
Effective Integration of College English Education from the Perspective of International Understanding Education

Guo Leng

Harbin Normal University

Abstract: With the gradual deepening of social internationalization, international understanding education has gradually become the main trend in the development of international education. However, there are still deficiencies in English education in Chinese universities from the perspective of international understanding education. This article proposes specific strategies for integrating international understanding education from the perspectives of teaching objectives, curriculum, and teaching of college English, providing reference for promoting the effective development of college English education in China.

Keywords: International understanding education; College English education; integration

International understanding education is mainly an educational and teaching activity that takes "international understanding" as the educational philosophy. The main purpose of university English education and teaching based on the perspective of international understanding education is to cultivate excellent qualities such as unity, friendship, tolerance, and mutual assistance among students. The shortcomings of current university English education in international understanding education

1. College English education emphasizes language knowledge and lacks the cultivation of international awareness

In the process of college English education and teaching, the focus is mainly on learning the English language, and there are still significant deficiencies in cultivating students' international awareness. Many teachers in the English classroom mainly focus on the English proficiency test as the main teaching content, with the main goal of improving students' English knowledge and ability. In the process of learning college English, students usually spend a lot of time understanding and mastering the vocabulary, sentences, and grammar knowledge of classroom English teaching. In the process of reading training, teachers and students often adopt a neglected attitude towards the specific content of English reading. This traditional method of teaching college English completely overlooks the cultivation of students' English language practice and communication abilities. Students are unable to understand international cultural knowledge and achieve the goal of international understanding education through learning the English language.

2. There are deficiencies in the teaching materials of college English, and the knowledge of international understanding education is not prominent

At present, Chinese university English education has gradually incorporated the content of international understanding education into the textbooks of university English courses. For example, some articles introduce local cultural characteristics, geographical features, etc. Although the knowledge content of international understanding education is very extensive, the content of international understanding education is not prominent, and the learning objectives of the curriculum are not clearly defined. The international cultural education in college English education has not formed a good education system, and there is no clear teaching outline. In this

way, not only do teachers lack a clear teaching focus in their teaching, but students are also unable to systematically learn foreign cultures in international understanding education.

3. There are deficiencies in the teaching methods of college English, which cannot achieve the attitude and ability of international understanding education

In the current college English education and teaching in our country, the teaching method adopted for international understanding education is mainly a concise and additional method, which supplements and adds relevant cultural knowledge from other countries, ethnic groups, and regions to the content of college English education and teaching. This simple and additional teaching method simply cannot achieve the ability goals of international understanding education. At the same time, in the process of college English teaching, teachers help students understand and master relevant foreign knowledge and culture through teaching. However, there are still many shortcomings in guiding students to form a positive attitude and action ability towards international understanding education.

4.Integration Plan of International Understanding Education and College English Education

(1)Integrate the goals of education and teaching

The main educational objectives of international understanding education are international understanding knowledge, international understanding attitudes, international understanding skills, and international understanding perspectives. There is an interdependent relationship between these four educational goals, and in terms of international understanding perspectives and attitudes, it is necessary to master rich foreign language knowledge and be able to use foreign language knowledge for international communication and understanding.

(2)Adjust the course materials of college English to integrate the course content with international understanding education

In the current curriculum and textbooks of college English education in our country, although there are some articles that briefly introduce foreign history, culture, customs, and geographical environment, from the perspective of international understanding education, there are still many shortcomings, such as the lack of a complete teaching system, and the concept and connotation of international understanding education are not particularly prominent. Moreover, the design goal of the course materials is mainly to train students in language knowledge, and there is no clear requirement for their attitude and ability towards international understanding.

Reference:

[1] Li Jian The Integration of College English Education from the Perspective of International Understanding Education [J] Heilongjiang Higher Education Research,

The Development Status and Problems of the Master's Program in Chinese International Education

Liu Jun

Jiangxi Vocational and Technical College

Abstract: This article describes the development overview of the Master's program in Chinese International Education, comprehensively analyzes the professional positioning, curriculum design, and employment characteristics of the program, and combines practical teaching to specifically analyze and explore the "emphasis on practice over theory" and graduate employment issues.

Keywords: professional positioning; Curriculum design; Chinese International Education

With the rise and takeoff of the Chinese economy, the "Chinese fever" has rapidly spread and is still in its infancy, corresponding to the shortage of resources for teaching Chinese as a foreign language. To address this issue, domestic universities have taken a series of measures to address the issue of teaching staff. We have successively established undergraduate programs in Chinese language and master's programs in Chinese international education. Among them, the establishment of the master's program in Chinese international education has to some extent solved the problems of undergraduate programs in Chinese as a foreign language. Although it has only been a few years since its establishment, it has attracted widespread attention and discussion in the academic community, and its advantages and problems have gradually become prominent. How to carry out corresponding institutional reforms for the Chinese international education major from top to bottom, and how to adjust the curriculum, these issues have attracted the attention and reflection of many scholars.

1. Professional positioning and existing problems

The main purpose of the establishment of the Master's program in Chinese International Education is to enhance China's ability to promote Chinese language internationally, accelerate the internationalization of Chinese language, reform and improve the specialized talent training system for teaching Chinese as a foreign language, and cultivate high-level, applied, and compound specialized talents who are engaged in teaching Chinese as a second language/foreign language and spreading Chinese culture both domestically and internationally to meet the needs of the new situation of Chinese international promotion. Unlike master's students majoring in Chinese as a foreign language, master's students in Chinese international education have more distinct characteristics in terms of extroversion, application, interdisciplinary, and cross-cultural aspects.

The basic courses of Chinese language major are insufficient in weight, and the basic courses of Chinese international education major are not given enough attention. This is a common situation in the curriculum of Chinese international education master's programs in domestic universities, and the result is that the professional foundation of the students cultivated is not solid and comprehensive.

2. The employment issue of the Master's program in Chinese International Education.

The establishment of the Master's program in Chinese International Education is mainly aimed at solving the problem of undergraduate Chinese as a foreign language graduates being unable to work in universities. However, due to the fact that most universities require a doctoral degree, it is very difficult for graduates of this program to directly enter universities after obtaining a Master's degree in Chinese International Education. Therefore, the prospects for