

What it Takes to be a Good International Chinese Teacher

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Abstract: After the recovery of international Chinese education in 2023, the demand for international Chinese teachers overseas has returned, which also means that the demand for truly excellent international Chinese teachers has also begun to rise. As a student who is about to become an international Chinese teacher, how to become an excellent international Chinese teacher and complete the teaching mission of an international Chinese teacher is the main issue worthy of deep consideration. Thinking about this issue can be carried out throughout the student's learning life and into future teaching activities. "The unity of knowledge and action" is the most common point in Chinese philosophical wisdom, and it is also the most difficult point to achieve in practical activities. As an excellent international Chinese teacher, we must achieve the "unity of knowledge and action", clarify the teaching mission in the teaching process, take positive and correct concepts as the guide, and truly achieve the responsibility and mission of "language teaching and cultural dissemination" that a Chinese language teacher should do, so as to promote the development of Chinese to the world and expand more possibilities for exchanges between China and the world.

Keywords: Chinese Language International Education; Intercultural Communication; Chinese Language Teaching.

1. Introduction

As a Chinese language teacher, the most important thing is to have a clear understanding of the mission of teaching, and to be committed to spreading Chinese culture and the Chinese language to more foreign students, so that the students can really master the Chinese language skills, and be able to use the Chinese language accurately and skillfully to communicate in real life.

A clear educational mission will give people the right guidance, which is reflected in the specific teaching process when "helping students to use Chinese language proficiently" is the goal orientation, and it will inspire the choice of teaching content and teaching methods. As an international Chinese language teacher, one should have firm professional beliefs, and a clear teaching mission will also give teachers stronger ideal beliefs. Under the guidance of this value orientation, an excellent international Chinese language teacher can start from the following aspects.

2. In Strengthening Self-construction

2.1. Solid Knowledge of Specialized Skills

Being an international Chinese language teacher gives you a unique advantage in teaching your own mother tongue, but it is not the case, as the public thinks, that you can become an international Chinese language teacher if you know Chinese. The Chinese language has a long history of development and contains profound knowledge that requires systematic study and training to master, and in actual communication, even native Chinese speakers have a lot of unexplainable linguistic phenomena. Moreover, Chinese is a difficult language to learn, especially for some native speakers with a large span of language communities, and the difficulties encountered in the learning process are even more delicate and complicated. As a systematic knowledge, speech, vocabulary, grammar, culture and so on are huge branches of the system, which need a long time of accumulation and connection for teaching and learning. Therefore, in terms of specific knowledge, to be an

excellent international Chinese language teacher, one must be solid in terms of professional knowledge, so as to be able to really guide the learners in the process of teaching Chinese language and achieve the effect of "four, two, one thousand pounds". Improvement of self-construction can start from the following aspects:

First, to build the knowledge system of Chinese language. The Chinese knowledge system is very complicated, and it is easy for international Chinese teachers whose mother tongue is Chinese to start, but it is a time-consuming and labor-intensive learning task to master it completely, therefore, it requires a lot of effort to build the Chinese knowledge system. Characters, phonetics, vocabulary, phrases, etc., none of which alone can make the Chinese language better, but the lack of any one of them will not complete the learning of the contents of the Chinese knowledge system. Improve your language skills, including speaking, listening, reading and writing, so that you can better demonstrate the charm and practicality of Chinese to your students.

Secondly, to be an excellent international Chinese language teacher, one must have the belief in oneself. If you want to be an excellent international Chinese teacher, you need to have the belief that you have the ability to be an excellent international Chinese teacher, and then you need to be driven by this belief to learn professional knowledge, polish your teaching skills, and show your strengths.

Thirdly, we will continue to improve in the frontier of the discipline. Actively participate in relevant academic conferences to enhance the cognitive height in the professional field and broaden the horizons. In the process of exchanging experiences with peers, you can also absorb some knowledge repeatedly and get more different knowledge experiences. Pay attention to and study the development trend of the Internet and other digital technologies. Pay attention to the latest developments in politics, law, economy, science and technology, and culture to broaden your knowledge so that you can better provide students with a comprehensive Chinese language education. Chinese+" is often mentioned nowadays.

2.2. Excellent Intercultural Communication Skills

Intercultural communicative competence refers to the ability of teachers to exchange information and convey emotions with students, colleagues and other related people. Intercultural communicative competence is one of the competences that international Chinese teachers must have, and it is also one of the most important competences that determine whether they can be competent in teaching international Chinese. The students for whom international Chinese teachers are working are all from abroad, and there are big differences in culture, so it is easy to produce certain cultural conflicts, which requires teachers to have rich cross-cultural knowledge and communicative skills to resolve. Therefore, as an excellent international Chinese language teacher, it is necessary to strengthen cross-cultural communication and communication skills, to understand the various aspects of students from different cultural backgrounds, especially the culturally relevant content that may be involved in the teaching process, it is necessary to focus on the consideration, to avoid misunderstandings or conflicts caused by cultural differences. As an international Chinese language teacher, the first thing you have to face is students from different countries and regions, and in different countries and regions, students use different languages and cultures, which requires international Chinese language teachers to have good communication skills. For example, in Taiwan, due to the influence of local students, students use Minnan as the language of communication. In Thailand, on the other hand, the language used by the students is Thai. Therefore, international Chinese teachers need to teach according to the cultural background of different students.

Especially for teachers who have to go abroad to teach, they need to survive in the local culture and go through an inevitable period of cultural adaptation to actively integrate into the local culture, which also requires the use of cultural communication strategies. According to the theory of intercultural communication, many people will experience culture shock when they arrive abroad, which is divided into four stages, namely: honeymoon period, frustration period, adjustment period and adaptation period. Culture shock is a normal phenomenon, but it is an obstacle for teachers to carry out their teaching work. According to many case studies, there are also many teachers who do not experience culture shock at every stage, which is closely related to intercultural communicative competence.

3. In Terms of Pedagogical Awareness

3.1. Innovative Classroom Teaching Model

Classroom teaching, as the most traditional mode of teaching, is constantly being enriched, and Chinese classroom teaching should also follow the prevailing mode of classroom teaching content to innovate, and in the future, there will be more and more enriched forms of teaching, to enhance the classroom experience of both students and teachers, and to improve the absorption rate of learning. As international Chinese language teachers, we can innovate our teaching methods from the following perspectives in the future:

Use of digital technologies: Use the Internet and other digital technologies, such as online teaching platforms, virtual reality, games, etc. to create more engaging and interactive course content that enhances students' interest and

engagement in learning.

Introducing life scene teaching: Integrating language learning into daily life scenes, such as introducing Chinese cuisine through recipes, Chinese culture and social life through movies or TV dramas, etc., so that students can better understand and master the actual scenes and contexts in which Chinese is used.

Practical teaching: Encourage students to apply what they have learned in real situations, such as simulated business meetings, role-playing, etc., to improve their language skills and self-confidence.

Interdisciplinary teaching: Integration with other disciplines, e.g. combining Chinese language learning with music, painting, history, etc., to broaden students' knowledge and understanding of Chinese culture. It can also be more relevant to the specific teaching needs of the rising Chinese language + a particular specialty. To train specialized Chinese-ready personnel.

Personalized teaching: Understanding the characteristics and needs of students and adopting different teaching strategies and methods, such as extended learning, cooperative learning and community learning, in order to promote students' personalized development and overall quality enhancement.

To summarize, innovative teaching methods are an important educational reform and development direction that international Chinese language teachers should continue to explore and practice in order to better meet the needs of the times and the needs of students.

4. Spreading Chinese Culture

Language teaching inevitably includes cultural teaching, so culture as an important part of language teaching, cultural teaching is also an important point to measure the teacher's excellence, how to properly incorporate cultural knowledge into language teaching, so that students can use the Chinese language under the cultural inculcation. Teachers can convey culture in many ways, create cultural activities to help students learn the language and so on, which can be shown as:

Teaching Chinese Characters and Their Evolution: By teaching the composition, history and evolution of Chinese characters, students can understand the cultural connotations behind Chinese characters and convey the richness and depth of Chinese culture.

Introducing traditional cultural elements: Introducing traditional cultural elements in teaching, such as poems, songs, paintings and calligraphy, folklore, and operas, in order to enrich students' cultural horizons and perceptions.

Experiencing Chinese culture: Students are allowed to experience and feel Chinese culture first-hand, such as tasting Chinese food, visiting Chinese historical relics and places of interest, and learning traditional handicrafts, etc., in order to help students gain a deeper understanding of Chinese culture.

Utilizing multiple media to spread: Utilizing multiple media means to spread Chinese culture, such as blogs, microblogs, short videos and other social media platforms, as well as various websites and forums, so that more people can understand and feel the unique charm of Chinese culture.

Strengthening Chinese-foreign cultural exchanges: Actively communicate with Chinese language learners and Chinese language teachers from other countries, promote mutual understanding between Chinese and foreign cultures, and contribute to the spread of Chinese culture in the world.

As an international Chinese language teacher, teaching is

not only about language transfer, but also about spreading and promoting Chinese culture, so that more people can feel and understand the charm of Chinese culture through various ways and means.

At the same time, they should also emphasize cultural education, guide students to understand traditional Chinese culture and modern society, help students to enhance their knowledge and understanding of China, improve their intercultural communication skills, and promote mutual understanding and cooperation between China and other countries in the world. As teachers, they should also respect students' individual differences and learning needs, adopt different teaching strategies and means, flexibly teach students according to their aptitudes, stimulate students' interest and enthusiasm in learning, and help them give full play to their potential.

In conclusion, the teaching mission of International Chinese Language Teachers is to provide students with quality Chinese language education, disseminate Chinese culture, promote cultural exchanges between China and foreign countries, and contribute to world peace and development.

Firstly, teachers themselves should familiarize themselves with and be clear about what they want to teach. Teachers should be flexible in their teaching design, and their language should be lively in the teaching process. In this class, the teacher is more familiar with the content of the classroom, which can be shown that before the beginning of the class, Mr. Wang Qiyang has sufficiently designed the lesson plan. Because she knows enough about the knowledge points, she can teach with ease in the actual teaching.

Secondly, teachers should motivate students and make them feel interested in listening to the class without feeling bored. In order to motivate students, they can play games to arouse their interest or let them practice with each other, so that they can learn Chinese in a relaxed and pleasant environment. In classroom teaching, teachers can use a lot of auxiliary tools for better teaching. For example, they can display boards, pictures, cards and so on. In the process of learning, practice should be the main focus, not only in the classroom, but also make students realize the importance of after-class practice for Chinese teaching.

Thirdly, teachers' teaching methods should be flexible and varied. In this observation class, Ms. Wang Qiyang used a variety of classroom interaction methods, in addition to intuitive PowerPoint, audio, and teacher body language and on-site exercises, so as to maximize the return of language learning to the life scene, and to ensure that the goal of

teaching Chinese as a foreign language, "to help international students to use the Chinese language proficiently," is accomplished.

5. Concluding Remarks

Specifically, they should pay attention to the improvement of their own language proficiency and cultural literacy, constantly learn and explore new methods and techniques of Chinese language teaching, emphasize the cultivation of students' practical language application ability, and help foreign students communicate fluently in Chinese in various situations. In addition, they should take students' individual differences and learning needs seriously, focus on teaching students according to their aptitude, and adopt flexible and diversified teaching methods and strategies to stimulate students' interest and enthusiasm in learning and promote their all-round development.

To summarize, the teaching mission of the program is to provide students with quality Chinese language education, to let them experience the charm of Chinese culture, and at the same time to make positive contributions to Sino-foreign cultural exchanges.

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