

## Analysis of Teaching Treatment Strategy of Foreign Students Majoring in Overseas Chinese Education

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**Abstract:** Along with the rapid economical development and the enhancement of China's international standing, "Chinese fever" continues to heat up all around the world. More and more foreign students come to study in China. Foreign students education has become an important part of higher education in China. Currently, teaching treatment strategy of foreign students majoring in overseas Chinese education is the difficulty and weakness of foreign students education in Chinese universities, and it requires further research and exploration. In this essay, the author makes an analysis of the method and mode of overseas Chinese education, and searches the teaching treatment strategies of foreign students in different kind, different level and the teaching treatment strategies of overseas Chinese teacher training.

### 1. Introduction

In recent years, with the rapid development of China's economy and the increasing international status, as well as the expansion of international exchanges, the global "Chinese fever" has continued to heat up. The number of overseas students studying in China has grown rapidly, and the countries and regions where students are born are also expanding. International student education has become an important part of college education in China. At present, the teaching and processing of Chinese students in the Chinese education [1] is the difficulty and weakness of the education of international students in China, and needs to be explored in depth. Over the years we have been summing up this field and have formed some preliminary views. In fact, international development and education has always been one of the hot issues and receives wide attention from relevant scholars (c.f. Dixon, Humble & Counihan 2015; Howe & Mercer, 2017).

Chinese education is divided into three types: non-degree education, academic education, and overseas Chinese teacher training. There are various types of non-academic education, including Chinese crash courses (basic classes, improvement classes), junior Chinese classes, intermediate Chinese classes, advanced Chinese classes, business Chinese classes, Chinese language and culture winter and summer camps, and various short courses. The short training class determines the study time and teaching content according to the registration situation. At present, the Chinese class at the evening, the Chinese class at the weekend, and the Chinese class in the cold and summer vacation are generally offered. According to the characteristics and requirements of the students, these types of teaching should be open-ended, accepting the transfer between the transfer and the type.

International student education mainly refers to undergraduate education. Academic education accepts students from the above non-degrees to pass the entrance examination or pass the HSK test scores.

There are various forms of overseas Chinese education teacher training, and the level is rich. Generally, there are two methods of training in China and training in the country, including short-term training, correspondence education, and overseas graduate education.

Such diverse and diverse Chinese education requires us to actively explore suitable teaching concepts and teaching models, explore teaching coordination and convergence between different levels and types, and form effective teaching strategies to improve Chinese language in the mother

tongue environment. The effect of Chinese language acquisition for educational students and the establishment of a multi-level cooperation model for Chinese education.

## **2. Discussion on the Chinese Education Model and Method of International Students**

Chinese education for foreign students is a special type of teaching, and it is necessary to explore an educational model different from domestic Chinese teaching. According to the long-term teaching reform experiment, we believe that the following teaching concepts can be referenced.

(1) Paying attention to the comparison of language and culture with the country where the student is located and correcting the Chinese language habits of Chinese students

The Chinese culture and Chinese that Chinese students learn more or less in the family environment can have positive and negative effects on their Chinese learning. Their Chinese acquisition has different rules from non-Chinese students. In the teaching, it is necessary to reflect the reality of Chinese students, strengthen the contrast between the language and culture of their country, and let students understand the similarities and differences between the two languages and cultures in the comparison and carry out targeted training. At the same time, it fully stimulates the role of Chinese-speaking students in Chinese, Chinese language tutoring schools, etc., and creates targeted teaching methods to improve the efficiency of Chinese language acquisition. For example, Chinese students have different types of Chinese characters in Chinese language acquisition. The advantage of international students. On the other hand, it is necessary to overcome the influence of Chinese dialects spoken by Chinese families and correct the deviation of a small amount of Chinese and Mandarin. In response to these situations, we need to carry out language training for teachers in major Southeast Asian countries, provide conditions for targeted Chinese teaching, and actively use the results of dialect research to correct Chinese students' habits in Chinese. In the training of overseas Chinese teachers, we also pay attention to the comparative analysis and the training of the linguistic analysis teaching method.

(2) Promotion of language teaching and cultural education

In the course of language teaching, we should pay attention to the teaching of Chinese culture. We believe that the Chinese education for Chinese people should be mother-tongue education. It should raise the goal of language education and increase the content of cultural education to inherit the excellent culture of Chinese and local Chinese. Chinese education should cover the content of cultural influence and inheritance.

First of all, the Chinese education for Chinese Americans should put forward higher requirements than the general teaching of Chinese as a foreign language, and cultivate students' more comprehensive Chinese language ability, that is, excellent oral and written language expression ability, literature appreciation ability and language application ability. Because Chinese is the mother tongue of students after all, students have a better language foundation, family environment and a higher learning mission. The path of pure second language teaching is shallow, which wastes their precious study time. At the same time, a large number of mechanical language exercises are boring and can not stimulate students' interest in learning. Most Chinese students have certain basic Chinese culture. Literacy, there is still a certain ability to perceive Chinese. Pure teaching of words and phrases cannot give students a higher level of written language ability and the influence and influence of Chinese culture and literature. Therefore, in teaching, it is necessary to combine the methods of cultivating language ability in the second language teaching and the first language teaching according to different situations, and formulate a training plan with higher target and higher positioning than the second language teaching goal.

At the same time, in Chinese education, Chinese literature should assume a special mission. For example, according to the author's investigation, Chinese literature in Thailand has had an impact on Chinese college students, and the educational significance is relatively large. Therefore, in our Chinese teaching, we should increase the proportion of Chinese literature, let students improve their literary sensibility in the study of Chinese literature, familiarize themselves with the culture of overseas Chinese, and cultivate reserve talents for the inheritance of overseas Chinese literature.

Secondly, the Chinese education for international students should inherit the fine culture of Chinese and overseas Chinese. Chinese traditional culture is a valuable asset accumulated by the Chinese nation for thousands of years. It is the spiritual pillar of the Chinese nation and the outstanding contribution of the Chinese nation to the world. It includes thought, morality, philosophy, life value, literature and art, scientific achievements, etc. . Chinese traditional culture is an important part of Chinese education. At the same time, cultural education should also include the fine traditions and creative culture of overseas Chinese. The struggle and struggle of overseas Chinese in the host country and the coexistence of symbiosis with local culture are important spiritual pillars for the development of Chinese overseas, and are the living rules that must be learned and passed down by the new generation of Chinese. It must be implemented in Chinese education. At present, the teaching of Chinese Americans rarely sees the cultural and historical content of Chinese people themselves, and research in this area should be greatly strengthened.

To this end, in addition to the cultural content in the language teaching texts in the specific teaching activities, it is necessary to open corresponding literary and cultural elective courses, such as Chinese calligraphy, Chinese tourism geography, Chinese painting foundation, Chinese martial arts, Chinese folk customs, China. Etiquette, Chinese cultural topics, Chinese cooking, Chinese history, contemporary China, classical poetry appreciation, and overseas Chinese literature. These cultural courses not only enable students to understand the culture of Chinese and overseas Chinese, but also expand their vocabulary in the study of culture and improve the language level of international students.

Cultural Education For Chinese students studying in foreign languages, there should be differences in studying in China and studying in the host country. Studying in China pays more attention to the content of traditional culture, and pays more attention to edification and subtle education.

### (3) Implementing practical teaching principles throughout the entire process

Practical teaching should be implemented in classroom teaching and extracurricular learning. As the soul of Chinese education for foreign students, students should learn Chinese in practice and avoid knowledge-inculcating and passive-receiving teaching. To this end, we should pay attention to situational communication and performance in classroom teaching, pay attention to the use of multimedia means to enhance the reality of teaching environment, adopt interactive teaching methods to enhance the life deductiveness of teaching and the subjective initiative of students, so that one-way teaching “lives” Teachers and students interact in two directions. At the same time, we must attach great importance to the self-training of students, and actively organize students to practice listening, speaking, reading and writing, so that students can improve their language skills in a near-real environment. This kind of teaching mode is not only fully used in the language ability training courses such as intensive reading, speaking, reading, but also needs to be implemented in subjects that are more focused on knowledge. For example, Chinese grammar, vocabulary, rhetoric and other courses should also strengthen classroom practice activities. It is necessary to create a large number of exercises to enable students to master Chinese knowledge in practice and practice.

Outside the classroom, we must practice more in the Chinese social living environment, learn Chinese in life, improve the authenticity, pertinence and decentness of language communication, feel the cultural content and life characteristics of China, and enhance the Chinese culture. The level of understanding and recognition. Therefore, schools need to provide appropriate social practical courses, design practical teaching content suitable for Chinese students, clarify the requirements of practical teaching, provide opportunities for social practice, especially to establish a practical teaching base, and also allow Chinese students to Establish links with ancestral families.

According to our teaching practice, we can design the following teaching activities in extracurricular practice teaching. For example, each large semester organizes large-scale Chinese program performance competitions, and participates in class-based competitions to cultivate interest in Chinese learning. Organize students to participate in the Canton Fair, which is held every spring and autumn, and practice Chinese. Organize students to participate in the “Corporate Express Train” social practice activities, combining book knowledge with social practice knowledge. Organize

Chinese cultural experience activities, such as Mid-Autumn Festival, Chongyang Mountaineering, Spring Festival Flower Market, Temple Fair, Deqing Confucius Temple Chinese Culture Practice Base, Shaoguan Human Geography and Kaiping Qiaoxiang Cultural Investigation, Meizhou Hakka Culture Investigation Experience. Conduct extracurricular Chinese culture teaching, such as Chinese painting and calligraphy, kung fu, cooking, handicraft production, etc. Organize international students' essay competitions, writing competitions, etc., and display outstanding works publicly. A group of one-on-one, international student classes and domestic student classes will be held to form a positive interaction between international students and domestic students.

### **3. Different types and levels of international students' teaching strategies**

Chinese education is an open-ended teaching. Apart from academic education, there are almost no conditions for enrollment and restrictions on placement. At the same time, due to the different time, type, and class of enrollment, the source of students, the purpose of learning, the length of study, etc. The conversion and cross-teaching of non-degree students has formed an extremely complex student composition and a variety of teaching classes. Even in the same class, the level and foundation of students are extremely uneven. This has formed a great impact on the standardized, unified and coordinated teaching. How to coordinate the teaching of all types of international students in the most scientific and reasonable way and provide the greatest convenience for foreign students to enter the higher level of learning has become the teaching treatment of international students. The content that needs special research has also become one of the topics that we should focus on in teaching reform. According to our practice, we need to deal with some of the following key issues:

#### **(1) Make full efforts to coordinate the teaching materials and the curriculum system**

For international students of different levels and different types of classes, it is necessary to adopt a combination of good teaching materials and curriculum system, clear target process and staged teaching tasks, so as to effectively solve the overall coordination problem of different levels and class teaching, and choose for international students. High-level learning provides conditions.

First, level and target positioning for different levels and types of teaching classes, set different levels of science ladders and target types for students to choose and upgrade according to their own level and requirements. In line with this, we will fully form the backbone and supporting teaching materials system corresponding to this level ladder, keep the content and difficulty of the teaching materials at different levels, and connect the different course contents at the same level. To this end, we must start from the preparation of our own textbooks and find the textbooks that can be connected, and strive to meet the requirements of the connection of such textbooks, especially for the short-term and weekend classes of students in the winter and summer vacations. The transfer of classes to intermediate Chinese classes provides a guarantee of the connection between teaching materials and teaching levels.

Second, the scientific curriculum system and level requirements, the establishment of the first- and second-grade large-scale curriculum plan, for the third-grade students after the exchange of academic qualifications between different professional orientations, non-degree students transfer to academic qualifications to provide the most appropriate curriculum system and most Convenient credit accumulation path. Curriculum system with high qualification should inspire the student's role of self-efficacy and confirm task-value so that the students will achieve more in course performance and future enrollment intentions (Bong 2001).

Third, do a good job in the division of labor and coordination of the main courses and supporting courses and skills training courses. The main course provides comprehensive knowledge of language knowledge and listening, speaking, reading and writing skills. It is the core course for international students. The supporting courses provide special training around the knowledge points and teaching requirements provided by the backbone. The supporting courses should coordinate with the main courses in the design of knowledge points, practice content, teaching process and time series to jointly improve the Chinese language acquisition of foreign students. At the same time, according to the characteristics of Chinese students studying in foreign languages, it is necessary to set up a skills

training course, which mainly cultivates the language practice ability of foreign students. Skills training courses should also be carried out around the main courses to ensure the simultaneous development of language skills of international students. The degree of scientific division of the three types of courses and the coordination of processing is a long-term consideration. If the design of the course system is not as effective as predicted, teachers need to perceive the problems and solve them. Jon etc. (2019) examined teachers' perceptions of curricular aims and objectives, and found that perceptions of problem solving and rigor are affected by textbook type and teachers' district-adopted textbooks.

#### (2) Coordination between class level and teaching

Due to the different sources of Chinese education students, the time and the length of learning Chinese are different, and the age difference is significant, which leads to the uneven language level of international students. This is the biggest difference between Chinese education students and domestic students. This significant difference in Chinese level and learning ability has brought great difficulties to the arrangement of Chinese teaching, and has also led to the mutual influence of the students in the same class. To this end, in the aspect of teaching management, we adhere to the principle of flexible and diverse humanization, that is, divide the different types of classes in the four levels of the first, the next, the middle, the upper, the middle, the upper and the upper, especially The students in the first two levels of the first, the next and the next are divided into five levels: E, D, C, B, and A. Then, according to the study situation of the previous semester and the grades of the placement test, the class is divided to ensure the class. The overall level of student level in the class. Classes at different levels have different choices in terms of the progress of teaching and the details of the lectures. Students can also apply to adjust the class according to their own situation. In this way, we can teach students in accordance with their aptitude as much as possible and maximize the teaching effect.

### **4. The teaching and processing of overseas Chinese teacher training**

Overseas Chinese teacher training is also an important part of Chinese education, and its teaching needs to be studied in particular. According to the actual situation of teacher training, two kinds of training methods can be adopted, namely, the way to organize training in China and go to the country to conduct popularization and academic training.

In the teaching and processing of Chinese teacher training, we believe that it is necessary to pay attention to the combination of Chinese knowledge and the cultivation of knowledge processing ability of knowledge points, and attach importance to teaching method teaching and micro teaching practice. While teaching the basic knowledge of Chinese, let the students master the teaching methods of these knowledge points, and improve the corresponding teaching skills in the training of simulated teaching. During the training, we must pay attention to the training of Chinese teaching methods, increase the intensity of observation and lectures, and enable students to improve the training effect in teaching practice.

Develop multiple types of training formats. Different type of students require different teaching strategies, and consequently teacher education requires the intention of increasing the awareness of the professional skills in high-quality teaching practices concerning multiple teaching (Hyyr-Belhammer and Hascherb 2015). The planning, pertinence, and scientific and standardized training need to be strengthened. It is urgent to develop a scientific training program and curriculum system to develop teacher training materials for teachers from different countries and at different levels. While developing the existing universal teacher training, we believe that the direction of teacher training in the future is to vigorously develop the training of Chinese teachers for Chinese children, to explore the characteristics and teaching norms of overseas Chinese teachers training, to develop targeted teaching materials, and to focus on young children. The production of teaching aids and the training of children's activity planning emphasize the teacher's mastery of children's psychological laws and the ability to deal with children's psychological problems.

In the future, Chinese language education teacher training will also focus on the development of

academic training, open up new ways for overseas Chinese teacher training, and improve the level of overseas Chinese teacher training. Academic training should be supported by a fixed training base, with the help of correspondence guidance, online remote support, and regular dispatch of face-to-face teaching by domestic teachers to improve the quality of training.

With China's further opening up, rapid economic development, and improved international status, Chinese culture has grown stronger in the world. As a new discipline, Chinese education is moving to a new level in the global “Chinese fever” wave. From the perspective of teaching processing, the paper explores and explores the teaching modes and countermeasures of different types and levels of international students and overseas Chinese teacher training. It aims to promote the work of Chinese education and push forward the Chinese education.

## 5. Note

[1] The Chinese language education described in this article is understood as the Chinese culture education for overseas Chinese and overseas Chinese children.

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