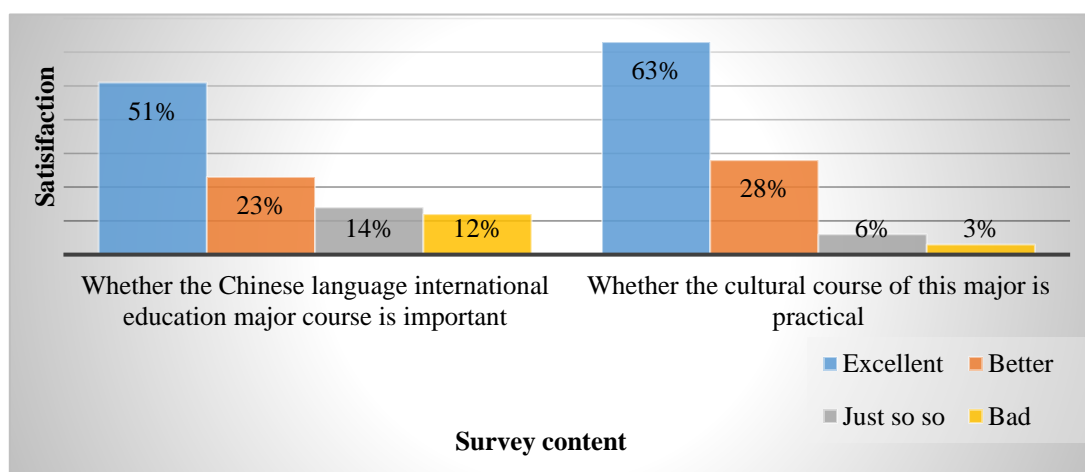


Figure 4: Satisfaction survey of Chinese International Curriculum Education Way

Through the survey data in Figure 4 of the questionnaire, it is found that during the teaching process of ideological and political teachers, students' evaluation of the course is mostly based on knowledge and skills, and most of them think that the Chinese international course is very practical. This singleness is also one of the important reasons for the lack of vividness and interest in the course content. Secondly, there is little or no active interaction between teachers and students in the

class. Therefore, this paper believes that it can be strengthened from the following aspects: First, the cultivation of language practice ability should focus on the stimulation of students' interest in language learning and learning motivation in the process of ideological and political teaching activities in Chinese international education, and teachers should play a guiding role in actual teaching. Second, teachers should focus on the relationship between language knowledge and students' life experience. For example, Chinese culture is extensive, profound, rich and diverse, and foreign students are very familiar with Chinese traditional customs and taboos, which will affect their interest in learning. Therefore, in classroom teaching, we should focus on the principles of interest and practicality of the teaching materials of ideological and political theory courses.

5. Conclusion

With the continuous growth of economic globalization, educational undertakings among countries exchange, rely on and influence each other. Chinese culture, as the most widely used, representative and potential language in the world, is an important factor in foreign language teaching. The ideological and political course is one of the most important topics in the international education of Chinese. This paper mainly discusses how to strengthen the construction of teachers and students' moral education, and puts forward concrete and feasible strategies. At the same time, it also provides some reference value for the English learning of Chinese foreign students, which has far-reaching significance.

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