

Research on the Path of Cultivating Undergraduates Majoring in Chinese International Education under the Background of "Double First Class" —Take Jiangsu Normal University as an Example

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Abstract: Under the new situation of "double first-class" construction, how to build the international Chinese language education major into a "double first-rate" major has become a hot topic for major universities. The article focuses on the analysis of the talent training path for undergraduates majoring in Chinese as an international education major of Jiangsu Normal University, which was rated as a national first-class undergraduate major construction point in 2019, and intends to explore its training characteristics from the aspects of compound regional training, application training and wide-caliber employment. Combining with the current background of new liberal arts construction, explore the inspiration and reference value for other colleges and universities' major course construction.

Keywords: Double First-Class University. Jiangsu Normal University. International Chinese Language Education. Talent Training.

1. Training Paths for Undergraduates Majoring in Chinese International Education in Jiangsu Normal University

The undergraduate major of Chinese International Education at Jiangsu Normal University (formerly Chinese as a Foreign Language, hereinafter referred to as Chinese international education) was established in 2003 and belongs to the School of Language Science and Art (hereinafter referred to as the Academy of Language Sciences). Since the establishment of this major, it has been committed to the entry point of Chinese expression ability, language analysis ability, and coordination and communication ability, with Chinese-English bilingual teaching as its characteristics, to cultivate comprehensive knowledge of Chinese and linguistics, cultural knowledge and excellent English listening. High-level, applied and innovative professionals who can speak, read, write and translate, and can engage in teaching Chinese as a foreign language, cross-cultural communication and related work. The implementation of training goals is inseparable from effective training methods. Jiangsu Normal University has mainly adopted the following measures in the process of training undergraduate talents for Chinese education.

1.1. Improve the talent training system and form talent training characteristics

Jiangsu Normal University first upholds the international cutting-edge concepts and advanced teaching methods and methods in professional teaching, and adheres to the cross-integrated academic research and talent training orientation on the basis of emphasizing the necessary theoretical courses. Secondly, the school pays special attention to the teaching practice of this major. It has established eight Chinese teaching practice bases at home and abroad, and established the world's first Mencius College in Malaysia to build an on-campus teaching laboratory, independent innovation practice base, and scientific research base platform. The "four-in-one" practice teaching system of science and education integration with the off-campus innovation practice base, such as the 2020 "Poverty Alleviation" College Student Volunteer Social Practice Activity, Chinese international education major students presided over the application of relevant projects to enter the national competition. Third, Jiangsu Normal University pays attention to the cultivation of undergraduates' scientific research ability, supports, encourages and guides students to independently carry out research activities, establishes a certain number of national and regional research institutions; and jointly builds scientific research platforms with well-known

universities such as Harvard University and the University of Edinburgh. Regularly carry out domestic and foreign academic exchanges and cooperation, set up a special fund for undergraduates to study abroad, select and subsidize a certain number of outstanding students to study in the United Kingdom and the United States each year. For example, in 2019, 24 graduate and undergraduate students were selected to study and visit the University of Nottingham in the UK for three months.

1.2. Give full play to the advantages of the college

The development of the Chinese National Education major relies significantly on the academic advantages of the Chinese Academy of Languages. As early as 2011, the college formed the dominant discipline of "Chinese Language and Literature", established the Chinese Neurolinguistics direction, and strengthened the implementation and transformation of these advantages in the undergraduate majors of Chinese Education. The outstanding performance is that it has reached a level of talent training. The three-dimensional architecture of the deep cross-integration of arts and sciences. This structure is manifested in the curriculum, which is based on the traditional linguistics courses, which are based on statistics, language ability training, language experiment design and operation, neurolinguistics, and language acquisition experimental research courses. Students are required to learn data analysis and master certain advanced Experimental technical means; supported by the academic platform is the creation of a national-level experimental teaching demonstration center for linguistics and a national-level 2011 collaborative innovation center, including research on Chinese and second language ability and "Chinese literature and cultural heritage and national identity", etc. Related interdisciplinary research. This comprehensive training method has brought positive training feedback. For example, the compound advantages of students are becoming more and more obvious, the acceptance rate of papers and the fields involved are higher and wider. For example, two students in the class of 2019 host a national-level college student innovation and entrepreneurship training project "Study on the acquisition of emotional facial expressions and sign language grammar facial expressions of deaf children", research "Chinese sign language conditional grammatical facial expressions" and other topics. Some of the research results have been accepted and accepted by core journals and well-known international conferences.

Building a first-class faculty is the primary task of the five major construction tasks proposed by the central "double first-class" construction plan. The school has a strong faculty for the undergraduate major of Chinese Education, which is mainly manifested in three aspects: First, the proportion of doctors is high. Among the 22 full-time teachers, more than 75% of them have a doctorate degree; second, the proportion of professors is high. The full-time teachers include the "Changjiang Scholars" Distinguished Professor and Chair Professor of the Ministry of Education, the New Century Outstanding Talents of the Ministry of Education, and the Distinguished Professor of Jiangsu Province. Those who have obtained doctorate degrees overseas can be converted into high-quality teaching and research resources; fourth, the continuous improvement of the quality of teachers. For example, the school cooperates with world-renowned universities such as Harvard University to carry out teacher training projects.

1.3. Positive employment encouragement and good training feedback

On the one hand, Jiangsu Normal University has an IELTS center and is the only public study abroad institution in northern Jiangsu. It provides students with a comprehensive planning system including language training, admission and visa application, and overseas continuation services. This is a graduate of Chinese international education. Students provide a broader development platform. The percentage of graduates from 2017 to 2019 who choose to go abroad has increased from 4.26% to 11.26%. Among them, the main purpose of undergraduates going abroad in 2019 is to study abroad (95.54%), followed by work. (3.57%).

On the other hand, based on the general development direction of professional students, the Chinese Academy of Sciences implements a classification and classification of talent training models, and subdivides the training goals into three categories: "excellent Chinese teachers", "excellent foreign exchange messengers or managers" and "concentrated" To learn young students", to provide different training encouragement and help for students of different development directions. The positive effect brought about by this is the higher employment adaptability of graduates, which is mainly manifested in the following: The "teaching staff" in the employment distribution of graduates in the class of 2017 and 2019 showed an overall increasing trend and occupied the first place. The 40% in the 2017 class has increased to 71.43% in the 2019 class; the percentage of 2019 graduates who choose to enter a higher education is 31.82%; the employment satisfaction of the 2019 graduates is 84.21%. Based on the above employment encouragement path, in the employment evaluation of the graduates of the school in 2019,

the employers' satisfaction in various aspects are: social and humanistic knowledge 93.43%, modern science and technology basic knowledge 92.86%, interdisciplinary professional knowledge 90.29%, professional 86.29% of frontier knowledge and 84.57% of professional basic knowledge indicate that the quality of undergraduate talent training can meet the society's demand for talents to a large extent.

2. Enlightenment to the major course construction of other colleges and universities

Under the current background of the construction of new liberal arts, how to change the existing liberal arts education model and promote the reform of liberal arts talent training model and educational organization form is an important consideration. Based on the above analysis of the talent training path of Chinese international education undergraduates in Jiangsu Normal University, the author puts forward some suggestions for the major course construction of other universities.

2.1. Compound and regional training, relying on superior disciplines for cross-disciplinary integration

Universities can learn from Jiangsu Normal University's measures to drive course development based on the dominant disciplines of "Chinese Language and Literature", integrate and tap high-quality resources across the school, and adjust major course construction accordingly according to new requirements.

For example, from the "Chinese +" proposed by Vice Premier Sun Chunlan of the State Council in 2018 to the "Chinese + Vocational Education" proposed by the International Chinese Education Conference in 2019, we can see that, on the basis of focusing on the main business of language education, encouraging openings that meet the requirements of both parties The vocational education curriculum orientation of cooperation needs has been further clarified. Take North China University of Technology as an example. On the one hand, there are national first-class construction disciplines "Public Health and Preventive Medicine" and key disciplines of Chinese and Western medicine; The fixed-point experiment trains precise talents of "Chinese + Chinese Medicine", focusing on Chinese language teaching, and radiating the field of Chinese medicine and Chinese medicine. In addition, regarding the translation of Chinese medicine, for example, when naming some Chinese medicine names, the medicinal parts, origin, performance, smell, picking season, etc. of the medicine will be specifically considered. Appropriately break up the barriers to teaching in internal departments and departments, and allow medical, translation, and Sino-Chinese education majors to interact and connect between disciplines, or carry out related innovative projects and research topics, so as to achieve "beauty and beauty in common." The above-mentioned "Chinese + Traditional Chinese Medicine" professional talent training is also in line with the medical Chinese proficiency test launched by the Confucius Institute Headquarters in 2019. In addition, "Chinese + vocational education" can also be used for railways, aviation, high-speed rail, photovoltaic power generation, flight attendants, navigation technology, economy and trade, tourism, customs, etc.

It should be adapted to school conditions. The "+" in "Chinese +" should not be limited to vocational education, it can be a broader content. For example, "+ Chinese Excellent Traditional Culture", in Hebei, a three-dimensional cultural curriculum research system such as Pingju and shadow puppetry can be opened for undergraduates, so as to rely on these cultural connotations to run through Chinese teaching and the spread of Chinese culture; such as "+ "National language", which involves the cultivation of multiple language types; such as "+ the economic and cultural knowledge of the counterpart country", so that students have the ability to choose the relevant translation and clerical work of enterprises and institutions in the counterpart country; such as "+ Internet knowledge", the current Chinese education major Under the situation of connotative development and high-quality transformation, colleges and universities should learn from the changes. For example, Huanggang Normal University builds a cloud practice chain of "cloud observation-cloud clinical-cloud order" with Chinese international education as the main body, paying attention to cultivating students' corpus, multimedia and information technology literacy.

2.2. Application-oriented training, constructing dynamic and continuous practice teaching and evaluation links

Practice is very important in the cultivation of undergraduate talents in Chinese education at Jiangsu Normal University, and this point of view is also confirmed from the perspective of students. According to the "Annual Report on the Employment Quality of Jiangsu Normal University 2019 Graduates"

published on the official website of the school's employment information, 64.56% of the graduates hope that their alma mater "provides more practical opportunities." Among the practical activities of assistance, "social practice" accounted for 62.69%; the difficulty of job hunting for graduates was 52.94%, and 77.28% of students believed that the main difficulty encountered in job hunting was the lack of practical experience; in 2019, the employer had the talents of the school Among the improvement suggestions for training, "strengthening professional practice links" accounted for 41.14%.

The emphasis on practice should be promoted vigorously, and other schools also have excellent cases. For example, Zhejiang Yuexiu University of Foreign Languages, whose undergraduate major in Chinese language education was rated as a "provincial first-class" construction point in 2019, will be upgraded to a national level in 2020, and it has established an oral training and evaluation laboratory and "cross-border online Chinese teaching" in practice. "Practice Training Center", cooperate with many online Chinese teaching companies such as "Hatu" to provide online teaching platform for students; build an offline Chinese teaching practice base for international students' colleges, and guide all students to participate; select and dispatch each year 74 students went to practice bases in Thailand and Malaysia to undertake Chinese teaching work; various practice platforms have been established for subject competitions, application for scientific research projects, grade examination and postgraduate entrance examinations and postgraduate examinations.

The author found that the practice links of many other colleges and universities are basically composed of three links: professional internship, social practice and graduation thesis. The class hours are few and mainly concentrated in the third and fourth academic years. This is far from enough for cultivating applied talents of Chinese international education.

In summary, the author suggests that colleges and universities can construct dynamic and continuous practical teaching and evaluation links. On the one hand, the students' practice links are divided into basic practice course modules (mainly including oral expression and testing, orthodox practice, cultural debate, Chinese talent, graduation thesis, etc.), technical practice modules (mainly including teaching case analysis, teaching observation and observation), Cross-cultural communication ability training, online and offline teaching practice, textbook compilation, etc.) and professional practice modules (mainly including Office for Chinese Teaching volunteer interview simulation, international Chinese teacher qualification exam training, etc.), and promote learning through competitions, Practice by competition, encourage students to participate in school and national professional skills competition activities. On the other hand, in the test and evaluation of practical teaching effects, you can learn from the European Portfolio for Student Teachers of Language launched by the European Council of Modern Language Center to establish a student growth portfolio, refer to the "European Portfolio for Student Teachers of Language". International Standards for Teachers of Chinese, formulate self-assessment questions for teaching ability, and record growth trajectory. After the entire practical teaching course is over, anonymous review and scoring will be conducted.

2.3. Wide-bore employment, using compound advantages to improve and evaluate the quality of student employment

Regarding the employment of Chinese international education undergraduates is a commonplace talk, the author agrees with East China Normal University Teacher Liu Hong's point of view that most of the discussion on this has entered the current undergraduate employment with the concept of "professional counterpart" left over from the planned economy era, the misunderstanding of overemphasizing the employment rate of the industry (whether the employment industry is related to the major they are studying). For example, Wu Chunxiang pointed out that the employment pressure of undergraduates majoring in Chinese International Education is extremely high and most of them are irrelevant to the professional relationship. Wen Qiufang believes that the "wrong production and marketing" is the fundamental reason for the employment difficulties of undergraduates in this major. Teacher Liu Hong explained the reasons from both the blindness of students when applying for majors under the existing college entrance examination system and the dynamic adjustment of employment choices under market economy conditions. He pointed out that there is no need to restrict himself with "professional counterparts" blindly.

Some colleges and universities have made good attempts and demonstrations in the employment of students in their majors. As mentioned above, Jiangsu Normal University conducts classification and training of students; Guangdong Huizhou University divides the majors into second language teaching and language and cultural communication, foreign secretarial, foreign tourism and Chinese teaching in primary and secondary schools in the fourth or fifth semester; Guilin Institute of Tourism Combining its

own tourism professional advantages in the curriculum setting to form a professional orientation and a characteristic humanistic application system of "tourism + Chinese international education", and guide students to obtain a tour guide certificate or practice in a tourism company.

Many colleges and universities involved interdisciplinary talents when formulating the undergraduate talent training goals of Chinese International Education. However, when evaluating professional employment, they "be wide open and narrowly used". They often only focus on the employment rate of the industry, which will indirectly lead to the subjective consciousness of graduates. Anxiety about "difficulty in obtaining employment", which in turn has a certain degree of doubt about the prospects of the chosen major, which will not be conducive to the development of the subject in the long run.

All in all, when faced with the evaluation of the talent training and employment quality of a compound major such as Chinese International Education, we should give full play to its compound advantages-moderation (that is, avoiding the "too narrow" of specialists and avoiding the general talents. The creativity and adaptability brought by "too wide", combined with students' development willingness, and centered on the needs of the talent market, actively treats and promotes students' wide-caliber employment; when evaluating employment, an evaluation system that is more in line with the characteristics of the profession should be adopted. Such as basic qualities, international perspectives and cross-cultural communication skills, employment areas, etc., to be evaluated more objectively and fairly.

3. Conclusion

Based on the exploration of the talent training path of undergraduates of Chinese education in Jiangsu Normal University based on the national "double first-class" perspective, the author absorbs the desirable points and finds some breakthroughs and new angles for the professional construction of other universities. The article is not comprehensive, but truth-seeking, not truth, but thinking, and the research is only the tip of the iceberg of the training path of undergraduate professional talents of Chinese International Education. Under the new situation of "double first-class" construction, the professional development of Chinese International Education has reached a critical turning point. In the above, I hope to use my humble opinion as a brick, and invite everyone to discuss the issue of talent training for undergraduate majors in Chinese education, and carefully discuss the long-term development of painting disciplines and professions.

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