

Analysis of the Talent Training Model for Teaching Chinese to Speakers of Other Languages Major

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Abstract: With the continuous development of global economic integration, China's foreign cultural dissemination and exchange have shown a rising trend. Over a hundred Confucius Institutes and Confucius Classrooms around the world have become important platforms to promote China's excellent traditional culture to the world. Therefore, it is very necessary to strengthen the cultivation of Chinese international talents in China. With the deepening development of science and technology, digitization, informatization, and intelligence have played an important role in promoting the development of education reform in China. Promoting digital education, building a society of lifelong learning for all, promoting China's digital transformation of education, and reshaping the high-quality education system are the focus of our country's education work. Under the globalization trend, strengthening the digital construction of Teaching Chinese to speakers of other languages major is an important strategic content. Guided by modern educational concepts, Chinese language education majors in China should actively explore new models of talent cultivation, attach importance to the cultivation of composite, practical, and applied talents, and gradually improve the teaching level of Teaching Chinese to speakers of other languages major majors. At present, there are still some problems in the target cultivation, course content, and actual teaching plans of Teaching Chinese to speakers of other languages major majors in China, which have caused some obstacles to the further development of Teaching Chinese to speakers of other languages major. The paper focuses on the talent cultivation model of teaching Chinese to speakers of other languages major in China, aiming to further promote the reform of the talent cultivation model and promote the high-quality development of teaching Chinese to speakers of other languages major in China.

1. Introduction

With the continuous intensification of economic globalization and the deepening of cultural exchanges between countries, various countries have begun to attach importance to the learning of Chinese language and Chinese culture, resulting in a shortage of talent resources for international Chinese language education in China. Although the teaching Chinese to speakers of other languages major major has broad employment prospects, there have been some problems in the talent cultivation model, which hinders the further development of teaching Chinese to speakers of other

languages major. In this situation, teaching Chinese to speakers of other languages major in China needs to keep up with the development of the times, implement the requirements of the new era for the cultivation of teaching Chinese to speakers of other languages major talents, innovate the training mode of the talents, improve the depth and breadth of teaching Chinese to speakers of other languages major, and promote the reform and development of teaching Chinese to speakers of other languages major.

2. The Current Problems in the Talent Cultivation Model of Teaching Chinese to Speakers of Other Languages Major

Chinese language international education refers to the education and cultivation of Chinese language for a group of people whose mother tongue is not Chinese, in order to gradually improve their Chinese language application ability. It is a high-level composite applied international discipline system. Students of Chinese language education must proficiently master the language skill of Chinese, possess good cultural dissemination and communication skills, and be able to engage in cross-cultural communication^[1]. However, there are some problems in the talent cultivation model currently, which leads to the inability of teaching Chinese to speakers of other languages major in China to adapt well to the development needs of the new era, although the Chinese language international education major in China has broad development prospects.

Firstly, the teaching staff of the teaching Chinese to speakers of other languages major are relatively scarce, and their professional knowledge reserves are relatively weak, unable to provide students with more guidance and assistance in professional knowledge. The teaching content of teaching Chinese to speakers of other languages major is complex and diverse, and various factors need to be considered. People who learn Chinese often have different backgrounds, come from different countries, and have different languages, including those whose mother tongue is not an internationally recognized language. For this relatively "niche" population, China lacks talents related to teaching Chinese to speakers of other languages major.

Secondly, in terms of curriculum teaching, the lack of clear curriculum characteristics has become a prominent phenomenon in the current cultivation of talents in teaching Chinese to speakers of other languages major. In the current training of Chinese international talents, the curriculum is often divided into two parts: Chinese learning and foreign language learning, with the aim of enabling students to have both a solid Chinese cultural level and a good foreign language proficiency^[2]. However, this situation has resulted in an awkward situation where teaching Chinese to speakers of other languages major majored students' Chinese proficiency is not as good as that of students from the Chinese language department, and their foreign language proficiency is also not as good as that of students from the foreign language department. The curriculum of teaching Chinese to speakers of other languages major covers a wide range, has complex settings, and involves multiple fields. There are many universities that offer this major, but different universities have different curriculum settings. Some universities do not have scientific and distinctive curriculum settings for this major, which also affects the cultivation of talents in this field.

Finally, with the development of the times, there are more and more cultural exchanges between countries, and new demands have been put forward for the cultivation of teaching Chinese to speakers of other languages major talents. However, currently, the practical ability development related to the teaching Chinese to speakers of other languages major has not received much attention. Students majoring in teaching Chinese to speakers of other languages major should not only master basic theoretical knowledge and related professional knowledge, but also improve their practical application abilities. The teaching Chinese to speakers of other languages major is an emerging major in China, and students are relatively lacking in internship opportunities; In

addition, students majoring in teaching Chinese to speakers of other languages major rarely have the opportunity to truly communicate and exchange ideas with international students in their daily life and practice, making it difficult to integrate professional knowledge with practice and adapt to the society development needs^[3].

3. Optimization Path of Talent Training Mode for Teaching Chinese to Speakers of Other Languages Major

Currently, the talent cultivation model for teaching Chinese to speakers of other languages major in China is constantly being explored. The essence of the talent cultivation model for teaching Chinese to speakers of other languages major is to cultivate foreign exchange talents, provide effective guarantees for the development of teaching Chinese to speakers of other languages major, and meet the needs of teaching Chinese to speakers of other languages major talents in the new era. Reforming the talent cultivation model for teaching Chinese to speakers of other languages major can cultivate more outstanding professional talents and promote China's excellent historical and cultural heritage to the world.

3.1 To Break through Traditional Frameworks and Reposition Goals

When carrying out the reform of the talent training mode of international Chinese language education, Chinese universities should closely integrate with the development of the times, break through the traditional talent training mode of Chinese as a foreign language, and reposition the talent training goal of international Chinese language education.

At present, cultivating high-quality composite application talents is more in line with the needs of the socialist new era for teaching Chinese to speakers of other languages major professionals. Universities should also adjust the relevant professional courses of teaching Chinese to speakers of other languages major in a timely manner based on the personalized development direction of students and the country's demand for Chinese education talents, adopt diversified teaching models, increase the number of relevant minor language professional courses, achieve individualized teaching and differentiated training, and effectively improve the employment competitiveness of the students. Universities should also make bold reforms in the training mode of teaching Chinese to speakers of other languages major talents, actively cooperate with other experienced institutions and foreign-funded enterprises, and focus on cultivating high-quality and highly specialized teaching Chinese to speakers of other languages major talents. At the same time, we will carry out "digital" education as one of the characteristic goals of the Chinese international talents training, incorporate information literacy into the training program of teaching Chinese to speakers of other languages major talents, focus on students' informatization, digital teaching ability and related skills, open relevant digital learning courses through online platforms, and include digital information processing ability in the essential skills of teaching Chinese to speakers of other languages major, to cultivate versatile talents that meet the requirements of digital strategy in the new era.

3.2. To Optimize the Training Plan and Plan the Course System

In the planning of talent cultivation programs for teaching Chinese to speakers of other languages major, the main principle should be to prioritize both theory and practice, and enhance comprehensive literacy. Different employment directions and training objectives should be clearly reflected in the talent cultivation programs, optimizing the curriculum structure, and constructing a disciplinary system centered on Chinese language education and teaching that integrates with other interdisciplinary disciplines^[4]. The curriculum planning of teaching Chinese to speakers of other

languages major should include a large number of practical teaching links to improve students' practical application abilities. Teaching Chinese to speakers of other languages major is different from other disciplines, and its curriculum itself has strong practical applicability. Teaching Chinese to speakers of other languages major students are more responsible for the important task of disseminating traditional Chinese culture to the outside world, promoting international exchanges, and showcasing the image of China as a major country. Therefore, universities must start from the core of the curriculum and carry out comprehensive reform and innovation in the talent cultivation mode of teaching Chinese to speakers of other languages major, in order to improve students' learning autonomy. In the curriculum planning, we adhere to the student-centered education philosophy and employment oriented approach, with a focus on improving the comprehensive literacy and social practice abilities of students majoring in teaching Chinese to speakers of other languages major.

3.3. To Emphasize Practical Training and Promote Talent Innovation

Currently, the "2+3" practice model is widely adopted in teaching Chinese to speakers of other languages major majors in China to strengthen the practical teaching system of teaching Chinese to speakers of other languages major majors. Cultural education is the core of teaching for teaching Chinese to speakers of other languages major majors. In recent years, China has been committed to exploring excellent traditional culture and combining it with the development needs of the new socialist era, jointly promoting Chinese culture to the world. However, Chinese culture is vast and profound, and universities should offer^[5] relevant courses based on their own conditions and professional needs to enrich the teaching classroom of teaching Chinese to speakers of other languages major; University teachers should actively integrate Chinese calligraphy, opera, martial arts, and other aspects into their classroom teaching, which can improve the practical skills of students majoring in teaching Chinese to speakers of other languages major and also play a role in showcasing traditional Chinese culture to foreign audiences. In the process of cultivating talents in teaching Chinese to speakers of other languages major, it is necessary to focus on the cultivation of practical skills, actively cooperate with relevant institutions and multinational enterprises, provide students with a broader practical stage, and then more efficiently convey the spiritual connotations of Chinese culture. Similarly, in the reform of talent cultivation models, attention should be paid to combining them with the spirit of the times and promoting innovative development of talent cultivation models.

3.3. To Emphasize Online Education and Create a "Chinese Plus" Application Platform

Creating a "Chinese plus" online teaching model can enrich the teaching methods of teaching Chinese to speakers of other languages major. The teaching staff in Chinese universities is not balanced, and carrying out online education can alleviate the teaching pressure of teachers and enable students to timely and accurately obtain the learning content they want. Through internet learning platforms, teachers can provide students with more extracurricular expansion content and comprehensively understand and grasp their learning situation. Regarding the curriculum arrangement of international Chinese language education, teachers can easily manage the teaching classroom through internet learning platforms, comprehensively improving students' knowledge application and creative abilities^[6]. It can improve students' learning initiative, greatly alleviate the pressure of offline teaching practice platforms in terms of time and space, combine the theoretical and practical activities learned by students, expand the channels and methods of students' information acquisition, and thereby improve their digital education ability, by promoting the integration of the Internet and international Chinese language education, and building a digital

teaching practice platform. In addition, through internet platforms, teachers can keep up with market demand, adjust teaching objectives and plans in a timely manner based on the current market requirements for the cultivation of teaching Chinese to speakers of other languages major talents, strengthen employment orientation, and cultivate high-quality composite teaching Chinese to speakers of other languages major talents.

4. Conclusion

In summary, there are still some problems in the current talent cultivation mode of teaching Chinese to speakers of other languages major in China. Universities must keep up with the requirements of the times, formulate scientific, systematic, and personalized talent cultivation plans, and constantly explore innovative teaching models in order to effectively improve the teaching effectiveness of teaching Chinese to speakers of other languages major in China and cultivate composite talents with comprehensive application abilities.

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