

Studies on the "Ideological and Political Course" in Innovative International Chinese Education Based on Big Data, Online and Offline Combined Teaching Mode

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ABSTRACT

Studies in the paper are made by regarding "concept+ real action+ dimension" as the inner logic and research methods, to elaborate problems in deepening concepts, innovating routes and triple dimensions during ideological and political course in international Chinese education. International Chinese education does not only aim at teaching Chinese knowledge and skills, but also educating foreign learners. It's an important link to integrate fine traditional Chinese cultures and events reflecting the wonderful life of people in the new era into ideological and political course in the international Chinese education, which can double the effect of education for foreign learners. Big data analysis and innovative routes are put forward for ideological and political course of international Chinese education in the paper, including innovative form, online platform construction, and the overall reform of offline teaching; three dimensions are proposed for ideological and political course under the background of "big data", "pandemic" and "cross-culture". The conclusion made in the paper is that, "Yixi, Sanxing and Sihua" should be realized in the ideological and political course of international Chinese education.

Keywords: big data, international Chinese education, intelligent teaching, ideological and political course, measures

1. INTRODUCTION

The ideological and political course refers to an overall education concept that jointly promotes various courses as well as ideological and political theory courses based on the form of cultivating talents oriented to all students through all courses in the whole process, and then forms a synergistic effect, and holds "strengthening moral education and cultivating people" as the essential task of education. At the 2016 National Conference on Ideological and Political Work in Colleges and Universities, General Secretary Jinping Xi emphasized that, all courses should be jointly promoted with ideological and political theory courses by making full use of the classroom teaching as the main channel, to form a synergistic effect. General Secretary Jinping Xi has made clear the significance for implementing the ideological and political course, and specified its inner concepts and scientific measures.

From 1970s, our Chinese international education course has developed fast and made huge progress. According to the report, there are less than 30 million Chinese learners across the globe in 2004, but as China gains strong momentum in the overall national strength, a constant increase has been seen in the quantity of Chinese learners worldwide, which reached to 43.6 million in 2008. According to estimations made by Hanban, over 100

million students are learning Chinese worldwide, except China (including Hong Kong, Macao and Taiwan), including over 60 million overseas Chinese, and over 40 million students and users in mainstream societies worldwide.

From the perspective of course objectives, "international Chinese education" is not only set to teach Chinese knowledge, listening, speaking and writing skills as well as verbal communication skills to foreign students, but also educate foreign learners. Therefore, it's of great theoretical value and realistic significance to implement ideological and political course in a scientific, reasonable and effective way during international Chinese education. This paper firstly introduces studies on the "ideological and political course" in innovative international Chinese education based on big data, online and offline combined teaching mode, focuses on analyzing and elaborating three aspects, i.e., Deepening concepts, innovating routes and key problems to be solved.

2. DEEPENING THE CONCEPT OF "IDEOLOGICAL AND POLITICAL COURSE" IN INTERNATIONAL CHINESE EDUCATION

2.1. Integrating Fine Traditional Chinese Cultures into Ideological and Political Course

Culture and language are mutually supplemented. Language is a part of culture, and also the carrier and foundation for the inheritance and development of culture. It's one of the target tasks of international Chinese education and also its highlight and characteristics to promote the exchange and communication of fine traditional Chinese cultures in the international society. Foreign students are fond of Chinese dining culture, holiday culture, tea culture, Peking opera culture, etc. Spirits contained in fine traditional Chinese cultures, for instance, "harmony is invaluable", "harmony in diversity", "harmony in society", "the sea admits hundreds of rivers for its capacity to hold" should be fully integrated into language teaching, and serve as the "bond", to connect the relations between teachers and learners, and generate an excellent effect in ideological and political course. A typical case is listed here by taking the tea culture as an example. The author adopts the following example, when teaching sentence patterns:

He likes Chinese tea. (Declarative sentence)

What do you know about the spiritual concept of Chinese tea? (Interrogative sentence)

Chinese tea is fantastic! (Exclamatory sentence)

Please make a coup of green tea for me. (Imperative sentence)

In such cases, students should answer questions about the spiritual concepts of Chinese tea. Based on students' answers, teachers' sharing, and tea-tasting activities, etc., Learners can experience the infinite charm of tea art, while learning grammar knowledge. Tea-tasting not only helps life cultivation and health preservation, but also "contributes to shaping students' politeness"[1], and can serve as the qualified material of the ideological and political course.

Humanistic spirits, social civilizing thoughts, and moral philosophy contained in traditional culture, for instance, "filial piety is the most important of all virtues", "there must be one out of three who can be your teacher", and "to be trustworthy in word and resolute in deed" can provide profitable enlightenment for students to build ethics.

2.2. Integrating Real Life Events Reflecting the Wonderful Life of People in the New Era into the Ideological and Political Course

Facts have proved that foreigners study Chinese for different objectives, including educational, academic, vocational, vocational tools and other objectives (such as short-term trips or temporary residence in the target language countries). Generally, they will choose "meaningful, understandable and favorable" teaching contents as the standard, so when teaching all courses of international Chinese education, "meaningful, understandable and favorable" real life events can be used as the cases to integrate into the interpretation of knowledge points in the first class or the practical activities of the second class, to make foreign learners feel affectionate and happy, while establishing the good image of China. For instance, teachers can improve the effect of the ideological and political course by making full use of outstanding events, advanced models, touching stories and other ideological and political cultivation elements emerged in the pandemic prevention and control, and integrating "when disaster struck, help came from all sides" patriotism, solidarity, devotion and other elements into the classroom to teach Chinese knowledge or skill training.

3. BIG DATA ANALYSIS AND INNOVATIVE ROUTES FOR "IDEOLOGICAL AND POLITICAL COURSE" OF INTERNATIONAL CHINESE EDUCATION

Teaching Chinese as a Second Language--Chinese International Education--International Chinese Education can indicate three phases in the name changes of "Teaching Chinese as a Second Language" as a discipline. "Big data" are specific to traditional database, characterized by big volume, complicated and varied data source, etc. The author carries out information retrieval in CNKI full-text database by using the subject term of "Teaching Chinese as a Second Language, Ideological and Political Course", and only got 2 references, including Investigation on the Application of "Ideological and Political Course" in Teaching Chinese as a Second Language by Zheng Chen and the Exploration and Practice of "Ideological and Political Course" in Teaching Chinese as a Second Language by Yuhua Yang. In the former paper, it emphasized on interpreting "the excavation of ideological and political education resources based on teachers and textbooks in Teaching Chinese as a Second Language" from the perspective of cultural identity and cultural recognition [2], and discussed "the forming route of "ideological and political course" in Teaching Chinese as a Second Language" from four aspects, including teachers, textbooks, educational resources, and the second classroom [3]. In the later paper, it emphasized on

analyzing the "necessity and feasibility of teaching reform for "ideological and political course" in Teaching Chinese as a Second Language", and provided a case with "effective teaching plan", holding that, we can cultivate talents "who know about China and want to be friends with China" by reforming "ideological and political course" and focusing on classroom teaching management. [4] These references have provided valuable referential experience for studies in the paper.

This indicates that few research achievements of "ideological and political course" can be found in Teaching Chinese as a Second Language. "Studies on

Table 1 HD keywords and the frequency table

S/N	Key fields	Frequency of occurrence	Percentage %	S/N	Key fields	Frequency of occurrence	Percentage %
1	Teaching Chinese as a Second Language	194	11.7362	16	The specialty of Chinese as a Second Language	6	0.363
2	Chinese as a Second Language	86	5.2027	17	Cultural teaching	6	0.363
3	Vocabulary teaching	16	0.9679	18	Teaching Chinese as a second language:	6	0.363
4	Teaching	14	0.8469	19	International promotion of Chinese	6	0.363
5	Teaching model	13	0.7864	20	Chinese international education	6	0.363
6	Teachers for Chinese as a Second Language	10	0.605	21	Center for Studies of Chinese as a Second Language, CSCSL	5	0.3025
7	Teaching strategy	10	0.605	22	Education of Chinese as a Second Language	5	0.3025
8	Teaching method	8	0.484	23	Culture	5	0.3025
9	Cross-cultural Communication	8	0.484	24	Build	5	0.3025
10	Vocabulary teaching of Chinese as a Second Language	7	0.4235	25	Chinese teaching	5	0.3025
11	Tea culture	7	0.4235	26	Chinese function words	5	0.3025
12	Classroom teaching	7	0.4235	27	Second language acquisition	5	0.3025
13	Chinese Culture	6	0.363	28	Language	5	0.3025
14	Biased error	6	0.363	29	Language teaching	5	0.3025
15	International academic seminar	6	0.363				

As can be seen from the figure, since 2009, research hotspots in Teaching Chinese as a Second Language has still focused on mode, strategies, methods, culture and teachers, reflecting the trend of development focused on applied research; While the four-element Chinese teaching focused on "classroom teaching" and "vocabulary

Teaching Chinese as a Second Language" was adopted by the paper as subject terms for advanced search in SCI source journal, EI source journal, core journal, CSSCI, CSCD and other references published via CNKI, to get 1074 articles about relevant research achievements, and by initial screening, 433 relevant papers from 2009 were collected. SATI4.0 software was used to carry out statistical analysis on high-frequency keywords in the sample papers as per the screening conditions of no less than 5 frequencies, to get 29 high-frequency keywords and the frequency statistical table;

teaching" is the key of applied research, i.e., "studies on classroom teaching strategies", "studies on the teaching method of vocabularies" and "construction of cultural communication mode" are the main view and the emphasis of academic disclosure construction for the current studies on Teaching Chinese as a Second Language.

Based on the objective reference and metering methods as well as big data analysis, we can know about the research hotspots, research dynamics and fields to be further expanded, in terms of Teaching Chinese as a Second Language, to provide powerful theoretical guidance for exploiting new routes for "ideological and political course" in international Chinese education.

"Ideological and political course" in international Chinese education cannot be separated from Chinese classroom teaching (including cultural teaching). In this regard, this paper puts forward innovative routes for "ideological and political course" in international Chinese education, mainly including three aspects as follows:

3.1. Innovative Form of Ideological and Political Course

All types of flexible ideological and political course activities should be carried out based on the complicated and diversified data source in the era of big data. Firstly, different contents should be displayed in the form of pictures, charts, cartoons, comics, acousto-optic and electric forms, etc., and different parts should adopt different forms; Secondly, it's requested to discover the highlights in all parts, dig out the school characteristics, and focus on applying contents that can motivate college students, and enlighten higher education, and students' life concept, value concept, and world concept; Thirdly, the form should be active, interesting, and thought-provoking like literature, and all paragraphs should be enjoyable, and interesting.

3.2. Ideological and Political Course and the Construction of Online Platform

Since the outbreak of COVID-19, "the mixed teaching ecology that combines online and offline teaching has been formed, with no time for the education sector to do trials." [5] We hold that the so-called online teaching ecology should adhere to the form before class: Static teaching documents--the form in class: Dynamic classroom teaching activities--the form after class: "Refinement" should be implemented in three links, including the reflection and evaluation after teaching. Specifically, a whole set of online and offline combined teaching materials about the ideological and political course should be fully prepared before class, including the teaching outline for ideological and political course, the teaching design, written materials for ideological and political courses in all chapters, online teaching videos, and audio materials, PPT courseware, and the question bank for ideological and political course, etc.; In the class, it's requested to improve the teaching process as much as possible, make full use of intelligent teaching modes and methods, facilitate the online transmission of knowledge, emotions, skills and ideological and political course in classroom teaching, bond the friendship between teachers

and students, and make foreign students learn responsibility and gain more in the study of knowledge; After the class, students' learning conditions and quality should be evaluated by accurately analyzing the teaching and learning conditions, and then it's requested to summarize the experience constantly, improve online teaching mode and quality improvement standard, and evaluate both the process and result. CIPP course evaluation mode is adopted, including four types of evaluations related to context, input, process and product, to promote improvement.

3.3. Overall Reform in the Teaching of Offline Ideological and Political Course

Ideological and political elements should be integrated in the international Chinese education classroom teaching, in which "language" and "cultural materials" are essential qualified materials. For teachers of Chinese as a Second Language, the core of ideological and political course in international Chinese education is how to make effective use of these materials, and design reasonable teaching links.

Firstly, the ideological and political course should be combined with teaching contents, which should be characteristic, highlighted and modularized;

Secondly, the ideological and political course should be combined with the mixed teaching method. In addition to applying new technologies and new platforms in courses, teachers should also consider how to integrate ideological and political education into professional course teaching, to improve the teaching effect. In addition to applying new technologies and new platforms in courses, it's also requested to consider how to integrate ideological and political education into professional course teaching, to improve the teaching effect. The ideological and political course should be taught through "methods" by making full use of the offline flipped classroom, and scene teaching method, etc., to exert a subtle influence on cultivating people.

Thirdly, ideological and political course should be combined with examination evaluation. It's requested to cultivate students' humanistic quality in teaching, guide them to discover the charm of Chinese, motivate their passion, pride, and patriotism for Chinese, and double the effect of ideological and political course.

Fourthly, more endeavors should be made to strengthen innovation and entrepreneurship awareness, fully motivate students' spirits to innovate and start business, and by declaring "mass innovation" projects for overseas students and other activities, it's aimed to promote students to combine the learned knowledge and social practices, and associate Chinese international education with "Belt and Road" construction and development as well as "the community of a shared future in human cultures".

4. TRIPLE DIMENSIONS FOR IMPLEMENTING "IDEOLOGICAL AND POLITICAL COURSE" IN INTERNATIONAL CHINESE EDUCATION

Teaching Chinese as a Second Language--Chinese International Education--International Chinese Education can indicate three phases in the name changes of "Teaching Chinese as a Second Language" as a discipline, reflecting the constant deepening and innovation in discipline concepts. Educator Lan Ye pointed out that, "Education should be refreshed in the 21st Century". With "online" teaching resources, "regular" flipped classroom, and "repeatable" teaching course, we have witnessed a new trend to "turn crisis into opportunities" in Chinese teaching. [6] In respect of "ideological and political course" in international Chinese education, "new" not only indicates deepening the above concepts, and innovating routes, but also indicates the necessity to further understand and interpret the problem via multiple dimensions, and dig out theoretical value and realistic significance therein.

Here, it means to study problems in "ideological and political course" of international Chinese education from a unified perspective of value dimensions, scientific dimensions and practical dimension.

From the perspective of value dimensions, humans are complete, with different demands physiologically and spiritually. Therefore, "people-first" concepts should be adhered when carrying out international Chinese education teaching activities and integrating ideological and political course elements. Meanwhile, different "life" dimensions of foreign learners should be respected, especially their rights, demands, personality, diversity, and freedom; Scientifically, international Chinese education is now facing new opportunities and challenges, given the "big data", "pandemic" and "cross culture". Scientific and real data, scientific and effective online and offline combined teaching platform, scientific and effective experimental methods, etc. should be integrated into the whole course of international Chinese education, and convert knowledge into virtues effectively, so that "ideological and political course" can be internalized, and applied in practices, realizing the unification of science, morality and aesthetics; Practically, teaching relation refers to a constantly changing social relation between "teachers" and "students". Thus, teachers should be diligent to study and skilled at business. Except for mastering solid professional Chinese teaching knowledge, including the basic knowledge and the cutting-edge academic research achievements, excellent cultural transmission and cross-culture exchange skills should be trained, to combine theories with practices; Teachers should be equipped with an acute awareness of problems and a development vision, and should carry out "ideological and political course" activities based on the actual conditions about the learners of Chinese as a second language, and do a good job in "Yixi, Sanxing, and Sihua". "Yixi" refers to refining

ideological and political course contents into each chapter; "Sanxing" refers to practical, rich and extensive ideological and political course; "Sihua" refers to choosing ideological and political course cases that are simple and easy to understand, and effective in use, with modularized ideological and political theme, in terms of the special identity of foreign learners.

5. CONCLUSION

International Chinese education is oriented to foreign learners of Chinese as a second language. One of the effective methods to realize the course objective is to implement "ideological and political course" in their education and teaching. This paper provides an objective evaluation on the current status of "ideological and political course" in international Chinese education based on big data analysis, and also concludes the research hotspots and aspects to be further promoted. Meanwhile, it also puts forward innovative problems in the routes of "ideological and political course" in international Chinese education, including form innovation, the construction of online platform, and the overall reform of ideological and political teaching for offline courses, and then elaborates the value dimension, scientific dimension and practical dimension of "ideological and political course" in international Chinese education under "big data", "pandemic" and "cross-culture", etc. It's believed that "ideological and political course" is full of major theoretical value and realistic significance in international Chinese education. Experts, scholars and first-line teachers should be engaged in theoretical studies and exploring from multiple dimensions and perspectives, in order to promote constant integration and development of theoretical and practical studies in a more efficient, reasonable and humanized way.

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