
The Development Status and Problems of the Master's Program in Chinese International Education

Liu Jun

Jiangxi Vocational and Technical College

Abstract: This article describes the development overview of the Master's program in Chinese International Education, comprehensively analyzes the professional positioning, curriculum design, and employment characteristics of the program, and combines practical teaching to specifically analyze and explore the "emphasis on practice over theory" and graduate employment issues.

Keywords: professional positioning; Curriculum design; Chinese International Education

With the rise and takeoff of the Chinese economy, the "Chinese fever" has rapidly spread and is still in its infancy, corresponding to the shortage of resources for teaching Chinese as a foreign language. To address this issue, domestic universities have taken a series of measures to address the issue of teaching staff. We have successively established undergraduate programs in Chinese language and master's programs in Chinese international education. Among them, the establishment of the master's program in Chinese international education has to some extent solved the problems of undergraduate programs in Chinese as a foreign language. Although it has only been a few years since its establishment, it has attracted widespread attention and discussion in the academic community, and its advantages and problems have gradually become prominent. How to carry out corresponding institutional reforms for the Chinese international education major from top to bottom, and how to adjust the curriculum, these issues have attracted the attention and reflection of many scholars.

1. Professional positioning and existing problems

The main purpose of the establishment of the Master's program in Chinese International Education is to enhance China's ability to promote Chinese language internationally, accelerate the internationalization of Chinese language, reform and improve the specialized talent training system for teaching Chinese as a foreign language, and cultivate high-level, applied, and compound specialized talents who are engaged in teaching Chinese as a second language/foreign language and spreading Chinese culture both domestically and internationally to meet the needs of the new situation of Chinese international promotion. Unlike master's students majoring in Chinese as a foreign language, master's students in Chinese international education have more distinct characteristics in terms of extroversion, application, interdisciplinary, and cross-cultural aspects.

The basic courses of Chinese language major are insufficient in weight, and the basic courses of Chinese international education major are not given enough attention. This is a common situation in the curriculum of Chinese international education master's programs in domestic universities, and the result is that the professional foundation of the students cultivated is not solid and comprehensive.

2. The employment issue of the Master's program in Chinese International Education.

The establishment of the Master's program in Chinese International Education is mainly aimed at solving the problem of undergraduate Chinese as a foreign language graduates being unable to work in universities. However, due to the fact that most universities require a doctoral degree, it is very difficult for graduates of this program to directly enter universities after obtaining a Master's degree in Chinese International Education. Therefore, the prospects for

graduates of this program are very challenging. According to Zhu Yong's (2011) statistics, 10 students from the first batch of master's students in Chinese international education at a prestigious university in Beijing have all excelled as volunteers in teaching and other tasks abroad. However, upon graduation, only 3 of them continued to work in teaching and researching Chinese as a foreign language, while the remaining 7 were not related to Chinese language teaching. On the one hand, we still lack excellent teachers of Chinese as a foreign language, and on the other hand, the excellent master's degree in Chinese international education that we cultivate has been rejected due to university threshold issues, and we cannot fully utilize our talents. The Master of International Chinese Language Education is trained as a qualified Chinese language teacher, but the current employment trend of the Master of International Chinese Language Education deviates from the original intention of setting up this major. If this contradiction is not resolved, the shortage of Chinese language teachers will not be fundamentally solved.

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Integration of International Understanding Education in the English Subject under the Background of Excellent Engineers

Yang Chunlin

Chuzhou Vocational and Technical College

Abstract: Under the background of outstanding engineers, English encompasses the instrumental disciplinary attributes of language acquisition and application. Its international adaptation is integrated with human social culture, breaking through the skill perspective limited by traditional English education spirit. It requires the English subject to have a unified understanding of human culture, help students establish an international understanding spirit, cultivate international coordination and cooperation attitudes in English practical application, and thus adapt to the trend of multi-level development in the world. This article focuses on analyzing the "international understanding" expectations of the Excellent Engineer Education and Training Program for the English subject, establishing the rationality and necessity of integrating the English subject into international understanding education under the background of Excellent Engineers, and proposing specific ways for international understanding education to be integrated into English teaching objectives, teaching content, teaching strategies, and other aspects.

Keywords: Excellent Engineer; English subject; International understanding; Culture of Peace

The Excellent Engineer Education and Training Program is a major reform project in China's long-term education development plan, aimed at cultivating high-quality international engineering talents facing the world. English, as an indispensable international communication medium, plays an immeasurable value in the continuous promotion of the Excellent Engineer Education and Training Program. Its open structure of language communication function and cultural diversity provides conditions and possibilities for international understanding. "International understanding" originates from the core educational philosophy advocated by international organizations in the 1940s, which states that "the fundamental purpose of education is to promote world peace and security, as well as the mental health and happiness of all mankind" (Zhang Lianjun, 2007:23). Therefore, international understanding education was initially defined as "world citizenship education", which means that education has responsibilities and obligations that transcend national borders. This idealistic educational spirit gradually developed into an educational activity centered on "a culture of peace", dedicated to enhancing cultural tolerance and establishing international partnerships (Johnson, 1992; Wescher, 1993). Taking the Excellent Engineer Training Program as an opportunity, international understanding education is integrated into the English education system, aiming to implement the cultural rationality of diverse subject communication in international cooperation, promote the attention and maintenance of education for the common interests of humanity, construct orderly and cooperative language communication behaviors for learners, eliminate opposition and discrimination in emotional, intellectual, cultural and other fields, and promote students to learn coexistence.

1.Expectations for "International Understanding" of English as a Subject in the Education and Training of Excellent Engineers

The main goal of the Excellent Engineer Education and Training Program is to face the industrial modernization process of the future world and achieve the educational foundation of advantageous human resources. The core idea is to open up to the outside world and evaluate