

Research on the Optimization Method of "Finance + Chinese Education" Talent Training Model Based on the Comparison of Five Schools

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Abstract

As of November 2021, there are more than 350 undergraduate universities offering the major of Teaching Chinese to Speakers of Other Languages, including many finance and economics universities. Facing the fierce competition in the talent market, it is a problem that financial colleges need to solve at present that how to take the major of TCSOL as the main body and give full play to the advantages of the major of finance and economics. This paper aims to explore the optimization method of "Finance and economics + TCSOL" talent training mode through comparative research, and provide new ideas for the development direction of TCSOL major in finance and economics colleges.

Keywords

Teaching Chinese to Speakers of Other Languages; Financial colleges; Integrated talents.

1. Introduction

The "composite" training of the Chinese International Education major emphasizes the comprehensiveness of the knowledge structure and ability structure of the trained talents. This group of talents should not only be competent at all levels of Chinese teaching and Chinese cultural dissemination under actual conditions, and have many abilities. Multi-channel employment should also be competent for applied research closely related to reality. This new training goal has a stronger pertinence and is more in line with the actual situation of Chinese teaching. At present, there are generally two kinds of programs for the compound training of Chinese education talents: one is the "X+Chinese education" talent training type (X is an advantageous discipline of the school, for example, the Chinese education major of Jiangxi University of Finance and Economics is equipped with international trade courses. Beijing Foreign Studies University's small-language Chinese teaching top-notch talent experimental class); the second is to combine the location of the university to cultivate Chinese-teaching compound talents suitable for the local Chinese teaching environment (for example, Yanbian University will train talents against North Korea and South Korea; Guangxi and Yunnan universities Benchmarking Southeast Asia). The first method mainly relies on the school's own characteristic advantage disciplines, and the second method mainly relies on the school's geographical location advantages. This article will discuss the optimization method of the "finance + Chinese education" compound talent training model under the first method, in order to achieve the optimal matching of college resources and at the same time benefit students.

2. The Definition and Significance of the "Finance + Chinese Education" Talent Training Model

Before we conduct a comparative analysis to arrive at the optimization method, we must first explain the core concept of "finance + Chinese education", clarify the meaning of the "finance + Chinese education" compound talent training model, and strengthen the theoretical foundation of "finance + Chinese education".

2.1. Definition of "Finance + Chinese Education" talent training model

Chinese International Education trains applied professionals who have both systematic and solid basic knowledge of Chinese language and literature, as well as cross-cultural communication skills, and at the same time have high humanistic qualities, who can communicate and teach bilingually. Finance and economics majors train applied talents with professional skills in finance and economics, good communication skills, and innovation and creativity. From the perspective of training goals, both of them need to cultivate application-oriented talents. In the face of fierce competition in the talent market, how to take the Chinese international education major as the main body and give full play to the advantages of finance and economics is a problem that current finance and economics universities need to solve.

Engels once said: "Before the definition of materialism appeared, people knew how to think in a materialistic way." Similarly, before the author made the interpretation of "finance + Chinese education", there were already financial and economic universities that took advantage of finance and economics. The subject is integrated with the major of Chinese International Education. Shanghai University of Finance and Economics relies on its deep business accumulation and distinct financial advantages to establish a comprehensive base with case-based business Chinese teaching and resource development as its main tasks to serve the international education of business Chinese. Jiangxi University of Finance and Economics has inherited the fine traditions of the Chinese Department of Jiangxi Finance and Economics, incorporated the expertise of financial institutions, and followed the pace of global economic integration. It has obvious characteristics among similar majors in the country. In this way, the "finance + Chinese education" talent training model has developed. It needs to be pointed out that "Finance + Chinese Education" is by no means superimposed on two courses of different majors, but a kind of international Chinese education major, the main courses are rough and refined, relying on the academic advantages of finance and economics, and no longer focus on it. In order to cultivate one-direction Chinese education employment orientation, it is a mode of improving the overall quality of talents and conducting compound talent training.

2.2. Significance of the "Finance + Chinese Education" Talent Training Model

2.2.1. Meet The Talent Needs of the Country's "One Belt One Road" Initiative

At present, "my country has focused on supporting Chinese language teaching in the 'Belt and Road' countries. It has established 140 Confucius Institutes and 135 Confucius Classrooms in 52 of the 65 countries along the 'Belt and Road'." The Chinese teaching talent training model can no longer meet the diversified needs of the "Belt and Road" initiative. [1] The "Finance + Chinese Education" compound training model can combine the discipline advantages of financial schools to cultivate high-quality compound talents with knowledge of finance and Chinese. Master the talent requirements for cross-cultural communication skills.

2.2.2. Conducive to the Promotion of Interdisciplinary Construction

In addition, under the background of the emergence of interdisciplinary, "Finance + Chinese Education" provides a useful idea for the development of interdisciplinary in finance and economics colleges that offer Chinese international education. In order to meet the needs of knowledge production and talent training, in January 2021, the Academic Degrees Committee

of the State Council and the Ministry of Education issued a notice to newly set up the "interdisciplinary" category, becoming China's 14th subject category [2]. The construction of the interdisciplinary system of Chinese international education can cultivate compound talents who possess both the knowledge and skills of Chinese international education and the professional knowledge of tourism, business, economics, and journalism. The training model of "Chinese education + finance" is in line with the national education innovation macro strategy.

2.2.3. Conducive to Improving the Employment Competitiveness of Students

Blind optimism about the "Chinese fever" has led to a rapid increase in the number of universities offering international Chinese education programs. The problem exposed is that some colleges and universities do not have the ability to train high-quality Chinese education talents. Some graduates of the international Chinese language education majors Faced with the embarrassing situation of "English is not as good as English-speaking students and Chinese is not as good as Chinese language students" when looking for a job.

The compound talent training model of "finance + Chinese education" provides more career options for the employment of graduates of this major. The cultivation of interdisciplinary Chinese international education talents not only pays attention to students' mastery of basic knowledge and basic skills of Chinese international education, but also pays attention to cultivating students' financial literacy and broadening the way for students' employment. Students can choose to work in teaching Chinese as a foreign language, but also have the ability to work in business Chinese, foreign trade, multinational companies and other related work.

2.2.4. In Line with the Economic Situation in the Post-epidemic Era

Affected by the new crown epidemic, the global economic recession and globalization have shown a shrinking trend. The foreign Chinese teaching market has shrunk. The development of foreign Confucius Institutes has also been impacted. More Chinese international education students will choose domestic employment[3]. Under this circumstance, the "finance + Chinese education" Chinese international education compound talent training has given the Chinese education students of financial colleges and universities the ability to work in literature, foreign languages, cross-cultural communication, finance and other related fields.

3. A Comparative Analysis of the "Financial + Chinese Education" Talent Training Model Based on the Comparison of the Five Schools

In order to better derive suggestions for the optimization of the "finance + Chinese education" training model, the author will provide the training programs for Chinese international education majors in five universities: University of International Business and Economics, Jiangxi University of Finance and Economics, Shandong University of Finance and Economics, Zhejiang University of Finance and Economics, and Shanghai University of International Business and Economics , Comparison of training objectives, curriculum settings, professional construction, etc., through comparative methods to consider the shortcomings of the current "Finance + Chinese Education" training model, and provide a useful reference for the development of the "Finance + Chinese Education" training model.

3.1. Comparison of Core Courses of Chinese International Education Majors in Five Universities

Table 1. Comparison of core courses of Chinese international education majors in five universities

University name	Major and core courses of Chinese education	Relevant characteristic courses for compound training
Jiangxi University of Finance and Economics	Introduction to Literature, Introduction to Linguistics, Modern Chinese, Ancient Chinese, Introduction to Traditional Chinese Culture, History of Ancient Chinese Literature, Teaching Chinese as a Foreign Language, Introduction to Second Language Acquisition, Introduction to Chinese International Education, Mandarin Training, Introduction to Western Culture, Pedagogy, Cross-cultural communication art, etc.	International Economic and Trade Directions: Introduction to China's Foreign Trade, Introduction to World Economy, Western Economics, Business English Interpretation, Business English Translation, etc.
Shandong University of Finance and Economics	Comprehensive English, Advanced English, Modern Chinese, Ancient Chinese, Ancient Chinese Literature, Modern and Contemporary Chinese Literature, Foreign Literature, Introduction to Linguistics, Introduction to Teaching Chinese as a Foreign Language, General Introduction to Chinese Culture, Introduction to Western Culture, Teaching Chinese as a Foreign Language, Pedagogy, Education Psychology, etc.	Business Chinese:
Zhejiang University of Finance and Economics	Modern Chinese, Classical Writing, Language Art, General Theory of Chinese Culture, Ancient Chinese Literature, Language Teaching Methods, Ancient Chinese, Foreign Literature (Bilingual), Introduction to Linguistics, Chinese Phonetics and Applications, Introduction to Chinese International Education, Modern Chinese Literature, China Contemporary literature, etc.	Business Chinese teaching method, business English translation,
Shanghai University of International Business and Economics	Modern Chinese, Ancient Chinese, Ancient Chinese Literature, General Theory of Chinese Culture, Modern and Contemporary Chinese Literature, Overseas Chinese Teaching Research, History of Sino-Western Cultural Exchange, Introduction to Chinese International Education, Language Teaching Methods, Grammar and Grammar Teaching, Chinese International Education Practice Teaching, etc.	Business English interpretation, etc.
University of International Business and Economics	Modern Chinese, Ancient Chinese, Introduction to Linguistics, Intercultural Communication, Teaching Chinese as a Foreign Language, Introduction to Chinese International Education, Introduction to Western Culture, General Introduction to Chinese Culture, Sinology Studies in Foreign Countries, Western Culture and Etiquette, Chinese Teaching Methods and Case Studies	Business English direction:

3.2. Comparison of the Training Objectives of the Chinese International Education Majors in Five Universities

Table 2. Comparison of the training objectives of the Chinese international education majors in five universities

University	Part of the practice of teaching Chinese as a foreign language and conditions for cooperation and exchange
University of International Business and Economics	1. There are multiple internship bases for Chinese International Education. The overseas internship bases include the internship base of Jeju University in South Korea and the Confucius Classroom internship base of Taisung High School in South Korea. The domestic internship bases include 5 in the Chinese Branch of Higher Education Press, Beijing Ingram Language School, etc. Practice Base. Currently, they are also actively creating practice bases for Confucius Institutes in the United Kingdom, the United States and other countries.
Shandong University of Finance and Economics	2. Relying on the characteristics of the school, the major of Chinese International Education will give full play to the advantages of business Chinese teaching and research, and is committed to building the world's leading international Chinese education (business Chinese) teaching, research and training platform; at the same time, it will give full play to the advantages of "internationalization" to create a Chinese language and culture. International exchange and dissemination base.
Zhejiang University of Finance and Economics	1. Taking advantage of the financial advantages of the school and the teaching resources of international students, the Chinese International Education major explores new models of Chinese international education and business Chinese education for international students, and builds an integrated system of teaching management for professional students and international students, and cooperates with domestic and foreign universities and enterprises. Units cooperate to build an online and offline three-dimensional, multi-level practical teaching platform, create a good international teaching environment, and continuously improve the quality of talent training.
Jiangxi University of Finance and Economics	2. Dandelion Education Service is an institution that specializes in Chinese language education in Cambodia, and provides educational information consultation and services for various schools, enterprises and individuals in Cambodia. Shandong University of Finance and Economics cooperated with this institution to carry out the "Dandelion" online Chinese teaching activity in the summer of 2021. For the first time, online internship was introduced during the freshman summer vacation, and very good results were achieved.
Shanghai University of International Business and Economics	1. With the Santa Barbara Chinese School in California, the Confucius Institute at the University of Toledo in the U.S., the Chinese Department of Soongsil University in South Korea, Waseda University in Japan, the Confucius Institute at Prince of Songkhla University in Thailand, the Confucius Classroom at Mingman School in Thailand, and Han Nam in Vietnam Research institutes and other well-known foreign universities cooperate to build the international Chinese language education major and foreign Chinese teaching bases for this major.

3.3. Comparison of the Practice and Cooperation and Exchange Conditions of the Teaching of Chinese as A Foreign Language in Five Universities

Table 3. Comparison of the practice and cooperation and exchange conditions of the teaching of Chinese as a foreign language in five universities

University	Chinese education compound talent training goal
Jiangxi University of Finance and Economics	Relying on the relevant superior disciplines of the school, in this training program major compulsory courses and subject open courses, financial management courses that can be organically integrated with the major disciplines are carefully selected and set up. The general education curriculum library also provides some for different interests and needs. The financial management courses selected by the students deeply integrate our talent training with financial management disciplines, and the graduates are more complex and applied.
Shandong University of Finance and Economics	This major focuses on cultivating specialized talents for teaching Chinese as a second language, starting from social needs and student interests, focusing on combining with school characteristics, highlighting classified training and professional characteristics. In particular, it focuses on the cultivation of business Chinese teaching talents, so that they can be competent for language training, cultural exchange and communication and other related tasks.
Zhejiang University of Finance and Economics	This major is to train for the construction of socialist market economy to be able to further engage in academic research in various universities and research institutions, or to engage in Chinese teaching, business management, language creativity, copywriting planning, cross-cultural communication and related work applications in enterprises and institutions Type, compound and innovative senior talents.
Shanghai University of International Business and Economics	This major aims to cultivate practical talents for foreign business Chinese, familiar with Chinese and foreign literature, cultural knowledge, and international business knowledge, possessing foreign Chinese teaching and foreign-related business skills, and possessing innovative consciousness and practical ability.
University of International Business and Economics	This major aims to cultivate a solid basic theoretical knowledge of general linguistics and Chinese language and literature, master the basic theories and methods of international Chinese teaching, have a good literary and cultural literacy, and be competent in international Chinese teaching and research and Sino-foreign cultural exchanges Of international, interdisciplinary and high-quality professionals.

3.4. Through the Above Three Tables, It Is Not Difficult for Us to See

(1) The compound talent training model of "finance + Chinese education" has reached a certain consensus among colleges and universities of finance and economics. It is embodied in the fact that the training programs of the international Chinese education majors of the five financial colleges and universities have been integrated into the relevant courses in the financial field to varying degrees. Except for the University of International Business and Economics, other colleges and universities have expressions for the compound training of "finance and finance + Chinese education" in their talent training goals.

(2) Some colleges and universities have fewer internship opportunities, which cannot meet the needs of the "financial + Chinese education" compound talent training model. The deep integration of "Finance + Chinese Education" is definitely not the accumulation of two disciplines. The role of "Finance" in the training model of "Finance + Chinese Education" is definitely not just a few related courses, but depends on accumulating more. The practical experience of internships in related industries and the scientific curriculum system after

conceived, shallow and general courses cannot help cultivate financial literacy and improve students' employment competitiveness.

(3) There is an obvious phenomenon that the courses offered by the major of Chinese education emphasize "Tao" rather than "Science". The subject setting and teaching system of Chinese international education should be more focused on "technical" learning and teaching methods, including the cultivation of cultural adaptability, perception, and empathy. During the author's actual visits and investigations, teachers of colleges and universities, volunteers from Confucius Institutes and other Chinese education practitioners have emphasized the importance of adaptability and tolerance, and the cultivation of this "technique" depends on students' personal experience rather than experience. Teacher's teaching.

4. Suggestions for Optimization of the Talent Training Model of "Finance + Chinese Education" Based on the Comparison of the Five Schools

In view of the comparative analysis of the above-mentioned five financial colleges and universities in Chinese international education professional talent training model, the author correspondingly put forward four optimization suggestions in terms of curriculum setting, faculty, foreign cooperation and professional practice.

4.1. Optimize the Curriculum

(1) Take the essence, keep pace with the times, and optimize the curriculum system. First of all, in terms of curriculum settings, it is possible to appropriately delete courses that are not closely related to professional development, adapt to the development of the times, and increase applied courses such as teaching technology application courses to enhance students' practical ability. For the Chinese international education major of financial institutions, the school can fully integrate the advantageous resources of the financial institutions, and set up elective courses of financial English news and business English in addition to the international Chinese education majors and make corresponding credit requirements, so as to match the international Chinese education. Disciplinary development needs reflect the characteristics of financial colleges and universities, and promote the in-depth integration of Chinese international education and the characteristics of financial colleges.

(2) Innovate the classroom organization and management model, and implement the combined classroom + simulated classroom model. In the classroom teaching model, a combined classroom + simulated classroom model can be introduced, emphasizing social practice and classroom time teaching in the classroom [4]. Based on the above, we can make full use of exchange opportunities, introduce foreign student resources from overseas education colleges, invite international students of different nationalities into practical teaching classrooms, and simulate learning tasks for lectures on Chinese International Education to simulate foreign Chinese teaching, cross-cultural business communication, etc. . Classroom teaching topics can appropriately introduce financial news, financial knowledge exchange, etc., to integrate with the characteristic teaching of "Finance + Chinese Education".

4.2. Strengthen the Teaching Staff

(1) "Retraining" for teachers of Chinese international education in colleges and universities. At present, the tutors of Chinese international education are mostly teachers of linguistics, philology, Chinese as a foreign language, literature and other subjects. There is a lack of practically experienced tutors with a master's degree in Chinese international education[5]. Education teachers conduct "retraining". Trainers should be experienced and excellent teachers who have international education experience or are engaged in international education. They should pass the front-line information of international Chinese teaching to the

hands of college teachers in a timely manner to help these teachers improve their teaching skills in a timely manner, revise their teaching plans, and improve their teaching. Means and methods. (2) Adopt the dual tutor system of "Tutor of Chinese International Education + Tutor of Finance and Economics". Finance and economics colleges with sufficient teachers can arrange Chinese instructors with profound theoretical foundations and rich teaching experience in Chinese international education, and financial professional instructors with financial knowledge and practical experience to guide students in daily learning and practice.

4.3. Promote Foreign Cooperation

Strengthen international cooperation and increase the opportunities for exchanges and cooperation between the Chinese education major of our school and overseas institutions. Promote the Chinese students of our school to "go out", so that professional knowledge can be implemented and practiced. For example, the China-Belgium Chinese language exchange program launched by Jiangxi University of Finance and Economics this year has achieved good results. Chinese students can improve their professional knowledge in practice.

4.4. Strengthen Professional Practice

In order to promote the combination of student learning theory and practice, maximize the subjective initiative of students, and cultivate application-oriented and high-quality compound talents, the school can be oriented by employment needs [6], and choose the skills required for the job and "finance + finance +" In industries where the training direction of "Chinese Education" matches, we cooperate with some companies to provide students with opportunities for company visits and field research. At the same time, during the winter and summer vacations, internship opportunities are provided for students to improve their practical and innovative abilities, so that interdisciplinary talents can fully integrate with the market and allow students to contact the talent market.

5. Conclusion

The "finance + Chinese education" talent training model is in line with the national macro development strategy, in line with the mature development status of financial education in financial colleges and universities, and it is also conducive to meeting the market's demand for Chinese education compound talents. However, there is still a big gap in the development model of "Chinese Education + Finance" that needs to be filled. The optimization of the path of the "Finance + Chinese Education" talent training model for financial colleges and universities has a long way to go, and promotes the major of Chinese international education and the advantageous disciplines of finance and economics colleges. The in-depth integration of the company requires the joint efforts of many parties. We hope that the majority of Chinese education majors will not only "know miscellaneous", but also "learn more". They will not only master rich knowledge of Chinese culture, possess cross-cultural communication skills, but also have financial literacy and business thinking, so as to show China's image and write. The messenger of the Chinese story.

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