

Research on Self-Improvement in Information Literacy of International Chinese Teachers

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Abstract: *The information literacy of international Chinese teachers is a purposeful and planned information innovation application ability driven by promoting the development of students' Chinese communication ability and personal development. The existing problems in the information literacy of international Chinese teachers are mainly manifested as a lack of information literacy planning ability, a lack of information security awareness, a lack of cooperative spirit, and a lack of technical integration teaching ability. In view of this, the suggestions for self-improvement of information literacy for international Chinese teachers are as follows: improving their professional level in information technology, increasing their sensitivity to information security, actively cooperating with multiple parties, and enhancing the ability of technology to empower students.*

Keywords: *International Chinese language teachers; Information literacy; Self-improvement*

1. Introduction

According to the International Chinese Language Teacher Standards (2012), the information literacy of international Chinese language teachers is a purposeful and planned information innovation application ability driven by promoting the development of students' Chinese communication ability and personal development. Its "innovation" is reflected in the entire process of student driven and technology empowered teaching. This statement can be explained from two aspects:

Firstly, "student driven" replaces "application driven". "Student driven" highlights the subjectivity of Chinese learners, and also indicates that in the era of educational informatization 2.0, the role of international Chinese teachers will undergo a significant transformation - from knowledge authority to facilitators, guides, and partners in student self-directed learning; Next is to innovate and apply technology through technological empowerment. "Technology empowerment" refers to the use of technology to encourage individuals to provide positivity and initiative, in order to help them achieve something or achieve success.

The technology empowerment and innovative teaching of international Chinese teachers can be divided into two aspects: first, empowering the professional development of teachers themselves, and second, catalyzing the learning empowerment of students. As a teacher in the digital age, the first step is to continuously enhance one's awareness of empowering learning, making oneself an empowering learner and forming a lifelong learning awareness. Secondly, it is necessary to cultivate students, also known as empowering learners.

2. The Composition of Information Literacy of International Chinese Teachers

2.1 Information attitude and awareness

Information attitude refers to the teacher's perception, evaluation, and behavioral intention towards the application of information technology in teaching. Teachers with good information literacy will approach the learning of emerging educational technologies with a positive attitude of acceptance, and actively seek methods to master new technologies in order to serve teaching. Information attitudes can be divided into positive attitudes, negative attitudes, and neutral attitudes. And information consciousness is the sum of people's understanding, concepts, and needs generated in information activities. Information awareness includes international Chinese language teachers setting professional development goals,

taking action to learn new technologies, constantly paying attention to and learning the latest research results in their profession, actively participating in learning communities, and maintaining sensitivity to differences in social etiquette between Chinese and foreign networks.

2.2 Information knowledge

Information knowledge is the foundation of information ability. International Chinese language teachers can only play a positive role in education, teaching, and student development by deeply understanding the essence and development of information. As educators, international Chinese language teachers need to have a certain purpose when learning information knowledge. Their purpose is to use information knowledge to improve their information skills, so as to fully exert initiative in learning Chinese. The information knowledge of international Chinese teachers can be divided into two categories: "knowledge of applying information technology to practical teaching" and "knowledge of applying information technology to teaching research". For example, if teachers want to use Evernote to establish a platform for students to collaborate and communicate, they must first learn about the use of the Evernote application.

2.3 Information capability

Information ability is the core component of information literacy for international Chinese language teachers, which can be mainly divided into two categories: the ability to apply information technology to practical teaching and the ability to apply information technology to teaching and research. The information ability of international Chinese language teachers is based on citizen information ability, while also possessing the ability to integrate technology application services for teaching. The ultimate direction of their "information ability" is education and teaching. Therefore, the information ability of international Chinese teachers mainly includes the following aspects: the application ability of information technology, the acquisition ability of information knowledge, the processing ability of information resources, the expression ability of information content, and the innovation ability based on information.

2.4 Information ethics

Information ethics is a code of conduct and awareness of rules that international Chinese language teachers should possess throughout the entire process of information activities, and is particularly important in the collection and dissemination of information. "Information ethics" mainly includes the lawful and secure use of information resources, the protection of personal privacy and digital identity, compliance with cybersecurity laws and social etiquette in other countries. Good information ethics literacy can provide protection for international Chinese language teaching. Due to its importance, international Chinese language teachers should prioritize the improvement of information ethics in the early stages of their own information literacy development.

3. The Existing Problems of Information Literacy of International Chinese Teachers

3.1 Lack of information literacy planning ability

Previous research reports have shown that teachers have recognized the importance of information technology in international Chinese education and teaching, and are able to actively engage in learning. This indicates that international Chinese teachers have a positive attitude towards information, but through further investigation in this study, it was found that international Chinese teachers have not yet established a clear learning plan for information technology knowledge and lack awareness of keeping up with the development trends of educational technology. Through a survey of the "learner" dimension of information literacy among international Chinese language teachers, we found that teachers generally lack the ability to collect and accumulate information and set goals, and do not regularly reflect on the effectiveness of teaching technology applications. However, this ability is the foundation for using technology for teaching and can affect the planning and effectiveness of information resource reserves. In other words, if teachers are detached from the rapidly developing trend of educational information technology, it is not conducive to the development of their information technology professional level. The "planning" referred to here can be understood as the systematic and purposeful accumulation of information technology learning and resources by international Chinese language teachers after fully

analyzing their professional development direction and the latest technological resources.

3.2 Lack of awareness of information security

"Information security" has always been an aspect of great concern both domestically and internationally in the era of informatization. "Information security" runs through the entire process of information acquisition, transmission, use, and feedback. As a teacher, a lack of awareness of information security not only causes trouble for teachers when using teaching resources, but also has a negative impact on students' safe use of information resources; As a language teacher, the process of student language acquisition is inherently a process of information exchange and transmission. Teachers and students play the role of "information participants" at the same time. If information security is not emphasized in this language communication process, it will have a negative impact on the entire process of "teaching and learning"; As an international Chinese language teacher, if you do not increase your sensitivity to the negative behavior of online civilization, do not strengthen your learning of information security knowledge, and do not understand the differences in information security laws and regulations of different countries, it will cause difficulties for your own international Chinese language teaching, and even affect the development of the international Chinese language communication industry. It is truly a matter of "pulling one hand to move the whole body".

3.3 Lack of collaborative spirit

The spirit of cooperation has always been a neglected part of the information literacy of international Chinese teachers. It includes awareness of information exchange and sharing, information technology knowledge that supports cooperation, the ability to apply information technology for multilateral cooperation, and the ethical behavior that should be followed during cooperation. Through a survey on the current status of information literacy among international Chinese language teachers, we found that teachers generally lack this sense of cooperation, manifested in insufficient ability to "use information technology to open up cooperation channels" and insufficient ability to "reflect on the effectiveness of cooperation". Specifically, this is reflected in two aspects: on the one hand, international Chinese teachers lack cooperation with student subjects. On the other hand, teachers lack cooperation with the research and development team of teaching platforms.

3.4 Lack of technical integration teaching ability

Through research, it was found that international Chinese teachers perform poorly in the three dimensions of "designer", "facilitator", and "analyst", indicating that information technology teaching ability is a weakness in the information literacy of most teachers, mainly reflected in the lack of high integration of technology with international Chinese teaching. To a certain extent, "information technology teaching ability" is the aspect that best presents the information literacy ability of teachers in the teaching process, and also the aspect that most reflects the high integration of technology and teaching. If international Chinese teachers cannot integrate information technology into specific teaching tasks, it will lead to a low overall level of information literacy for teachers. The essence of the highly integrated technology and teaching is the concept of "empowering learning", which is reflected in teaching as "teachers becoming technology empowers" and "using technology to empower students in learning". Through investigation and analysis, as well as previous research on teachers' online teaching abilities, we have found that teachers have become technology empowers, but there are still shortcomings in "empowering students with technology". This is reflected in selecting learning goals that students may be interested in based on their electronic learning profiles, creatively integrating multiple platforms to create an online teaching osphere, and encouraging students to choose PPT or electronic posters to show their learning outcomes.

4. Suggestions for self-improvement of information literacy among international Chinese language teachers

4.1 Improve one's professional level in information technology

In response to the weak information literacy planning ability of international Chinese language teachers, teachers should improve their professional level in information technology, establish a plan for learning information technology teaching knowledge, and timely reflect on the effectiveness of

educational technology applications. "Becoming a reflective practitioner" is a professional development model for international Chinese language teachers. Therefore, when promoting the development of their own information literacy, they should actively reflect on the actual performance of certain technology applications in teaching, and dynamically update development goals and directions based on this, so that their own information literacy can show a spiral upward trend. This reflective practical ability towards information literacy is a prerequisite and guarantee for improving the quality of online Chinese teaching in the information age. Whether it is online or offline teaching, teachers should set goals and plans for collecting information before collecting it. These goals can be close range goals. For example, if a teacher is engaged in online Chinese character teaching for a long time, the goal of information collection can be set as information technology means, information knowledge content, and online evaluation operating systems that can assist in completing this stage of Chinese character teaching tasks, Accumulate more specific and effective teaching methods and skills, and continuously polish them through practice; It can also be a long-term goal, which can generally be understood as a teaching technology or method that is not limited to a certain type of course, suitable for international Chinese teachers who have a certain level of information literacy, and have a good understanding of their online teaching ability, with a certain plan for professional development. However, teachers also need to follow certain standards for their understanding of their own abilities. This indicates that the scientific international Chinese teacher information literacy evaluation system established in the future will be very conducive to the improvement of teachers' ability to set professional development goals.

4.2 Improve information security sensitivity

In response to the issue of weak awareness of information security among international Chinese language teachers, teachers should enhance their sensitivity to information security and network security. International Chinese teachers are not only transmitters of Chinese knowledge, but also disseminators of Chinese culture, and their voices sometimes represent the voice of China. In many cases, international Chinese teachers become the first Chinese students to come into contact with and engage in communicative activities. In other words, we should have a sense of mission and responsibility as cultural ambassadors. A qualified international Chinese teacher should be responsible for any information they send through any information channel. We also need to fully consider the legal "particularity" that exists in different countries and regions (here "particularity" refers to the parts that are different from the relevant laws in our country). Therefore, international Chinese language teachers should pay special attention to their awareness and behavior in terms of intellectual property protection. For example, when teachers need to quote other people's opinions or achievements during teaching, they should explain and label the source to students. In the investigation and research, we have learned that some countries and regions have strict requirements for the intellectual property rights of electronic information resources. For example, copying more than 50% of a book is considered an infringement of the intellectual property rights of others. Infringers will not only face high fines, but also corresponding penalties. Although overseas Confucius Institutes usually invite legal advisors, if teachers encounter unexpected situations in the classroom, they need to respond on their own. Therefore, international Chinese language teachers should have necessary legal knowledge, and attending legal knowledge lectures or training will be an effective way.

4.3 Actively engage in cooperation with multiple stakeholders

In response to the lack of collaborative spirit among international Chinese language teachers, teachers should actively cooperate with multiple parties and use technology to create virtual spaces to broaden the breadth and depth of cooperation. "The spirit of cooperation" is a requirement of the information society for everyone, and we have also found in many fields of practice that only "cooperation" can achieve "win-win". To enhance their information literacy, international Chinese teachers need to break free from fixed thinking and expand their collaboration to include students, experts, and platform development teams. At the same time, it is necessary to actively cooperate and become the initiator, organizer, and evaluator of cooperation. In the process of communicating with students, we should attach importance to their identity as "Internet natives", communicate with them equally, and work together with them to solve technical difficulties. In addition, the self-improvement of information literacy among international Chinese teachers can also be achieved through active participation in the construction of international Chinese resource libraries and teaching platforms. Teachers often encounter situations where platforms or online resources are not suitable for Chinese language teaching during the teaching process. In the past, scholars have proposed strategies related to "increasing investment in scientific research and talent cultivation". This is from the perspective of platform applicability, but from the perspective of

international Chinese language teachers, we can fully leverage our own theoretical and practical experience in language learning, it is our responsibility as an international Chinese language teacher to directly establish cooperation with the platform or team, proactively provide our own opinions and suggestions on platform resource allocation and module design.

4.4 Enhancing Technology Empowering Students' Abilities

The application of information technology in teaching itself is not the purpose of educational informatization. Empowering students with learning through information technology is the purpose of integrating information technology and teaching innovation, and it is also the essence of integrated innovation. Therefore, in response to the weak ability of international Chinese language teachers to integrate technology into teaching, teachers should attach importance to using technology to empower students in Chinese learning on the basis of traditional teaching design, and improve their enthusiasm and initiative. Based on the current industry survey on the teaching ability of online Chinese language teachers in the past two years, it can be concluded that most international Chinese language teachers are able to apply technology to classroom teaching, such as PPT, animation, video, etc. To achieve the transformation from "online teaching ability" to "information literacy", it is necessary to undergo a transformation in educational philosophy. "Educational philosophy" is the deepest part of the technological change in the "iceberg" of education. Without touching on the change of philosophy, it is difficult to truly improve teacher information literacy. Through the analysis of domestic and foreign standards, this study found that attention should be paid to integrating the concept of "technological empowerment" into international Chinese language teaching. In other words, international Chinese language teachers should fully give students the right to freely choose learning goals, learning methods, and presentation of learning outcomes, promote their independent and deep learning, and leverage the auxiliary role of technological means in implementing such teaching. Meanwhile, data analysis capabilities can provide strong support for the process of empowering students with technology. Improving data analysis skills requires targeted learning and training from international Chinese language teachers, which requires participating in information technology training courses to enhance their application abilities.

5. Conclusions

The development of international Chinese education has prompted international Chinese teachers to provide more precise and differentiated teaching. Especially in language teaching, it is important to put students at the center and cultivate their ability to proficiently use language for communication. On the one hand, international Chinese language teachers can use corpora to analyze potential language biases that learners may encounter, predict possible key and difficult points in teaching, and thus achieve targeted learning for learners from different countries; Or establish a student learning archive, use big data to analyze student classroom performance, language errors, and communication phenomena, grasp student language acquisition trends, conduct process evaluation of student learning, and achieve the precision requirements of Chinese teaching. On the other hand, due to the fact that learners are more easily exposed to massive amounts of information from around the world than ever before, it will exacerbate the differences in language learning needs among students. Once learners have different learning needs, it will inevitably lead to diverse learning motivations, which makes international Chinese language teachers pay attention to these differences and diversity when designing teaching objectives.

Therefore, we should promote and encourage students to engage in self-directed and deep learning. One of the goals of international Chinese language teaching is to cultivate students' autonomous learning of Chinese, while one of the goals of deep learning is to develop students' autonomous learning ability. In other words, in order to revitalize and revitalize international Chinese education in the information age, it is necessary to reflect the characteristics of talent cultivation in the information age. It is not only necessary to cultivate students to use Chinese, but also to pay attention to the cultivation of learners as "people", so that they can better participate in digital communities, develop multiple intelligences, and ultimately become builders and contributors to promoting the progress of the information society.

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