

# On the Reform of Ideological and Political Education in Major of International Chinese Education

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**Abstract:** In the new era, colleges and universities adhere to the principle of taking moral education as the fundamental task of education in China. Taking the course *Introduction to Chinese International Education* as an example, the paper discusses how to carry out ideological and political teaching in International Chinese Education major. The research shows that it is an effective way to realize ideological and political education by doing a good job in the top-level design of ideological and political courses, exploring the ideological and political elements in the courses through multiple ways, adopting multiple teaching methods and multi-dimensional ideological and political teaching models, and implementing multiple and multi-agent evaluation.

**Key words:** ideological and political education of the curriculum; International Chinese Education; reform in education

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## 1. Introduction

In the teaching process, it is the teacher's responsibility to cultivate students' ideals and beliefs, value orientation, political beliefs and social responsibilities. Therefore, it's important to consciously, organically and effectively carry out ideological and political education for students, and combine it with professional development education so as to truly realize the transformation from "teaching" to "education". The concept of "curriculum ideology and politics" has been deeply rooted in the hearts of the people, and the research on "curriculum ideology and politics" has also achieved fruitful results. In addition to theoretical discussion on the connotation, value, implementation path and other issues of "curriculum ideology and politics", more research involves practical exploration on how to carry out curriculum ideology and politics reform in a certain course. However, at present, the ideological and political education in international Chinese Education has not attracted enough attention. Therefore, we take the core course *Introduction to Chinese International Education* as an example to put forward our thoughts on how to implement the curriculum ideology and politics of the major.

## 2. The Realization Path of Ideological and Political Education in International Chinese Education

Each course has ideological and political elements. International Chinese education is one of the important majors of Chinese universities. Through international Chinese education, we can promote the exchange and mutual learning between Chinese civilization and other civilizations, and consolidate the cultural foundation for building a community with a shared

future for mankind. The implementation of ideological and political education in the curriculum of International Chinese Education specialty should always be guided by "for whom to train people, what kind of people to train, and how to train people", and the ideological and political content of the curriculum should be designed with the starting point of promoting students to become talents, so as to form the integration of knowledge, ability and values.

### 2.1 Do a good job in the top-level design of ideological and political courses of each professional course

It is necessary to carry out teaching design for each course, and also grasp the whole course from the commanding point. Teaching should not be arbitrary. In fact, in the past, many teachers have consciously or unconsciously carried out value education for students, which was not systematic to a large extent. To carry out the ideological and political work, we should start from the overall situation, carry out the top-level design from major to curriculum on a commanding height, and define the educational objectives of each major and each course. All professional courses should enable students to truly and deeply feel the significance of their majors and courses to the country, humanity and individuals.

*Introduction to Chinese International Education* is the core course of International Chinese Education. It introduces the basic theories and methods of learning and teaching Chinese as a second language and helps students better integrate teaching theory and practice, which pays equal attention to both theory and practice. The ideological and political objectives of this course can be defined as cultivating students' sense of a community with a shared future for mankind, responsibility and mission in the dissemination of Chinese and Chinese culture, and practicing and telling Chinese stories well. Under the guidance of the overall ideological and political objectives, it is necessary to clarify the specific educational objectives, find the convergence point between ideological and political education and professional education.

### 2.2 Dig the ideological and political elements in professional courses

#### 2.2.1 Talk about history

The achievements of International Chinese Education cannot be separated from the support of the state and the efforts of generations of Chinese people. Understanding the development history of Chinese as a second language teaching is one of the important contents of this course. Through the study of the history of discipline development and the current situation of Chinese communication, we can realize the achievements made by China in teaching Chinese as a foreign language, international communication of Chinese and international Chinese education since the founding of the People's Republic of China. History is a vivid teaching material for students to carry out patriotic education and cultivate "four self-confidence". In the "past and present life" of Chinese and Chinese culture communication, students can understand the great efforts made by Chinese teachers generation after generation, they will recognize the challenges faced by international Chinese Education under the new situation, which will effectively stimulate students' sense of social responsibility and social mission, and enhance their enthusiasm for professional learning.

#### 2.2.2 Talk about people

The deeds of outstanding figures are vivid ideological and political materials full of positive energy. During the teaching process, we can introduce the famous figures and events of our discipline to the students, such as the teaching stories of the older generation of Chinese teachers. In addition, the figures around the students can also be taken as examples to reduce the sense of distance and let the students have "Empathy" better. For example, the real stories of the graduating seniors as TCSL volunteers can be introduced to the students. In this way, students can perceive the professional quality and spirit that a professional Chinese person should have through the character stories.

#### 2.2.3 Add cases

Taking the *Cultural Basis of Chinese Teaching* for example, real cases guide students to compare Chinese culture with foreign culture and inspire them to think about how to deal with relevant issues from the perspective of cross-cultural

communication. For example, we can help students establish a correct cultural outlook and cultivate students' critical thinking through cases such as foreign students questioning Chinese people for eating dog meat, Korean students believing the folk song *Arirang* is Korean, and Chinese volunteers being provoked by foreign students in class. Another example is the case of the Chinese internet star Li Ziqi's popularity abroad. Although some people have questioned this Chinese vlogger who has millions of international fans, there is no doubt that Li Ziqi's video has opened a window for the West to understand and appreciate Chinese culture. Students can be guided to discuss the methods of promoting Chinese culture overseas from various perspectives, think about the new path of Chinese culture communication in the new media era.

#### 2.2.4 Combine with practical issues

In the teaching process, we must combine learning with the development of the times and practical problems. The vigorous development of international Chinese education is closely related to the improvement of China's comprehensive national strength and the continuous expansion of its international influence. The specialty of International Chinese Education itself is closely related to the development of the times. In the teaching process, we will introduce to students how Chinese communication has helped the construction of the "the Belt and Road" since the "the Belt and Road" initiative was put forward, and make students realize that "people to people communication" is the foundation of the "five links" in the construction of the "the Belt and Road". The realization of the "five links" cannot be separated from language exchange. However, the current Chinese education is far from providing enough talent support for the construction of the "the Belt and Road", and the improvement of the "Chinese +" education along the "the Belt and Road". Promoting the sustainable development of Chinese international education is an important issue that needs to be solved at present.

#### 2.3 Multiple teaching methods and multi-dimensional ideological and political teaching models help the integration of ideological and political content

Digging out the ideological and political elements in the course is critical in the curriculum teaching. However, it is not advisable to rigidly and mechanically preach or suddenly switch from the professional course to the ideological and political content. Therefore, how to integrate the ideological and political content into the professional course is the most important problem to be solved. In this process, appropriate teaching methods and diversified teaching activities are the necessary means to achieve effective integration.

In addition to traditional teaching methods, classroom teaching mainly adopts the methods such as discussion teaching method, case teaching method, problem based learning, independent inquiry teaching method, story teaching, etc. Various teaching activities are carried out to inspire and guide students to analyze, discuss and solve problems, understand the value judgment behind problems through creating certain problems and situations so that students can participate and experience more. For example, students can collect foreign students' error cases or discuss the reasons for the repeated closure of Confucius Institutes in Europe and America. In combination with the dramatic changes in international relations, and the global economic setbacks and changes in education ecology caused by the current epidemic, the students were asked to collect information and work together in groups to think and discuss "what impact the epidemic have on International Chinese education, how to innovate International Chinese education in the post epidemic era, and what opportunities and challenges the new global situation will bring to graduating students". Finally, they can complete a research report for classroom presentation, in which, students can gain the perspective and ideas of analyzing problems, develop crisis awareness and sense of responsibility, and actively think about how to tell Chinese stories well. Another example is the teacher's assumption that students will participate in the "annual award ceremony for the spreading of Chinese culture" five years later, and the students' task is to write an award speech. In this process, each student will take a part, think about his career plan, put forward his vision, and clarify what he can do for international Chinese education.

## 2.4 Multiple and multi-agent evaluation promotes the ideological and political effect of curriculum

Since the long-term quantitative evaluation standard is single, we need to conscientiously implement the requirements of the Ministry of Education on cleaning up the "five only" (ie. score-only, entrance examination-only, diploma-only, title-only, award-only), return to the essence and original intention of education, to create a good institutional environment for promoting curriculum ideological and political education. In terms of the curriculum ideological and political evaluation, it is essential to include students' cognition, emotion, values and other contents to reflect the humanism and diversity of the evaluation. Therefore, it is a good way to gradually combine objective quantitative evaluation with subjective validity test, comprehensively adopt the methods of result evaluation, process evaluation and dynamic evaluation, and formulate more precise and systematic evaluation indicators to fully and timely reflect the growth of students. Firstly, improve the multi-factor evaluation system. We should incorporate students' discussions, group cooperative learning, research results reporting and other activities into the process evaluation, and improve the evaluation system of emotion, ability, effect and other factors. Secondly, create multi-agent evaluation. In addition to the traditional teacher evaluation, group evaluation (intra-group evaluation, inter-group evaluation), student-to-student evaluation and other evaluation methods can be introduced into teaching. The process of student evaluation is also a process of learning from others and improving oneself. At the same time, how to conduct fair scoring can be practiced. Thirdly, relevant ideological and political topics are added to the course test, such as cross-cultural communication related case analysis and writing. Finally, try to make a self-test or mutual test. The examination method for teachers to set questions and students to answer questions can be reformed. For example, students can set questions according to what they have learned and comment on the questions themselves. Teachers can judge the difficulty coefficient of the test paper at their discretion. The change of the role from the examinee to the questioner and reviewer will stimulate students' independent learning and give students a stage for self display.

### 3. Conclusion

It has become one of the important missions of the colleges and universities in the new era to grasp the main channel of classroom teaching and implement the principle of "building morality and cultivating people" in the whole process, all directions and all staff of college classroom teaching. Teachers majoring in international Chinese education should constantly improve their education consciousness and teaching ability, and actively explore the teaching path of integrating ideological and political content into professional courses. How to carry out ideological and political teaching in this discipline more effectively is still a problem that needs to be pondered in the future.

### Conflicts of Interest

The author declares no conflicts of interest regarding the publication of this paper.

### Acknowledgments

This research is funded by University Teaching Reform Research Project (Grant No.G201916z), University Scientific Research Project (Grant No.321022023), Shandong Province's Humanities and Social Sciences Project (Grant No.2022-jcyj-10).

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