

The Problems and Countermeasures in the Cultivation of Chinese International Education Talents in Applied Colleges and Universities

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ABSTRACT

The cultivation of applied undergraduate Chinese international education major professionals should meet the needs of the country, region, and schools, and the standards set by the Ministry of Education and the industry. However, it has not been fully realized from the actual cultivation effect,. The current factors that cause difficulties in talent cultivation involve various aspects such as society, majors, and individuals. From a professional perspective, only by taking the output of high-quality and broad-calibre talents as the guide, accurately positioning the training objectives, and establishing a diversified training system that is linked both inside and outside the school and in class, can the achievement of talent training goals be effectively realized.

Keywords: *Applied talents, Chinese international education, Undergraduate talent cultivation.*

1. INTRODUCTION: RAISE OF THE PROBLEMS

With the vigorous development of the discipline and career of Chinese international education, the talent cultivation and social service functions undertaken by this major are constantly being explored and studied by scholars. From the overall situation in China, there have been studies discussing "talent cultivation" from the aspects of specialty construction, training program design, discipline construction, curriculum design, teaching model, teaching staff, internship practice, employment, etc. These studies highlight the orientation such as the new information age, "the Belt and Road", the new liberal arts, and the dual first-class, focus on regional, school, and disciplinary characteristics, pay attention to the research on existing problems, talent teaching ability, cross-cultural competence, Chinese and international internship employment situation, and core basic characteristic course reform, and highlight the investigation and comparison of research methods. And studies on tutorial system, ideological and political education, second classrooms, and innovation and entrepreneurship education have also been initially involved. In

research on Jilin Province, Huang Yaqi (2023) [1] discussed the direction of student career development; Cheng Fangying (2020) [2], Luo Xuan et al. (2020) [3] discussed the issue of talent cultivation models in applied local colleges and universities; Yang Lin (2019) [4] discussed the cultivation of students' professional abilities. It can be said that there are abundant research achievements that can be referenced, and the talent training system has been basically established. However, combining with the characteristics of applied local colleges and universities in Jilin Province, there is very little research on characteristic innovation based on the existing training system achievements, which is worthy of in-depth development. At present, Jilin Province has proposed the "one main and six double" strategic plan, and the Chinese International Education major in provincial applied colleges and universities should contribute to accelerating the construction of the high-level talent training system in applied colleges and universities, and provide talent support for the country, Jilin Province, and the development of disciplines.

2. RATIONAL ANALYSIS OF TALENT CULTIVATION ISSUES

The development of undergraduate talent training programs for Chinese international education majors is based on two important standards: the National Standards for the Quality of Undergraduate Professional Teaching in Ordinary Higher Education Institutions (2012 Edition) refer to the "National Standards for the Quality of Chinese Language and Literature Teaching" (hereinafter referred to as the "national standards"), and "The Professional Competence Standards for International Chinese Teachers" (2022 Edition) (hereinafter referred to as the "competence standards").

The "national standards" are the primary basis for the development of talent training programs for Chinese international education. Upon re-examination of its text, six points need to be noted. The first is that, the nature of international education of Chinese language is a fundamental discipline rooted in excellent traditional Chinese culture, with Chinese mother tongue and mother tongue literature as its basic connotation and profound humanistic heritage. This indicates the fundamental position of the discipline and also points out that the foundation of the discipline is Chinese language and Chinese literature; the second is that compared with other majors in the same category, international education of Chinese as a second language has a shorter development time and its own construction is not yet mature. It is necessary to refer to the achievements of other majors and also touch the stones to cross the river, promoting the development of the discipline through teaching and research; the third is that, the training objectives of each major in this category have common disciplinary characteristics and their respective focus directions. The major of "Chinese International Education" should have clear professional characteristics and cannot converge. The fourth is that the mission of this major is to carry forward excellent traditional Chinese culture, adapt to the needs of social progress, and cultivate students for comprehensive development. This clarifies the task of international Chinese language education at the national, social, and individual levels; The value of this major is diverse, including "cultivating Chinese talents", "strengthening campus cultural construction", "promoting the cultivation of humanistic sentiments among students in other majors of universities, and improving their comprehensive quality". This

reminds people to build the own profession well, while also taking into account its role in colleges and universities and society. From the content provided by the curriculum, there are 8 compulsory courses in the professional foundation, including 3 languages, accounting for 37.5%; literature 2, accounting for 25%; 1 comprehensive application of language and literature, accounting for 12.5%; 2 teaching courses, accounting for 25%. It can be seen from this that language subject content plays a fundamental role in professional teaching. However, other majors in the same category do not have basic teaching courses, indicating that this major places more emphasis on cultivating students' teaching abilities from a fundamental perspective. 15 examples of professional (elective) courses are provided, including 3 languages, accounting for 20%; Culture (Literature) 4, accounting for 27%; 8 teaching subjects, accounting for 53%. Teaching accounts for more than half of the total, and the cultivation of teaching ability is a key focus in in-depth professional learning. Moreover, the national standards point out the importance of practical teaching in the process of talent cultivation.

Secondly, "competence standards" is an important occupational reference standard for cultivating talents in Chinese international education. The basic content of this standard includes: "5 primary indicators of professional philosophy, professional knowledge, professional skills, professional practice, and professional development, and 16 secondary indicators". Appendix A provides a feasible quantitative basis for various aspects of talent cultivation operation, such as talent training objectives, curriculum design, and talent ability evaluation, by providing a "professional ability grading recognition index system". Undergraduate talents majoring in Chinese international education should have graduated at least at the level of qualified international Chinese novice teachers, that is, at the level of junior teachers. The abilities in modules such as "professional philosophy" and "professional development" involve the formation and future development of talent's professional sense of belonging, which belong to implicit cultivation abilities and cannot be achieved solely through classroom teaching; The three modules of "professional knowledge", "professional skills", and "professional practice" are explicit cultivation of abilities, which can be achieved through in class and in class training. The "professional knowledge" module provides a cognitive foundation for the development of "professional skills", while the

"professional skills" module provides various preparations for teaching abilities in "professional practice". These five links are interconnected, jointly promoting the development of comprehensive talent abilities. But every aspect is related to practice, and solving practical problems is the key to talent cultivation. In comparison with the "competence standards", the training of professional talents in Changchun Humanities and Sciences College has not yet met the standards in terms of professional beliefs, educational knowledge, second language acquisition knowledge, learning evaluation and feedback, reflection, and professional development planning.

In summary, the above two standards not only scientifically define the professionalism of Chinese international education, but also suggest that we should expand the thinking and see the possibility of cultivating talents to choose non-professional disciplines or industries when graduating for further education or employment.

3. THE TALENT CULTIVATION ISSUES REFLECTED IN THE INVESTIGATION

3.1 Exploring the Characteristics of Talent Cultivation Through Research

Through online surveys, the Ministry of Education has compiled a list of 37 undergraduate institutions and 12 private institutions in Jilin Province. The professional characteristics of applied colleges in Jilin Province mainly rely on the characteristics of the university, adopting a "professional +" model, such as "professional + foreign language" and "Chinese + tourism". The specialty construction is thanks to the development of other aspects of the school, such as the establishment of a Chinese international education master's degree authorization point, the acceptance of Chinese government scholarships for international students in China, and the large number of self-owned international students. In the research activities conducted with similar S colleges in other provinces, it is found that S college's major effectively reflects the cultivation of applied innovation talents in its operation, such as prominent regional economic and cultural characteristics, strong business background, flexible and diverse channels to support professional development, more professional teaching staff, and a complete curriculum system. Referring to the "Chinese International Education

major" of Beijing Language and Culture University, its humanities disciplines integrate education (with a solid foundation and a wide range of professional talents to promote diversified development of students), independent and sufficient teaching staff, and mature teaching internship bases on campus (with the three major international student colleges as strong teaching support) make it a leading major in China.

In summary, through the above comparison, it can be found that the main problems with the specialty in Changchun Humanities and Sciences College are: the ability to serve the development of Jilin province is weak, and the profession is not combined with the regional and school characteristics; there is a lack of strong professional teaching staff; the school has a shortage of international students and the internship system needs to be improved; The integration of education between majors, school-enterprise integration, and even Sino-foreign integration under the background of "new liberal arts" is still worth exploring.

3.2 Viewing Problems Through Student Major Satisfaction Surveys

The authors of this article have designed a questionnaire to investigate the learning status, learning difficulties, and satisfaction and needs of students in the 2019-2022 grades of Chinese international education major of Changchun Humanities and Sciences College.

In terms of the applicability of the training program, 79.8%, 89.9%, and 86.87% of students believe that public courses, professional compulsory courses, and professional elective courses can meet the requirements of talent cultivation goals. 89.23% of students believe that the total number of courses for this academic year is appropriate. But it is still necessary to solve the problem of multiple and miscellaneous courses, enhance the flexibility and flexibility of curriculum design, and provide students with more opportunities for free course selection. 81.82% of students believe that their graduation thesis can cultivate their ability to comprehensively apply the knowledge and skills they have learned to solve practical problems. Some students have expressed their desire to strengthen guidance on academic papers. 91.92% of students believe that graduation internships can help them understand society, cultivate practical and innovative abilities. At the same time, the department should also provide more opportunities for students to intern and

establish cooperative relationships with relevant units.

In terms of classroom education, the various aspects of teaching that students hope to improve are first internship and practical activities (66.67%), followed by student classroom participation (49.49%), assessment methods (46.8%), and teaching method reform (45.12%). 43.43% of students believe that "regular exams + final exams" are more suitable as assessment and evaluation methods, with the highest proportion. 35.02% of students choose offline teaching in terms of teaching format; 30.98% of students choose "online teaching + offline teaching" methods; 23.57% of students believe that all are acceptable; 10.44% of students believe that online teaching is better. It can be seen that both online and offline methods should be used in conjunction in teaching. The teaching methods that students are interested in are classroom teaching (89.9%), case teaching (74.41%), group discussion (57.91%), and web-based teaching (45.12%). Teachers should incorporate more cases and discussions into their classroom teaching, provide various resources, train teaching priorities and difficulties, and stimulate students to explore learning and self-cooperation.

In terms of extracurricular education, 88.55% of students believe that entrance education can help students adapt to college life and plan their college study life as soon as possible. 74.07% of students believe that social practice during winter and summer vacations is beneficial for them to understand society, cultivate practical and innovative abilities. 65.66% of students believe that knowledge competition learning activities organized by student organizations are helpful for learning, but there are still 18.52% of students who have not participated in such activities. 69.36% and 60.27% of students respectively believe that reading groups and postgraduate entrance examination groups are helpful for their learning. 82.83% of students believe that employment guidance can help them identify employment goals and update their concepts.

In terms of student learning needs and evaluation, students pointed out that the main problems in learning are the inability to learn independently, weak self-discipline, lack of course practice, and the difficult choice of employment direction. 77.1% and 85.19% of students respectively believe that teaching equipment, facilities, and libraries can meet their learning needs. The apps that are considered helpful are

Xuexuetong (81.48%), China National Knowledge Infrastructure (61.28%), Cloud Classroom (48.82%), Chinese College Student MOOC (42.76%), and U Campus (35.02%). Students have a strong need to improve their research thinking ability, independent learning ability, practical ability, critical thinking ability, teamwork ability, and communication ability; there is a high demand and expectation for the improvement of one's humanistic quality and innovative ability. The employment directions of students, from highest to lowest, are primary and secondary school teachers (64.65%), postgraduate entrance exams (51.52%), civil service exams (43.1%), teaching Chinese as a foreign language (26.6%), and others (7.74%). There are very few students with corresponding employment opportunities, and most students want to seek more stable jobs. But it also reflects that the profession can engage in a wide range of industries.

In short, student cultivation is of utmost importance in the field of education. Nowadays, we need to cultivate well-rounded talents, focus on improving comprehensive quality and abilities, and schools should strive to meet the learning needs of students, develop their innovative thinking abilities, and provide them with high-quality learning conditions.

4. STRATEGIES TO ADDRESS TALENT CULTIVATION ISSUES

Applied specialized talents refer to a type of talent who proficiently master the basic knowledge and skills of social production or social activities on the front line, and apply them to practical job positions. This type of talent is mainly responsible for technical issues in frontline production, and its specific connotation continues to develop with the development of higher education history. [5]

Through the examination and analysis of problems in talent cultivation, it can be seen that talent cultivation is a systematic engineering process that involves goal design, implementation, and quality and efficiency testing, which requires addressing some prominent issues.

The first is to strengthen the scientific, professional, and targeted nature of the training program, highlight the application oriented, regional characteristics, and cultural dissemination skills in setting training objectives, lower the minimum academic credits according to the national standard, set response system in the curriculum, set up elective courses in modules according to "competence standards", and increase

practical class hours while adjusting and supplementing compulsory and elective courses related to "professional beliefs, educational knowledge, second language acquisition knowledge, learning evaluation and feedback, reflection, and professional development planning" indicators.

The second is to enhance students' comprehensive literacy and address the issue of mismatch in their graduation majors as soon as possible. Although the employment goal should not be limited to this "professional matching", the Chinese international education major has prominent characteristics and distinct professionalism. From the perspective of applied undergraduate majors, it is necessary to consider how to further improve talent capacity cultivation. As Liu Hong (2020) [6] pointed out, in terms of training objectives, a distinction should be made between "unique abilities" and "general abilities", and students should be trained in a hierarchical manner. It is a necessity to guide students from the beginning of enrollment, set career development goals early, and train them as soon as possible. It is also a necessity to establish a teaching system with good linkage and cooperate from multiple perspectives to improve the quality and efficiency of talent cultivation. The curriculum should shift from knowledge learning to ability development, and improve the efficiency of ability transformation in a targeted manner. If Chinese talent and skills need to be continuously cultivated, it cannot be just a one semester course. Teaching courses aim to increase practical training to comprehensively implement the cultivation of students' teaching abilities in all aspects and develop teaching personality. To form a long-term virtuous cycle, there is a must to guide students to actively participate in professional training, competitions, projects, etc., and learn through practice. In addition, there is also a must to strengthen cooperation with the school's characteristic majors, and students from both sides will choose to take courses in each other's majors, in order to promote the formation of cross disciplinary talents in "Chinese +" and increase students' employability.

The third is to improve the strength of the teaching staff. The "national standards" provide specific regulations and standards for the teacher structure, teacher level, and teacher development planning of this major. In terms of the structure of the teaching staff, "there should be no less than 6 teachers who undertake professional basic courses, generally with a doctoral degree; they should have academic leaders with high academic

achievements". "Teachers should handle the relationship between knowledge transmission and ability development well, and guide students to engage in active and personalized learning." It is necessary to promote the construction of the teaching staff through the construction of various branch disciplines within the profession, form a team that emphasizes teaching and research equally, and can cross disciplinary and multi-party linkage as needed, to solve the problem of insufficient synergy and limited high-level achievements.

5. CONCLUSION

The talents cultivated by the Chinese International Education major are highly in line with the needs of the country and society. To solve the difficulties in talent cultivation, it is necessary to establish an internal and external linkage system, as well as an internal and external linkage system, in order to enhance students' professional identity, increase their motivation for professional learning, and promote the healthy development of the school's own majors.

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