

Challenges and Opportunities of Career Development for Masters of TCSL under the New Background

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Abstract: With the development of network information technology and the normalization of epidemic prevention and control, the cause of international Chinese language education has entered a new stage of "Internet era" and "post-epidemic era". Under this new background, the students of Master's degree in teaching Chinese to International students are facing both challenges and opportunities in their career development. On the one hand, "Han teaching people" is faced with the challenge of the decrease of cross-cultural communication and the difficulty of overseas internship; On the other hand, challenges also contain the extensive implementation of online teaching, domestic teachers to expand the reserve of good opportunities. If "Chinese teaching staff" can be flexible to the actual predicament of the cause of Chinese international education and seize the good opportunity of development in the challenge, it can solve its own career development problems to a certain extent.

Keywords: Internet Era; Post-epidemic Era; Chinese International Education; Career Development.

1. Introduction

The career development of master's degree in teaching Chinese as a foreign language is not only related to the students' personal career development, but also has an important impact on the long-term development of teaching Chinese as a foreign language. On the basis of clarifying the new background of the cause of teaching Chinese as a foreign language, this paper focuses on the challenges and opportunities in the career development of the master's degree in teaching Chinese as a foreign language, and makes some reflections on this, in order to participate in the research of the development of teaching Chinese as a foreign language, and provide some inspiration for the career planning of the majority of "Chinese teachers".

2. Chinese International Education is in the New Background of "Double Era"

The "double era" refers to the "Internet era" and the "post-epidemic era". The development of the education of Chinese as an international language and the master's degree in teaching Chinese as an international language are based on a clear understanding of the new times. Master's students should look at the problems from the perspective of development and reasonably solve the problems in accordance with the trend of The Times.

2.1. Chinese International Education is in the Background of the "Internet Age"

With the maturity and stability of mobile communication technology, smart phones and similar mobile terminals have achieved popularity in society, and mobile Internet has developed into a key technology with huge influence, strong development and broad expansion space in the 21st century. It can be said that today's society has undergone various new changes because it has entered the "Internet era".

The Internet has changed the way information is disseminated to the masses. From sending letters to making

phone calls, to talking mobile phones, and to constantly upgrading smart terminals, the main means of human access to information has undergone qualitative changes. People are not only satisfied with the function of mobile terminal only to call and send SMS, but also regard mobile phone as a tool to receive information immediately, to understand current events, to establish social networks, to facilitate life and to play entertainment. The advent of the information age has completely changed people's traditional means of communication.

The cause of Chinese international education has also taken the "Internet era", showing a new pattern in the background of the Internet era, the Internet era has built a shared, spatiotemporal and developmental information exchange platform for Chinese international education.

2.2. Chinese International Education is in the Post-Epidemic Era

Since the outbreak of COVID-19 in 2019, the cause of Chinese language international education has been greatly impacted. Under the background of "post-epidemic era", Chinese international education has added many unstable factors, mainly due to the profound impact of the global novel coronavirus epidemic on the world economy and the overall situation, and then spread to the cultural field.

The recession of the world economy hinders the promotion of Chinese international education.

The COVID-19 pandemic is a global disaster, and its impact on the economy lies not only in the human, material and financial resources invested by countries in the fight against the epidemic, but also in the huge threat to production and employment brought by the epidemic. On the one hand, the level of social demand and social productivity are greatly reduced, which directly leads to the rise of prices and unemployment; On the other hand, various entity industries such as catering, tourism, transportation, etc. have suffered huge impacts, and small and micro enterprises or individual operations are difficult to sustain. In the "post-epidemic era", the weak state of the economy makes it impossible for countries or regions to maintain a large amount of energy and

financial investment in cultural exchange activities. In the "post-epidemic era", countries with strong demand for Chinese learning have also greatly reduced their demand for Chinese learning, and learners' subjective willingness to learn Chinese has also been greatly reduced. The Chinese international education market is generally depressed due to the economic recession.

The shrinking trend of globalization threatens the development of Chinese international education.

In essence, Chinese international education is a cultural exchange or academic cooperation between China and other countries in the world. In the "post-epidemic era", the international situation is constantly changing, showing a clear trend of "anti-globalization", which also endangers the cause of Chinese international education. As Professor Duan Peng said: "The trend of globalization is shrinking, and countries have adopted measures such as" sealing countries ", flight blocking, visa restrictions, etc., and the large-scale movement of people such as travel, business and study has been almost frozen around the world." In the post-epidemic era, many countries have acted in isolation, responding perfunctorily and doing nothing in the fight against the epidemic, which has led to the continuous spread and repeated ravages of the epidemic at home and abroad, and thus the reluctantly globalized development trend of Chinese international education has been strongly hindered.

Cultural differences are prominent and thus affect international exchanges and cooperation.

On the way to building a "community with a shared future for mankind", there is an undercurrent of cultural game in the response to the novel coronavirus pandemic. Each country and nation are proud of its own culture, and differences in measures and ideas in fighting the epidemic have highlighted cultural differences among countries, which has led to barriers in international understanding and exchanges and cooperation, resulting in a crisis of understanding and trust between countries. In order to meet the needs of learning Chinese and enhance the cultural exchanges between countries, it is easy to be misinterpreted by the world public opinion, and even misconstrued as "cultural export" or "cultural invasion", which is not conducive to the establishment of good cooperation and exchanges between China and other countries in the world, and is not conducive to the long-term development of Chinese international education.

3. Career Development Challenges for Master's Students Majoring in Chinese Education under the New Background

The dilemma of the development of international Chinese language education in the new background has brought great impact and influence on the career development of master students majoring in international Chinese language education, and master students majoring in Chinese language education are facing realistic career challenges.

3.1. Reduced Opportunities for Cross-Cultural Communication

In the post-epidemic era, there are fewer opportunities for cross-cultural communication among the large number of master's students majoring in Chinese education. Before the outbreak of the novel coronavirus pneumonia, a large number of overseas students chose to study in China to meet the needs

of learning Chinese, and Chinese language international education can be a good "introduction", and students majoring in Chinese language international education in universities have opportunities to exchange and communicate with such undergraduates. The COVID-19 epidemic is a global public health event, which has greatly affected and affected the studies of international students in the post-epidemic era.

On the one hand, although the epidemic has been effectively controlled in China, and most areas have successfully resumed work and school, many international students still have a panic about the unstable factors affected by the epidemic, and they will not choose to return to school even if it is repeated. For those students who originally intended to study in China, the number of applications will inevitably decrease significantly under the influence of the epidemic.

On the other hand, this global disaster also covers many countries except China. At present, the overseas epidemic situation is complicated, and the epidemic prevention work of many governments is still very serious, and the new cases are still rising. The overall situation is not optimistic, and the development of the epidemic has seriously damaged the social production and life order of overseas countries. In this situation, the plan to study abroad has been put on hold, and the number of international students applying to China has decreased. The opportunities of intercultural communication for master's students majoring in international Chinese language education are less in school, which is not conducive to the improvement of intercultural communication ability of master's students and the development of international Chinese language education.

3.2. Overseas Professional Internship is Difficult to Achieve

The second academic year of the Master's program for Teaching Chinese as a foreign Language is usually an internship period for students. Before the outbreak of COVID-19, international students majoring in teaching Chinese as a foreign language would practice in overseas primary and secondary schools, which is not only a process for students to accumulate experience for career development, but also an important measure to promote the cause of teaching Chinese as a foreign language to go global.

The post-epidemic era is a period of normal epidemic prevention and control. To a certain extent, all countries will adopt strict exit and entry control policies to protect the life and health of the people, and the opportunities of overseas internship for students with master's degrees in teaching Chinese as a foreign language will be greatly reduced.

At the same time, Confucius Institutes are not as convenient as before for overseas internships for students with master's degrees in teaching Chinese to speakers of other languages. As the most important institution and carrier of international Chinese education, Confucius Institutes have been greatly suppressed and are considered to be one of the examples of the "China threat theory", and Western society's prejudice or misunderstanding of Confucius Institutes is even more serious in the post-epidemic era. Individual governments have even directly intervened in the suppression of Confucius Institutes, such as repeatedly reviewing, questioning and questioning the visa issue of Confucius Institute teachers and volunteers, and even canceling the visas of some Chinese teachers and volunteers. Under this

influence, many teachers of Confucius Institutes and Confucius classrooms were unable to take up their posts as planned, resulting in the stagnation of the operation of Confucius Institutes. Even if Hanban provides many convenient services and policy support for volunteer Chinese teachers who practice overseas, it is often suppressed due to various unstable factors in the "post-epidemic era", and it is difficult for students to achieve overseas professional internship.

Under the new background of "double era", the master's degree students majoring in teaching Chinese as a foreign language not only lack the opportunity of cross-cultural communication with international students, but also find it difficult to go abroad to work as volunteer Chinese teachers, which brings great challenges to the career development of many "Chinese teachers".

4. Career Development Opportunities for Master's Students Majoring in Chinese Education under the New Background

Although in the post-epidemic era, the professional master's students of Chinese education have faced unprecedented challenges on the road of career development, but the challenges also contain new opportunities, and the career development of Chinese educators has both prospects and options.

4.1. New Opportunities for Online Teaching

After the outbreak of the epidemic, in order to ensure the normal teaching of colleges and universities during the epidemic prevention and control period, the Ministry of Education of China required the full implementation of online teaching, which successfully realized the "non-stop teaching and uninterrupted suspension of classes", and online teaching has covered schools across the country on an unprecedented scale. Although the implementation of online teaching is an emergency remedy in a special period, in the long run, online teaching has become a new model for students to learn.

Under the new background of the Internet era and the post-epidemic era, online teaching also has strong feasibility in the professional practice of students of international Chinese education.

The application of online education to teaching Chinese as a foreign language has absolute superiority. On the whole, online teaching effectively solves the problem of Chinese learning for international students who cannot come to China. Its flexibility is mainly reflected in that it is not limited by time and region, and it is a distance teaching based on network platform. Many online platforms such as Tencent Conference, QQ live broadcast, Super Star Learning Pass, Dingding and other software that can be used for teaching also have comprehensive functions such as live broadcast, lesson recording, homework assignment, and data uploading. For students, there are more learning ways, more flexible learning time, more convenient learning means, and more prominent students' main role in the classroom; For teachers, it can be liberated from the traditional classroom, and more emphasis is placed on teachers' role in organizing and guiding the classroom, which is conducive to the formation of open and probing classroom. And online teaching also has a certain role in promoting teachers' learning, which will effectively promote teachers' further exploration and study of multimedia

technology and intelligent teaching means. Although in the actual network teaching, there are still many unsatisfactory aspects need to be improved, but the network teaching undoubtedly provides a new teaching platform and a new opportunity for the development of international Chinese education.

Therefore, for students majoring in master's degree in teaching Chinese to speakers of other languages, the new teaching mode of online teaching is an important driving force for their professional career development. In the "post-epidemic era", online education can inject new vitality into international Chinese language education and lay a practical foundation for the combination of offline and online teaching in future Chinese language teaching. It can be predicted that the teaching mode of "simultaneous development and coordinated development" will definitely be an important means in the teaching of international Chinese language education in the future. Whether the level of dual-line teaching is high or low is the professional competitiveness of "Han teaching people".

4.2. Expand the Reserve of Domestic Teachers

Under the development trend of "big Chinese view", the major universities and primary and secondary schools in China are emphasizing the prominent position of cultural teaching in teaching activities. The educational concept of "Big Chinese View" puts forward higher requirements on the core quality of traditional Chinese culture for the students who are on the job or are looking for a job. Students with a master's degree background in international Chinese language education have great comparative advantages in the process of job hunting. Our country has a large population, and the domestic demand for excellent Chinese teachers will only be further enhanced, and the reserve of domestic Chinese teachers will continue to expand.

Master's degree students majoring in TCSOL have professional knowledge of Chinese linguistics and strong ability of language analysis. Most of them have received professional and formal education in literature and pedagogy, and systematically learned professional theoretical knowledge such as modern Chinese and introduction to linguistics. As a whole, students have mastered basic knowledge of Chinese phonetics, vocabulary, grammar and Chinese characters. With good Chinese listening, speaking, reading and writing skills, compared with other majors in basic skills, students have great advantages.

Cultural teaching has always been an important part in the study and work of Chinese international education. Chinese culture is the initial starting point for many foreign learners to learn Chinese. The Chinese language carries Chinese cultural knowledge and plays an important role in Chinese teaching. "Chinese teachers" themselves have an important identity, that is, the disseminators of Chinese civilization and Chinese culture. Students with Master's degree in teaching Chinese to Speakers of other languages have stronger communication awareness and teaching ability in traditional Chinese culture.

5. Reflections on the Coexistence of Challenges and Opportunities

Under the new background of the Internet era and the post-epidemic era, students with master's degree in teaching Chinese as a foreign language are faced with both challenges and opportunities in their career development. We should find

new opportunities to promote the cause of teaching Chinese as a foreign language and help our career development in the process of coping with the challenges.

First of all, we must pay close attention to the development of education. This includes not only the development of overseas Chinese education and teachers, such as the establishment and transformation of Confucius Institutes around the world, but also the practice of Chinese teaching volunteers abroad. It also includes the educational reform ideas of domestic colleges and primary and secondary schools, such as the training plan of the new college entrance examination reform, the Chinese teaching under the "big Chinese view" and so on. Only by mastering the latest form of education can we lead ourselves to follow the wind vane, make reasonable speculation and judgment on the future direction and trend of Chinese education and Chinese education, and then grasp the initiative in career development planning and selection, seize the opportunity in the challenge, and turn the crisis into an opportunity in the reform, so as to realize our own career value.

Secondly, we should improve the media information literacy. In the "Internet era", the network information platform provides a stable and convenient teaching platform for all educational activities. No matter it is a Chinese language teacher, a college teacher or a primary and secondary school teacher, the teaching subject must have a high level of information and media literacy under the new background. Therefore, students with a master's degree in teaching Chinese as a foreign language must improve their media information literacy, master the basic functions and operational skills of teaching apps and online teaching platforms, and creatively combine popular we-media, big data, Internet + and other network resources with education and teaching, so as to strengthen their adaptability and initiative in online teaching and smart teaching. In the future education and teaching to obtain more in-depth teaching effect, enhance my competitiveness in career development.

Finally, we should strengthen the reserve of Chinese culture. Under the new background, no matter how the teaching mode and teaching means are, Chinese knowledge and Chinese culture are the indispensable core qualities in Chinese international education and Chinese language education. As the teaching subjects, they should enhance the

attraction of Chinese language and Chinese culture by tapping the internal power of culture in education and teaching, so as to promote the cause of Chinese international education to break through the dilemma. "If you want to give students a drop of water, you need a bucket of water yourself." Therefore, students of Master's degree in International Chinese Language education should strengthen the basic reserve of Chinese culture, expand the employment advantage with high cultural basic accomplishment, and enhance the core competitiveness of their career development.

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