

Exploring the Development of the Chinese International Education Major in the Context of Curriculum Ideological and Political Education



Mengmeng Cui*,¹

¹Xiayang Vocational Technical College, China

Abstract: Integrating the curriculum of Civics and Politics into the Chinese international education program is crucial for cultivating Chinese education talents with global vision and high Civics and Politics literacy. Integrating the elements of Civics and Politics, not only enhances students' language ability but also cultivates their cross-cultural communication ability and deep understanding of Chinese culture. This paper discusses five strategies, including curriculum restructuring, faculty building, teaching mode innovation, practice teaching enhancement, and evaluation system reform, aiming to realize the organic combination of professional knowledge teaching and Civic and Political education. The implementation of these strategies will help build a comprehensive and efficient Chinese international education system, enhance students' sense of social responsibility and national identity, and provide solid talent support for the healthy development of global Chinese language education. This initiative has far-reaching significance for enhancing China's cultural soft power and promoting international cultural exchanges.

Keywords: Curriculum Civics; Chinese International Education; Teaching Strategies; International Exchange; Cultural Confidence

Introduction:

In the wave of educational reform in the new era, curriculum ideology, and politics, as an innovative educational concept, are gradually penetrating all kinds of professional education, and its role cannot be underestimated. It emphasizes the integration of ideological and political education elements into the teaching of professional knowledge, aiming at cultivating students' socialist core values and improving their comprehensive quality and social responsibility. For the special field of Chinese international education, the introduction of ideological and political education in the curriculum is especially necessary. Chinese international education is not only about teaching language skills but also carries the mission of cultural dissemination and exchange. Under the guidance of curriculum

ideology and politics, the professional construction of Chinese international education can better integrate language teaching and cultural education, so that students can master the knowledge of the Chinese language and at the same time gain a deep understanding of Chinese culture and enhance their cultural self-confidence. In addition, curriculum ideology and politics can also help students establish a correct worldview, outlook on life, and values, laying a solid foundation for them to spread China's voice and tell China's story on the international stage in the future. Therefore, exploring the professional construction of Chinese international education in the context of curriculum ideology and politics has far-reaching theoretical significance and practical value.

1. Nurturing Objectives of the Chinese Language International Education Program

1.1 Positioning and characteristics of the

Corresponding Author: Mengmeng Cui
Xiayang Vocational Technical College, China
Email: 106009181@qq.com

program

The orientation of the Chinese Language Education major is unique and distinctive, aiming at cultivating compound talents with international vision, profound Chinese language skills, proficient teaching skills, and cross-cultural communication ability. The program not only focuses on the teaching of Chinese language knowledge but also emphasizes the deep understanding and dissemination of Chinese culture, as well as the ability to promote cultural mutual understanding and exchange in the context of globalization. Its characteristics lie in the close integration of language education and cultural promotion, and through a systematic teaching system, students can become the disseminator of Chinese culture and the messenger of international friendship. The goals of the program are both contemporary and forward-looking, not only adapting to the current needs of the global Chinese language education market and cultivating professional teachers who can meet the diversified needs of overseas Chinese language learners but also focusing on the future, emphasizing on the cultivation of students' innovative thinking, international competitiveness and cross-cultural adaptability. Under the framework of global cooperation such as the "Belt and Road Initiative", the Chinese language education program pays more attention to cultivating students' international vision and regional and national research ability, so that they can become an active force in promoting cultural exchanges and mutual understanding in the wave of globalization and contribute to the building of a community of human destiny. Such a goal of educating people is not only rooted in deep cultural heritage but also future-oriented, leading to the continuous development of the cause of Chinese language international education.

1.2 Requirements for knowledge, competence and quality

Students majoring in Chinese Language Education must have a solid knowledge base, a comprehensive ability structure, and a good overall quality. At the knowledge level, they should have a

good grasp of specialized knowledge such as the theory of Chinese linguistics, Chinese language teaching methodology, and the theory of second language acquisition, as well as an in-depth understanding of Chinese culture, history, literature, and other aspects, to accurately convey the essence of the Chinese language and the flavor of culture in their teaching. In terms of competence, students are required to have excellent Chinese teaching skills, cross-cultural communication skills, classroom management skills, and the ability to use modern educational technology, to be able to flexibly utilize a variety of teaching methods, to stimulate students' interest in learning effectively, and to properly deal with cultural differences in a cross-cultural environment. In terms of quality, students are required to have good professional ethics, strong cultural self-confidence, an open and tolerant mindset, and the habit of continuous learning, so that they can show the elegance of Chinese youth on the international stage, and become active communicators of Chinese culture and friendly ambassadors of global exchange. Such knowledge, ability, and quality requirements together constitute a framework for the comprehensive development of students majoring in Chinese language education, laying a solid foundation for their future development in the field of international Chinese language education.

2. The Promoting Role of Curriculum Civics on the Professional Construction of Chinese International Education

2.1 Strengthening value leading and character shaping

One of the important roles of curriculum ideology and politics in the construction of Chinese international education majors is that it can strengthen value leadership and character shaping. By organically integrating socialist core values into the professional curriculum, students can not only deepen their identification with the country, the nation, and the culture but also guide them to establish a correct worldview, outlook on life, and

values. In the teaching process, teachers tell Chinese stories, disseminate Chinese culture, and analyze the international situation, so that students can enhance their confidence in the road, theory, system, and culture of socialism with Chinese characteristics while learning Chinese language and Chinese culture (Liu, 2024). Curriculum Civics also focuses on cultivating students' moral qualities, such as honesty, responsibility, and bearing, which are the basic qualities necessary to become an excellent international Chinese language teacher. Through this kind of education, students majoring in Chinese language education can not only improve their professional skills, but also refine their ideology and morality, so that they can become composite talents with both profound professional knowledge and noble moral character, and contribute to the development of the cause of international Chinese language education.

2.2 Enhancing the timeliness and relevance of teaching content

Another major contribution of the Civic Policy in the construction of the Chinese international education program is to significantly improve the timeliness and relevance of the teaching content. Under the background of rapid changes in globalization, the teaching contents and demands of Chinese international education are changing rapidly. Curriculum Civics requires the teaching content to closely match the development of the times, reflecting the latest progress of Chinese society, cultural achievements, and dynamic changes in international relations promptly, so that students can come into contact with a vivid and real China in the classroom (Wang, 2024). For example, in conjunction with major events such as the "Belt and Road" initiative and the international spread of Chinese culture, teachers can design relevant teaching themes so that students can learn the language while gaining an in-depth understanding of the cultural significance and international influence behind these events, thus enhancing the sense of reality and attractiveness of teaching. In addition, Curriculum Civics also emphasizes the adjustment of

teaching strategies and contents to the characteristics and needs of students from different countries and regions, to realize tailored teaching and improve the relevance and effectiveness of teaching. This enhancement of timeliness and pertinence not only makes international Chinese language education closer to reality, but also greatly enhances students' motivation and interest in learning, laying a solid foundation for cultivating international Chinese language education talents adapted to the needs of the times.

2.3 Promoting the innovation of teaching methods and models

The integration of Curriculum Civics has brought significant innovative impetus to the teaching methods and modes of Chinese International Education majors. Based on the traditional teaching mode, the Civic Policy encourages teachers to explore new diversified and interactive teaching methods, such as case teaching, project-based learning, flipped classrooms, etc. These methods not only enhance the interaction between teachers and students but also improve students' active participation and practical ability. By introducing the elements of Curriculum Civics, teachers can design teaching activities that contain both language knowledge teaching and value guidance, such as organizing students to carry out Chinese culture experience projects and international exchange simulations, so that students can learn and experience Chinese culture in practice and enhance their cross-cultural communicative competence. At the same time, Curriculum Civics also promotes the in-depth integration of information technology and Chinese international education, utilizing online platforms, virtual reality, and other modern technological means to create an immersive learning environment, broaden the teaching space, and improve the teaching effect (Li, 2024). This innovation in teaching methods and modes not only enriches the teaching means of Chinese international education, but also improves the quality of teaching, and provides strong support for cultivating high-quality Chinese international education talents

with global competitiveness.

3. The Construction Path of Chinese International Education Major in the Context of Curriculum Civics

3.1 Reconstruction of curriculum system

Under the background of the ideology and politics of the curriculum, the reconstruction of the curriculum system of the Chinese international education major has become a key link to improve the quality of teaching. This process aims to organically integrate the elements of Civic-Political thinking into the professional knowledge system, and realize the simultaneous enhancement of knowledge and skills, values, and qualities. Specifically, by sorting out and optimizing the existing curriculum, the content of the courses is added or adjusted to cover not only the traditional core knowledge of Chinese linguistics, pedagogy, and cross-cultural communication but also the key points of ideology and politics, such as the socialist core values, excellent traditional Chinese culture, international vision, and global governance (MOLI, 2022). For example, in the Chinese language teaching method course, the inspiration of Chinese philosophical thought on language teaching is integrated, or the international communication strategy of Chinese culture is explored in the cross-cultural communication course. Through such integration, students can not only master solid professional knowledge and skills but also establish correct values and enhance cultural self-confidence and a sense of international responsibility subtly. The restructuring of the curriculum system also emphasizes interdisciplinary integration, encouraging students to take courses in related fields, such as international relations and regional country studies, to broaden their horizons, enhance their comprehensive qualities, and lay a solid foundation for becoming internationally competitive talents in Chinese language international education.

3.2 Teacher team building

In the context of curriculum Civics, the construction of teachers has become an important

focus point for the construction of the Chinese International Education program. Enhancing the teachers' ideological and political literacy and teaching ability is the key to ensuring the effective implementation of curriculum ideology and politics. The first and foremost task is to strengthen the teachers' training in Civic and Political Affairs, guide them to deeply understand the socialist core values, and enhance their awareness of Civic and Political Affairs and their sense of responsibility by organizing special lectures and competitions (Zhang & Li, 2023). Teachers are also encouraged to participate in the teaching research and practice of curriculum Civics and explore effective ways to integrate Civics elements into Chinese international education. For example, Xianyang Institute of Vocational Technology has actively responded to the call for Civic and Political Studies in the curriculum by organizing the "Great Practice" activity for teachers of Civic and Political Studies to select and cultivate teaching champions and teaching masters. These teachers won provincial honors for their solid theoretical foundation in Civics and Politics and excellent teaching ability. The college takes this as an opportunity to give full play to the exemplary leading role of the award-winning teachers, and to promote the deep integration of Civic and Political Studies and Curriculum Civic and Political Studies. Strengthening teacher training, exchanges, and cooperation, constantly improves the teachers' Civic and political literacy and teaching ability, and provides solid talent support and valuable experience for the construction of Civic and Political Programs and Curricular Civic and Political Construction of the Chinese International Education Program and the whole university.

In addition to strengthening teachers' training in Civics and Politics, to improve teachers' teaching ability, it is also necessary to improve the ability of the teaching team to use innovative teaching methods, such as classroom flipping and project-based learning, to meet the learning needs of students in the new era. Teachers should have cross-cultural teaching sensitivity and be able to adjust their teaching

strategies according to students from different cultural backgrounds to improve the relevance and effectiveness of teaching. In addition, an exchange and cooperation mechanism between teachers should be established to promote experience sharing and resource complementation and to form a favorable atmosphere for the teaching of Civics in the curriculum. Through this kind of faculty construction, not only can we improve the teaching quality of the Chinese language education program, but also cultivate a group of excellent teachers with profound professional knowledge as well as superior teaching skills and Civic and political literacy, to provide solid talent support for the development of the cause of international Chinese language education.

3.3 Innovation of teaching mode

Under the background of curriculum ideology, the innovation of the teaching mode of Chinese international education majors has become the key to improving the teaching effect and promoting the overall development of students. Combined with modern technology, the implementation of blended learning is an important direction of this innovative path. Blended learning combines online and offline teaching organically, giving full play to the advantages of both. Online, educational resources such as catechism, microclasses, and online interactive platforms are utilized to provide students with flexible and diverse learning materials so that they can learn independently and acquire knowledge and information anytime and anywhere (Wang & Liu, 2023). At the same time, students' learning behaviors and achievements are analyzed through big data to provide teachers with accurate teaching feedback so that teaching strategies can be adjusted promptly. Offline, it focuses on practical teaching and teacher-student interaction and carries out activities such as group discussion, role-playing, and cultural experience to enhance students' practical ability and cross-cultural communication skills. Blended learning combined with modern technology can not only break the limitations of time and space and improve the flexibility and personalization of teaching, but also deepen students' understanding and

mastery of knowledge through the integration of online and offline, and enhance their interest and participation in learning. Under the guidance of curriculum Civics, the innovation of this teaching mode will better serve the cultivation goal of Chinese international education majors, and cultivate composite talents with solid professional knowledge as well as good Civics and political literacy and global vision.

3.4 Strengthening of practice teaching

Under the background of curriculum ideology and politics, the strengthening of practical teaching has become an indispensable part of the construction of the Chinese international education program. Establishing a collaborative internship and practical training system on and off campus is an effective way to enhance students' practical ability and promote their overall development. On campus, practical teaching facilities should be improved, such as the establishment of simulated classrooms, language laboratories, cultural experience centers, etc., to provide students with realistic teaching environments and rich cultural resources. At the same time, practical teaching courses, such as teaching skills training, intercultural communication practice, etc., should be set up to closely combine theoretical knowledge with practical operation, to enhance students' teaching ability and intercultural adaptability. Off-campus, the university should actively expand internship bases and establish cooperative relationships with overseas Confucius Institutes, international schools, and Chinese-foreign joint ventures, to provide students with diversified practical opportunities such as overseas teaching, cultural exchanges, and internships in enterprises. For example, Southwest University of Science and Technology actively participates in China-Latin America humanities exchange activities to cultivate talents for Chinese international education in Latin America, and in May 2021, teachers and students participated in a seminar on "China-Latin America Humanities Exchange", and in June 2021, teachers and students participated in a seminar on "Impressions of China and Latin America: Oral

Accounts" series. In May 2021, teachers and students participated in the seminar "China-Latin America Humanities Exchange"; in June 2021, teachers and students participated in the interview series "China-Latin America Impressions - Oral Description" and "Road of Ambassadors"; in September 2021, teachers and students participated in the 11th China-Latin America Research Youth Forum and Seminar on "Science, Technology, and Culture in the Process of Modernization of Latin America", etc.(Chen, 2024). Through the organic combination of on- and off-campus internships and practical training, students can not only deepen their understanding of professional knowledge in practice but also adapt to the workplace environment in advance and enhance their competitiveness in employment. The deepening of school-enterprise cooperation can also provide rich resources and real cases for the implementation of Civic Policy in the curriculum, so that students can realize Chinese culture improve their Civic Policy quality in practice, and lay a solid foundation for becoming Chinese international education talents with an international perspective and a high sense of responsibility.

3.5 Reform of the evaluation system

In the context of curriculum Civics, the reform of the evaluation system has become one of the important tasks in the construction of the Chinese International Education program. Constructing a diversified evaluation mechanism of curriculum Civics is the key to ensuring teaching quality and promoting students' comprehensive development. This mechanism should cover multiple dimensions such as knowledge mastery, ability enhancement, and Civic and political literacy to realize the comprehensiveness of the evaluation content (Deng & Han, 2022). In terms of knowledge mastery, students' understanding of Chinese language knowledge and Chinese culture is tested through traditional methods such as exams and homework assignments; in terms of competence enhancement, emphasis is placed on the examination of students' teaching ability, cross-cultural communication ability and innovation ability, which is evaluated through the

forms of teaching practice and project demonstration; and in terms of Civic and Political Literacy, students are evaluated through the observations of their performances in the classroom, their participation in social practice and volunteer service, and their understanding of the socialist core values and the socialist core values. In terms of political literacy, students' political literacy is evaluated comprehensively by observing their performance in the classroom, their participation in social practice and volunteer service, and their understanding and practice of socialist core values. At the same time, the evaluation system should also emphasize the diversification of evaluation methods, combining self-evaluation, mutual evaluation, teacher evaluation, and other evaluation means to ensure the objectivity and fairness of evaluation. The reform of the evaluation system, can not only comprehensively reflect the learning achievements and comprehensive quality of students, but also guide teachers to pay more attention to the integration of Civic and Political elements in the teaching process, promote the coordinated development of student knowledge, ability and Civic and Political literacy, and provide a powerful guarantee for cultivating Chinese international education talents with international competitiveness and high social responsibility.

Conclusion:

To sum up, the key points of the construction of Chinese international education majors in the context of curriculum Civics and Politics lie in the in-depth integration of the curriculum system with Civics and Politics elements, the enhancement of Civics and Politics literacy of the faculty, the modernization and innovation of the teaching mode, the synergy between on-campus and off-campus of the practice teaching and the diversified construction of the evaluation system. Together, these initiatives have promoted the comprehensive development of students' knowledge, ability, and Civic and Political literacy. In terms of future development, we should continue to deepen the connotation construction of course Civics and explore more diversified teaching

methods and technology applications to enhance students' learning interests and effects. At the same time, international exchanges and cooperation should be strengthened to broaden students' international vision and enhance their teaching ability in the global context. In addition, it is necessary to continuously improve the evaluation system, strengthen the process evaluation and feedback mechanism, and promote the personalized development of students. Through continuous optimization of the curriculum system and practical teaching, more talents with international competitiveness and a high sense of responsibility and mission in Chinese international education will be cultivated, contributing to the promotion of Chinese culture to the world.

Conflict of Interest

The author declares that she has no conflicts of interest to this work.

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