

Research on the Curriculum Setting of International Chinese Language Education from the Perspective of Regional and Country Studies

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ABSTRACT

The international communication of the Chinese language is not only related to its own construction but also deeply influenced by the communication ecology of the target countries, presenting distinct regional and national differences. International Chinese language education from the perspective of regional and country studies is a research field that integrates the two disciplines of regional and country studies and international Chinese language education. It focuses on how to promote and teach Chinese more effectively in the context of globalization and multiculturalism, in accordance with the national, regional, and cultural contexts of different countries and regions. It also provides an in-depth understanding of the development status, challenges, and future trends of Chinese language education in these regions. From the perspective of regional and country studies, we need to consider the impact of the cultural, historical, political, and economic contexts of different regions on the curriculum of international Chinese language education. For example, in East Asia, Confucian culture has a profound influence on Chinese language education. Therefore, the curriculum needs to focus on the interpretation and inheritance of Confucian classics. In Southeast Asia, however, due to multiculturalism, the curriculum may need to pay more attention to cross - cultural communication and the cultivation of language practicality.

KEYWORDS

Regional and Country; International Chinese Language Education; Curriculum Setting

1 Regional and Country and International Chinese Language Education

1.1 Connotation of Regional Country Studies

Broadly speaking, regional and country study refers to the comprehensive, multi - angle, interdisciplinary study of national and regional conditions based on countries or regions, covering political, economic, ethnic, religious, social, cultural and other fields. In a narrower sense, it conducts applied research on the special national or regional conditions of a specific country or region, including strategic research on national and regional governance and countermeasure research on emergencies, etc., with the focus on the acquisition and utilization of extra - territorial information.^[1]

Regional and country studies in China started in the 1950s and 1960s, and in 1964, three universities, namely, Peking University, Fudan University, and Renmin University of China, set up departments of international politics to cultivate talents in international relations. Since the reform and opening up of China, with the increasing frequency of foreign exchanges and close international communication, the Chinese Academy of Social Sciences has set up a number of research institutes on international issues, which are dedicated to international relations and regional country studies. Since then, some domestic universities have also set up a number of regional country research institutes in response to the development needs of the times, and regional country studies have gradually emerged.

1.2 Regional Country Studies and International Chinese Language Education

There is a close relationship between regional and country and international Chinese language education, which is mainly reflected in the following aspects:

1.2.1 Cross-disciplinary properties

Regional and country studies and international Chinese language education both have extremely strong cross - disciplinary attributes. Regional and country studies involve the integration of linguistics, history, political science, law, economics, sociology, literature and other disciplines, while international Chinese language education is globally oriented and involves the learning of the Chinese language in different countries and cultural contexts.^[2]

1.2.2 Discipline development and policy support

The development of international Chinese language education has been supported by national policies. For example, the establishment of the China Foundation for International Chinese Language Education and the release of the Chinese Language Proficiency Level Standards for International Chinese Language Education have demonstrated the state's

attention to the cause of international Chinese language education.

Meanwhile, with the advancement of the “Belt and Road” initiative, the combination of regional and country studies and international Chinese language education has become closer. The research of regional country studies can help to better understand the national conditions and cultures of the countries along the route and provide strong support for international Chinese language education.

1.2.3 Faculty structure and cultivation of international students coming to China

International Chinese language education from the perspective of regional and country studies has ushered in new opportunities in terms of faculty structure. Teachers with a background in regional and country studies can provide students with more comprehensive and in - depth language and culture teaching. At the same time, the training of international students in China also benefits from the combination of regional country studies and international Chinese language education. Through in-depth understanding of China's national conditions and culture, international students can better adapt to their study and life in China.

1.2.4 Curriculum and teaching materials development

The study of regional and country studies provides an important reference for the development of the curriculum and teaching materials for international Chinese language education. Combining the national conditions and cultural characteristics of different countries, more targeted and practical teaching materials and courses can be developed to meet the needs of different learners.

1.2.5 Localization of international Chinese language education

The incorporation of Chinese into the national education systems of overseas countries is an important manifestation of the localization of international Chinese language education. At present, 85 countries around the world have incorporated the Chinese language into their national education systems, which helps to promote the development of international Chinese language education from “going out” to “integrating in”, showcase China's image, and enhance the dissemination and influence of Chinese civilization.

2 Characteristics of Chinese language education research in regional countries

2.1 Regionality

Regionality is one of the important features of the research on Chinese language education in regional and country contexts. It focuses on the situation of Chinese language education in a specific region or country, provides an in - depth understanding of the cultural, social, and economic background of the region, and explores how these factors affect the implementation and development of Chinese language education. Through the comparative study of different regions, it can reveal the characteristics and differences of Chinese language education in different regions and provide a scientific basis for the formulation of more precise Chinese language education policies.^[3]

2.2 Integrality

The research on Chinese language education in regional and country contexts is integral in nature. It not only focuses on the teaching and research of the Chinese language itself but also pays attention to the overall development of Chinese language education in a specific region or country.

This includes research on Chinese language education policy, teaching materials, teaching methods, teacher training and other aspects, aiming at comprehensively improving the quality and level of Chinese language education.

2.3 Localization

Localization is one of the important trends in the study of Chinese language education in regional and country contexts. It emphasizes the integration of Chinese language education into local cultural, social, and economic environments to make Chinese language education closer to the needs and interests of local people.

Practices of localization include using local languages to assist teaching, developing teaching materials and teaching resources in line with the local cultural background, and cooperating with local educational institutions in Chinese language education programs. These measures help to increase the attractiveness and influence of Chinese language education and promote the international dissemination of the Chinese language.

2.4 Inclusiveness

Inclusiveness is one of the important values of Chinese language education research in regional and country contexts. It emphasizes respecting learners from different cultures and backgrounds, paying attention to their learning needs and difficulties, and providing diversified teaching resources and support.

Practices of inclusiveness include developing Chinese language teaching materials and teaching resources for different learner groups, providing personalized learning guidance and support, and establishing a diversified evaluation system. These measures help to meet the needs of different learners and improve the accessibility and quality of Chinese language education.

3 Curriculum for International Chinese Language Education

3.1 Research on International Chinese Language Courses in Domestic Institutions

With the rapid development of China's economy and culture, the demand for Chinese language learning is growing worldwide, and more and more domestic colleges and universities have offered specialized courses in international Chinese language. Scholars mainly focus on the imbalance in the settings of ontological knowledge, culture, and practice in the international Chinese language programs of domestic colleges and universities.^[4]

3.2 Research on International Chinese Language Courses for International Students in Domestic Colleges and Universities

The global Chinese - language - learning boom: With the improvement of China's international status and the wide dissemination of its culture, the demand for Chinese language learning continues to grow globally. The growth in the number of international students coming to China: More and more international students are choosing to study in Chinese universities, and many of them take international Chinese language courses as an important part of their study. Scholars have also conducted research on Chinese language courses for international students in China, such as the increasingly popular "Chinese + Career" trend. The curriculum of international Chinese language education focuses on the study of Chinese characters, phonetics, grammar, and other aspects of Chinese language learning for international students.

3.3 Research on International Chinese Language Programs for Foreign Countries

Demand for internationalization of Chinese language: As China's international influence increases, the demand for Chinese as a language of international communication is also growing globally. According to statistics, the number of people learning Chinese has exceeded 100 million worldwide, and more and more countries and regions have incorporated Chinese into their national education systems.^[5]

Challenges of Chinese language teaching: Despite the growing demand for Chinese language learning globally, international Chinese language teaching still faces many challenges, such as cultural differences, the complexity of the language itself, the uneven distribution of educational resources, and the intensification of international competition.

3.4 Research on Chinese Language Programs in Overseas Confucius Institutes

Overseas Confucius Institutes pay great attention to the characteristics of regional nationalization in the design of Chinese language courses, and provide students with a better and more efficient Chinese language learning experience through targeted course content, localized teaching methods, localized teaching materials, and diversified ways of cooperation and exchange.

3.4.1 Regionalization of curriculum content

"Chinese Plus" Courses for Specific Fields: Overseas Confucius Institutes have launched diversified "Chinese Plus" courses, which take into account the actual needs and characteristics of the local communities, and cover a wide range of fields such as high-speed railways, economy and trade, tourism, law, customs and aviation, etc. For example, Confucius Institutes at Khon Kaen University in Thailand have introduced a variety of 'Chinese Plus' courses with localized teaching methods and localized teaching materials. For example, the Confucius Institute at Khon Kaen University in Thailand has launched a Chinese language training program for China-Thailand high-speed railways, and the Confucius Institute for Vocational Education in Ethiopia has opened courses such as "Chinese + Microcontroller Control" and "Chinese + Robotics".

3.4.2 Regionalization of Teaching Methods

Localized teaching methods: Confucius Institutes adopt localized teaching methods according to the language background, learning habits and cultural characteristics of local students. For example, it makes personalized teaching plans and programs according to the Chinese language level and learning needs of local students.

Practical teaching: Focusing on practical teaching, through organizing language exchange, cultural experience, social practice and other activities, students can learn and use Chinese language in practice, and improve their language application ability and cross-cultural communication ability.

3.4.3 Regionalization of teaching materials

Localized teaching materials: Confucius Institutes actively develop localized teaching materials suitable for local students, which take into full consideration the local cultural background, education system and language environment, and help to improve the relevance and practicality of the teaching materials. Diversified teaching materials and resources: In addition to localized teaching materials, Confucius Institutes also actively introduce high-quality Chinese teaching materials and resources from home and abroad to provide students with more diversified learning choices.

3.4.4 Regionalization of Cooperation and Exchanges

Cooperation with Local Institutions: Confucius Institutes actively establish cooperative relationships with local educational institutions, enterprises and cultural organizations to jointly carry out Chinese language teaching and cultural promotion activities. This kind of cooperation helps Confucius Institutes better integrate into the local society and improve the social influence of Chinese language teaching. International exchanges and cooperation: Confucius Institutes also actively participate in international exchanges and cooperation programs, share teaching experience and resources with Confucius Institutes in other countries and regions, and promote the international development of Chinese language teaching.

4 Taking the Confucius Institute at Osh State University in Kyrgyzstan as an Example

4.1 Curriculum Status Quo

The undergraduate curriculum of Confucius Institute at Osh State University consists of four parts: public foundation courses, Chinese language teaching courses, minor courses and Chinese culture experience. Except for the Chinese culture experience course which is not counted as enrollment hours, the other three courses have a total of 7,600 hours in four years.^[6]

4.1.1 Public Basic Courses

This part of the program focuses on providing students with a broad range of fundamental knowledge and skills across a number of subject areas, but the specific curriculum is not explicitly mentioned in the referenced article. Typically, public foundation courses may include mathematics, English, computer science, politics, economics, etc., aiming to provide students with a solid academic foundation and develop their critical thinking and problem-solving skills.

4.1.2 Chinese Language Teaching Courses

This is the core program of Confucius Institute at Osh State University, aiming to help students acquire a solid foundation in the Chinese language. The specific curriculum includes: Basic Chinese Course: for beginners, providing training in phonetics, vocabulary, grammar, reading, listening and speaking. Advanced Chinese Language Program: for students who already have a certain level of Chinese language proficiency, the program provides more in-depth language learning and training, including advanced reading, writing, translation and other aspects of the program. The minor component is designed to provide students with specialized knowledge and skills related to Chinese language and culture. Business Chinese Program: For students with business needs, we provide Chinese language courses related to business communication, business culture and business etiquette.

4.1.3 Chinese Culture Experience Activities

This is an important part of the Confucius Institute program at Osh State University, aiming to let students experience and feel the charm of Chinese culture through practical activities. Specific activities include: Calligraphy, Chinese painting,

paper-cutting, etc. Students can learn traditional Chinese art under the guidance of professional teachers and experience the profoundness of Chinese culture. Cultural club activities: such as the Longyin Folk Orchestra and the Martial Arts Club, where students can showcase their talents and interact and learn with like-minded students. Cultural festival celebrations: such as celebrations of Chinese traditional festivals such as the Spring Festival and the Mid-Autumn Festival.

4.2 Country-specific Characteristics

4.2.1 Localized Teaching Materials

Osh Confucius Institute actively develops localized teaching materials suitable for Kyrgyz students, combining the local cultural background and social needs to make the contents of the teaching materials more relevant and practical.

4.2.2 Multicultural Integration

The curriculum focuses on multiculturalism, encourages students to understand and respect the values and lifestyles of different cultures, and cultivates talents with an international outlook and intercultural communication skills.

4.2.3 Specialized Chinese Courses

Taking into account the national conditions and industrial needs of Kyrgyzstan, Osh Confucius Institute also offers special Chinese courses, such as “Chinese+Tourism”, “Chinese+Business”, etc., which help students combine Chinese language learning with their future career planning.

5 Optimization Strategies for International Chinese Language Education Curricula from the Perspective of Regional and Country Studies

5.1 Optimization of Top-level Design

5.1.1 Define the Dissemination Layout and Phased Goals

Adhere to one country, one policy, one region, one policy, and optimize the allocation of resources for international Chinese language education. Set visionary, medium-term and near-term phased goals to realize the goal of international Chinese language dissemination in stages.^[7]

5.1.2 Precise Policy - making and Resource Allocation

Based on the Chinese language foundation and needs of different regions and countries, policies are categorized and stratified, and precise policies are applied. When allocating resources for Chinese language education, more policies will be inclined to key regions or countries, key language regions, and regions that are relatively lagging behind in development.

5.2 Optimization of Schooling Modes and Educational Standards

5.2.1 Create a Multi - principal, Multi - level and Diversified Chinese Education Model

Closely rely on Chinese-funded enterprises to build “Chinese language workshops” and other programs, and promote “Chinese language + vocational” education. To serve the local economic and social development and realize the socialization, marketization and international operation of Chinese education.

5.2.2 Strengthen the Construction of the Chinese Language Education Standard System in Regional Countries

Promote the docking and certification of the International Chinese Language Proficiency Level Standards for Chinese Language Education with the language standards of countries in different regions. Provide precise support in teacher training, curriculum outline, and test and evaluation system construction.

5.3 Diversification of Teaching Resources and Methods

5.3.1 Developing Online Education Platforms

Provide personalized learning materials and courses, and make use of new technologies, such as artificial intelligence

and virtual reality, to provide a richer and more interactive learning experience.

5.3.2 Teacher Development

To train highly qualified Chinese language teachers, strengthen training and support for Chinese language teachers, and provide scholarships and exchange opportunities.

5.3.3 Academic Research and Cooperation

Strengthen research on Chinese language education, explore more effective teaching methods and strategies as well as academic exchanges and cooperation among countries, share experiences and resources, and jointly promote the development of international Chinese language education.

6 Conclusion

The study of Chinese language education in regional countries is an important research field and development direction of international Chinese language education, which is the result of the continuous development of international Chinese language education research, and is of great significance in enriching and perfecting the theory of international Chinese language education and guiding the practice of international Chinese language education. Confucius Institutes in different countries (regions) have developed teaching modes suitable for their national conditions according to the different situations of their countries, such as "Chinese+" specialties, academic education Confucius Institutes, and so on, with various types of courses, not only limited to the teaching of Chinese language and Chinese-foreign cultural exchanges, but also involved in explaining in detail the knowledge of various fields in China, improving the ability and level of Chinese translation, cultivating local Chinese language education and training local Chinese language educators. The programs are not only limited to teaching Chinese as a foreign language and cultural exchanges, but also include detailed explanations of Chinese knowledge in various fields, improvement of Chinese translation skills, and training of local Chinese teachers. As each country has its own characteristics and advantages, we need to take into full consideration the cultural background and needs of the times in different regions in order to formulate a realistic, scientific and reasonable program; at the same time, we also need to constantly explore new teaching methods and means to improve the teaching effect and the learning experience of the students; and finally, we need to set up a perfect evaluation and feedback mechanism to ensure that the curriculum is scientifically sound and effective. Finally, it is necessary to establish a perfect evaluation and feedback mechanism to ensure the scientificity and effectiveness of the curriculum.

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