

Research on the Hotspots of Professional Chinese Studies in the Past 21 Years

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Abstract: As the “Belt and Road” initiative has been recognized and supported by more countries, China has established cooperative relations with countries along the “Belt and Road” in energy, finance, transportation, traditional Chinese medicine, construction and other fields. In this context, professional Chinese will be the main study trend in the field of international Chinese education. With the help of visual analysis software named CiteSpace5.7, the bibliometric and knowledge graph analysis of the professional Chinese-related papers in the CNKI journal full-text database since its establishment can objectively display the hot topics and development trends of professional Chinese study. This paper analyses basic status, hot topics and dynamic evolution of professional Chinese study from various perspectives, such as the chronological distribution, core authors, publishing institutions, hot topics of professional Chinese study, and then provides ideas and references for professional Chinese study.

Keywords: Professional Chinese; Chinese for Special Purposes; Talent Cultivation

1. Introduction

At the 2019 International Chinese Education Conference, it was mentioned that international Chinese education should focus on the main business of language, actively integrated into the local areas, provided support for various schools and training institutions to carry out Chinese education, integrated special courses that meet the bilateral cooperative needs in Chinese teaching, and actively promoted the “Chinese + Vocational Education” project to help more people master skills and learn Chinese. From the proposal of “Chinese +” in 2018 to the proposal of “Chinese + Vocational Education” in 2019, it can be seen that on the basis of focusing on the main business of language education, the orientation of encouraging the establishment of vocational education courses that meet the bilateral cooperative needs has been further clarified. The construction and development of professional Chinese mark the continuous practical application of Chinese. It is also an important direction for the construction and development of Chinese language education. The need for Chinese is very urgent for different occupations and positions, which provides great opportunities for the development of professional Chinese. Intensifying teaching and study of professional Chinese can not only deepen the development of the discipline, but also better serve national initiatives and policies such as the “Belt and Road”. Therefore, it is necessary to conduct hot topics studies and trend analysis of professional Chinese. This paper aims to analyze the current study status, hot topics and future development trends of professional Chinese study in the past 20 years through the visualization study methods of bibliometrics and knowledge graphs, so as to further expand the field of vision and depth of professional Chinese study and provide reference for the development of professional Chinese education. In the future, professional Chinese study should focus on serving the needs of the “Belt and Road” construction, and continues to carry out forward-looking exploration.

2. Data Sources and Research Methods

2.1 Literature sources

In order to realize the visual analysis of basic study status of professional Chinese, this study selects the Chinese literature in CNKI journal database as the basic data sources. The specific retrieval steps are as follows: ① Input the subject words in turn as “Special Purpose Chinese”, “Chinese Compound Type”, “Chinese Internationalization”, “Chinese Service”, “Chinese+”, “Medical Chinese”, “Legal

Chinese”, “Business Chinese”, “Technical Chinese”, “Travel Chinese”, “Aviation Chinese” and “Professional Chinese”, “Energy Chinese”, “Traditional Chinese Medicine”, “Military Chinese”, “Special-purpose Chinese Talents”, “Chinese Compound Talents”, “Medical Chinese Talents”, etc. Set the publication time range from January 1, 2000 to December 31, 2021. Finally, carry out a fuzzy search. ②In order to ensure the reliability and validity of the data, manual screening was conducted again, other papers not related to the study were deleted, and finally a total of 239 sample papers were obtained.

2.2 Research methods and tools

The study method of this paper is bibliometrics. The study tool is CiteSpace 5.7.R2^[1], a knowledge network analysis tool developed by Professor Chen Chaomei of Drexel University. This software can draw knowledge maps such as keywords, institutions, authors, in order to describe the basic status quo of professional Chinese study, and detect study hot topics and development trajectories in this field.

3. Description and Analysis of the Current Situation of Professional Chinese Studies

3.1 Statistics of the distribution of published articles number

Statistics on the chronological distribution of the number of relevant papers in a certain field can reflect the study development of this field. The CNKI journal database contains 239 professional Chinese related papers. The author roughly divides it into two stages:

The first stage was from 2000 to 2012, and a total of 93 papers were published, accounting for 38.91% of the total. In the early stage of this stage, most studies of the teaching Chinese as a foreign language focused on noumenon teaching, and the study on professional Chinese has not yet attracted the attention of the academic circles. In the later stage, with the increasing influence of Chinese, some scholars began to pay attention to professional Chinese, and the number of published papers was increasing year by year.

The second stage is from 2013 to 2021, with a total of 146 papers, accounting for 61.09% of the total. The number of papers published in this stage has increased significantly compared with the previous stage. In the process of interoperability and co-construction among countries along the route, the demand for professional Chinese is becoming more and more urgent. Scholars are also paying more attention to study in this field, and the number of published papers is increasing year by year. During this period, the “Belt and Road” initiative has received positive responses from more countries, and the demand for professional Chinese is increasing with the exchanges and cooperation between China and countries along the route in political, economic, cultural, military and other aspects. At the same time, with the continuous enhancement of China’s comprehensive national strength and international influence, more and more foreigners choose to learn Chinese as their second language. All these promote the continuous increase of professional Chinese study, and also promote professional Chinese to become a new hot topic.

3.2 Statistics of core authors

Table 1: Distribution of top 8 authors of professional Chinese literature

Serial number	Author	Volume of articles
1	Shen Shuying	6
2	Zhang Li	4
3	Liu Jianguo	3
4	Peng Pai	3
5	Liu Wei	3
6	Zhou Hong	3
7	Yang Dongsheng	3
8	Jang Guoquan	3
9	Zeng Xiaoyan	3

The core author can lead academic research in a certain field, play a guiding role in the development of this field, determine the academic hot topics and frontier trends of the studies in this field to a certain extent, and continuously promote studies of this field to enter a new development stage and a higher level. After analyzing the authors of the related papers in professional Chinese by

CiteSpace, the result, “N=260”, was obtained, that is, a total of 260 authors. After analysis, it is found that the “core author group” in this field has been initially formed (as shown in Table 1).

In bibliometrics, American scientist Price puts forward the famous Price’s law and related calculation formulas, namely $M=0.749(N_{max})^{1/2}$, on the question of the number of scientists and the number of documents of scientists. This law clarifies the lowest number of publications by core authors is 0.749 times the square root of the number of papers by the highest-producing authors. Through the statistics of the authors of 239 papers, it is found that by the end of 2021, the scholar with the most papers in this field is Professor Shen Shuying of Beijing Language and Culture University, who has published a total of 6 related papers in the past 21 years. We substitute the value 6 into the formula of Price’s Law, and the result is 1.83. We select the integer 2 as the reference basis, that is, the author whose publication volume is greater than or equal to 2 papers is the core author in professional Chinese. According to the analysis results of CiteSpace, there are 38 authors who meet the requirements for the number of published papers, and the total number of published papers is 88, accounting for 37% of the total number of published papers.

3.3 Statistics of issuing institutions

A high-yield issuing institution is the main producer of academic achievements in a certain study field and has great influence in academic field. Using CiteSpace statistics, it can be seen that there are 201 publishing institutions involved in professional Chinese study, including some subordinate second-level units of first-level units. The top 3 institutions published a total of 34 papers, accounting for 14.47% of the total (as shown in Table 2).

Table 2: Publishing institutions of professional Chinese literature in CNKI (2000-2021)

Serial number	Name of the institution	Volume of articles	Percentage (%)
1	College of Overseas Education, Xiamen University	9	3.82
1	School of International Cultural Exchange, Shanghai University of Finance and Economics	9	3.82
2	Harbin Vocational and Technical College	6	2.55
2	School of Chinese Language and Culture, Beijing Language University	6	2.55
3	College of Language and Culture, Xinjiang Medical University	4	1.70

The Overseas Education College of Xiamen University and the International Cultural Exchange College of Shanghai University of Finance and Economics are the most published units; Harbin Vocational and Technical College and Beijing Language and Culture University College of Chinese Culture are next, followed by the Language and Culture College of Xinjiang Medical University.

3.4 Statistics of important journals

Among the 239 journal articles, the top six journals were screened out according to the number of articles published, with a total of 61 articles published (as shown in Table 3). Through statistical analysis, it is found that the journal with the highest published articles is “Overseas Chinese Education”, with a total of 19 articles, accounting for about 8.1%. Followed by “Language Teaching and Research”, which published 11 articles, accounting for about 4.7%, “Journal of Yunnan Normal University” published 9 articles, accounting for about 3.8%, “International Chinese Teaching (Chinese and English)” published 8 articles, accounting for about 3.4%. The article number of “Education and Teaching Forum” was 7, accounting for about 3%, the article number of “Chinese Teaching in the World” was 7, accounting for about 3%. Among the top six journals, three journals are core, one journal is national, and two journals are provincial. Journals such as “Language Teaching and Research”, “Chinese Teaching in the World”, “Journal of Yunnan Normal University”, “International Chinese Education (Chinese and English)” and other key journals of Chinese international education are still the leaders in professional Chinese. In addition, “Education and Teaching Forum”, which has a large number of publications, is an important journal for publishing professional Chinese. It reflects the development characteristics of the complementary development of professional Chinese and education. The main features are not reflected, so strengthening the relationship with various industries is an important direction for the development and improvement of professional Chinese.

Table 3: Distribution of top 6 journals of professional Chinese talent training literature in CNKI (2020-2021)

Serial number	Periodical	Volume of articles	Percentage (%)
1	Overseas Chinese Education	19	8.1
2	Language Teaching and Research	11	4.7
3	Journal of Yunnan Normal University	9	3.8
4	International Chinese Language Education (Chinese and English)	8	3.4
5	Education and Teaching Forum	7	3
6	Teaching Chinese in the World	7	3

4. Hot Topics of Professional Chinese Research

Keywords with high frequency and high centrality can reflect the research hot topics of scholars in a certain field. By using CiteSpace, setting the time slice to 1 year, and selecting “Keywords” as the node type, we can get the co-occurrence map of keywords of professional Chinese, and make the frequency and centrality statistics table of keywords.

According to the above research steps, 367 keywords can be obtained. Literature keywords reflect their research topics. The frequency of keywords indicates the popularity of a certain research field. The frequency of words is proportional to the popularity of research^[2]. The centrality of keywords indicates whether the research direction is in the center of the entire research network. The higher the centrality, the more influential and dominant the research direction is in the center of the whole research network^[3].

Table 4: High-frequency keywords of professional Chinese literature in CNKI (2000-2021) (centrality \geq 0.1)

Serial number	Key words	Frequency	Centrality
1	Business Chinese	60	0.56
2	Chinese for Medicine	25	0.14
3	Business Chinese teaching	19	0.30
4	Specialized in Chinese	12	0.15
5	Chinese for Economics and Trade	9	0.13
6	Belt and Road	8	0.10

The frequency of “business Chinese” ranks first among high-frequency keywords, with a frequency of 60. Other high-frequency keywords are “Medical Chinese”, “Business Chinese Teaching”, “Special Purpose Chinese”, “Business Chinese” and “One Belt, One Road” and so on. The keyword with the highest centrality is “Business Chinese”, and its centrality is 0.56. “Business Chinese Teaching”, “Special Purpose Chinese”, and “Medical Chinese” also have high centrality (as shown in Table 4).

Comparing high-frequency words and keywords with high centrality, it can be found that the relationships between the frequency of keywords and centrality are not always positively correlated, and they are not completely one-to-one correspondence, such as the frequency of “medical Chinese” is 25, ranking second, but its centrality is 0.14, ranking fourth. However, the frequency rank and centrality rank of “Business Chinese” are the same, and they both rank first, indicating that Business Chinese is a hot topic of concern and research by scholars in this field. Although the frequency and centrality are not completely consistent, overall, the ranking is not much different, and the range is still consistent.

Through the investigation and analysis of the frequency of keywords, the table of centrality and the co-occurrence map, and once again sorting out the literature materials related to professional Chinese in the past 21 years, the author summarizes the hot topics related to professional Chinese (2000-2021) as follows:

4.1 Research focusing on professional Chinese teaching

Professional Chinese includes “Business Chinese”, “Travel Chinese”, “Medical Chinese”, “Legal

Chinese”, “Technical Chinese”, “Aviation Chinese” and some keywords such as “Chinese for traditional Chinese medicine”, “Travel Chinese” and “Industrial Chinese”. The field of business Chinese is the most systematic and hottest.

Chinese language teaching is the first and most basic link in the cultivation of international Chinese talents. The study of Chinese language teaching is also a hot topic in professional Chinese study. In recent years, the study of professional Chinese teaching can be roughly divided into the following two levels:

The first is the exploration of various professional Chinese teaching modes. ①Construction and study of professional Chinese courses. For example, Harbin Vocational and Technical College have launched a “language + technology” industrial Chinese open quality course construction activity that meets the needs of vocational education and “going out” enterprises. Yang Yang and Li Xueli contrasted the traditional methods of teaching Chinese as a foreign language and the Chinese culture experience course^[4]. ②There are also many studies focusing on the application of different teaching modes or teaching methods in various professional Chinese. For example, Feng Chuanqiang and Zhang Qi conducted research on the application of MOOC-based blended teaching mode in business Chinese teaching^[5]. Lan Yu focused on the application of morphological teaching method in the teaching of Chinese vocabulary in TCM^[6]. ③There are also some studies on professional Chinese teaching, taking the application of a certain teaching platform or a certain teaching technology in the professional Chinese as the starting point, so that the teaching mode, teaching method, teaching platform, and teaching technology can better serve the professional Chinese teaching.

The second is the study on professional Chinese teaching strategies. For example, Dai Rui conducted the study on scientific and technological Chinese teaching strategies with lexical chunks as the core^[7]. Teaching strategy is an indispensable and important part of teaching. Choosing appropriate teaching strategies can optimize the teaching syllabus to a certain extent, improve the content of professional Chinese teaching, and further improve the quality of professional Chinese teaching. With the continuous expansion of the influence of professional Chinese, the teaching of various professional Chinese has received extensive attention, and there are more and more studies on teaching strategies in professional Chinese.

The development and construction of professional Chinese marks that Chinese is moving towards application and practicality, which is an important direction for the development and construction of disciplines. The urgent needs of occupations and positions have brought unprecedented opportunities for the development of professional Chinese. Increasing the study, development and construction of professional Chinese teaching can not only deepen the development of the discipline, but also better serve relevant national initiatives and policies such as the “Belt and Road”.

4.2 Focus on the research on professional Chinese textbooks

Textbooks are teaching books that are compiled according to the curriculum standards and systematically reflect the subject content. The quality of the textbooks plays a crucial role in the teaching effect. Therefore, professional Chinese textbooks are still a hot topic of current study. The current professional Chinese textbooks have the following problems:

There are very few professional Chinese textbooks, and the number of professional Chinese textbooks that are authoritatively recognized is even less. “As of February 2021, a total of 564 special-purpose Chinese textbooks have been published and distributed around the world (excluding supporting CD-ROMs, MP3s and other supporting products). Among them, China (including Chinese Mainland, Hong Kong, Macau and Taiwan; the same below) has cumulatively published and distributed 499 kinds of special-purpose Chinese teaching materials have been issued, and 65 kinds of special-purpose Chinese teaching materials have been published and distributed in 7 countries including South Korea, the United States, Thailand, Poland, Indonesia, Malaysia and Indonesia.”^[8]

It is difficult to guarantee the quality of professional Chinese teaching materials and the existing professional Chinese teaching materials, because the scope of them is often too broad and they always have some problems such as the lack of clear teaching objects, the low degree of industrialization and so on.

There are few localization professional Chinese textbooks. “As of February 2021, a total of 91 publishers in the world have published special-purpose Chinese textbooks, including 63 Chinese publishers and 28 overseas publishers in 7 other countries (13 in South Korea, 5 in the United States, 4

in Thailand, and 4 in Poland, 1 in Indonesia, 1 in Malaysia”.[8]

Professional Chinese textbooks focus on business Chinese, while there are fewer textbooks in other industries, so the scope of textbooks needs to be expanded. “As of February 2021, business Chinese textbooks accounted for 55.20%, and 84.07% of the textbooks were concentrated in business Chinese, travel Chinese, technical Chinese, and medical Chinese.”[8]

Professional Chinese textbooks have a relatively single annotation language, as of February 2021 in January, the professional Chinese textbooks with English as the annotation language accounted for 65.60% of all professional Chinese textbooks.[8]

At present, most of the study on professional Chinese textbooks starts from the current situation of the compilation of certain professional Chinese textbooks, discussing the applicable objects and compilation concepts of the textbooks, and putting forward relevant suggestions for the compilation of certain professional Chinese textbooks. For example, Wang Yuan and Zhou Fengqiao pointed out that the compilation of medical Chinese textbooks must fully considered the learning characteristics and the needs of international students, and must focused on training the comprehensive application ability of medical Chinese[9]. Zhou Hong and Xia Rui studied the principles of compiling business Chinese case texts[10]. Wang Jingmin focused on the study on the compilation ideas and guided ideology of the multilingual “Intermediate Military Chinese” textbook[11]. In addition, there is also a small number of studies comparing different textbooks in the same kind of professional Chinese, analyzing the differences in the writing ideas and contents of two different textbooks, and then discussing the issues that should be paid attention to in the compilation of current textbooks. The purpose is to meet the needs of students. At the same time, it should reduce the learning burden of students as much as possible, ensure the quality of teaching, and maximize the teaching effect.

The proposal of the “Belt and Road” initiative has increased the demand for professional Chinese talents. The compilation of professional Chinese textbooks is an important part of the cultivation of professional Chinese talents. The development of high-quality professional Chinese textbooks can lay a solid teaching guarantee for the development of professional Chinese education. Analyzing the problems existing in the current professional Chinese textbooks, proposing corresponding solutions, improving the compilation of professional Chinese textbooks, and making them better serve the professional training of professional Chinese talents and the national “Belt and Road” development strategy are the important aspects of the current professional Chinese textbook research work.

4.3 Research focusing on professional Chinese language teachers

With the improvement of China’s international status and the continuous enhancement of its international influence, there are an international upsurge in learning Chinese, and overseas Chinese education develops rapidly. The issue of “three teachings” has always been a hot topic in international Chinese education, and teachers are the core issue[12], and the study interest has always been high. With the introduction of professional Chinese and the development of related work, the problem of professional Chinese teachers has gradually emerged, and now it has become a hot study topic. Comprehensively improve the theoretical and practical knowledge of business Chinese teachers and put forward relevant suggestions and countermeasures.

When teaching professional Chinese, on the one hand, teachers not only need to explain the knowledge of Chinese language, but also need to combine the practical experience of related industries to highlight the characteristics of vocational skills and theory[13]. Therefore, they need to have both the basic ability of Chinese teaching and professional knowledge of vocational education. Judging from the current situation of professional Chinese teachers, most professional Chinese teachers are replaced by traditional international education teachers or some non-teacher with certain professional knowledge, lacking professional background and related training, uneven teaching quality. There is a large gap in professional Chinese teachers, and the local professional Chinese teachers are even more scarce. From the current research level, there is not much study on professional Chinese teachers, and most of them are mentioned in the professional Chinese study in a certain country or university. More professional study is needed.

4.4 Research focusing on the cultivation of professional Chinese talents

Since the “Belt and Road” initiative was put forward, the countries along the “Belt and Road”, including the 16 Central and Eastern European countries and China has achieved cooperation and

exchanges in five key directions: policy communication, facility connectivity, unimpeded trade, financial integration, and people-to-people bonds. On the other hand, with the continuous advancement of the “Belt and Road” construction, the development of the government, enterprises and the private sector has become wider and more diversified, and the problem of lack of talents has become increasingly prominent.”^[14] The increasing huge shortage of Chinese talents has brought new challenges to Chinese higher education, and the cultivation of professional Chinese talents has therefore become a hot topic of current studies. The studies related to talent cultivation can be roughly divided into the following two aspects: on the one hand, it focuses on the course learning level of professional Chinese talents, including investigation and studies on the learning of various professional Chinese courses, and studies on students’ learning strategies. On the other hand, it focuses on the studies related to the talent cultivation model. It mainly discusses the talent cultivation model from the aspects of cultivation subjects, cultivation levels, and cultivation methods. The talent cultivation modes have been innovatively researched and practiced. Since the “Belt and Road” was proposed, economic and trade exchanges between China and the countries along the route have become closer. The demand for talents in the process of cooperation between the two sides comes from all walks of life. Therefore, the top priority for the cultivation of Chinese talents in China is to train them in a targeted manner that is suitable for the economy. Chinese talents from both partner countries should pay attention to the deepening and extension of “Chinese +” language services, improve students’ professional ability, and cultivate Chinese compound and applied talents that meet the needs of market development.

5. Conclusion

5.1 Teaching Mode of Professional Chinese

The study on professional Chinese teaching is not deep enough, and the teaching modes and teaching methods of various professional Chinese need to be further improved.

In the context of the “Belt and Road” initiative, the transformation and development of the talent training model for international Chinese language education has become inevitable. From the current study, the current Chinese language talent training model appears to be relatively weak and single, and it urgently needs transformation and innovation.

Actively explore the teaching mode suitable for professional Chinese, and on this basis, find teaching strategies suitable for various professional Chinese, so as to better improve the teaching quality of professional Chinese. With the smooth development of the Olympic Games and World Expo in China, China international status has been continuously improved and its international influence has been continuously enhanced. “Business Chinese” and “Chinese for Economic and Trade” became the hot topics in this period. At the same time, the influence of Chinese on a global scale is also increasing, and the demand for Chinese language learning has increased significantly around the world.

5.2 Professional Chinese Teaching Materials

The study on professional Chinese textbooks is not systematic. At present, there are few professional Chinese textbooks and the quality is difficult to guarantee. There is still a lot of study space in terms of combining with the characteristics and needs of students. The study on professional Chinese textbooks should proceed from the needs and characteristics of students. On the basis of being fully suitable for students, it should combine with the characteristics of professional Chinese to compile professional Chinese textbooks, so as to maximize the teaching effect and improve the students’ professional Chinese proficiency and communication skills to the greatest extent. It should improve professional Chinese-related teaching materials and the quality of professional Chinese teaching materials.

5.3 Professional Chinese Talents

The “Belt and Road” initiative has been in-depth development since it was proposed, and it has also received positive responses at home and abroad. With the continuous strengthening of cooperation and exchanges between countries, the standard of demand for Chinese talents is not as simple as before, but has changed to compound Chinese talents. Professional Chinese is the key to Chinese from “learn” to “use”, and it is also the only way for Chinese to go global. We believe that the study on professional Chinese talents under this background will continue to become one of the hot topics in the future.

Innovating new concepts of Chinese teaching and optimizing the training mode of Chinese talents are the top priorities for improving the cultivation of professional Chinese talents. Promoting the development and improvement of professional Chinese is the basic requirement to adapt to the transformation of education in the new era and the development trend of the times. The professional Chinese study should focus on serving the needs of the “Belt and Road” construction and better serve the “Belt and Road” development strategy, and serve the building of a community with a shared future for mankind.

5.4 Teachers in professional Chinese

As an important part of the training of professional Chinese talents, teachers are one of the main focuses of the current professional Chinese study. However, the structure of teachers in the field of professional Chinese is relatively simple, and the level of teachers has not yet reached a relatively balanced state. The professional Chinese teachers are still very weak. Further train teachers engaged in the teaching and study of professional Chinese. Improve the quality and knowledge structure of teachers. Formulate a reasonable training model. Strengthen the construction of professional Chinese teachers. And build a high-level professional Chinese teaching team. These are the important basis for better training of professional Chinese talents and filling the vacancy of professional Chinese talents.

Acknowledgment

This work was supported by National Social Science Fund of China (No. 18CYY027), Science Foundation of China University of Petroleum-Beijing (No. 2462020YJRC002), and Science Foundation of China University of Petroleum-Beijing (No. 2462020YXZZ010).

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