

# Research on Strategies for Cultivating Multiple Competencies of Chinese International Education Majors in a Multimodal Context

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**Abstract:** *The development of Chinese language international education is continuously driving the demand for students' abilities in this specialty in the education market. Therefore, in order to promote the development of Chinese language international education, we now propose a research on the strategy of cultivating multiple competencies of students majoring in Chinese language international education under the multimodal background. Firstly, we analyze the current competence quality situation of students majoring in Chinese international education, and on this basis, we propose the necessity of competence cultivation in terms of cultivation needs of universities and cognitive needs of students, and finally try to put forward optimization suggestions from the standpoints of individual students, supervising teachers, and cultivating institutions. The aim is to promote the cultivation and enhancement of the competence of students majoring in Chinese international teaching and to promote the cultivation of multilevel talents.*

**Keywords:** *Chinese language international education; student competence development; strategy research; training program*

## 1. Introduction

With the rapid promotion of Chinese language internationalization in China, the number of Chinese language learners around the world is gradually increasing. The promotion of Chinese language education has been effectively developed. With the development of Chinese language education, the teacher qualification situation of Chinese language education teachers has also brought greater requirements<sup>[1]</sup>. How to cultivate a team of qualified teachers has become a key issue for China's relevant departments to think about. In 2012, the Ministry of Education's new catalog of undergraduate majors renamed the Chinese language major as Chinese international education major, with the main purpose of cultivating higher-end talents for the cause of Chinese international education in China, and transforming the teaching of the Chinese language and traditional Chinese culture from inbound teaching to outbound teaching. However, the globalization of Chinese language transmission has posed a greater challenge to the quality and professional skills of Chinese international education teachers, especially in the cultivation of cross-cultural competence. Effective research on the cultivation of intercultural competence of Chinese international education majors based on cultural self-confidence has been carried out to better cultivate the intercultural competence of students majoring in Chinese international education and to help them have strong intercultural competence on the basis of Chinese language learning so as to help them solve the problems that arise<sup>[2]</sup>. Chinese language international education is to teach Chinese as a second language and a foreign language, mainly to help people whose mother tongue is not Chinese and to help them master a certain degree of communicative ability in Chinese. Most of the students and teachers in international Chinese language education come from different countries, so both in the daily communication and in the teaching, there will be a lot of problems.

The situation of communicating with cultures between different countries belongs to cross-cultural communication. Teachers of international Chinese language education need to be aware of the awareness of intercultural communication and intercultural sensitivity, so as to cultivate the perspective and thinking of the third space, which will help teachers of international Chinese language education to form a third identity in conducting intercultural teaching and communication<sup>[3]</sup>

## 2. The Current Situation of Competency Literacy of Students Majoring in International Chinese Language Education

The results of the sentiment analysis on the awareness of literacy among Chinese international education majors (Table 1) show that the respondents hold a positive attitude towards research literacy of professionals as a whole (98.83% ), and it is concentrated in the degree of moderate positive and general positive, and the respondents who think that research literacy is very important for talent cultivation only account for 19.3%, and the main reason for emphasizing that it is very important is that research literacy is an essential literacy that runs through the whole life cycle of the Hanyu Master. The main reason for emphasizing that it is very important is that research literacy is a necessary literacy throughout the entire life cycle of Hanshuo, and it is directly linked to the writing of his thesis and the employment of his doctoral studies.

The reasons respondents cited for the importance of research literacy fell into the following categories.

First, for the cultivation of postgraduate talents, research literacy is prominently embodied in the cultivation of talents as the completion of the graduation thesis. Being able to complete the thesis independently is the key link in the cultivation of professional master's degree graduate students, and it is the basic guarantee for them to meet the graduation conditions. Therefore, research literacy is not only the literacy that a master's degree in Chinese international education should have, but also the essential characteristics of a graduate student differentiated from an undergraduate student and the basic requirements for obtaining a master's degree<sup>[4]</sup>.

Secondly, for teaching practice, educational problems in teaching practice are the logical starting point of educational research. As a high-level, applied and compound reserve talent capable of performing various teaching tasks, masters of Chinese international education should have a certain accumulation of professional knowledge and problem awareness, discover, analyze and solve problems in teaching, and continuously improve their professional ability and educational research ability, so as to encourage them to "They should be able to form a systematic academic cognition of what they have learned and what they have been taught, and to transform their practical experience into effective academic results.

Thirdly, it is conducive to shaping scientific thinking and improving language expression. Although academic research does not have a direct role in solving problems, it is a cognitive activity that can transform, deepen, and innovate understanding, and then inspire, guide, and evaluate actions. As one of the interviewees said, "the enhancement of research literacy can help us to understand the reality of teaching and learning with a more macroscopic perspective and in the context of the development of the discipline as a whole", to improve the insight and understanding of the profession, and to cultivate the individual's ability to analyze the problem scientifically and systematically<sup>[5]</sup>. Research is essentially a defense of the claims held by the researcher, who argues with the help of language and text to justify the new ideas he or she proposes or the new interpretations he or she makes. In this process, the researcher needs to use conceptualized and theoretical expressions to convey ideas and communicate thoughts, which is conducive to improving the scientific and standardized language expression ability of the researcher.

Fourth, the importance to employment and career development. Research literacy is an important part of professional competence, therefore, it is not only embodied in the period of master's degree enrollment, but also has a role to play in the future employment, career development, and improvement of the comprehensive quality of the individual in the Chinese master's degree that cannot be ignored. As an important part of the talent pool of primary and secondary school teachers and international Chinese language teachers, Hanshuo still needs the ability of academic research in the future work, to think about educational phenomena and interpret educational problems with scientific way and research framework, so as to improve the scientific and professional level of international Chinese language teaching.

On the understanding of research literacy, masters of Chinese language education in international education hold a positive attitude towards the improvement of research literacy, mainly because it is conducive to the enhancement of their teaching practice ability, helps them transform the theoretical knowledge they have learned into practice, strengthens the logic training and stimulates innovative thinking, and is conducive to the acquisition of professional self-confidence and smooth employment, while the reasons for the neutral attitude are focused on the fact that it is easy for research to be out of touch with practice and the Lack of clear and relevant training programs and objectives<sup>[6]</sup>.

*Table 1: Sentiment Analysis of International Chinese Language Education Students' Perceptions of Research Literacy*

emotional disposition	Emotional intensity	Frequency	Percentage	
positive emotion	≥20	33	19.30%	
	10-20	52	30.41%	98.82%
	0-10	84	49.12%	
Neutral emotions		2	1.17%	
Negative emotions		0	0.00%	

### 3. The Necessity of Cultivating Multiple Competencies for Students Majoring in International Chinese Language Education

#### 3.1 Demand for training efforts in higher education

Chinese international education is a highly practical discipline, and practical courses are essential to have good professional skills. However, in the undergraduate courses of this major, except for the professional internship, professional apprenticeship and Chinese talent category, all other courses are theoretical courses, and the teachers' teaching style is also based on theoretical lectures, which makes it difficult for students to master the skills and abilities of combining theory and practice. As can be seen from the cultivation objectives, the professional skills courses include small languages, applied linguistics, introduction to teaching Chinese as a foreign language, case study of teaching Chinese in the classroom, cross-cultural communication skills, and writing and using Chinese as a foreign language teaching materials<sup>[7]</sup>. The reason for graduates' dissatisfaction is that the professional skills courses should not just be purely theoretical lectures, but more need teachers to combine theory with practical teaching in the course of lectures, and at the same time teach students how to reasonably apply theoretical knowledge into practice.

Secondly, through the undergraduate program, graduates believe that they have gained more professional qualities of Chinese as a foreign language (CFL) teachers, such as a correct view of students, teachers and education, the ability to adapt to different cultural environments, an understanding of the learning characteristics of Chinese language learners as well as knowledge and skills, emotions and attitudes of CFL teaching. However, there is still room for improvement in the ability to organize classroom teaching effectively and in scientific research and writing papers<sup>[8]</sup>. This shows that in the undergraduate curriculum, the courses of intercultural communication and introduction to teaching Chinese as a foreign language are reasonably set up, but the corresponding courses of education and teaching skills, guiding scientific research and dissertation writing are not perfect, and the training of teaching management skills is less involved in the curriculum<sup>[9]</sup>.

In addition, what is most lacking in the curriculum and teaching of foreign languages is the teaching and training of spoken foreign languages. For Chinese international education professionals, the most important thing in learning a language is oral communication, and the use of foreign languages in teaching Chinese as a foreign language can reduce the obstacles to teaching and improve the efficiency of teaching, and the ability of oral communication in foreign languages is also an important criterion for measuring whether a teacher of Chinese as a foreign language is qualified and excellent. In most of the hours of our undergraduate foreign language courses, as well as in the actual teaching process of the foreign language classroom, there is very little foreign language oral training for students.

#### 3.2 Students' perceived needs for the program

According to the survey, only 31% of undergraduates from 2014 to 2018 of a university majoring in Chinese international education chose the major out of personal interest, another 38% chose the major because they could go abroad during their undergraduate years, and other reasons included being transferred, hearing that the major had a better employment prospect, and being advised by their parents to apply for the exam. It is not difficult to see that undergraduates majoring in Chinese language international education lack in-depth understanding of the talent cultivation objectives, professional development prospects and employment prospects of Chinese language international education majors before applying for the exams, and blindly apply for the exams when they initially choose their volunteers, which leads to a gradual weakening of the stability of the professional thinking

in the process of enrolling in the major and the loss of their interest in professional learning, which in turn affects their own ability to develop and hinders them in employment<sup>[10]</sup>.

In addition, regarding the employment cognition of this major, graduates believe that the priority jobs they can engage in are the jobs related to teaching Chinese as a foreign language, followed by teaching language in domestic primary and secondary schools, entering foreign enterprises to engage in secretarial or other jobs, and entering the Ministry of Foreign Affairs, the Ministry of Commerce, and the Ministry of Culture to engage in international exchanges and cooperation. To a certain extent, graduates' cognition of the careers available for this major is derived from their own employment situation, but some graduates' cognition of the relevant careers available for the Chinese national education major is narrower and does not conform to the actual employment status<sup>[11]</sup>. Most of the graduates are not optimistic about the employment status of undergraduates majoring in Chinese language international education, believing that it is difficult for undergraduates of this major to find professional counterpart jobs, and the negative thoughts about professional employment cause some graduates of this major to take easy refuge in choosing careers and automatically give up professional counterpart jobs, which pulls down the overall quality of employment.

#### 4. Strategies for Cultivating Students' Competence in International Chinese Education

In view of the current situation of research literacy of students majoring in Chinese language international education, the cultivation and enhancement of students' competence is still characterized by the lack of students' awareness of research, the lack of research guidance from instructors, and the lack of relevant curricula and policy incentives in training institutions. Taking the problem as a guide, this paper tries to put forward optimization suggestions from the standpoints of individual students, instructors, and training institutions, and strategies for cultivating the abilities of students majoring in Chinese international education is shown in the Figure 1<sup>[12]</sup>.

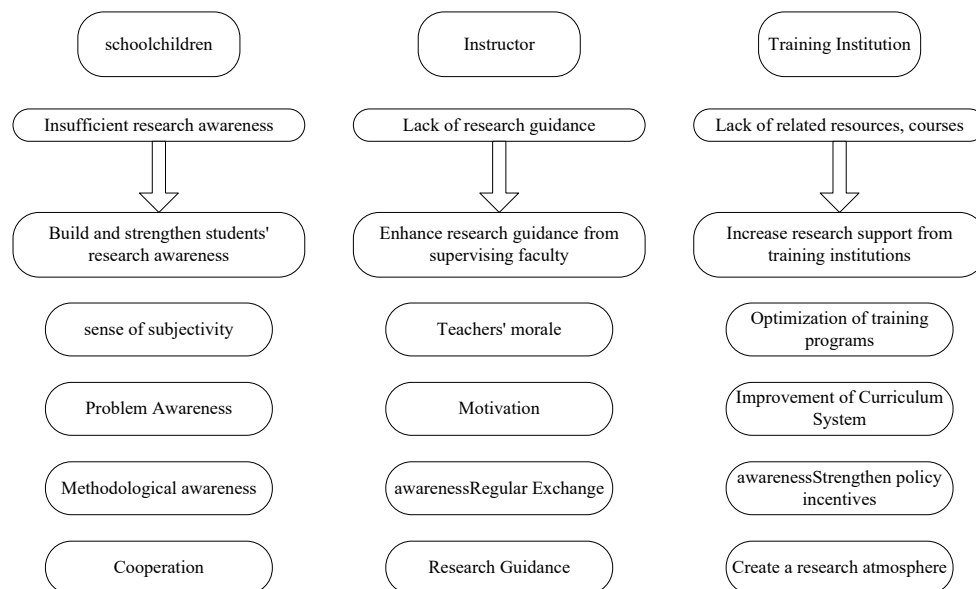


Figure 1: Strategies for cultivating the abilities of students majoring in Chinese international education

##### 4.1 Strengthening students' awareness of research

Consciousness is the state of preservation of the cognitive activities of the human brain and the preservation of the results of cognition, which is an important content reflecting and preserving human cognition, and is the precursor of prompting practical action and an important guarantee of maintaining its stability. The first prerequisite of research practice is to have certain sensitivity to the research theories and methods involved in the context, and the cognitive break of Han Shuoxu on the relationship between teaching and research lies in the lack of sensitivity and tendency to teaching and research, therefore, cultivating research consciousness is of great significance to promote Han Shuoxu's participation in scientific research practice, the use of scientific methods, and the output of scientific research results<sup>[13]</sup>. According to some scholars, research consciousness mainly includes three basic elements: innovative solution of teaching problems, comprehensive application of research methods

and perfect presentation of teaching results. On this basis, this paper summarizes the research consciousness that Han masters should have into five categories, namely, subject consciousness, problem consciousness, method consciousness, cooperation consciousness and transformation consciousness, so that Han masters can make clear the status of their own research subject in the process of professional cultivation, solve the teaching problems innovatively, strengthen the use of scientific methods by action research, actively establish research community and promote the transformation of research results.

#### ***4.2 Improvement of research guidance***

Supervisors are the constructors of graduate students' knowledge and ability structure, the guides of graduate students' thoughts and the engineers of their souls, whose attitudes towards research profoundly affect graduate students' emotions and values towards scientific research, and play a direct role in influencing graduate students' study and life. Aiming at the problems of insufficient scientific research ability, fewer scientific research topics and insufficient professionalism in guidance, some scholars have proposed to stimulate the enthusiasm of postgraduate supervisors through strengthening education, strict selection, creating motivation and giving pressure. Taking this as a reference, this paper puts forward the suggestions of strict selection, teacher's style construction, regular communication, motivation and supervision in parallel, in order to provide more and more effective research opportunities and scientific research guidance for Han masters through the improvement of tutor's management mechanism.

On the one hand, institutions need to clarify the selection criteria of tutors, increase the assessment of tutors' selection, and comprehensively consider their scientific research ability, scientific research attitude and other intellectual and non-intellectual factors; on the other hand, institutions need to introduce scientific research talents from all sides to promote the diversification of teaching staff, such as domestic and foreign industry experts, practical workers with considerable academic level, and set up a combination of on-campus and off-campus "tutor group" to provide high-level and multi-angle scientific research guidance for the Han masters. Mentor group" to provide high-level and multi-faceted scientific research guidance for Chinese masters.

Strengthening the development of teacher ethics in the supervisory team, clarifying the rights and responsibilities of supervisors to graduate students, incorporating teacher ethics into the performance evaluation system of teachers, and improving the motivation of supervisors to participate in scientific research and guide students. Mentors carry the social mission of cultivating talents, and they are the "role models" for graduate students in professional learning and dealing with others. Therefore, in the process of guidance, supervisors need to pay attention to their own words and deeds, guide Han students to find problems, think about problems, and explore problems, and cultivate good scientific research habits and positive scientific research attitudes among Han students. In addition, they should provide more research opportunities for Chinese students as long as the conditions permit and the students are willing to do so, so that they can play the role of modeling, supervising and "scaffolding" in the students' professional growth.

Exchanges among tutors are conducive to the sharing of research experience and achievements among tutors, stimulating tutors' research enthusiasm, promoting the improvement of research ability and actively building academic networks. Institutions can strengthen the exchanges and cooperation among tutors, between tutors and between tutors and enterprises, broaden the research horizons of tutors, and provide tutors with rich research samples by regularly organizing tutors' academic exchanges or university-enterprise cooperation, in order to promote the win-win cooperation and professional development of the tutor team<sup>[14]</sup>.

#### ***4.3 Increase support for scientific research***

Cultivating institutions have laid a platform foundation and environmental support for Hanshuo to carry out research, such as academic lectures, academic seminars, teaching competitions, dissertation writing competitions, and other industry exchange opportunities. However, in terms of curriculum construction, some Han Shuo still raised the issue of insufficient research methodology courses to be supplemented, and one Han Shuo specifically mentioned the implementation of the institutional scholarship system when talking about the reasons for the publication of his thesis, which implies that the policy orientation also has a stimulating and guiding effect on the Han Shuo's initiative to devote himself to the research practice and the output of the research results. Therefore, from the perspective

of training institutions, the following four aspects of training programs, curriculum construction, research policies, and academic atmosphere provide resources and environmental support for the education and research of Hanshuo.

The social development needs of high-level talents put forward higher requirements for the professional knowledge, innovation ability, critical spirit and comprehensive literacy of Master of Chinese International Education<sup>[15]</sup>. Research literacy is the most basic literacy of Chinese masters, and its cultivation is of great significance for talent cultivation and professional development. He advocates that research ability should be incorporated into the development connotation and cultivation concept of Hanshuo education, and its problem orientation, specific content and research goal can be different from that of the master's degree, but the academic research training should be highly embodied and practiced in depth in the cultivation of talents.

Cultivating institutions can combine their own characteristics to provide diversified, internationalized and research-oriented professional courses for the Chinese master's degree, and strengthen the training of students' inquisitive thinking and the cultivation of scientific spirit. Just like the adjustment made in the reform of TESOL master's degree program in American universities, the proportion of language knowledge courses is appropriately reduced, and research methodology courses are added. Through the study of research methodology courses, students are provided with problematic ideas and methodological guidance to carry out educational research, which promotes their theoretical application and practical reflection in the process of professional practice.

The research atmosphere is a reflection of the research vitality and research culture of the training institutions, and is an important connotation for them to realize the sustainable and coordinated development of teaching and research. Fostering institutions can realize this by creating a policy environment and learning environment where competition and cooperation coexist. On the one hand, training institutions can create learning venues such as smart classrooms, faculty-student teaching and research rooms, liberal arts laboratories, and research bases to provide practical platforms and communication spaces for teachers and students to form research organizations and establish seminar communities, and to create conditions for teacher-student and teacher-teacher cooperation in research. On the other hand, by setting up a fair and just competition and incentive mechanism and organizing regular teaching and research competitions, the training institutions have been able to enhance the research motivation and competitiveness of their teachers and students, and to create a strong and excellent academic culture and atmosphere orientation.

## 5. Conclusion

This paper puts forward the targeted ability cultivation strategy for the current situation of the cultivation of Chinese language international education majors, but the academic as well as practical guidance of this paper still needs to be improved. How to make the cultivation of Chinese interdisciplinary students more perfect and reasonable, for example, to analyze the motivation, learning strategy and purpose of Chinese interdisciplinary students at a deeper level, for example, to explore the cultivation strategy from the mechanism of apprenticeship and internship of Chinese international education majors, and the mode of tutor's guidance, etc., are still to be further thought and explored.

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