

Training Mechanism of Chinese Talents in Indonesian Colleges and Universities under the Strategy of "the Belt and Road Initiative"*

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Abstract

In order to deepen the cultural exchanges between China and Indonesia, based on the historical origin of China and Indonesia and the background of the implementation of the "the Belt and Road Initiative" policy, this article analyzes the problems of Chinese teaching in Indonesia at present, and the basic situation of training Chinese talents in colleges and universities. This study expounds that in the process of training Chinese talents in Indonesia, the two countries fail to think about the training path of language talents at the same time. The training mode is not scientific enough, and the goal of personnel training is not clear enough. It is proposed that we should give full play to Guangxi's regional advantages and strengthen educational cooperation in combination with Indonesia's reality, so as to better and faster train Chinese talents who are suitable for the needs and serve the construction of "the Belt and Road Initiative", which will have certain practical significance for the exchanges between the two countries.

Keywords

The Belt and Road Initiative; Indonesia colleges and universities; Chinese talents; training mechanism.

1. Background of the Research

Indonesia is the country with the largest number of ethnic Chinese in the world (Li Keqiang, 2015). "Chinese teaching" is often called "Chinese education". From 1966 to 1998, all Chinese schools in Indonesia were forced to close down. Chinese education disappeared, and Chinese books were regarded as guns and poisons and prohibited from entering the customs. In fact, it was only after the year of 2000 that the two countries decided to establish a long-term, stable, good-neighborly and mutual trust comprehensive partnership that Chinese education slowly recovered. The 32-year gap in Chinese education has resulted in a serious gap in Chinese teachers and a serious shortage of Chinese talents.

As a national grand strategy, "the Belt and Road Initiative" has put forward various visions and action plans, covering various fields of politics, economy, culture, enterprises and media, but rarely involving the important role of language communication in the construction of "the Belt and Road Initiative". Therefore, many scholars have written articles calling for the construction of "the Belt and Road Initiative" to pave the way for language and language talents first. The spread of Chinese should play an irreplaceable role in paving the way for language, especially in Indonesia, a country where Chinese education has been seriously destroyed.

2. Current Situation of Chinese Talents Training in Indonesia

Since the resumption of Chinese education in Indonesia, domestic scholars have never stopped their research on Chinese education in Indonesia. The research involves many aspects such as national policies, teachers, teaching materials, teaching methods and language comparison. These studies show a development process from scratch, from macro to micro, from generalization to concreteness, from theory to practice.

At the macro level, recent studies have mainly pointed out the close relationship between the spread of Chinese and "the Belt and Road Initiative" and the development prospect of Chinese in Indonesia from the policy level. Under the strategic background of "the Belt and Road Initiative", the international dissemination of Chinese should be combined with the globalization of "the Belt and Road Initiative" industry and economic and trade cooperation to promote each other. At the same time, the international dissemination of Chinese should also help and serve "the Belt and Road Initiative". As a "the Belt and Road Initiative" country with imports and exports exceeding 10 billion US dollars, Indonesia's "language communication" is even more important. In 2014, Indonesian President Joko Widodo put forward the "Global Marine Fulcrum" strategy, which provides cooperation space for the implementation of China's "the Belt and Road Initiative" strategy. At the same time, it also needs more Chinese talents to support it.

At the theoretical level, there are relatively many researches, mainly the comparative research between Chinese and Indonesian, which is mostly reflected in the comparative analysis of some grammatical components, a certain sentence pattern, a certain part of speech, and even as small as a certain word. The in-depth research is conducive to promoting the development of Chinese teaching practice. In the aspect of teaching research, it mainly focuses on the analysis of some errors in Chinese acquisition.

3. The Problem of Training Chinese Talents in Indonesia

After more than ten years of exploration and development, the Chinese education in Indonesia has been carried out in a relatively comprehensive way. From a vertical perspective, from kindergartens to colleges and universities, many schools have offered Chinese courses, in addition to tutoring forms and various tutoring institutions. However, due to historical reasons, the shortage of teachers is still a serious bottleneck restricting Indonesian Chinese education. In this regard, scholars have put forward many suggestions, such as localization, academic qualifications, etc., and the cultivation path of "from professionalism to specialization" (Wang Minfeng, 2016). China has solved many difficulties by sending volunteer teachers, but whose number is limited and which is not a long-term solution. According to the statistics from Jakarta's Chinese Education Coordination Agency, from the year 2004 to 2017, 963 Chinese volunteer teachers were sent to Indonesia by the National Hanban Office. However, in 2014, the "Volunteer Project Agreement" signed with Indonesia's Ministry of Culture and Education was not renewed, which means that the solution of the problem of Chinese teachers in Indonesia will face greater pressure and challenges.

At present, Indonesian Chinese education is still in the initial stage after resuming teaching, and there are still many problems to be solved urgently for the cultivation of Indonesian Chinese talents. At present, the prominent problems in the cultivation of Chinese talents mainly include: failure to think about the cultivation of language talents from both the investing country and the invested country; the scientific nature of the training mode is not strong, and the personnel training objectives are not clear enough (Wen Qiufang, 2016). The management system is not perfect and the professional construction is weak; the academic research is mediocre; etc. (Gao Huangwei & Wu Jian, 2016).

In addition, although the number of people taking the new Chinese proficiency test is increasing year by year, for example, reaching more than 11,000 in 2015, 13,914 in 2016 and 15,627 in 2017 (Xu Peixiang, 2016). This shows that the Indonesian people are enthusiastic about learning Chinese, but many only take the basic level test, and few are really willing to enter colleges and universities for in-depth study. Moreover, due to financial constraints and other difficulties, the training of Chinese talents in Indonesian colleges and universities is not going so smoothly. To sum up, language talents are indispensable if the grand plan for the construction of "the Belt and Road Initiative" is to take root in the countries along the route.

4. Solutions to Talent Cultivation in Indonesia

This year marks the 17th anniversary of the establishment of the China-ASEAN strategic partnership. Over the past 17 years, the cooperation in various fields has yielded fruitful results, while Guangxi plays an important role and has an important position in the ASEAN strategic partnership. Southeast Asia is the key area for the construction of the 21st Century Maritime Silk Road under the "the Belt and Road Initiative" strategy, and language talents are an important support for the exchanges and cooperation between China and Southeast Asian countries. With the continuous promotion of the "the Belt and Road Initiative" strategy, the market demand for Chinese talents in Southeast Asia is increasingly strong. However, the regions involved in "the Belt and Road Initiative" lack a large number of professional talents, which makes it difficult to promote the implementation of the "the Belt and Road Initiative" strategy. Especially in Indonesia, as a "the Belt and Road Initiative" country with imports and exports exceeding 10 billion US dollars, the demand for Chinese talents is huge. However, due to the 32-year gap in Chinese education, after more than a decade of exploration, the promotion of Chinese education is still facing many difficulties. On the one hand, how can we combine the current actual situation in Indonesia to give full play to the location advantages of Guangxi, China, and strengthen the educational cooperation between the two? On the other hand, how can we take effective measures to train talents who are suitable for China to better and faster serve the construction of the "the Belt and Road Initiative"? These are urgent problems to be solved at present.

5. Conclusion

In short, taking Indonesian Chinese colleges and universities as the breakthrough point, this article explores a Chinese talent training mode that suits the actual situation in Indonesia, which actively responds to the call of "the Belt and Road Initiative" construction, provides reference for solving the problem of language talent support, and at the same time provides certain experiences and methods for promoting the leapfrog development of Chinese education in Indonesian colleges and universities.

The implementation of the "the Belt and Road Initiative" strategy and the promotion of the cooperation and exchange between Guangxi and Indonesian colleges and universities are of great and far-reaching significance and have remarkable social benefits and applied values, which are reflected in: (1) to enhance the influence of Chinese in Indonesia; (2) to train more and better Chinese talents in Indonesia; (3) to enhance the teaching efficacy of Indonesian Chinese teachers; (4) to assist in the construction of "the Belt and Road Initiative"; (5) to realize win-win cooperation among China, Guangxi and Indonesia; and (6) to strengthen the awareness of ASEAN community.

In addition, this study is innovative. It combines the national strategic objectives with the international perspective, which is a unique and novel research perspective, and focuses on the hot and difficult issues of Chinese communication in ASEAN. Different from previous studies on Confucius Institutes and Confucius Classrooms, this study mainly takes Indonesian Chinese

colleges and universities (or national schools) as the research object, so as to provide some reference and support for these colleges and universities that survive in the cracks and also make indelible contributions to the dissemination and inheritance of Chinese in Indonesia. The research team is united at home and abroad. The project leader has been teaching in Indonesia for more than one year. He is familiar with the actual teaching situation in Indonesia. He can conduct in-depth research and master the first-hand real materials.

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