

## **An Analysis of the Cultivation of Chinese International Education Talents from the Perspective of Collaborative Innovation<sup>①</sup>**

Sun zhaoyang<sup>②</sup>

(School of Politics and Public Administration, Anyang Normal University, China)

Corresponding Author: Sun zhaoyang

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**Abstract:** *The issue of teachers has always been a bottleneck restricting Chinese international education. As a collaborative innovation theory that promotes effective cross-system cooperation, it can effectively integrate the innovative elements and related resources of training Chinese international education talents, and achieve discipline synergy, institutional synergy, institutional synergy, collaboration between theoretical teaching and practical teaching, collaboration between Chinese education and development of economy, culture and society in destination countries, forming an innovative mechanism for training Chinese international education talents, improving the quality of training talents, especially the local teachers in the destination countries, and providing talent resources for the healthy development of Chinese international education*

**Keywords:** *Chinese International Education; collaborative innovation; talent training; teaching staff*

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Date of Submission: 24-03-2019

Date of acceptance: 08-04-2019

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### **I.**

### **II. Introduction**

In 1950, the short-term foreign training course offered by Tsinghua University opened the prelude to the education of international students in China and became the first step in the dissemination of Chinese culture in China. In 1978, the formal enrollment of modern Chinese undergraduate students from Beijing Language and Culture University in China opened the door to extensive exchange of Chinese language and culture in the world after the reform and opening up. In 2004, the world's first "Confucius Institute", with the primary function of teaching foreigners to learn Chinese, was listed in Seoul, the capital of Korea. Since then, the Confucius Institute has developed rapidly around the world at an alarming rate. As of December 31, 2017, China has established 525 Confucius Institutes and 1,113 Confucius Classrooms in 146 countries and regions around the world. The Confucius Institute and Confucius Classroom have become the main forms of Chinese international education and an important symbol of Chinese culture "going out". In addition, school education and training institutions are also an important force for the sustainable development of Chinese international education in some countries and regions, and will become the main force for future Chinese international education. The rapid development of Chinese international education has also made this field more and more a hot topic in academic research. Scholars have focused on micro-teaching issues, macro or meso-language communication or promotion project management, national language policy and education institutions, localization teaching materials, teachers, teaching models, the world's Chinese demand research, development of language communication standards, and the influence of national politics, economy, culture and diplomacy on Chinese teaching, trying to examine the various problems related to Chinese going to the world with a global vision and international thinking. [1] In the study of relevant issues, the most critical issue is the cultivation of Chinese communication talents. Cultivating a large number of high quality educational communication talents is an urgent need for the rapid development of international education in China at present.

Collaborative innovation is the product of the combination of innovation theory and synergy theory. [2] The concept of "collaboration" and the theory of synergy were first proposed by the German physicist Hermann Haken in 1971. Haken believes that any system is an organic whole, and the coordination, cooperation, synchronization, and collective behavior of the various subsystems in the system will produce an effect of one plus one greater than two. The first to define collaborative innovation is Peter Gloor, a researcher at the Massachusetts Institute of Technology's Sloan Center in the United States. He believes that collaborative innovation is a process in which self-motivated people join together to form a network group that forms work

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<sup>①</sup> This paper is a staged achievement of a study and practice project of higher education teaching reform in Henan Province in the 2017, "Research and Practice on the Construction of Quality Assurance and Monitoring System for Graduate Students Majoring in Chinese International Education" (Project No.: 106), 2016 Henan philosophy and social science planning project "Research on the Transformation and Development of Discipline Construction in Local Universities in Henan Province (Project No.: 2016BSH001)"

<sup>②</sup> Sun Zhaoyang (1975-), male, Puyang, Henan Province, associate professor, School of Politics and Public Administration, Anyang Normal University, master, mainly engaged in educational sociology research.

goals and communicates information in a networked manner, working together to accomplish tasks and common goals. It is clear that this definition defines the subject of collaborative innovation as “elf-motivated people”, and shows that collaborative innovation in the eyes of Peter Gloor focused on the microscopic synergy of the individual. Nowadays, the main body of collaborative innovation has expanded from individuals and organizations to multiple subjects. Collaborative innovation has also become a new mode of cooperation for multiple subjects to achieve their goal of jointly completing innovation tasks by carrying out division of labor and cooperation, with their respective tangible or intangible resources.

As far as the construction of universities and their subject specialties is concerned, collaborative innovation must focus on its due functions and work objectives, and fully integrate the innovative resources that can form complementary advantages. Focusing on talent cultivation, scientific research, social services and cultural heritage innovation, we will work hard to carry out substantive cooperation to improve the efficiency of school education and achieve innovative development. For the cultivation of Chinese international education talents, taking collaborative innovation theory as the research perspective, exploring synergistic domestic and foreign multiple subjects, targeting multi-ethnic cultural needs, integrating relevant educational resources, and innovating content and methods, it will not only help to make up for the lack of academic research, but help to provide more high-quality education talents for the smooth development of Chinese international education and make important contributions to the cultural exchange of the world community.

### **III. The Main Problems in the Cultivation of Chinese International Education Talents**

#### **2.1 the lack of the cultural background and intercultural communicative competence of the existing teachers of Chinese international education in foreign countries**

Language is not only a communication tool, but also the main carrier of national culture. Without cultural support, language may be annihilated by the loss of space. The “Chinese fever” that appears in the world today is not only the love of foreigners for the language tool of Chinese, but also the unique charm of Chinese culture behind Chinese. The “Chinese fever” is essentially a Chinese cultural fever, representing the world’s vision and love for Chinese culture. Chinese international education not only promotes Chinese to the world, but more importantly, it uses language as a carrier to show Chinese culture to the people of the world and establish a Chinese image. Therefore, Chinese international education talents must have a rich Chinese cultural heritage and strong cultural communication skills. They can use the Chinese language tool to interpret the unique charm of Chinese culture and have intercultural communication competence. However, on the whole, the number of faculty members engaged in Chinese international education abroad is insufficient, the ability to innovate is not strong, and there is a serious shortage of high-level elite talents. Some scholars pointed out that the rapid expansion of the number of Confucius Institutes and Confucius Classrooms, resulting in many problems in the quality of running schools and management system. After a short period of training and rush to work, there have been many directors who are not good at management and teachers who do not know the profession. [3]A more serious reality is that, subject to the immigration policy and employment policy of the destination country, Chinese international education can provide limited employment for domestic related majors. Not only is the number of volunteer teachers recruited by Confucius institutes limited, but it is even more difficult to provide them with long-term and stable job opportunities. Many volunteers face a professional and non-professional employment environment in the country after the end of their term of office. As a result, many returned professional teachers are forced to change their careers, and experienced Chinese international education talents are lost. This situation also reduces people’s psychological expectations for engaging in Chinese international education, and it also makes it difficult for related professionals to attract high-quality talents. Especially in developing countries, the number of Chinese teachers is lower and the overall quality is lower. Many teachers do not have professional education background and the overall age is too large. Although the quality and academic qualifications of Chinese teachers in developed countries are high, many teachers’ professional backgrounds are not consistent with Chinese promotion.

#### **2.2 A Contradiction Between the Professional Training Mode of Chinese International Education and the Actual Foreign Teaching Requirements**

After taking the lead in setting up the “Chinese Language” major of Chinese as a second language in 1978, in 1986, the Beijing Language Institute took the lead in launching the enrollment of foreign postgraduates majoring in modern Chinese. In 1997, the first Master’s degree in teaching Chinese as a foreign language and teaching theory was established. In 2007, the country added a master’s degree in Chinese international education. In 2015, Beijing Language and Culture University independent “Chinese International Education” second-level doctoral program began enrolling students and became the first doctoral degree in China to be named after Chinese international education (teaching Chinese as a foreign language). After that, some high-level universities have set up relevant doctoral programs under different names in different first-level

disciplines. For example, Xiamen University has set up “Teaching Chinese as a Foreign Language” under the first-level discipline of Chinese language and literature, “Chinese International Promotion” under the first-level discipline of journalism and communication, and three doctoral programs such as “International Chinese Education” under the catalogue of pedagogy. For the sake of convenience, it is called Chinese international education in the paper. The establishment of the Chinese international education degree and the improvement of the master’s education system provide a talent foundation for the development of Chinese international education. In general, the talents trained in Chinese international education will be sent to foreign countries for Chinese teaching. However, there are prominent contradictions between the domestic professional personnel training mode and the requirements of foreign Chinese teaching work. The main manifestations are as follows: First, domestic professional education attaches importance to theoretical interpretation and macro lectures, overemphasizes academics, neglects the cultivation of practical teaching skills. Second, although intercultural communication courses and related learning contents have been offered in the specialty of Chinese international education and pre-job training, these courses and learning contents are lack of obvious pertinence and nationality. Third, they lack understanding of the language and culture of the countries they are in. Fourth, there are huge differences between domestic and foreign teaching models. The existence of the above problems has brought challenges for students majoring in Chinese international education to engage in Chinese teaching in foreign countries.

### **2.3 Insufficient Number of Full-Time Teachers Majoring in Chinese International Education in Universities**

At present, although the talent cultivation system of Chinese international education at all levels in domestic universities is basically complete, the number of excellent full-time teachers engaged in subject research and professional teaching is obviously insufficient. The main reason for this problem is that the opening time of Chinese international education specialty is late and the discipline construction is insufficient. Although the undergraduate education of this major has developed rapidly and the number of students trained is large, it is obviously difficult for undergraduate graduates to be qualified for research and education in universities. Postgraduate students are also unable to join the ranks because of the restrictions on the recruitment conditions of college teachers. And the number of doctoral students is far from meeting the needs of high-level talents in universities, so many teachers of Chinese international education in universities have to be filled by teachers in Chinese language and literature, foreign language and literature, pedagogy and other disciplines. Although these teachers can undertake the teaching task of some basic courses of Chinese international education, some non-professional teachers cannot fully grasp the purpose of specialty setting and course teaching for professional courses, nor can they guide students to master relevant professional skills from the perspective of future career.

### **2.4 Insufficient Writers of Excellent Chinese International Education Textbooks to Meet the Needs of Cross-Cultural Communication**

In recent years, although the number of Chinese international education textbooks published in China has reached thousands, it is still widely reported that there is no applicable textbook available in foreign countries. The reason for this phenomenon is that the editors of these textbooks generally pay attention to the systematicness of language knowledge, which is not well combined with the national cultural elements of the destination countries. Many tutorials have very strong Chinese elements in terms of text selection, scene design and language atmosphere. The textbooks are not interesting enough and are not attractive, resulting in many foreign students in the process of Chinese learning generally have a sense of cultural alienation and strangeness. [4]Some textbooks and teaching supplies have even been seen by local critics as “propaganda tools”. [5] There are also some textbooks with serious negative scenes in context selection, and some negative and vulgar materials are common. As some scholars have said, the textbook on Chinese as a foreign language is the “narrator” of China's national image. [6]Some negative images in international Chinese textbooks will not only greatly degrade the quality of these materials, but also seriously distort China’s image due to the negative effects of certain contexts. The essence of the textbook problem is the editor’s problem. Therefore, it is imperative to train a group of textbook writers who are proficient in traditional Chinese culture, the language and culture of the target country, the rules for the compilation of educational textbooks, and modern media theory and technology.

## **IV. Constructing the Construction Mechanism of Chinese International Education Talents Training With the Orientation of Collaborative Innovation**

Taking collaborative innovation as the orientation, to build an effective platform for the training of Chinese international education talents, and strive to improve the level of teaching staff and the quality of personnel training in Chinese international education, the level of Chinese withdrawal of the existing talents and

the quality of textbooks in Chinese international education, and to form the coordination construction of Chinese international education personnel training mechanism, making the construction of Chinese international education specialty more scientific and applicable, the training mode more open and international, and the training object more innovative and complex. It is an effective way to promote the healthy development of Chinese international education career.

### **3.1 Promoting institutional synergy and building an innovative system for cultivating the traditional education of national language culture and culture from primary school to university**

Since modern times, the Chinese education system and curriculum have always adhered to the tradition of learning from the West. Until today, the modern education system with distinctive Chinese traditional cultural characteristics has not really been established. The one-sided understanding of Western culture's "advanced" and Chinese cultural "tradition" still occupies the mainstream of society, and the elements of Chinese traditional culture inheritance and innovation are insufficient. At the same time, China's schools at all levels from primary schools to universities are highly dependent on exam-oriented education. The tools of Chinese learning have become increasingly separated from culture. Systematic Chinese teaching has been dismembered as part of the test sites, resulting in a sharp decline in students' interest in mother-tongue learning. So many young students can speak a fluent foreign language, but can not write decent Chinese. Cold-speaking mother tongue will not only weaken the ability of Chinese culture to inherit and innovate, but also be out of touch with the general trend of world cultural exchange and integration. The flowers are within the walls and the fragrance is outside the walls. When Chinese flowers are fragrant outside the walls, we must first ensure the flowers are blooming brightly inside the walls. Only when we attach importance to the inheritance, innovation and development of our mother tongue culture, can Chinese international education truly gain a solid cultural foundation. Therefore, the State should carry out a radical reform of the curriculum system of humanities and social sciences. From elementary school to university, we must integrate national culture education into every aspect of the educational process, establish a perfect evaluation system of traditional culture education, and construct a humanistic education system and curriculum content based on Chinese traditional culture, aiming at promoting inheritance and innovation, and taking Western progressive culture as a reference. In different education sessions, to set up the compulsory courses of national culture education with different levels and contents forming a reading atmosphere of traditional culture classics, organize and carry out the grading examination of Chinese knowledge and traditional culture, actively carry out lectures on the popularization of national culture, and organize and carry out the thematic activities of traditional cultural education, such as national cultural knowledge contests, in order to promote the cognition and recognition of national culture by teenagers and even nationals, and form a social atmosphere that attaches importance to traditional cultural education, inherits, disseminates and innovating the content of traditional culture at the whole society level, which provides a solid cultural soil for Chinese international education.

On this basis, the university humanities and social science majors, especially the Chinese international education majors should take the initiative to assume the responsibility of the accumulation and inheritance of national culture and human civilization, and combine the two strategic tasks of national talent training and international talent training, so as to provide a high level, applied, compound and international specialized personnel for the Chinese international education. This kind of expertise includes not only Chinese international teachers, but also Chinese cultural promotion talents who master modern media technology, international cultural industry trade talents who are well versed in international cultural market and international marketing rules, traditional cultural creation and innovative high-end talents, and high-level translation talents of cultural exchange and cooperation.

### **3.2 To Strengthen the Coordination of Disciplines and Construct a New Model of Training Talents in Chinese International Education With the Participation of Multiple Disciplines**

The "Chinese" of Chinese international education specialty should be the carrier of Chinese traditional culture with language as the bridge. It needs not only the basic support of Chinese language and literature, but also the joint participation of political science, sociology, Chinese history, archaeology, art, philosophy, pedagogy, psychology and many other disciplines. It is not only necessary to study Chinese language and culture, but also to study the language and culture of the target country from an international perspective. Therefore, Chinese international education major is the product of the interdisciplinary integration at the very beginning. "only in the "broad" and "pan" perspectives of the interdisciplinary, the academic value and status of Chinese international education can be highlighted". To strengthen the training of Chinese international education talents, we must give full play to the institutional advantages of Chinese universities. Broaden the horizons of disciplines, and regard Chinese international education as a comprehensive special education major that is coordinated by various disciplines. It will strengthen cooperation with domestic and foreign universities, educational institutions at all levels, and collaborative units to integrate different disciplines and human

resources in philosophy and social sciences, analyzing and measuring the subject construction tasks and concrete work efficiency among each other with multiple eyes, forming a systematic dynamic mechanism of discipline and professional construction, promoting the intersection and integration of disciplines, and realizing the interconnection between various cooperative units and disciplines. To integrate the three basic functions of professional education, discipline research and cultural heritage innovation and promotion, take the discipline research as the guide, consolidate the foundation of professional education, focus on cultural heritage innovation and promotion, train Chinese international education students as innovative talents with certain academic research ability and Chinese international education practice teaching ability, a new model of Chinese international education talent training will be built.

### **3.3 Strengthening the Synergy Between Theoretical Teaching and Practical Teaching, and Promoting the Formation of an Open, Pluralistic and Innovative International Perspective for Chinese International Education Talents**

Chinese international education talents are significantly different from other social talents, and Chinese international educators are the main body of Chinese language and culture inheritance and the subject of Chinese language and culture communication facing the world. Therefore, as the main carrier of Chinese international education personnel training, the relevant disciplines should strive to promote the cultivation of emerging and interdisciplinary disciplines, reflect the professional characteristics of cross-cultural communication, practical skills training and basic theory, focus on the training of high-level, applied and compound specialized personnel in personnel training, and adhere to both theoretical teaching and practical teaching, pay more attention to the talent training mode of practical teaching, transform the latest academic achievements in the fields of linguistics, history, pedagogy, psychology, cultural exchange between China and foreign countries into practical teaching achievements, and construct a targeted teaching mode adapted to the international education of Chinese from the perspective of internationalization, and promote the transformation of Chinese teaching from the local model to the internationalization and the country-specific education model. This requires the Chinese international education major to continuously improve the theoretical teaching ability, but also to cooperate with domestic and foreign cultural research institutions, cultural product development institutions, educational institutions and other multiple subjects with an international perspective and facing to different ethnic and cultural groups. To strengthen the construction of overseas professional practice bases, develop practical courses adapted to the characteristics of the national culture of the host country, construct an open and pluralistic international talent training platform, and train the Chinese-language educators into a multivariate communication carrier that is both rich in Chinese traditional language and cultural connotations, and more creative in promoting Chinese linguistic and cultural capabilities. So that Chinese language promotion teachers at the same time become the communicator of national culture, the introduction of other cultures, multi-cultural communicators.[8]

### **3.4 Carrying out Cooperation With Relevant Institutions at Home and Abroad, and Striving to Introduce and Train a Group of Chinese International Education Innovative Professional Teachers With International Vision**

Consistent with the importance of teachers in Chinese international teaching, it is equally important to train teachers of Chinese international education teachers. As mentioned above, the professional courses of many colleges and universities, especially local colleges and universities, are often taught by teachers specializing in Chinese language and literature, pedagogy and foreign language and literature. The relatively stable and high-quality professional teaching team has yet to be further constructed and improved. The Chinese international education discipline and professional awareness have not yet been formed, which easily leads to the alienation of educational content, training methods and professional training objectives. Therefore, the Chinese international education major must intensify efforts to improve the development conditions of teachers, and cooperate with relevant institutions at home and abroad to improve and reform the teacher training model. Adopt the “please come in” way to vigorously introduce Chinese international education teachers with professional background and rich experience, and actively invite experts, scholars and famous teachers in the field of Chinese and international education at home and abroad to give lectures and conduct training, and strive to improve the professional quality of existing teachers. Adopting the “going out” strategy, teachers are encouraged to actively participate in all kinds of seminars, such as subject construction, professional construction and curriculum construction of Chinese international education at home and abroad, as well as teaching observation and professional skills competitions, so as to form a broad international perspective and continuously improve the overall academic and teaching level of the teaching staff. Through these methods, the level of discipline construction of Chinese international education teachers will be improved, the structure of professional teachers will be continuously optimized, and high-level teachers will be provided to improve the quality of Chinese international education talents.

### **3.5 Enhance the Coordinated Development of Chinese International Education and the Economic, Social and Cultural Development of the Host Country, and Innovate the New Way of Chinese International Education**

Chinese international education is essentially different from Western cultural colonization. China does not export ideology and values through Chinese communication. It does not conquer other cultures, but upholds the concept of cultural pluralism, enhances the exchange of language and culture in the world, seeks common ground while reserving differences, makes common progress, develops together, and shares the fruits of the development of human language civilization. Therefore, Chinese international educators should first respect local ethnic culture. As Mr. Fei Xiaotong said: “Maintaining the lifestyle and cultural identity of other ethnic groups, like protecting the rare species that are on the verge of extinction, is preserved for the perpetuity of all human cultures.” [9] At the same time, actively integrating into the local mainstream society, closely integrated with the local cultural background, living environment and social needs, so that “learners have made some changes in learning Chinese, these changes contribute to the overall development and self-realization of people”. [10] In this way, it can obtain the recognition and support of the local government and the public, making Chinese an effective tool for communication between the two sides. Secondly, we should train a group of special talents with international vision who can develop adaptive textbooks for different countries and different ethnic groups, and be able to study the characteristics of education systems and education culture in different countries. Aiming at the language and cultural background of different countries and regions and the actual needs of learners, a batch of practical and localized Chinese teaching materials that are in line with the laws and characteristics of Chinese teaching and are close to the local cultural background, and social life, psychological characteristics and thinking habits of learners, will be compiled. In the long run, especially as the country’s overall national strength continues to strengthen and the “Belt and Road” construction continues to expand on a global scale, in the deep opening and cooperation between China and the rest of the world, the trend of the human destiny Community is gradually emerging, the world’s desire to learn Chinese and Chinese culture is becoming increasingly strong, Chinese international education should also be shifted from the former national volunteers to the training of local teachers. Some scholars pointed out that when overseas Chinese teaching is basically undertaken by local Chinese teachers, Chinese international education can truly achieve “nationalization” teaching, and the Chinese language can truly go to the world. [11]

Therefore, Chinese international education should strive to carry out multi-party collaboration. It is necessary to improve the quality of the training of Chinese international education volunteer teachers who are “sent out”, and also to recruit overseas students through the “please come in” way, and to train Chinese teachers through Confucius Institutes, training institutions or the relevant education departments in the host country. In this process, whether it is “please come in” to cultivate or “send out” to teach, we should help destination countries to cultivate localized teachers as an important task of Chinese international education, and strive to help local teachers have a profound Chinese pronunciation, writing, vocabulary, grammar and Chinese traditional culture and other aspects of basic skills, in order to achieve the goal of gradually realizing the localization of Chinese international education.

## **V. Conclusion**

Compared with domestic education, Chinese international education is a new thing in terms of educational objects, educational content, educational methods and educational ecology. The ever-changing and normalization research topic in the development of Chinese international education is to continuously strengthen the research path of adapting to the educational requirements in this field, guided by the theory of collaborative innovation.

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Sun zhaoyang. "An Analysis of the Cultivation of Chinese International Education Talents from the Perspective of Collaborative Innovation ". *IOSR Journal of Research & Method in Education (IOSR-JRME)* , vol. 9, no. 2, 2019, pp. 25-31.