

# Research on Innovation and Optimization Mechanism of International Chinese Online Teaching Model

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**Abstract:** In recent years, the number of people learning Chinese has been increasing year by year, while during the epidemic, the international offline Chinese teaching has been affected and stagnated for a period of time. In the post-epidemic period, international Chinese education needs to explore online teaching models to meet the needs of the times. The purpose of this study is to optimize online teaching methods and models based on offline teaching of international Chinese education. This paper mainly includes two aspects: analysis of international Chinese education online teaching model and innovation and optimization analysis of international Chinese online teaching model. Finally, through comparative analysis, six optimization suggestions were obtained, including restoring the offline teaching environment and methods, enriching course resources, promoting the development of textbooks in different countries, improving teachers' theoretical literacy and teaching skills, combining live online teaching with recorded courses, and implementing small-class teaching mode. The conclusions drawn in this paper are highly operable, which can enrich the existing theories of international Chinese online teaching to a certain extent, and further promote the development of international Chinese online teaching.

**Keywords:** Chinese; International Chinese Education; online teaching; online Chinese teaching

## 1. Introduction

With the continuous improvement of China's international political status and economic status, Chinese has already set off a wave of learning around the world, which is also one of the products of economic globalization. Tian Tian, the global champion of the 13th "Chinese Bridge" Chinese Proficiency Competition for World Middle School Students, is a native Canadian, but she is just the epitome of many overseas Chinese learners. According to incomplete statistics, about 25 million people abroad are learning Chinese, and the cumulative number of people learning and using Chinese is about 200 million. More than 70 countries have incorporated Chinese into their national education systems, and more than 4,000 foreign universities offer Chinese courses. As one of the European countries with an earlier Chinese

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education, a good foundation and a large scale, the United Kingdom has included Chinese in the foreign language elective courses of primary and secondary schools in recent years, including the A-Level exam known as the British college entrance examination. In addition, the Chinese Language Training Project, launched in 2016, aims to train 5,000 high school students fluent in Chinese by 2020. Egypt has incorporated Chinese into the primary and secondary school curriculum, which is expected to cover about 12 million primary and secondary school students in Egypt. At the same time, Egypt has established a number of Confucius Institutes and Confucius classes, and many universities have opened Chinese departments or Chinese courses. In China, the government has issued relevant policies, which are conducive to creating a new situation for international Chinese education. Among them, the Center for Language and Cooperation has officially released the Chinese Proficiency Grading Standards for International Chinese Language Education in the form of national standards, which is the first standardized standard for foreign Chinese learners to comprehensively describe and evaluate the Chinese language skills and levels of learners. As the COVID-19 epidemic continues to spread, in order to meet the demand for large-scale online teaching of Chinese learners around the world, the Center for Language and Cooperation has launched the Chinese Alliance cloud service teaching platform on an emergency basis, offering free Chinese teaching resources to the world. In addition, colleges and universities specializing in Chinese as a foreign language continue to train professional teachers of Chinese as a foreign language. The environment at home and abroad has created a good opportunity for international Chinese education. However, since the outbreak of the COVID-19 epidemic, the traditional teaching model has been unable to meet the needs of Chinese education at home and abroad, and the international Chinese online teaching has replaced the traditional teaching model. Compared with the two, online teaching is an emergency need, has its advantages, but there are drawbacks.

## **2. Analysis of online teaching mode of international chinese education**

The sudden outbreak and rapid spread of the COVID-19 pandemic in 2020 have swept the world, putting the "pause button" on political exchanges, trade exchanges, culture and education around the world. In particular, cultural education has been the most affected, with schools and tutoring agencies in many countries forced to stop teaching. In response to the national call for "suspending doesn't mean stopping study", China first broke the convention and carried out international Chinese online teaching. Some scholars<sup>[1]</sup> have evaluated this initiative, believing that international Chinese online education can break the limitation of time and space and is conducive to the development of international Chinese education. It is conducive to enhancing the influence of Chinese language and culture and promoting cultural exchanges and cooperation in the world. The scholar Chen Rui<sup>[2]</sup> also holds the same view on the advantages of innovating the international Chinese education model and opening up a new ecological pattern. Furthermore, many online education platforms have sprung up and been applied to international Chinese teaching, such as Lingo Bus, the world's first all-Chinese immersive teaching platform; Tutor Ming, which provides speaking and listening services for Chinese learners of all ages; Hato Chinese Network Academy, which provides online Chinese education and other comprehensive services for overseas Chinese children and foreign

Chinese learners; And Wukong Chinese, an online Chinese education platform for overseas young children. In addition, there are online Confucius Institutes, the Great Wall Chinese and so on. At the same time, scholar Zheng Dongxiao<sup>[3]</sup> and others introduced artificial intelligence technology into international Chinese online education, fundamentally changing the inherent interaction mode, that is, the traditional dual interaction mode between teachers and students was replaced by the trinity interaction relationship between teachers, artificial intelligence technology and students, forming a scene of "human-machine co-education", thus enabling students to be given more autonomy and choice.

However, it is difficult for international Chinese online education to break through the barriers of traditional offline teaching in a short time, and it is still a new show compared with traditional offline teaching. At present, although it has ushered in the climax of development, it has its advantages due to insufficient preparation, and there are many drawbacks such as lack of situational sense, lack of teaching materials, and network problems.

### **3. Analysis on innovation and optimization of international chinese online teaching model**

Some scholars believe that the "forced" change in teaching mode is a "by-product" of the epidemic<sup>[4]</sup>, and this seems to be the case from the perspective of the impact of the epidemic. But in the long run, this is undoubtedly to provide international Chinese education with more choices, after the end of the epidemic is to return to the traditional face-to-face courses, or to retain the online teaching model, and combined with face-to-face courses, the answer is definitely the latter. Based on the above analysis of the shortcomings of international Chinese online teaching, in order to ensure the quality and teaching effect of international Chinese online teaching, innovation and optimization should be carried out from the following aspects.

First, restoring the offline teaching environment and methods. In the teaching process, teachers should pay attention to their own online teaching body language, combined with their own and platform conditions, truly restore the offline teaching environment and ways to mobilize students' visual and auditory organs, and then effectively activate the classroom atmosphere.

Second, enriching course resources. The construction of international Chinese online education and online teaching resources is the key factor for the future development of international Chinese education, which needs the general attention of relevant disciplines and industries<sup>[5]</sup>. Nowadays, most foreign learners learn Chinese not only to enrich curriculum resources but also to learn Chinese listening, speaking, reading and writing, but also focus on combining with their own majors and seeking long-term development. Therefore, in the setting of online courses, interdisciplinary courses can be introduced. Such as "Chinese + Finance", "Chinese + Medicine", "Chinese + Sports" and other courses. At the same time, enrich the sources of courses and do a good job in resource sharing. Colleges and universities should mainly build their own courses, but they should also pay attention to introducing excellent courses from other schools<sup>[6]</sup>. At the same time, curriculum resource sharing can also be introduced. The higher the degree of resource sharing, the richer the curriculum resources, so it is necessary to adhere to the principle of co-construction and sharing of resources. In addition, it is also necessary to strengthen the cooperation among teachers. In traditional

classrooms, teachers are only responsible for the teaching of their own courses, and there is less division of labor and cooperation among them. Even in teaching units with a good tradition of cooperation, the division of labor and cooperation among teachers is usually limited to the sharing of teaching materials and teaching courseware<sup>[7]</sup>.

Third, promoting the development of textbooks in different countries. The general teaching materials of international Chinese can not meet the current needs, and it is necessary to promote its international development. In the process of internationalization development of teaching materials, we should pay attention to the development of nationalization and diversification, which are not contradictory. Country-specific teaching materials should be formulated according to the national conditions and people's feelings of the countries (regions) where students live. For example, countries in the English-speaking culture circle and countries in the Chinese-speaking culture circle belong to different countries. Diversification is the variety of textbooks to meet the needs of learners, such as youth textbooks and adult textbooks, online course textbooks and face-to-face teaching textbooks, should belong to different departments, and should not be mixed together. At present, even under the whole epidemic situation, there is an urgent need for specialized online course materials to meet the needs of students and teachers. Therefore, it is a general trend and imperative to promote the nationalization and diversification of international Chinese teaching materials.

Fourth, improving teachers' theoretical literacy and teaching skills. "If you want to do a good job, you must first sharpen your tools". First of all, it is necessary for teachers to have a comprehensive attempt and understanding of the new educational concepts and educational models in international Chinese education, so as to effectively improve their theoretical literacy and teaching skills. For example, pre-class testing, learning content according to the age of students, Chinese level, interests and personal preferences of the curriculum plan can be adopted to fully meet the development of students. In addition, foreign students can be provided with free online listening experience opportunities, so that students can intuitively feel the class environment. Secondly, international online Chinese teachers need to go through multiple rounds of screening, such as preliminary examination, interview and comprehensive test, and they can only become online Chinese teachers after qualified pre-job training. In order to meet the new requirements of education transformation and development, universities and enterprises should first focus on cultivating professional talents for online Chinese international education, and build professional teams for teaching Chinese as a foreign language who are familiar with the "Internet +" education mode<sup>[8]</sup>.

Fifth, combining live online teaching with recorded courses. For students from countries with a large time difference with China, we adopt a combination of live online teaching and recorded courses. During live lectures, teachers should interact with students as much as possible, inspire students to think, and guide students to raise and solve problems. In this way, when students watching the course have the same confusion, it can be solved immediately. At the same time, combined with the local time of students, make full use of the intersection of teachers and students' work and rest time to set up live classes. On the one hand, it can help students solve the unresolved problems in the process of watching and broadcasting, on the other hand, it can increase the communication between students and teachers, enhance the teacher-student relationship, and improve the class feeling.

Sixth, implementing small-class teaching mode. Online class is different from face-to-face class. In online class, students have fewer opportunities to practice language. Teachers can learn from the Western classroom and adopt a small class teaching model, so that the teacher's attention to the students will be greatly increased. Teachers can use the network environment to mobilize the enthusiasm of students by various forms such as audio and video, so that students can fully participate in classroom activities. At the same time, we should pay attention to more practice, increase the interaction with students, encourage students to speak boldly, and increase the opportunities for students to practice. This can greatly improve the efficiency of students' Chinese learning and further enhance the effect of international Chinese classroom teaching. With the support of innovative education and teaching system, the communication and interaction between teachers and students are realized, and the communication between teachers and students and students are strengthened, so as to create a good learning atmosphere of online courses for teachers and students of colleges and universities, and realize the optimization of course structure<sup>[9]</sup>.

#### 4. Conclusion

Since 1950, the first Chinese language teaching class for East European exchange students in China, the international Chinese education has gone through 72 years of history, and has experienced innovation again and again. Nowadays, the world is undergoing great changes unseen in a century, and international Chinese education has also ushered in a new and great change. International Chinese teaching has moved from offline to cloud, from face-to-face teaching to the Internet, and teachers and students at home and abroad have made great efforts to make traditional teaching get new development.

The development of international Chinese online teaching activities has properly solved the problem that foreign students cannot study in China. The international Chinese online teaching mode has brought a lot of convenience, but there are still many innovations. In the process of carrying out international Chinese online teaching, teachers should change their teaching ideas, advance with The Times and improve their teaching skills. At the same time, interdisciplinary courses and resource sharing can be carried out to contribute to international Chinese online education. In addition, it is also necessary to improve the course assessment and evaluation system to escort the international Chinese cloud classroom<sup>[10]</sup>.

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