

Research on the topic selection of foreign doctoral thesis in the field of international Chinese education

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Abstract: The mission of cultivating high-level talents in international Chinese education is glorious and responsible. At present, the cultivation of high-end talents in international Chinese education is facing major development opportunities. Chinese education in countries around the world has entered a critical period of transformation and upgrading. It is urgent to have high-level and high-level Chinese and foreign leaders with doctoral degrees. The doctoral dissertation can reflect the learning effect of doctoral students and the quality of doctoral training. By analyzing the topics of foreign doctoral dissertations in related fields, it is found that there are seven main categories of foreign doctoral dissertations. The content of the topic is mainly concentrated in the field of Chinese, comparative analysis and error analysis. The factors affecting the topic selection of foreign doctoral students are analyzed from the aspects of individuals, tutors and training institutions. Finally, some suggestions are put forward to broaden the research field, devote themselves to teaching practice, strengthen the responsibility of tutors, establish multi-party contact and strengthen top-level design.

Keywords: International Chinese education; Foreign doctor; Graduation thesis

1. Introduction

In the "Directory of Graduate Education Disciplines (2022)", the category of professional degrees in Chinese international education has been renamed as International Chinese Education (0453), and a doctoral degree has been added, which marks the official completion of the undergraduate, postgraduate and doctoral training system of international Chinese education, and has far-reaching significance for the development of international Chinese education and the construction of disciplines. In the report, the leaders put forward to deepen the reform of the system and mechanism of talent development, and truly love, use, attract, use and seek talents.[1] This requires the international Chinese education major to keep up with the development of the times, accelerate the construction of disciplines, and cultivate high-level compound talents.[2]

There are few studies on doctoral dissertations in the field of international Chinese education in China, and the attention is not high. Yang Wei, Chen Yuanyuan, Zhong Yinghua and others analyzed the topic selection and research methods of doctoral dissertations in the field of international Chinese education in the past ten years, sorted out the similarities and differences between Chinese and foreign students in the topic selection and research methods of doctoral dissertations, and put forward some suggestions for improvement. [3] However, there are few studies on the topic selection of foreign doctoral dissertations. This paper makes an in-depth investigation and analysis of the categories and topics of 111 foreign doctoral dissertations in the related fields of international Chinese education in 9 universities, and provides suggestions for the cultivation of high-level talents in international Chinese education under the new situation.

2. Research design

2.1 Research object

CNKI is the largest source of literature database in China, so this study takes the literature of CNKI as the research sample. By using the method of literature search in CNKI, with 'author unit' as the key word, the doctoral dissertations of Peking University, East China Normal University, Northeast Normal University, Central China Normal University, Nanjing Normal University, Shanghai International

Studies University, Shanghai Normal University, Central University for Nationalities and Southwest University are searched in the subject column. In the subject area, Chinese language is selected and screened one by one. As of the end of 2020, there are three main types of foreign doctoral training in international Chinese education-related majors (fields and directions). (1) Academic doctorate in teaching Chinese as a foreign language under the major of linguistics and applied linguistics ; (2) Self-designed academic doctor of Chinese international education and related majors ; (3) Professional doctorate in the field of Chinese international education. [4] Therefore, the above classification of foreign doctoral education in international Chinese education is used as a reference. A total of 111 foreign doctoral dissertations related to international Chinese education, teaching Chinese as a foreign language, linguistics and applied linguistics were collected from CNKI as the research object of this article.

2.2 Research methods

Visualization research method. It refers to the transformation of complex data into visual data and the display of complex content through visual means. CiteSpace is a data mining tool software developed by Professor Chen Chaomei based on Java application. It uses algorithms and measurement methods to obtain research hotspots and potential development trends of related papers. After data preprocessing of the title, author, abstract, keyword and other information of the searched papers, CiteSpace is used to analyze the co-occurrence network of keywords, and the keyword clustering diagram and high-frequency keyword frequency of foreign doctoral thesis topics can be obtained. Following the scientific visualization technology and metrology method, this paper analyzes the topics of doctoral dissertations in the field of international Chinese education, which can provide reference for future research directions.

3. Analysis of the research results of graduation thesis of international Chinese education major

Studying and sorting out the samples, on the one hand, can more specifically grasp the topic selection of foreign doctoral dissertations in the field of international Chinese education. On the other hand, we can have a clearer understanding of the overall situation of foreign doctoral dissertations in the field of international Chinese education.

3.1 School application and graduation thesis requirements

After searching the official website of each university with the key words of training programs or graduation thesis, the requirements of nine universities for writing graduation thesis are obtained. It is found that the requirements of universities for doctoral graduation thesis of international Chinese education major meet the basic requirements for doctoral and master 's degrees jointly issued by the Academic Degrees Committee of the State Council and the Ministry of Education. See Table 1 for details.

It can be found from the analysis of the data that most schools have requirements for the experience of applying for doctoral students majoring in international Chinese education. For example, East China Normal University requires 5 years or more work experience when applying. The basic school system of each school is 4 years, and Nanjing Normal University and East China Normal University also clearly put forward the longest learning year.

By analyzing the requirements of graduation thesis, it is found that 9 universities have put forward requirements for the innovation and practicality of graduation thesis. In terms of the language used in graduation thesis writing, only Shanghai Normal University clearly stated that foreign students can use English to write graduation thesis with the permission of their tutors. Shanghai Foreign Studies University, East China Normal University, Southwest University, Shanghai Normal University, Northeast Normal University and Nanjing Normal University all put forward the requirement of the number of words in the paper. Although the number of words in the papers of each school is inconsistent, the number of words is more than 50,000 words.

Table 1 Doctoral application and graduation thesis requirements

school name	Application conditions,	graduation thesis writing requirements
peking university	Teachers at all levels who have worked in education or related industries for more than two years, have high attainments in humanities, have a deep understanding of Chinese language and culture, and have achieved certain results. The basic study period is 4 years, and the first school year is at school.	Under the guidance of the instructor and the team, the doctoral dissertation should be completed independently, and the dissertation should be highly innovative and systematic.
Central China Normal University	Central China Normal University Teachers engaged in teaching Chinese as a foreign language and related work.	Doctoral students should determine the title of their dissertation by the end of the second semester at the latest. The topic selection of doctoral dissertations should have important theoretical significance and academic value. It is innovative and advanced, encourages students to participate in scientific research projects undertaken by instructors, and pays attention to the selection of topics with important application value. The conclusion should further deepen the field research.
shanghai normal university		The text of the paper is generally not less than one hundred thousand words, with 4000 characters in foreign language abstracts and 2000 characters in Chinese abstracts. There must be an academic review part in the text, and it is necessary to refer to the reference after the text. The dissertation should have high theoretical value or application value, reflect the professional connotation, and have high innovation and frontier.
shanghai international studies university	Benchmark 4 years	With the consent of the tutor, foreign students can write papers in English, not less than 50,000 words. The topic selection of doctoral dissertations should be guided by the instructor, through careful investigation and literature review, adhere to the principle of combining science, innovation and feasibility, based on Chinese international education, starting from the forefront of the discipline, and selecting topics that have theoretical value and practical significance for discipline development and social and economic development.
southwest university	Teachers engaged in Chinese international education with considerable achievements. The school system is 4 years, and the first two years of short-term centralized teaching.	The topic selection of educational doctoral dissertations should start from the key issues in practical work such as education, teaching, and education management, and select research objects with theoretical and practical significance. In the research, relevant theories and scientific methods are comprehensively used to solve and analyze the problems in educational practice. We should pay attention to the practicality of scientific research results and create knowledge in practice. The number of words in the paper is not less than 80,000 words.
minzu university of china	He has a solid professional foundation, has a strong interest in the study of Chinese international education, and has a lot of scientific research ability and theoretical thinking ability. Has a good talent in Chinese international education related work, Chinese oral and written expression ability, foreign language listening, speaking, reading and writing proficiency.	The topic selection and review should be normative and innovative. In order to reflect the frontier and innovation of research, doctoral dissertations should take the author's creative research results as the main body, reflecting that the author has the ability to engage in educational scientific research independently, and has a solid theoretical foundation and in-depth professional knowledge in the field of education. The doctoral stage takes more than two years to complete the thesis.
east china normal university	Teachers who are engaged in Chinese international education have 5 years or more of education experience and have certain results. The length of schooling is 4 years, with a maximum of 6 years.	When writing papers, we should pay attention to combining the problems encountered in Chinese international teaching with scientific theories, and attach importance to innovation and practice. The number of words in the dissertation should be more than 80,000 words.
nanjing normal university	Has more than 5 years of education and related fields of full-time work experience. The basic study period is 4 years, and the longest period in school is no more than 7 years.	The doctoral dissertation must be written independently under the guidance of doctoral tutors and guidance groups. The format of the dissertation is implemented according to the school regulations, and the number of words in the dissertation is generally not less than 60,000 words.

3.2 Analysis of the author 's country and institution

This paper analyzes the doctoral dissertations searched in CNKI. Because some foreign doctoral dissertations in some schools do not reflect the country, some students ' country is the result of reading content or acknowledgment. It is found that the sources of foreign doctoral graduates in the field of international Chinese education are mainly Vietnam, Thailand and South Korea.

Among them, the number of doctoral students from Vietnam is the largest, 32 ; the number of doctoral students from Thailand is 23, and the number of doctoral students from South Korea is 9. The number of doctoral students from European countries is 0. Compared with Chinese, the languages of Vietnam, Thailand, South Korea and other countries are less different, while the languages and Chinese characters of European and American countries are quite different, which may also be the reason for the small number of foreign doctoral talents in the field of international Chinese education from Europe and the United States. Through the review of the paper, it is found that foreign students are mainly from the School of Teaching Chinese as a Foreign Language, the School of Literature and the School of Education. The majors they study are mainly linguistics and applied linguistics, Chinese philology, international Chinese teaching and comparative education.

After searching for doctoral dissertations related to international Chinese education in 9 schools in China National Knowledge Infrastructure (CNKI), statistics were made. Among them, the number of foreign doctoral dissertations in the field of international Chinese education in Central China Normal University was the largest, 31, accounting for 31.28 %. The second is Minzu University of China, with 24 foreign doctoral dissertations in related fields, accounting for 24.22 %. Followed by East China Normal University and Shanghai Normal University, the number of papers was 13 and 12 respectively, accounting for 13.12 % and 12.11 % respectively. The remaining papers of Shanghai International Studies University, Nanjing Normal University, Southwest University, Northeast Normal University and Peking University are all less than 10.

Through the above analysis, it can be found that in the schools that recruit foreign doctoral students in the field of international Chinese education, the number of foreign doctoral dissertations of East China Normal University and Minzu University of China is relatively large, which can reflect that East China Normal University and Minzu University of China have trained a large number of foreign talents in the field of international Chinese education.

3.3 Analysis of the types of topics for graduation thesis of international Chinese education major

Encoding the foreign doctoral dissertations searched on the China Knowledge Network. Due to the wide range of sample topics, it is inevitable that different papers intersect. Therefore, this paper mainly determines the basis for the division of papers through the following methods : First, the basic information of 111 papers, including the author, the title of the paper, the source of the profession, the graduate school, the instructor, and the research direction are entered into the Excel table, so that an information resource library for analysis is established. [5] See Appendix for details. After that, the field involved in the topic selection of the paper is determined by manual reading for the downloaded 111 topics. Through reading, the topic selection categories of doctoral dissertations in related fields of international Chinese education are summarized. At present, the topic selection categories of foreign doctoral dissertations in the field of international Chinese education focus on the following seven aspects :

1) Language ontology research of international Chinese education major. For example, Ruan 's Lijuan from East China Normal University studied " Chinese locative words and their typological characteristics " as the topic of her graduation thesis.

2) Comparison of Chinese and foreign languages. For example, Li Yinglan of East China Normal University compared Chinese and Korean dietary vocabulary metaphors to write a graduation thesis.

3) Research on Chinese as a second language acquisition. For example, He Dali of Central China Normal University wrote a graduation thesis with Arab students ' Chinese learning errors as the research content.

4) Teaching research. For example, Park Xuanshu of East China Normal University wrote a graduation thesis on the topic of " Pre-school Chinese Teaching Research in Korea. "

5) International communication research. Chen Lingzhi 's graduation thesis of Minzu University of China analyzes the development of Chinese teaching in Vietnamese universities from the perspective of

international communication of Chinese.

6) International relations research. Wu Youjin of Minzu University of China wrote his graduation thesis under the title of " Research on the Influence of Chinese Communication in Thailand on the Cognition of China 's National Image. "

7) Regional country education research. The seafarers of Minzu University of China studied the development of Chinese education in Tunisia under the background of multilingualism.

Through the analysis of the graduation thesis of foreign doctoral students, it can be seen that the thesis categories of foreign doctoral graduates show diversified characteristics, but there are still some limitations in the topic selection category.

3.4 Analysis of the topic selection of graduation thesis of international Chinese education major

3.4.1 Keyword knowledge co-occurrence map analysis

The keyword co-occurrence knowledge map of foreign doctoral dissertations in related fields of international Chinese education seems to be a large container. By continuously expanding the threshold value under the control panel column, it is found that the content with less frequency of topic selection gradually disappears on the map with the increase of the value, while Chinese research seems to be a core. Error analysis, comparative analysis, such as Chinese-Vietnamese comparison, culture, grammar, syntax and other related fields are like branches around Chinese teaching. It can be seen from the figure that the topic selection of foreign doctoral dissertations mainly focuses on the comparative study of grammar and culture differences between Chinese and its native language.

After foreign students come to China, they have a deep understanding of learning Chinese, coupled with their own understanding of their mother tongue. They often compare Chinese with their first language and mother culture, which makes their papers have a strong correlation with their own language, culture and Chinese teaching in their own country. For example, Rakkiattiyod, Shanghai International Studies University

The research content of Kamontip paper is the comparison of Chinese and Thai multiple attributives for Chinese international teaching. The country-specific research of foreign doctoral dissertations also shows an obvious trend, paying attention to local Chinese teaching and textbooks. For example, the content of Chen 's Qingmei 's thesis at Central China Normal University is a study on the compilation of business Chinese textbooks for Vietnam.

At present, new achievements have been made in the study of regional nationalization in the field of international Chinese education in China. Among them, the policies and methods of Chinese education in different countries are often based on the constraints and limitations of the country 's own language. Therefore, the policy of a country 's language needs to be studied according to local conditions. Through the knowledge map of keyword co-occurrence, it can be found that the policy research of Thailand, Vietnam and other countries is also one of the hotspots of foreign doctoral research. For example, the content of Wei Lijuan 's thesis of East China Normal University is the study of Thai Chinese education policy and its implementation.

3.4.2 Keyword centrality and frequency analysis

Table 2 High frequency keywords of research topics of foreign doctoral dissertations

serial number	keyword	High frequency centrality	serial number	keyword	High frequency centrality
1	error analysis	0.26	6	comparative analysis	0.15
2	chinese	0.22	7	adjective	0.13
3	contrast	0.21	8	culture	0.12
4	semantic	0.19	9	chinese-vietnamese comparison	0.11
5	chinese teaching	0.16	10	instructional strategy	0.10

In the keyword co-occurrence network graph, the intermediary center index usually reflects the key role of the node keyword in the network graph and is an important node connecting different groups in the network. Under the selected threshold, there are 10 keywords with betweenness centrality no less than 0.1 in foreign doctoral dissertations (see Table 2). Among them, the centrality of ' error analysis ', ' Chinese ' and ' contrast ' ranked the top three, and the centrality reached 0.26, 0.22 and 0.21 respectively. ' Comparative Analysis ', ' Chinese Teaching ', ' Chinese-Vietnamese Comparison ', ' Comparative Analysis ', ' Semantics ', ' Culture ', ' Adjectives ', ' Teaching Strategies ' and ' Centrality ' are all more

than 0.1, which fully shows that the topic selection of foreign doctoral dissertations focuses on Chinese use errors, Chinese comparison and Chinese ontology research.

4. Factors affecting the selection of graduation topics for international Chinese education majors

4.1 Personal factors

The level of students' professional knowledge, the degree of investment in learning, and the undergraduate major affect the topic selection of dissertations. Foreign doctoral students may study Chinese in their mother tongue countries at the undergraduate stage, and come to China at the master's and doctoral stages to have a deeper understanding of Chinese and cultural knowledge. Foreign students will be limited by subject ability and Chinese level when writing doctoral dissertations. In the process of writing the paper, it is easy to be influenced by the mother tongue, resulting in errors. In addition, due to the small number of literature reading and the lack of literature review ability, the writing of graduation thesis is affected. Due to the lack of attention to the writing of papers, writing ability can not be improved. It may cause writing pressure and writing difficulties. [6] This also leads to the fact that students are more likely to choose the content of the comparison between Chinese and their mother tongue when choosing the research content of doctoral dissertations.

4.2 Tutor factor

Writing a graduation thesis is a long and complicated work. The professional quality and research level of doctoral supervisors play a vital role in the whole education process of doctoral students. The supervisor factor is a direct factor affecting the quality of doctoral education. When doctoral students write their graduation thesis, the tutor plays the role of 'imparting knowledge and solving doubts' and guides students to success. Tutor's thinking mode is of great significance to cultivate doctoral students' research thinking and improve their ability to solve basic problems. Whether students can write high-quality papers depends on their own factors on the one hand, and on the other hand, it depends on the guidance and assistance of tutors. [7]

According to the data statistics, it can be found that 111 foreign doctoral dissertations are completed by 60 doctoral supervisors (see appendix for details). The research involves many fields, which is closely related to the complexity and diversity of the doctoral supervisor's academic background. According to the survey, the research direction of doctoral supervisors covers many disciplines such as Chinese as a foreign language, linguistics and applied linguistics, and Chinese philology. The content and type of doctoral dissertations are related to the background of the supervisor. This also reflects the interdisciplinary nature of international Chinese education.

4.3 Training unit

In order to meet the needs of the development of Chinese education in China and cultivate high-level and high-level compound talents, some universities have begun to recruit doctoral students with professional degree in Chinese international education. By analyzing the requirements of the above schools to recruit doctoral students, it can be found that the professional doctoral application requires 2 years of work experience, and the requirements of some colleges and universities have even reached 5 years. It can be imagined that the age of the international students after the master's degree is about 26 years old. With 5 years of work experience, the age of the doctoral students will be far more than 30 years old when they graduate. The pressure of graduation, employment, and family will follow, and various pressures will also affect the topic selection of doctoral students and the writing of dissertations.

In addition, by studying the training programs, enrollment and graduation thesis requirements of the above universities, it can be found that the courses of educational practice are also necessary for the doctoral students' learning stage, and the topic selection of graduation thesis is closely related to extracurricular practice. Through teaching practice, students can obtain more professional knowledge and skills, and provide more ideas for their graduation thesis. In the process of practice, some students choose their own interest direction as the research content of the thesis, and use the practice to complete the writing of the graduation thesis. When some students choose the research content, they will choose Chinese teaching or the errors of a country's students in learning Chinese, which is closely related to the Chinese teaching experience of doctoral students.

5. Suggestions for the topic selection of doctoral dissertations in international Chinese education

5.1 Broaden the research field

A statistical analysis of the topics of 111 dissertations found that doctoral students have less research on the fields of Chinese cultural communication, cross-cultural communication, and Chinese teacher training. The topics are mainly in the two fields of Chinese as a second language teaching and Chinese acquisition research. On the one hand, it shows that doctoral students do not pay enough attention to the frontier issues and hot issues in this field, and cannot grasp the development status and trends of the discipline well. On the other hand, it also reflects the problem that the current research field of dissertations is concentrated and the researchers' horizons are relatively narrow. Therefore, doctoral students should pay more attention to the new achievements of academic development, read more literature and excellent books, participate in academic forums and lectures through various forms such as online and offline combination, and form innovative ideas in a dynamic academic atmosphere. Doctoral students should find innovative and practical thesis topics from the latest research results.

5.2 Involvement in teaching practice

Teaching practice allows students to apply the theoretical knowledge learned in the classroom to teaching practice, and constantly think and write papers in the process of teaching practice. Therefore, it is very important to apply practical teaching to doctoral training. In the process of practice, the problem consciousness and educational reflection ability of doctoral students are strengthened. As a doctoral student majoring in international Chinese education, the most intuitive and effective way is to find out problems through educational practice. Then a paper topic with research value was selected. Doctoral students should be encouraged to actively participate in teaching activities, find problems, find methods and solve problems in the activities. The combination of teaching practice and thesis writing will make the research more persuasive and valuable.

5.3 Strengthen the responsibility of mentors and establish multi-party connections

Colleges and universities should give supervisors more responsibilities, and it is most important to ensure the quality of doctoral dissertations. It is necessary to strengthen the guidance of doctoral supervisors on the topic selection of doctoral students and the exchange of information among doctoral students. Especially when the scale of international Chinese education doctoral training is not particularly large and the scope is not particularly wide, this kind of exchange is not only 'possible' but also 'doable'. Specifically, on the one hand, multi-party instant communication and interaction can be carried out by relying on activities such as the International Chinese Education Doctoral Forum held by the Education and Guidance Commission or the International High-level Academic Conference on Chinese Education; on the other hand, we can create a WeChat or QQ communication group for foreign doctoral students and doctoral tutors in international Chinese education. With the help of the network platform, it is more convenient to provide academic exchanges and mutual consultation opportunities for doctoral students, so as to understand each other's research trends and better grasp the topic selection.

5.4 Improve the quality of students

At present, there are two sources of foreign doctoral students in international Chinese education related majors. The first is to recruit doctoral students through examination selection, and the second is to select excellent students for master's degree. In general, the topic selection of excellent doctoral dissertations is mostly the frontier and difficult problems of this discipline research, which is more challenging. It may also take a long time to complete the more difficult topics. Therefore, it is possible to select students with greater potential among master's students, recommend them to study for a doctorate in international Chinese education, and lay a good academic foundation during the master's period. It is conducive to the in-depth study of the subject and can better produce scientific research results.

5.5 Strengthen top-level design and implement flexible educational system

The education department should strengthen the doctoral training in the direction of international Chinese education, attach importance to the future development of international Chinese education, and

solve the problem of less output in recent years. The cultivation of international Chinese education doctorate can be considered by strengthening the two aspects of top-level design. : First, continue to strengthen the construction of international Chinese education doctoral programs. According to the appendix, the professional sources of the research object are mainly linguistics and applied linguistics. Therefore, strengthening the construction of international Chinese education professional doctoral programs will help to improve output to a certain extent. Second, it calls on the existing universities of international Chinese education doctoral programs to strengthen the construction of international Chinese education, especially in the selection and identification of doctoral supervisors, which can be more inclined to researchers with academic background. Schools can also adopt a flexible academic system, and a three-to-five-year academic system can provide sufficient time for doctoral students and tutors to choose cutting-edge topics and make creative achievements.

6. Conclusion

This paper studies the author 's country, the number of paper sources, the content of topic selection, and the category of topic selection of foreign doctoral dissertations in international Chinese education related majors in several colleges and universities. It analyzes the factors affecting the content of topic selection of foreign students from three aspects : individual students, tutors and colleges, and puts forward relevant suggestions. However, due to the author 's insufficient knowledge reserve, there may be some defects in this study. In the future study, the author will continue to pay attention to this problem and make suggestions for cultivating high-end talents in international Chinese education.

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