

Understanding and Development of International Chinese Education under the Background of the New Era

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Abstract: In recent years, with the continuous improvement of China's comprehensive national strength, the development of international Chinese education is in full swing, but the new challenges are also increasing day by day. As a window for the world to understand China, Chinese education shoulders the important task of promoting cultural exchanges between China and the West, breaking down regional barriers, and promoting world peace and development. From the development process of international Chinese education to the recognition of the importance of intercultural communication ability, we can see that in the new era, international Chinese education is not only about imparts language knowledge, but also needs to cultivate teachers' and students' intercultural awareness, break the thinking limitation in a single language background, innovate teaching thinking, and deal with contradictions and conflicts in intercultural communication. Truly make Chinese learning a bridge between China and the world. The new era is both an opportunity and a challenge. The development of international Chinese education has a long way to go and requires the contribution and wisdom of every Chinese teacher.

Keywords: International Chinese Education; Cross-cultural Communication; Teach.

1. Introduction

China's international Chinese education started in 1950 and has a history of 72 years. The development of international Chinese language education has roughly experienced three mainstream stages from "teaching Chinese as a foreign language" to "Teaching Chinese as a Foreign language" and then to "International Chinese Language education", and the scope of Chinese language learning has also changed from overseas Chinese communities, a few sinologists and language students to a wider range of fields and people. By the end of 2020, 70 countries around the world have incorporated Chinese into their national education systems. The internationalization process of Chinese language has entered the stage of rapid and conscious development from the slow development in history. However, due to political, economic, epidemic and other factors, international Chinese education is facing new challenges. In this international situation, to promote the sustainable development of international Chinese education, it is necessary to re-understand the goal, function and significance of cross-cultural competence of Chinese education.

2. Re-understanding of International Chinese Education Objectives

Traditional teaching theories define the main goal of teaching Chinese as a foreign language as cultivating Chinese communicative competence and promoting the international spread of Chinese culture. In order to support more countries to incorporate Chinese teaching into the national education system, China has invested a lot of educational resources and made efforts to build Confucius Institutes and other language promotion organizations. However, With the continuous advancement of international Chinese education, achieving these traditional teaching goals is no longer enough to meet

the practical needs of international Chinese education.

However, with the rapid increase of China's international influence, as well as the economic recession and social crisis caused by the impact of the novel coronavirus pneumonia epidemic, the teaching activities of Confucius Institutes have also encountered certain setbacks, and even armed shocks. Western public opinion negatively shapes the international image and cultural image of China's foreign exchanges, stigmatizes international Chinese education, and obstructs the development of international Chinese education and corresponding international exchanges. In this new economic and social environment, the development of Chinese language promotion organizations such as International Chinese Language Education and Confucius Institutes is facing new and severe challenges.

Judging from the actual teaching situation of most Chinese teachers, international Chinese teaching mainly stays in the teaching of language ontology knowledge, and there is a disconnect between textbook knowledge and real life. However, according to the guiding ideology of Hanban, international Chinese language promotion organizations such as Confucius Institutes serve as an important way for Chinese culture to go global and an important platform for the dissemination of Chinese culture. In the new international environment, we should start from deepening the awareness of "international understanding", promote cross-cultural communication, and help the international Chinese language education to overcome the bottleneck, break through its development limitations and difficulties.

We should attach importance to cultivating the cross-cultural awareness of Chinese teachers and Chinese learners, respect cultural customs of different countries, learn to understand ways of thinking and behavior between different countries, improve the ability of "international understanding", grasp the principles of international Chinese teaching, fully mobilize the interest of Chinese learners, make

them love Chinese culture from the inside out, and want to take the initiative to understand the real China. To draw the world closer to China and promote the prosperity and progress of economic and cultural exchanges between China and other countries.

3. The Significance of Cultivating Intercultural Communication Competence

One of the fundamental goals of international Chinese education is to cultivate learners' ability to use Chinese for communication. "Language is the carrier of thinking" Cultivating Chinese communicative competence is not only the process of Chinese learners mastering Chinese knowledge ontology, but also the cultivation of Chinese learners' ability to think with Chinese thinking, which is inseparable from the cultivation of cross-cultural communicative awareness. Cross-cultural communication competence plays an important role in international Chinese education and teaching activities.

3.1. Promoting Tolerance and Understanding among Different Cultural Groups

The educational activities carried out with the educational concept of "international understanding" have enhanced mutual understanding and tolerance among people of different cultural backgrounds, races, religions and regions, strengthened international cooperation and mutual benefit, and promoted the construction of the consciousness of "community with a shared future for mankind". Cross-cultural communication emphasizes the need to respect different cultures, which requires language learners to understand the basic spirit and customs of cultures of other countries, nations and regions, understand the thinking of the target language, and master the cultivation and skills of equal communication and harmonious coexistence with people of other countries and regions, so as to enhance mutual understanding and tolerance among people with different religious beliefs and cultural backgrounds. "To transform de facto interdependence into conscious solidarity." Its purpose is to promote the harmonious coexistence of the whole human being and man and nature, correctly understand the dialectical relationship between competition and cooperation, and promote the prosperity and progress of human society.

3.2. Seek common Ground While Reserving Differences and Deal with Cultural Conflicts Correctly

International Chinese education is inseparable from cross-cultural communication. In a new language environment, contradictions and conflicts caused by different cultural thinking will inevitably appear. In this case, we need to realize that the diversified world is composed of various cultures, and the differences between cultures are exactly the special feature of each culture. Learners with cross-cultural awareness are more likely to treat intercultural conflicts with an open and inclusive attitude of seeking common ground while reserving differences. Only when a hundred flowers bloom can a hundred schools of thought contend. The report to the 19th National Congress of the Communist Party of China pointed out that it is necessary to "strengthen people-to-people and cultural exchanges between China and foreign countries, focusing on themselves and embracing each other."

We will promote international communication capacity building, tell Chinese stories well, present a true, three-dimensional and comprehensive picture of China, and enhance the country's cultural soft power." Cultivating cross-cultural awareness and strengthening cultural exchanges between China and foreign countries is an important part of international Chinese education and teaching, and an important way to enhance China's opening to the outside world, with profound cultural genes and distinct era implications.

3.3. Empathy and Strengthening Cultural Consensus

The essence of intercultural communication is the communicative behavior of people under different cultural backgrounds and different cognitive symbol systems. It can be seen that cross-cultural communication is a two-way communication process, and language learning is not only a way of expression, but also an effective way to get in touch with the culture and ideology of the target language country. The emergence of "value geopolitics" is precisely due to the imbalance and misunderstanding between cultures. In the international Chinese education, we should strengthen the training of cross-cultural awareness and cross-cultural ability, learn to think in other people's shoes, identify and affirm Chinese culture, feel the profound Chinese culture at close range, consciously use Chinese for communication, cultivate the ability to critically think about diverse cultures, and strengthen cultural consensus.

4. Reflection and Countermeasures

Since its establishment, the discipline of international Chinese education has made some achievements in the fields of Chinese ontology research, acquisition research, textbook construction and overseas Chinese teaching. However, it is not easy to build a world-class discipline in a day. In the face of opportunities and challenges in the new era, international Chinese education needs to start from the aspects of teacher training, teaching content, discipline input, etc., cultivate high-quality talents with critical and absorbing ability, actively develop overseas Chinese education promotion institutions including Confucius Institutes, and encourage and support overseas Chinese schools and distinctive cultural exchange institutions invested in and built by overseas Chinese. Jointly promote the development of international Chinese education. So as an international Chinese teacher, we should start from the following aspects:

4.1. Establish the Concept of Lifelong Learning and Consolidate the Foundation of Chinese Majors

In recent years, the most obvious feeling is that the international interest in Chinese learning is constantly increasing, and the demand for Chinese teachers is also significantly increasing. At the same time, we should not ignore the impact of international conflicts on Chinese teaching, and the national requirements for Chinese teachers' teaching ability and psychological quality are also getting higher and higher. As a highly practical subject, novice Chinese teachers should establish the concept of lifelong learning, strengthen the study of professional Chinese knowledge, and systematically master the basic Chinese knowledge, including the relevant theoretical knowledge of

phonetics, vocabulary, grammar, etc. When students have questions, teachers should be able to answer questions in time and guide students to overcome errors. Promote the use of language knowledge and communication strategies. At the same time, I cherish every opportunity of classroom practice, learn from each other, improve my familiarity with the teaching materials and overall grasp of the classroom, actively participate in overseas internship activities, learn the language of the target country in advance, and lay a foundation for subsequent teaching and daily life.

4.2. Establish Cross-cultural Awareness and Improve Teaching Practice Ability

Chinese international education involves the communication and collision between different cultures. Chinese teachers should establish cross-cultural awareness and take the initiative to learn the cultural knowledge of different countries to avoid the bias caused by cultural differences. In addition to professional theoretical knowledge, Chinese teachers also need to possess professional educational and teaching abilities, including the ability to organize teaching activities, design and arrange teaching contents, observe and analyze students' learning status, and solve practical teaching problems. Interest is the best teacher. Teachers should make full use of new media teaching methods. When making PPT, they should select templates suitable for the teaching theme, make full use of the animation function of PPT, and enhance the display effect of courseware. Teachers can also share some music, pictures, film and television works about Chinese history and culture through the Internet, so that students can intuitively understand Chinese culture. To increase their interest in learning Chinese, cultural activities such as cultural lectures, recitation competition, dubbing competition, calligraphy performance competition are held to fully mobilize the enthusiasm of learners.

In the topic practice of expressing opinions or attitudes, priority should be given to the overall content expressed by students, and the correct answers should be affirmed. For the errors and errors that occur in the communication process of students, it is possible to keep a record of the problems without interrupting the speech ideas of students, and then analyze and correct them together after the student's finish speaking. Or discuss this problem with students in class group activities, guide students to find and solve problems by themselves, deepen their memory of wrong expressions, and master the correct expressions. In the setting of classroom games, activities should not be designed simply for the pursuit of fun, but should consider learners' Chinese level and actual needs, and pay attention to the combination of activities and teaching content, so as to make Chinese teaching both interesting and practical. When assigning homework, we can focus on the practice of language points and language forms, properly urge students to consciously use the language points learned, review the old and learn the new.

4.3. Make Use of Popular Elements to Promote Cultural Dissemination

In recent years, with the in-depth development of economic

and cultural exchanges between China and foreign countries, Chinese pop culture, such as hit movies and TV dramas and pop music, has formed a certain influence overseas, and Chinese language learners are gradually paying more attention to Chinese pop culture. Chinese popular culture has also become an important channel for Chinese learners to understand and master Chinese culture and language. The application of popular culture in Chinese teaching plays a positive role in strengthening cultural transmission and helping Chinese learners to understand modern China. For non-Chinese Chinese learners, popular culture is often more popular and interesting, which can stimulate their curiosity about China. When they have an interest in understanding Chinese culture, they will take the initiative to extend their curiosity about popular culture to the exploration of Chinese history and traditional culture, which in turn further stimulate their interest in language learning.

We are in the midst of great changes unseen in the world in a century, which is not only a challenge but also an opportunity. As a young discipline, international Chinese education should stick to its original intention and innovate in order to thrive in both opportunities and challenges. Every Chinese teacher should use colorful classroom teaching to tell Chinese stories well, promote cross-cultural exchanges, and enhance students' understanding of different countries and cultures. Help foreign friends from more countries and regions to learn Chinese and know the real China through their eyes. This is the due meaning of the development of international Chinese education in the new era.

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