

The Construction of Practical Teaching System of Chinese International Education under the Background of Belt and Road

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ABSTRACT. With the implementation of the “Belt and Road” initiative, Chinese International Education has brought new opportunities and challenges. Influenced by traditional educational concepts, there are some problems in the practical teaching system of Chinese International Education, such as the outdated practical teaching content and single form, weak practical base construction, insufficient attention to practical teaching, and lack of practicality in training students. We should strengthen the discussion on the practical teaching system of Chinese International Education, improve the quality of personnel training, and make Chinese International Education Majors truly become applied, compound and internationalized talented persons.

KEYWORDS: “belt and road”; Chinese international education; Practical teaching

1. Introduction

In 2013, President Xi Jinping proposed “Belt and Road” initiative, which received high attention and enthusiastic response of the international community. For over the past 4 years, the world's more than 100 countries and international organizations actively participated in “Belt and Road” construction, which not only brought tangible benefits for the people along the countries but also provided a historic opportunity to promote regional education great openness, communication and integration. In order to promote language interaction between the countries along the way, Chinese Ministry of Education supports more social forces to apply for Confucius Institutes and Confucius Classrooms abroad. In 2017, Confucius Institute carried forward the past and the future. The scale of school running has expanded steadily and the quality of teaching has been further improved. The running function of Confucius Institute and Confucius Classroom continues to expand and their operation mechanism is more perfect, which made a great contribution to serve for “Belt and Road” construction, promote the friendship of people all over the world and promote mutual understanding between Chinese and foreign civilizations. Under the new situation, we should transfer more high-level talents for the cause of the international promotion of Chinese and establish a

high-quality talent team to serve for Belt and Road construction. We must do the basic work of training professional talents at the undergraduate stage and at the same time we must consider the sustainable development of subject behind the specialty. How to build a comprehensive, diversified and internationalized practical teaching system is an urgent problem for us to solve at present.

2. Literature Review

In recent years, with the great improvement of Chinese political and economic status, there has been a global boom in learning Chinese. "If you want to lead someone, learn Chinese." This is the evaluation to the rise of the global "Chinese hot" on the Asian version of American "Time weekly" on June 26, 2006. In December 13, 2017, the two-day meeting of the twelfth session of the Confucius Institute was closed at the Qujiang International Conference Center in Xi'an. Tian Xuejun, Vice Minister of Chinese Ministry of Education, stressed that the new era is also an era when China is increasingly approaching the center of the world stage and making greater contributions to human beings. Chinese government will continue to promote the internationalization of education, enhance the level and standard of education opening up, make great efforts to make a contribution to "Belt and Road" construction, open up the channels for the Chinese and foreign cultural exchanges and provide good services for international students. (1) Tu Haibo and Tan Jingjing believe that Chinese International Education major in applied undergraduate colleges and universities should emphasize professionalism and practicality, and strive to create "applied, professional and open" talents. (2) Zhao Lina and Wang Dongmei carried on investigating and researching the practical teaching system of Chinese International Education Major of colleges and universities in Hebei province. It was considered that there was a lack of stable practical base in every college and university at present. The particularity of practical objects increased the difficulty of the construction of practical bases. The practical bases in colleges, universities and overseas were limited by funds and international exchange regions, and the construction of practical bases was weak. (3) Li Hong and MaHe, using Heilongjiang Foreign Language Institute as an example, analyzed the present situation of practical teaching of Chinese International Education. They believed that the practical teaching mode should be the close combination of "classroom observation-- micro classroom practice -- internship base practice-- network teaching practice" that accorded with the reality of Heilongjiang Foreign Language Institute. (4) In fact, building a high-quality teaching staff with practical experience is the key to the success or failure of Chinese International Education.

3. The Current Situation of the Practical Teaching System of Chinese International Education

The talents trained in Chinese International Education should not only have knowledge, but also have abilities. The abilities includes organizational ability,

diplomatic ability, cultural understanding ability, independent research ability, language expression ability, talent performance ability and so on, but the most important is the teaching practical operation ability. However, with the development of this major, many problems are highlighted, and the most important problems are as follows:

3.1 Not Paying Enough Attention to Practical Teaching

Influenced by the traditional educational concept, talent training program emphasizes training goals and curriculum system setting, but there is a lack of quantitative assessment standards for the practical teaching system. It is not clear enough for practical teaching content, class hours, the standards that need to be met and forms of assessment, resulting in insufficient attention to practical link to some extent. Practical time is less than that of the theoretical courses. Students rarely have chance to enter the classroom of foreign students. Even if they enter class, they are mainly attending lectures, and there are few opportunities to really lecture. The time arranged in practical teaching can not meet the needs of professional talents training, and the training of talents is out of line with the demand of the current market. Therefore, we should appropriately increase the arrangement of practical courses and practical links, enhance the practicality of theoretical courses, and solve problems from two aspects of “quantity” and “quality” in practice.

3.2 The Content of Practical Teaching is Obsolete and the Form is Single

At present the contents of practical teaching of Chinese as a foreign language mainly include the traditional practice such as social investigation, curriculum design, social practice, graduation practice and graduation thesis. The total credits are 8-12 points. The acquisition of students' ability is mainly imitative learning, such as teaching plan design. Due to the lack of experience in teaching foreign students, students can only imitate the cases in other teaching plans and design by their own imagination. The final teaching plan designed is not operable. The single teaching method and limited teaching resources in practical teaching reduce the students' initiative, and the unified teaching content ignores the individual differences of students. In the course of practical teaching, the students' ability of innovation and hands-on is very short.

3.3 The Construction of Practical Base is Weak

Chinese International Education is a special major. Under the background of the internationalization of Chinese promotion, its goal is to cultivate teachers of teaching Chinese as a foreign language and special talents of cultural exchanges between China and foreign countries. The construction of practical base is the fundamental guarantee for practical teaching, and at present, there is a lack of stable practical base in every college and university. The particularity of the practical object also increases the difficulty of the construction of practical base. The students

are very difficult to find suitable opportunities to practice. In order to complete the practical task of the colleges and universities, many students have to practice in some units that are completely unrelated to the Chinese teaching. It has resulted in a serious disconnection between professional learning and practice. The improvement of practical ability can not be talked about. Such reality is bound to seriously affect the training of qualified talents of Chinese International Education.

3.4 Pay Attention to Result Evaluation and Lack Process Training

The cultivation of practical ability is not completed in one day, but in the accumulation of a little bit. The past practical teaching is rather fragmentary, lacking coherence, hierarchy and systematicness, and focusing on the ultimate embodiment of practical ability rather than the cultivation process of practical ability. Therefore, it is necessary to increase practical links, enable ability training for four years to continue, emphasize the methods of learning in doing , enable students to deepen their understanding and mastery of theoretical knowledge in practice, and further modify, expand and innovate theoretical knowledge in practice.

4. Basic Ideas on the Construction of Practical Teaching System for Chinese International Education Major

There are three main supports for constructing the practical teaching system of Chinese International Education major. The first is to improve the curriculum system and pay attention to the practical teaching link; the second is to make use of various conditions to guarantee internship and practice; the third is to reform the credit system and implement flexible educational system. The following is as follows:

4.1 Perfecting the Course System and Paying Attention to the Practical Teaching Link

The courses offered in the major of Chinese International Education include modern Chinese, an introduction to linguistics, an introduction to teaching Chinese as a foreign language, educational psychology and other basic theory courses. Courses related to these theories should be “practical” as the goal. We should appropriately delete the theoretical hours and increase the practical hours according to the students' needs. According to the content, practical courses can be divided into two categories: cultural practical course and teaching practical course. According to the place, it can be divided into practice inside and outside colleges and universities.The list is as follows:

Table 1	Cultural practical course	Teaching practical course
Inside universities	Folk art practice (painting, calligraphy, paper cutting, Taijiquan, Chinese	Comprehensive training course One to one language partner probation, class probation

	knot knitting, etc.)	
Outside universities	collecting cultural folk songs	Classroom observation (observation base) Holiday practice (practical base) Graduation practice

In general these practical courses are too few, according to the statistics, the practical class hours are less than 20% of the total class hours. As a very strong practical Major, Chinese International Education must increase the teaching time of the practical course. The ideal course structure is the ratio of theoretical and practical classes to 2:1. Only when the practical class hours are guaranteed, the practical content of the above forms can be implemented.

4.2 Make Use of Various Conditions to Guarantee Internship and Practice

Many colleges and universities do not pay enough attention to the practical teaching of Chinese International Education. They have less investment in this profession. There are no places for internship and practice, no resources of overseas students, or the number of foreign students is extremely unstable. Therefore, colleges and universities should make full use of various conditions to ensure internship and practice. Secondly, establish a relatively stable practical base outside the colleges and universities, such as the establishment of close contact with some Chinese social training institutions, and regularly sending students to practical base to practice. The two sides have established long-term cooperative relations. Thirdly, the colleges and universities should actively expand the overseas practical base. On the basis of full investigation, they can establish cooperative relations with overseas colleges and universities and construct Confucius Institute and Confucius Classroom. In the end, students are encouraged to find more opportunities for practice. Colleges and universities should broaden the practical platform for the students, and at the same time, the students themselves can also try to look for the chances of practice, and provide opportunities for their own development. It is best for the students to practice in some training departments of Chinese as a foreign language, foreign exchange departments and other relevant departments in their college or university years. In the process of practice, they can find out where they need to improve so as to be corrected in the process of learning later.

4.3 Reform the Credit System and Implement the Flexible Educational System According to the Specialty Characteristics

At present, some colleges and universities carry out the credit system, and roughly average the total credits to the basic education system. Lack of flexibility in teaching plans and rigid arrangement of teaching process lead to the inflexibility of the form of teaching organization which directly affect the autonomy and the enthusiasm of the students' electing courses. At the same time, there are more restrictions and difficulties on course election, dropping and reelection in cross majors. It is difficult for students to elect courses freely, elect courses in advance and repair courses. Their learning potential can not be fully exerted. Therefore, it is

necessary to reform the lack of flexibility in the credit system at present and it is necessary for students to choose flexible courses according to their own development needs. In the credit composition, we need to increase the credit ratio of practical courses and links and reduce the proportion of theoretical courses properly. We need to encourage students to invest actively in all kinds of teaching and teaching practice related to Chinese International Education, innovate practical form and improve the students' practical level.

5. Conclusion

Under "Belt and Road" background, to conduct a perfect practical teaching system for the major of Chinese International Education, it is necessary to break the normal teaching mode, increase the proportion of teaching in practical courses, establish a set of internal and external practical teaching mode suitable for students' development, highlight the words of "application" and provide a platform for students to play their own strength. Only in this way, can we strengthen the practical ability and enhance social competitiveness of the students .

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