

# Research on Cultivating Talents for Teaching Chinese as a Foreign Language

## -- Survey on the Perceived Needs of Soft Skills of Chinese International Education Students in Beijing Normal University

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### Abstract

In the face of the current "One Belt, One Road" initiative, Chinese international education needs to face many development opportunities and challenges, and the training of Chinese international education professionals has also taken on a heavier responsibility and mission. As one of the important forces for cultural communication and promotion of Chinese language and culture, improving the professional development skills of Chinese international education talents is an important prerequisite for the development of Chinese international education. Based on the necessity of Chinese international education and the demand of the Chinese international education market, this paper analyzes the problems faced by the development of Chinese international education and the targeted response strategies. Soft skills for professional career development refer to the implicit skills corresponding to hard skills. Soft skills are the sum of skills that measure whether students can stimulate their personal potential and magnify their energy through cooperation with others to achieve greater success. Therefore, based on the objective situation of Chinese international education personnel training, this paper takes the current students of the College of Chinese Language and Culture of Beijing Normal University who are enrolled in various sections of Chinese international education as the main research subjects, and a small number of graduates who are currently engaged in teaching Chinese as a foreign language, and conducts a survey on the students' perceived needs of soft skills for career development. Based on the results, we analyzed the current situation, differences in perceptions, major problems and targeted response strategies of students' perceptions of soft skills for career development in Chinese international education.

### Keywords

Chinese International Education; Foreign Chinese Teachers; Career Development.

## 1. Research Background

### 1.1. Based on Teachers' Professional Development

Professional development of teachers consists of two main aspects: one is the self-development of teachers; the other is the development of teachers' professional level. Teacher self-development emphasizes the development of individual teachers' personalities and strengths so that individual potentials can be brought into full play. Teacher professional development emphasizes the process of developing and improving teachers' ideas, knowledge, and abilities as professionals, and eventually growing into expert teachers. The "soft" skills are one of the

connotations of teachers' professional competence, and the demand for "soft" skills improvement is a concrete manifestation of teachers' professional development needs.

## **1.2. Based on the Development of International Chinese Language Education**

International Chinese language education is attracting much attention in the context of China's new strategic policy, and overseas Chinese language teaching has become the focus of the education industry. Overseas Chinese language teaching has the important task of spreading Chinese culture overseas, and teachers of Chinese as a foreign language are faced with complex and changing teaching challenges. In order to solve the various problems in cross-cultural teaching and adapt to the overseas Chinese teaching environment, teachers of Chinese as a foreign language have a particularly urgent need to improve their own abilities. In the context of the recent global epidemic, the difficulty of teaching Chinese overseas has increased. This has led to the need for teachers of Chinese as a foreign language to improve their skills in all aspects to better achieve their teaching goals.

## **2. Research Significance**

### **2.1. Theoretical Significance**

The need for "soft" skills improvement is an important part of teachers' professional development that cannot be ignored, and the needs of teachers of various disciplines for "soft" skills improvement often vary according to the characteristics of the disciplines. The intercultural teaching characteristics of international Chinese education determine that the "soft" skills required by teachers of Chinese as a foreign language should be based on the "soft" skills required by teachers of domestic language subjects, taking into account intercultural and other special "soft" skills. "Therefore, this study can highlight the objective needs of teachers of Chinese as a foreign language to the greatest extent.

### **2.2. Relevance**

#### **2.2.1. Importance**

According to the requirements for cultivating talents in Chinese international education, professional internship is an important learning path and practice method for graduate students studying Chinese international education. The knowledge and skill reserve in the pre-practice stage is an indispensable and important element for every graduate student. By analyzing the demand survey, we can help students acquire and improve the "soft" skills in a better and more targeted way, and do a good job in the preparation work before the internship and the feedback work after the practice. In the face of the current international situation of globalization, the trend is to strengthen language and cultural exchanges at home and abroad, and in recent years, the state has been attracting talents from various political and cultural aspects and vigorously supporting the overseas dissemination of Chinese language and culture and the teaching of Chinese as a foreign language and culture in related fields.

#### **2.2.2. Necessity**

The educational goal of the Chinese International Education major is to train students to form a knowledge system of Chinese language and culture and the ability to teach Chinese. The training goal is to cultivate high-level, application-oriented, complex and internationalized professionals who can proficiently use Chinese to teach a second language, have good cultural communication skills and cross-cultural communication skills, and can adapt to the work of promoting Chinese international education. However, judging from the development trend in recent years, although the state has made great efforts to cultivate the export of Chinese international education talents, in fact, the Chinese language education professionals are not only the best in their field, but also the best in their field.

However, in recent years, although China has made great efforts to cultivate Chinese international education talents, the actual development situation is not optimistic, especially there are differences in the evaluation of overseas Chinese international education teachers exported from China. The cultivation of Chinese international education professionals not only relies on students to improve their professional strengths, including foreign language communication skills, classroom teaching skills, and other "hard skills," but also often overlooks the improvement of teachers' "soft skills. This has a great impact on the actual effectiveness of teaching Chinese as a foreign language and the effectiveness of promoting Chinese culture overseas.

### **3. Research Subjects**

Based on the purpose of this research and considering the difficulty of the operation of the research, the target of this research is the graduate students of Chinese International Education in the College of Chinese Language and Culture of Beijing Normal University and some students who have graduated from this major.

### **4. Research Objectives**

The purpose of this research is to obtain first-hand information from the above-mentioned students and graduates of the School of Chinese Language and Culture of Beijing Normal University who are engaged in teaching Chinese as a foreign language, so as to fully grasp the current situation of students' perceptions of soft skills in Chinese international education, the differences in perceptions, the main problems they face and the strategies to cope with them, and to better serve the training of teachers of Chinese as a foreign language. In order to better serve the training of foreign Chinese teachers, focus on the inner development demands of students, and thus maximize the promotion of more Chinese international education students' correct understanding of teaching Chinese as a foreign language, reduce the brain drain in this field, improve the soft skills level of Chinese international education students, and make up for the lack of development of soft skills potential of Chinese international education majors.

### **5. Problems and Development Suggestions**

#### **5.1. Soft Skills for Teachers' Professional Development**

The term "skills" is defined in the modern Chinese dictionary as the ability to master and apply specialized techniques. What do we mean by "expertise" for teachers? I believe that the purpose of teachers' activities is to teach, so all the skills that can facilitate teaching can be called expertise or professional skills, among which soft skills are those that are implicitly difficult to grasp or have a single measure. For example, thinking skills, communication skills, knowledge and cultivation, etc. These soft skills are only based on hard skills such as teaching techniques, teaching management skills and theoretical knowledge, which can enhance the influence on students. The soft skills, such as teaching skills, teaching management skills and theoretical knowledge, can only enhance the influence and influence on students, establish a good teacher-student relationship, and achieve the dissemination of language and culture in cross-cultural communication and communication.

Issues and Development Strategies. Among the soft skills components are

#### **5.2. Educational Philosophy**

##### **(1) Main Issues**

Educational philosophy is the fundamental judgments and views of teachers about the value of education and its realization based on rational thinking and personal experience, which are

expressed in several aspects such as the concept of knowledge, the concept of teaching and the concept of students. As an abstract concept, mastering the correct and benign educational concept can explore the rationality of teaching and promote mutual understanding between teachers and students on the basis of adhering to the correct laws of teaching and students' acquisition, and achieve the improvement of teaching level, perfection of teaching effect and improvement of teaching literacy in the process of constantly overcoming the difficulties of teaching.

#### (2) Development Suggestions

Teachers need to learn and learn from different teaching strategies and methods in their daily life. In the classroom, we can cultivate students through inquiry-based teaching strategies, insist on an equal and respectful perspective of seeking common ground while reserving differences, and give students the opportunity to fully explore and practice, as well as to express themselves. In addition to using various teaching methods to activate the classroom atmosphere, we can refer to and apply the cases given in the book to carry out case teaching or inquiry-based teaching, and also investigate the actual situation of students in the context of the current education and teaching environment and background, so as to fully understand the learning background and learning level of students and their learning level.

This will facilitate the teaching of students according to their needs.

### 5.3. Academic Cultivation

#### (1) Main issues

Academic cultivation can be expressed as one's academic connotation and thinking construction, as well as one's knowledge cultivation and cultural level, which in turn affects one's thinking logic and depth of thought. As a teacher who teaches and solves problems, every word of the teacher's personal knowledge and cultivation is mapped, and knowledge should be not only deep but also wide.

The thickness and depth of a teacher's accumulation determines the length of his career.

The current problem is that the survey respondents have a clear perception of what good academic cultivation is and how they can improve their own academic cultivation, but the actual demand for improvement is not very obvious. We are bombarded by various news alerts and become more and more restless. However, the improvement of academic cultivation largely requires a certain amount of time to be spent calmly and quietly, so the real conditions are very unfavorable to the cultivation of students' academic cultivation.

#### (2) Suggestions for development

Learning is the accumulation of knowledge, which mainly lies in learning and memorization. Cultivation is the state of mind and literacy, which lies in experience and reflection. The best place to increase knowledge is on campus, and continuous education and recharging is the basic for increasing knowledge. At the same time, our lives are much easier than those of our jobs and families, and we have more free time at our disposal, so we need to seize the excellent opportunity to improve our knowledge and cultivation. The improvement of cultural cultivation cannot be achieved by just reading a few books or traveling around the world, but needs to be precipitated day by day to improve the pattern and thinking.

### 5.4. Personality

#### (1) Main issues

The charisma of teachers is mainly manifested in: first, good character traits. The second is to be a teacher, continuous progress, strict requirements for themselves in all aspects, and constantly improve themselves; third is to respect and trust students, willing to serve as a ladder, selfless dedication, concern for the development of students' lives; fourth is a healthy and upward life interests.

The current problem is that students do not have a clear perception of their own charisma. Because charisma is a very subjective evaluation standard, the benevolent will see the wisdom of the wise and therefore will inevitably be influenced by various external factors. Only with an adequate and accurate self-positioning of personal charisma can we make up for our shortcomings in the subsequent teaching and give full play to our strengths and make up for our weaknesses.

#### (2) Development suggestions

First of all, it is recommended to find more familiar people around us to make a more subjective evaluation of our own personality traits. They can be our classmates, friends, teachers or even neighbors, etc. Each group and social circle involve different intersections of personality traits, so naturally there will be different evaluation results according to different evaluation standards, so that we can have a more comprehensive evaluation of our personal charm. Secondly, we also need to assess our own personal charm and personality traits through some scientific tests, so that the subjective judgment will be scientific, visualized and data-based, which is more conducive to us to correctly and objectively judge our own personality charm, and then make up for our shortcomings.

### 5.5. Thinking Ability

#### (1) Main issues

Teachers' thinking ability is the ability to analyze, study and deal with information and problems in education and teaching by using a combination of thinking methods and approaches, which requires teachers to have thinking qualities: "educational thinking" with humanization, emotion and visualization as the core, and "innovative thinking" with flexibility, divergence and independence. "Innovative thinking".

#### (2) Development Suggestions

Teachers of Chinese as a foreign language need to be imaginative and creative, and should not stick to the traditional classroom teaching situation, but always keep the sense of innovation in mind. When teaching Chinese as a foreign language, teachers should not follow the textbook completely.

Instead, they should give full play to their imagination and use their teaching skills appropriately and flexibly. In teaching Chinese as a foreign language, the key to making students grasp what they have learned, especially grammar knowledge, and to make a lesson more effective is the teacher's teaching behavior, and imagination and creativity play a very important role in the teacher's behavior. For this reason, teachers of Chinese as a foreign language need to pay close attention to the latest news and information, and often carry out some logical thinking training, puzzle games, logical quizzes and other ways to train their logical thinking and creative ability purposefully, instead of sticking to the textbook teaching.

### 5.6. Improve Intercultural Communication Skills

In addition, since the target of teaching Chinese as a foreign language is gradually tilted toward young people, based on this reality, international Chinese teachers need to understand the developmental characteristics and learning needs of the students they teach in addition to the basic Chinese teaching work, create a student-centered classroom based on the goal of cultivating students' Chinese language ability, promote the "visualization" of students' thinking, make full use of teaching resources, and let students have a personal understanding and experience of Chinese language and culture. Visualize" and make full use of teaching resources to give students a personal understanding and experience of the Chinese language and culture. To improve students' language skills, design meaningful contexts for language input, interaction, and output, and engage students in culturally responsive teaching strategies to foster international awareness. Therefore, in summary, after this detailed research on the soft



skills needs of Chinese international education majors at Beijing Normal University, we have a clearer understanding of the students' perceptions and practical development initiatives on how to effectively make adjustments to the problems afterwards.

### (1) Main Problems

In the face of the current international situation of globalization, the trend is to strengthen language and cultural exchanges at home and abroad, and Chinese culture is constantly being disseminated to the outside world, shaping the brand image of Chinese culture in many ways, and some cultural symbols with great Chinese characteristics are becoming more and more prominent in the complicated international vision. The Confucius Classrooms and Confucius Institutes, as the most important cultural symbols in the world, are becoming more and more prominent. As official platforms for cultural exchange, Confucius Classrooms and Confucius Institutes carry the important mission of cultural dissemination and mutual appreciation.

### (2) Development Suggestions

Language is an important carrier of culture, and the promotion of national culture through language communication has become an important way for countries around the world to enhance their cultural soft power. Languages fix, record, store, perpetuate, and transmit the richness of human thought in the form of speech and writing. Many countries have included the promotion of their languages in their foreign and cultural policies, such as the Alliance Française in France, the British Council in Britain, the Goethe Institute in Germany, the Instituto Cervantes in Spain, and many other national language promotion institutions.<sup>5</sup> Therefore, one of the purposes of Chinese language teaching is to teach culture. In addition to improving their basic teaching skills, it is more important for teachers of Chinese as a foreign language to be culturally aware in their teaching. How to integrate the content into the classroom? What kind of cultural contents should be presented in different cultural forms? ..... is a question that teachers need to think about, both at home and abroad. However, with the rise of the Internet and artificial intelligence, some universities and institutions have unreasonable requirements for the curriculum, leading to homogenization, speed and formalism, old and inflexible teaching contents, and insufficient awareness of cross-cultural communication among teachers. The monopoly of capital technology has made our teaching more convenient, but the teachers' humanistic spirit and strong sense of responsibility for cultural transmission are being gradually eroded by the glimpses. "We need to rethink and redefine how language and culture can refer to and refer to the 'co-temporal' and 'counter-temporal' in our time. We need to rethink and redefine the 'co-temporal' and 'counter-temporal' cans and 'referents' of language and culture in our time, because higher education is more deeply influenced by political rights and is tied to concepts such as discourse and rights."

## 6. Reflective Summary

Through this investigation and practical research, our team has gained a lot in the process of practice, and there are also some shortcomings that need continuous reflection and summary of experience.

The harvest of this research is mainly divided into four aspects.

First, it cultivated our teamwork ability. During the team practice, the team leader Song Yiyan led the team members to collaborate sincerely, with clear division of labor and clear objectives, fully demonstrating the spirit of collective cooperation.

Second, it accelerated the progress of the survey questionnaire research. In the pre-survey period, we divided the work well and carried out the work at the same time; when we encountered problems, we discussed and researched together and solved them quickly. These processes are the results that can only be obtained by a team working together.

Third, it improves our social skills. In the process of organizing the distribution of questionnaires, team members mobilized the active participation of the surrounding social circle and tried their best to expand the audience of the questionnaires; communication played an important role in sharing professional knowledge with people; when designing the content of the questionnaires, the need to ensure that the questionnaires are easy to understand requires sufficient language organization skills, which is also an important part of social skills. Fourth, it is beneficial to the development of the Chinese international education profession. Firstly, the results of the questionnaire survey show that the masters of Chinese international education in our university have some understanding of the "soft skills" for future career development, but they do not know much about them. It can be seen that the major task of Chinese international education is a long way to go.

Through this research, we have learned about the current situation and prospects of the professional development of the Chinese language education profession, and have improved our knowledge of the "soft skills" of the Chinese language education profession, which will play a positive and constructive role in our personal study and life focus, future career development planning and development goals. In addition, the research activities such as questionnaire design, news writing, and online meetings not only increase our personal skills, but also stimulate our creative spirit, and promote us to grow into well-rounded and innovative talents.

## 7. Conclusion

In the current situation, there are many problems such as "teachers' team, teaching materials, quality assessment standards, single communication strategy and means, layout of Confucius Institutes, modernization of Chinese traditional culture, ways of communication between Chinese culture and world culture, relationship between international communication of Chinese language and Chinese culture and construction of cultural soft power, international communication of Chinese culture and construction of the image of China in the world, construction of Chinese cultural communication The issues of "management mechanism construction"<sup>⑩</sup> and so on are constantly emerging, and there is a need to mature the cultural communication mechanism and deepen cultural exchanges in continuous practice and exploration. In recent years, Confucius Institutes have launched the "Chinese Bridge" project, actively implemented training programs, and promoted the establishment of multilingual periodicals, which demonstrate China's efforts and determination to seek international integration and build a national brand cultural image.

This research has conducted a detailed survey on students' perceptions of soft skills for career development, based on the results of the survey, and has analyzed the current situation, differences in perceptions, major problems faced and targeted response strategies of soft skills for career development of Chinese language education majors, with selected topics and students of Chinese language education in the College of Chinese Language and Culture of Beijing Normal University as representatives. We hope that this survey will help more Chinese international education students to have a clearer self-positioning of their professional career development, and encourage more people to participate in teaching Chinese culture and promote Chinese culture to foreign countries.

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