

Exploring "student-centered" education and teaching reform: a case study of International Chinese Language Education in Guilin A University

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Abstract: This paper takes the Chinese International Education major of Guilin A University as an example to discuss the "student-centered" education and teaching reform. This paper points out the shortcomings of the traditional teaching mode, and puts forward some measures such as optimizing the curriculum system, innovating teaching methods, strengthening practical teaching and perfecting the evaluation system, so as to improve students' independent learning, innovative thinking and intercultural communication ability. At the same time, the paper discusses the challenges and solutions in the reform, summarizes the results of the reform practice, and emphasizes the importance of continuous reform and innovation in improving the quality of teaching and cultivating international talents.

Key words: student-centered; teaching reform; Chinese International Education; innovation and entrepreneurship

1 Introduction

Adhering to the "student-centered" educational philosophy, the major of International Chinese Language Education at Guilin A University conforms to the teaching rules and the needs of students, and helps to cultivate applied talents with international vision and cross-cultural communication skills. However, with the popularization of higher education, the major of Chinese Language Education in Guilin A University is facing some problems, such as students' low interest in learning, low motivation in learning, poor learning effect, and insufficient ability of innovation and entrepreneurship.

2 The problems in the professional education of Chinese as an international language

2.1 Students' lack of enthusiasm for learning

As a first-class major in Guangxi Province and Guilin A University, the teaching quality and faculty of the major are excellent. However, in the actual teaching process, the problem of students' low enthusiasm for learning is gradually prominent, which not only affects students' academic performance, but also poses a challenge to the long-term development of the major. The single teaching method is also an important factor that leads to students' low enthusiasm in learning. In the traditional teaching mode, teachers often occupy the dominant position and give lectures while students passively receive knowledge.

2.2 Lack of innovative and entrepreneurial thinking and skills among students

Guilin A University is an important base for cultivating talents of International Chinese Language Education. The shortage of practice places and facilities is the key factor restricting students' enthusiasm for innovation and entrepreneurship. This not only limits their vision, but also weakens their ability to translate theoretical knowledge into practical action. The problem of disconnection between students' professional knowledge and innovative and entrepreneurial projects cannot be ignored. The unreasonable curriculum is also an important factor restricting the development of students' innovation and entrepreneurship ability.

2.3 The training of talents needs to be optimized

As a bridge between Chinese and foreign cultures, the employment status of graduates in this major is related to the choice of individual career path. The singularity of school-enterprise cooperation mode is the key factor restricting the combination of students' theory and practice. The mismatch between the talents cultivated by schools and the actual needs of enterprises is a major pain point in the current job market. It is often difficult for schools to adjust curriculum quickly due to factors such as educational resources and teaching concepts, resulting in a gap between the talents cultivated and the needs of enterprises.

3 "Student-centered" education and teaching reform practice

It is committed to the reform of teaching mode of International Chinese Language Education to improve the validity of students' learning.

In order to achieve the "student-centered" goal of teaching Chinese to international students, and make substantial progress in strengthening school-enterprise cooperation and realizing in-depth collaborative education, clarifying the objectives of school-enterprise cooperation is the cornerstone to ensure the success of cooperation. Schools and enterprises should set clear, specific and measurable goals for cooperation based on a common vision.

A deep school-enterprise cooperation mechanism should be established to achieve efficient integration of resources. Establishing a deep school-enterprise cooperation mechanism is the key to realizing collaborative education. We will strengthen the construction of faculty and improve teaching quality and innovation ability. Strengthening the construction of faculty is an important guarantee for realizing the goal of "student-centered". Schools should encourage teachers to go deep into the practice of enterprises, invite enterprise experts to campus, establish a database of enterprise experts, and implement the "double-qualified" teacher training plan.

3.1 Improve the integrated curriculum system and enhance students' innovative ability

In order to highlight the integrated training of students' innovative and entrepreneurial ability, a comprehensive and multi-level training system should be constructed from multiple dimensions. The system aims to stimulate students' innovative thinking and cultivate their entrepreneurial ability, while ensuring that their professional quality is solidly improved.

In terms of curriculum setting, the integration of specialized courses with innovation and entrepreneurship courses is a top priority. The core courses of the major, such as Chinese teaching method, cross-cultural communication, introduction to Chinese culture, etc., should be integrated into the elements of innovation and entrepreneurship.

Interdisciplinary integration should be carried out to broaden knowledge horizons. Interdisciplinary integration is an important way to broaden students' knowledge horizon and stimulate the potential of innovation and entrepreneurship.

3.2 Carry out and expand school-enterprise cooperation to educate students

In order to realize the core concept of "student-centered" in the International Chinese Language Education, strengthening school-enterprise cooperation and realizing in-depth collaborative education are not only the key to improving the quality of education, but also an important way to cultivate talents with international vision and cross-

cultural communication ability.

To clarify the goals of school-enterprise cooperation and focus on the cultivation of students' ability is the cornerstone of realizing the concept of student-centered education. School-enterprise cooperation should not only stay on the surface of cooperation, but should go deep into the core of student ability cultivation. Schools and enterprises shall jointly formulate detailed talent training plans, and specify training objectives, curriculum settings, practice links, etc., to ensure the effective allocation and efficient use of educational resources.

Optimizing the curriculum according to the needs of the industry is the key to improving the pertinence of education. Schools need to regularly communicate with industry experts and corporate mentors to understand the latest trends in talent demand and adjust the curriculum content in a timely manner to ensure that students' learning is closely related to industry needs.

3.3 Strengthen the construction of teaching staff and improve the quality of teaching

The concept of "student-centered" guides educators to constantly explore and practice. This concept emphasizes the subjectivity of students and requires teachers to take the initiative to put themselves in other people's shoes, change their roles in the teaching process, and transform from the traditional knowledge imparting to the guide and partner in students' learning journey. Adhering to the teacher-led, student-centered, problem-based and innovation-oriented approach is an effective way to tap students' innovation and entrepreneurship abilities. In order to improve the practical ability of teachers, schools should encourage teachers to go into enterprises and conduct on-site internships to enhance practical experience and operational ability. By participating in practical projects of enterprises, teachers can gain a deep understanding of industry trends and technological frontiers, and combine theoretical knowledge with practice, so as to improve their professional quality and educational ability.

3.4 Improve the evaluation system of school-enterprise cooperation to ensure the quality of education

In the field of International Chinese Language Education, school-enterprise cooperation is an important bridge connecting theory and practice, education and industry, and its quality is directly related to the quality of talent training and the improvement of social adaptability. In order to promote school-enterprise cooperation more effectively, it is particularly important to build a diversified and all-round evaluation system. Students are direct participants of school-enterprise cooperation projects, and their growth and development is a key indicator to measure the effectiveness of school-enterprise cooperation. Therefore, student performance evaluation should be the core part of the evaluation system. Students' performance is evaluated through a variety of ways, including coursework, practice reports, project presentations, and feedback from corporate internships.

4 Conclusion

In short, the educational reform and practice path of International Chinese Education major in Guilin A University is a profound change, which is not only related to the improvement of teaching quality, but also related to the cultivation of students' comprehensive quality and the enhancement of social adaptability of this major. In the face of challenges, we need to maintain our original intention, continue to explore and innovate, and contribute wisdom and strength to cultivate more excellent international Chinese education talents.

Conflicts of interest

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

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