

A Study on the Mechanism and Path of Sino-Foreign Dual-Tutor Joint Training for Postgraduates in International Chinese Education Under the Orientation of International Talent Cultivation

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Abstract: Against the backdrop of in-depth integration of educational globalization and the Belt and Road Initiative, International Chinese Education is in urgent need of cultivating high-level talents equipped with solid teaching theories, cross-cultural practical competence and global vision. The Sino-foreign dual-tutor joint training model, which bridges local theories and overseas practices, can effectively resolve persistent issues in conventional postgraduate training, such as the theory-practice gap and insufficient cross-cultural adaptability. Based on the core requirements for cultivating international-oriented talents, this paper systematically constructs a joint training framework for postgraduates majoring in International Chinese Education from five dimensions: setting training objectives, selecting dual tutors and establishing collaboration mechanisms, reconstructing curriculum systems, developing practical platforms, and perfecting the quality evaluation system. This study offers theoretical support and practical approaches to improving postgraduates' cross-cultural teaching competence, research and innovation capability, and professional competitiveness, thereby promoting the high-quality international development of this discipline.

Keywords: International Talent Cultivation; International Chinese Education; Postgraduate Training; Sino-foreign Dual Tutors; Joint-training Mechanism.

1. Statement of the Problem

Possessing dual attributes of language dissemination and cultural exchange, International Chinese Education serves as an important practical vehicle for promoting mutual learning between Chinese and foreign civilizations and building a community with a shared future for mankind. Its development quality bears directly on the overall improvement of national cultural soft power and international communication capacity. In his congratulatory letter to the 2024 World Chinese Conference, General Secretary Xi Jinping pointed out that "Carrying the civilizational wisdom of the Chinese nation accumulated over thousands of years, Chinese is an important public cultural product China contributes to the world. It is China's responsibility as the native-language country to support international Chinese-language education." With the continuous advancement of the Belt and Road Initiative, global demand for Chinese-language learning has surged. Users of global Chinese-learning platforms span over 190 countries and regions. International Chinese Education has entered a new phase featuring coordinated expansion of scale and improvement of connotation. Compound international-oriented talents are urgently required. They shall have solid theoretical grounding in Chinese teaching, profound Chinese cultural accomplishment, outstanding cross-cultural practical competence, and be capable of adapting to teaching contexts in diverse countries and regions.

As a major channel for fostering high-caliber teachers for International Chinese Education, the internationalization level of postgraduate education constitutes not only an important metric for disciplinary development, but also key support for implementing national cultural communication

strategies and mitigating regional imbalances in the global supply of Chinese-education teachers. It is also an indispensable component for adhering to China's fundamental opening-up policy and implementing the national strategy of building a powerful country in education. [1-2]

Opinions on Accelerating the Reform and Development of Postgraduate Education in the New Era (Jiao Yan[2020]No.9), issued by the Ministry of Education and other ministries and commissions, explicitly calls for "deepening opening-up and cooperation and enhancing international influence ... and encouraging training institutions to establish two-way postgraduate exchange mechanisms with world-class universities". This provides a policy basis for the international transformation of postgraduate training in International Chinese Education. Against such a background, the Sino-foreign dual-tutor joint training model has grown increasingly significant. By integrating disciplinary strengths in Chinese education at home and overseas teaching resources, the model effectively removes bottlenecks in traditional training such as "limitations of local perspectives" and "deficient cross-cultural practice". It builds an integrated training platform of "theoretical learning + cross-cultural practice + international academic dialogue" for postgraduates in International Chinese Education, and represents one vital pathway to improve the quality and efficiency of talent cultivation for International Chinese Education.

Existing studies have explored model construction and mechanism optimization of Sino-foreign dual-tutor joint training. Nevertheless, most relevant research focuses on science, engineering, economics and management in comprehensive universities, while studies targeting International Chinese Education remain insufficient. First,

insufficient attention has been paid to the particularities of postgraduate training for International Chinese Education. Training pathways have not been fully designed to satisfy core demands such as cross-cultural teaching, second-language acquisition of Chinese, and international interpretation of Chinese culture. Second, there is inadequate summarization of practical explorations by universities. As major players in International Chinese Education, universities' unique strengths in teaching staff, regional features and cooperative networks have not been fully tapped. Third, insufficient in-depth interpretation is offered for the core value of joint training in improving international Chinese-teaching competence and facilitating accurate cultural communication. Postgraduate training in International Chinese Education faces international pressures of responding to diversified global Chinese-teaching demands and boosting talents' cross-cultural competency. Meanwhile, it shoulders local missions of serving regional foreign-exchange cooperation and supporting local open-economy development. Accordingly, this paper systematically sorts out concrete pathways for Sino-foreign dual-tutor joint training within International Chinese Education, analyzes its core advantages in enhancing cross-cultural teaching competence and cultural communication performance, and puts forward targeted optimization strategies. It hopes to offer references for similar higher-education institutions to cultivate high-level international-oriented talents for Chinese education and serve national cultural communication strategies.

2. Construction of Mechanisms and Pathways for Sino-Foreign Dual-Tutor Joint Training for Postgraduates in International Chinese Education

Sino-foreign dual-tutor joint training for postgraduates in International Chinese Education must closely follow the core features of "cross-cultural awareness, practical orientation and international vision". Adhering to the philosophies of "student-centeredness, Sino-foreign collaboration, integration of teaching and research, and teacher-education characteristics", it shall establish standardized and distinctive mechanisms and pathways, laying solid foundations for postgraduates to grow into international-oriented Chinese-education talents who "can teach well, conduct research competently and communicate culture effectively".

2.1. Precisely select Collaborative Educators to Consolidate the Foundation of Joint Training

The professionalism and suitability of teaching staff directly determine the quality of joint training for International Chinese Education. Based on training requirements of "teaching competence + cultural accomplishment + cross-cultural vision", universities shall build overseas tutor resource pools through multiple channels including academic exchanges, international cooperative projects and inter-university alliances. Excellent scholars working at world-renowned universities or Chinese-education institutions shall be carefully selected. Their research shall cover core fields such as second-language acquisition, cross-cultural communication and overseas

sinology. They shall possess rich overseas Chinese-teaching experience, solid competence in cross-cultural research and sound Chinese communication competence, so as to accurately meet postgraduates' needs in overseas teaching practice and international academic exchanges. [3]

In tutor matching, the principles of disciplinary compatibility, demand orientation and complementary strengths shall be followed. Each postgraduate shall be assigned one on-campus tutor and one overseas tutor. On-campus tutors, selected from core disciplinary faculty, are familiar with local rules of teaching Chinese as a second language, core values of Chinese culture and academic norms. They focus on consolidating postgraduates' theoretical grounding in Chinese teaching, Chinese cultural literacy and local academic foundations. Drawing on local teaching experience and international academic resources, overseas tutors guide postgraduates to master cross-cultural teaching methodologies, keep abreast of disciplinary frontiers in overseas Chinese education, and enhance capacities for international academic expression. Special liaison posts shall be set up to establish regular three-party communication mechanisms among on-campus tutors, overseas tutors and postgraduates. Problems arising from cross-cultural tutoring including time-zone differences, linguistic barriers and divergent teaching philosophies shall be resolved timely. Periodic assessment and process supervision shall be implemented to guarantee coordination and effectiveness of dual-tutor guidance.

2.2. Establish a Four-Dimensional Joint-Training Mechanism for Core-Competence Cultivation

Targeting the three-dimensional training objectives of postgraduates in International Chinese Education — cross-cultural teaching competence, academic research capacity and cultural communication competence — this paper constructs a four-dimensional joint-training mechanism: collaboratively formulating training plans, jointly supervising teaching practice, jointly undertaking collaborative research projects, and promoting cultural exchange, so as to build a full-chain cultivation system..

At the stage of training-plan formulation, dual tutors shall jointly design training systems in light of postgraduates' research orientations and career planning. The curriculum includes core local courses such as Contrastive Analysis of Chinese and Foreign Languages and Error Analysis, and Theories of Second-Language Acquisition, *including* courses like Cross-Cultural Communication, Introduction to China's National Conditions, and Cases in International Chinese Teaching. Training courses including Micro-teaching and Teaching Skills for Teaching Chinese as a Foreign Language are integrated. The training shall conform to development trends of International Chinese Education while catering to individual needs of postgraduates. [4]

In supervising teaching practice, a dual-tutor joint oversight system shall be enforced. On-campus tutors guide postgraduates to grasp basic Chinese-teaching methodologies and engage in local teaching practice. Overseas tutors offer guidance via online class observation and case review, helping postgraduates adapt to overseas teaching contexts. They also recommend postgraduates to participate in summer teaching workshops and overseas classroom observation programs to improve their cross-cultural teaching adaptability. In scientific research and cultural communication, dual

tutors may co-supervise postgraduates to participate in cross-cultural Chinese-education research projects and relevant academic conferences. Postgraduates shall be encouraged to apply for research projects and disciplinary competitions related to International Chinese Education. They are guided to conduct research on key and difficult issues in overseas Chinese-teaching practice, realizing organic integration of teaching, research and cultural communication.

2.3. Build Diversified Empowering Practical Platforms to Boost Competence Transformation

Rooted in the practical orientation and cross-cultural attributes of International Chinese Education, targeted and wide-reaching training platforms shall be constructed to deepen integration of theoretical learning and practical application.

First, cross-cultural teaching practice platforms. Drawing on Confucius Institutes and accumulated international-education cooperation resources, high-level overseas practice bases shall be established in key Belt-and-Road regions, forming a dual-track practice layout of “Confucius Institutes plus specialized educational bases”. Regular mechanisms for selecting and dispatching postgraduate volunteers shall be established. Outstanding postgraduates with solid Chinese-teaching competence and cross-cultural communication literacy are selected for overseas bases to deliver Chinese instruction, spread Chinese culture and conduct teaching-situation surveys, gaining immersive, hands-on cross-cultural teaching experience. Meanwhile, on-campus events such as International Chinese-Teaching Skills Competitions and Cross-Cultural Teaching Case Sharing Sessions shall be held to improve postgraduates’ practical teaching competence through competition-driven training.

Second, international academic-exchange platforms. Following the two-way principle of “bringing-in and going-global”, on the one hand, overseas partner tutors shall be invited to deliver special lectures on frontier trends in overseas Chinese education and theories and practices of cross-cultural communication, creating direct access to international academic frontiers. On the other hand, postgraduates shall be organized to attend annual conferences of the International Association of Chinese Language Teaching and other academic events on International Chinese Education. They are encouraged to present research findings in keynote speeches and panel discussions to broaden global academic vision and enhance capacities for academic expression and achievement dissemination.

Third, cultural-communication practice platforms. Based on overseas partner universities and Confucius Institutes, a two-wheel-driven cultural-communication practice system of “event-based communication plus innovative carriers” shall be developed. Postgraduates shall regularly participate in brand cultural activities such as the International Chinese Language Day and Chinese Culture Year. Core concepts of Chinese culture are conveyed via multiple forms including classroom infiltration, cultural experience workshops and traditional-art performances. Guided jointly by Sino-foreign dual tutors and informed by cross-cultural communication theories and local cultural contexts of host countries, postgraduates shall leverage digital technologies to develop featured communication resources such as “Chinese +

traditional crafts” and “Chinese + festival culture”, realizing synchronized advancement of language teaching and cultural communication.

2.4. Improve the Whole-Chain Quality-Control System to Guarantee Training Outcomes

A whole-chain quality-control system covering “tutor recruitment — communication — training — evaluation” shall be built to underpin joint-training quality. In tutor recruitment, strict qualification review mechanisms shall be implemented. Comprehensive assessment shall be conducted on teaching experience, academic competence and cross-cultural communication capacity to ensure professionalism and suitability of teaching staff. During training, mid-term evaluations, academic presentations and practice inspections shall be adopted to dynamically track postgraduates’ learning outcomes, competence development and practical performance, so as to identify and resolve emerging problems timely. In assessment and evaluation, the limits of single-dimensional academic evaluation shall be broken. A multi-dimensional evaluation system covering teaching competence, research outputs, cultural communication and international exchanges shall be constructed. Equal emphasis shall be placed on postgraduates’ academic outputs as well as their overseas teaching competence and capabilities in interpreting and disseminating Chinese culture, enabling comprehensive and objective assessment of their overall qualities.

3. Core Advantages of Sino-Foreign Dual-Tutor Joint Training for Postgraduates in International Chinese Education

Accurately matching disciplinary features and talent demands of International Chinese Education, the Sino-foreign dual-tutor joint-training model presents prominent strengths in improving training quality, enhancing disciplinary competitiveness and supporting cultural communication. It offers powerful support for cultivating high-level international-oriented Chinese-education talents.

3.1. Precisely Enhanced Cross-Cultural Teaching Competence to Meet Global Chinese-Education Demands

Through collaborative guidance that integrates local theories with overseas practical experience, the model effectively resolves disconnection between teaching theories and overseas practice in conventional training. On-campus tutors devote themselves to Chinese-teaching theories and Chinese-cultural research, consolidating postgraduates’ teaching foundations and cultural literacy. Familiar with local Chinese-education policies, learner profiles and teaching contexts of host countries, overseas tutors provide targeted guidance on cross-cultural teaching techniques, including Chinese-teaching strategies in multilingual contexts of diverse regions, patterns of Chinese acquisition among overseas learners, and approaches to handling cross-cultural classroom conflicts. Co-supervision by dual tutors organically integrates advanced international second-language-acquisition theories with indigenous Chinese-teaching practical experience. It helps postgraduates adapt rapidly to overseas Chinese-teaching scenarios and

substantially improves their cross-cultural teaching competence and professional competitiveness. [5]

3.2. Broadened Academic-Research Vision for Reinforced Research Innovation in International Chinese Education

Academic research in International Chinese Education requires both Chinese perspectives and global vision. It shall be rooted in linguistic features of Chinese and core values of Chinese culture, while engaging with international academic frontiers and practical overseas demands. By consolidating domestic and international academic resources, the Sino-foreign dual-tutor joint-training model supplies postgraduates with diversified research perspectives and methodological support. On-campus tutors are familiar with domestic research hotspots and academic norms in International Chinese Education, guiding postgraduates to identify local research orientations. Overseas tutors with broad global academic vision encourage postgraduates to focus on international cutting-edge topics and master internationally accepted research methodologies and academic writing conventions. Under joint supervision, postgraduates propose more pertinent and internationally-oriented research topics, adopt diversified research methodologies, and produce research outputs with greater international influence.

3.3. Improved Cultural-Communication Performance to Serve the National Strategy for International Dissemination of Chinese Culture

The core mission of International Chinese Education lies in effectively presenting Chinese culture worldwide and advancing mutual learning among civilizations. Through integrated training combining Chinese-language teaching and cultural interpretation, the Sino-foreign dual-tutor joint-training model practically enhances postgraduates' cultural-communication competence. On-campus tutors guide postgraduates to grasp core connotations of Chinese culture and learn basic principles and methodologies for its international interpretation. Overseas tutors help postgraduates analyze cultural contexts, audience reception habits and communication norms of target countries, so as to optimize the content and modes of cultural communication. On this basis, postgraduates can flexibly adjust their communication content and strategies according to the cultural characteristics of different countries and regions, and thus achieve differentiated and targeted cross-cultural communication. Overseas learners can perceive Chinese culture naturally in the process of language instruction, achieving organic integration of language teaching and cultural dissemination.

3.4. Strengthened Training-Quality Control to Consolidate the Foundation for Talent Cultivation in International Chinese Education

The establishment and implementation of the whole-chain quality-control system effectively promote comprehensive improvement in overall qualities of jointly-trained postgraduates. Guided by the multi-dimensional evaluation system, postgraduates achieve notable progress in academic research and teaching practice, with a significantly higher

proportion winning scholarships and honors. They also develop outstanding strengths in cross-cultural communication and international exchanges. Graduates can quickly adapt to positions related to overseas Chinese teaching and international cultural exchanges. Their solid professional competence, research potential and prominent cultural-communication capacity are widely recognized by employers, fully demonstrating practical strengths and application value of the joint-training model in elevating talent-cultivation quality.

4. Practical Problems in Sino-Foreign Dual-Tutor Joint Training

Despite prominent strengths of the Sino-foreign dual-tutor joint-training model in postgraduate training for International Chinese Education, certain pressing problems persist in practice when measured against goals for international-talent cultivation and requirements of national cultural-communication strategies.

4.1. Inadequate Dual-Tutor Collaborative Mechanisms and Insufficient Synergy in Cross-Cultural Guidance

An educational cooperation mechanism refers to a set of rules and operational procedures formed around shared goals in collaborative activities. Restricted by time-zone differences and heavy teaching-research workloads, some overseas tutors cannot provide frequent, in-depth supervision. Supervision over practical links such as cross-cultural teaching practice and cultural communication is relatively weak, limited mostly to online paper revision and question-and-answer sessions rather than systematic and immersive tutoring. Communication and coordination between Chinese and foreign tutors remain unsatisfactory, lacking regular mechanisms for teaching seminars and research collaboration. Most supervisory interactions occur reactively only after postgraduates raise questions, failing to generate integrated collaborative synergy for "teaching-research-communication". In view of disciplinary features of International Chinese Education, division of responsibilities between dual tutors remains ambiguous, leading to overlapping or omitted supervision in some links and undermining training efficiency.

4.2. Insufficient Integration of Scientific Research and Teaching Practice with Limited Outcome-Transformation Efficiency

While postgraduates' research topics reflect an international perspective, some bear a weak link to overseas Chinese-teaching practice, revealing a tendency to "prioritize theory over practice". Research outputs can hardly be directly applied to Chinese-teaching contexts. Postgraduates mostly participate in superficial international research cooperation, with limited opportunities for substantive engagement in overseas Chinese-education textbook development and teaching-model innovation. Transformation from research outputs into teaching resources and cultural-communication carriers is inadequate. Conclusions from some academic papers are not converted into teaching cases or communication resources timely, lowering practical values of research.

4.3. Insufficient Refined Management of Training Processes and Weak Personalized Adaptability

Personalized design of training plans is inadequate, resulting in prominent homogenized training that fails to fully satisfy differentiated demands of postgraduates in specific research orientations, development positioning and career planning. Dynamic tracking and targeted guidance for postgraduates' overseas teaching practice and cultural-communication activities are insufficient, making it hard to resolve personalized challenges encountered in cross-cultural contexts timely. Evaluation mechanisms for overseas tutors' tutoring effectiveness remain imperfect. Evaluation indicators tailored for disciplinary features of International Chinese Education are absent, which discourages overseas tutors.

4.4. Room for Improvement in Cultural-Communication Competence Cultivation and Inadequate Precision in Communication

Insufficient attention is paid to modules such as "international interpretation of Chinese culture" and "cross-cultural communication skills" within training systems. Such modules occupy limited proportions in curricula and practical activities. Consequently, some postgraduates, despite sound Chinese-cultural literacy, lack capacities for precise international interpretation and communication skills. Innovation in cultural-communication carriers is limited. Communication resources developed by postgraduates are mostly traditional readers and courseware, failing to fully adopt digital technologies and new-media platforms to align with overseas audiences' reception habits and communication trends. Training on differentiated communication strategies for diverse regions and audiences is insufficient. Postgraduates cannot readily adopt location-specific and targeted measures in overseas cultural communication.

5. Optimization Suggestions for the Sino-Foreign Dual-Tutor Joint-Training Model

5.1. Improve Cross-Cultural Collaboration Mechanisms for Joint-Training Synergy

First, refine collaborative tutoring schemes tailored for International Chinese Education and clarify division of responsibilities. On-campus tutors take charge of guidance on Chinese-teaching theories, Chinese-cultural literacy and local academic norms. Overseas tutors focus on cross-cultural teaching practice, analysis of overseas learner profiles, international academic expression and cultural-communication skills, forming a collaborative tutoring framework of "theory plus practice" and "local plus international". Second, establish regular three-party collaborative mechanisms. Digital platforms shall be leveraged to set fixed monthly communication sessions for teaching seminars, research collaboration and training-outcome assessment. Sino-foreign cross-cultural seminars on International Chinese Education shall be held each semester for dual tutors to discuss teaching hotspots, research directions and cultural-communication strategies, strengthening collaborative synergy. Third, reinforce

inter-university-cooperation guarantees. Universities shall sign formal joint-training agreements with overseas partner institutions, clarifying mutual responsibilities and obligations concerning tutor supervision, practice-base construction and resource sharing. Necessary financial support and tutoring conveniences shall be provided for overseas tutors to boost their motivation and tutoring effectiveness.

5.2. Deepen Integration of Scientific Research and Teaching Practice to Enhance Outcome-Transformation Efficiency

First, research topics should be designed in response to practical demands of International Chinese Education. Dual tutors jointly guide postgraduates to conduct research on key and difficult issues in overseas Chinese-teaching practice. Postgraduates should be encouraged to translate practical problems identified in teaching into research topics, thus forming a closed-loop transformation of "practice-research-practice". Second, expand substantive international research cooperation. Postgraduates shall be supported to participate in joint Sino-foreign projects on Chinese-education policy research, textbook development and teaching-model innovation. Engagement in practices such as formulation of overseas Chinese-education standards and teaching-situation surveys shall be encouraged to enhance practical values of research. Third, establish research-outcome transformation mechanisms. Special funds shall be set up to support postgraduates to convert academic papers and research reports into practical resources including teaching cases, textbooks and cultural-communication courseware, so that research outputs directly serve overseas Chinese teaching and cultural communication.

5.3. Strengthen Refined Process Management for Improved Personalized Adaptability

On the one hand, formulate differentiated training programs. Dual tutors shall tailor-make training plans for each postgraduate in accordance with their research orientations, career planning and individual strengths. For practice-oriented postgraduates targeting overseas teaching, modules on cross-cultural teaching practice and classroom management shall be emphasized. For research-oriented postgraduates, priority shall be given to international academic frontiers and innovative research methodologies. For communication-oriented postgraduates, modules on international interpretation of Chinese culture and cross-cultural communication skills shall be expanded. On the other hand, improve dynamic tracking and targeted-guidance mechanisms. Information-based tools shall be adopted to build postgraduate growth files recording comprehensively their teaching practice, research progress and cultural-communication performance. Graduate schools and liberal-arts colleges shall conduct regular mid-term evaluations to identify and resolve personalized problems timely and ensure effective implementation of training plans. In addition, optimize evaluation mechanisms for overseas tutors' tutoring performance. A three-dimensional evaluation-indicator system covering "teaching supervision, research collaboration and communication support" shall be constructed. Postgraduates' teaching-practice performance, quality of research outputs and cultural-communication effects shall be incorporated into evaluation criteria. Excellent overseas tutors shall receive recognition and incentives.

5.4. Focus on Cultivating Cultural-Communication Competence and Improve Communication Precision

To begin with, optimize curricula and practical modules. Featured courses such as International Interpretation of Chinese Culture and AI and Chinese-Language Communication shall be added. Practical events including workshops on overseas communication of Chinese culture shall be organized to strengthen postgraduates' cultural-communication competence. Furthermore, innovate cultural-communication carriers and modes. Postgraduates shall be guided to develop Chinese-cultural communication resources suitable for overseas audiences using short-video clips, live-streaming and other digital technologies. They shall be encouraged to deliver regular interactive cultural-communication activities via social-media platforms for greater appeal and effectiveness. Finally, strengthen training on region-specific communication strategies. Dual tutors jointly guide postgraduates to study cultural contexts, reception habits and communication demands of different countries, and formulate differentiated cultural-communication schemes to enhance the accuracy and acceptability of cultural dissemination.

6. Conclusion

As a core carrier for international dissemination of Chinese culture and a vital bridge for mutual learning among Chinese and foreign civilizations, International Chinese Education relies heavily on high-quality cultivation of high-level talents for the improvement of national cultural soft power and international discourse power. By integrating high-quality educational resources at home and abroad, the Sino-foreign dual-tutor joint-training model constructs an integrated cultivation system of "cross-cultural teaching + international academic research + precise cultural communication". It provides diversified development pathways for postgraduates in International Chinese Education, and delivers irreplaceable values in improving cross-cultural teaching competence, broadening academic-research horizons and strengthening cultural-communication performance.

Precise tutor selection, sound collaborative mechanisms, distinctive platform construction and strict quality control constitute key prerequisites for effective Sino-foreign dual-tutor joint training for postgraduates in International

Chinese Education. Meanwhile, continuous improvements are required in collaborative-mechanism optimization, integration of research and practice, personalized training and cultural-competence development. In the future, universities shall base themselves on disciplinary features of International Chinese Education and national cultural-communication strategic demands. They shall further improve dual-tutor collaborative mechanisms, deepen integration of research and teaching practice, strengthen refined process management, and prioritize cultural-communication competence cultivation. Joint-training quality shall be steadily enhanced to nurture more high-level international-oriented Chinese-education talents equipped with cross-cultural teaching competence, academic-research capacity and cultural-communication competence, contributing to global promotion of Chinese culture and the building of a community with a shared future for mankind.

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