
A Model for the Construction of the Curriculum System of Hua People Students' China Knowledge Education

Yao Jianguang¹, Chen Lingfei^{2, *}

¹School of History, Culture and Tourism, Yulin Normal University, Yulin, China

²College of Foreign Languages, Yulin Normal University, Yulin, China

Email address:

16368516@qq.com (Chen Lingfei)

*Corresponding author

To cite this article:

Yao Jianguang, Chen Lingfei. A Model for the Construction of the Curriculum System of Hua People Students' China Knowledge Education. *Teacher Education and Curriculum Studies*. Vol. 8, No. 1, 2023, pp. 1-6. doi: 10.11648/j.tecs.20230801.11

Received: December 18, 2022; **Accepted:** December 29, 2022; **Published:** January 10, 2023

Abstract: Hua people students (HPS), Citizens of Chinese descendant of foreign nationality, are unique in their natural affinity for China and have the most value in the development of non-governmental diplomacy. It is an important way to improve China's international communication ability to provide them with good conditions and opportunities to know China personally, experience China on the spot, devote themselves to research, form a true, objective and comprehensive understanding of China, make them grow into international friends who know China. The key to achieving this goal is to build a modern curriculum system that matches the cognitive psychology, acquisition ability and acceptance interest of the HPS. A two-level model is proposed for this curriculum system. The first level model integrates Chinese knowledge education (CKE)'s educational objectives, graduation (complete courses) requirements, curriculum and syllabus, teaching implementation and effect evaluation into one, with forward dependence and reverse reference. The second level model mainly solves the three problems of comprehensive weighing factors, construction principles, curriculum types and specific composition of curriculum system construction. Establish the sequence of degree education and non-degree education, set up education levels according to the two stages of undergraduate and graduate education, and finally grade the curriculum according to the three standards of China, students and content. At the same time, the policy and financial support, social linkage and communication coordination mechanism are included in the construction model as a guarantee system to ensure the effectiveness of teaching activities.

Keywords: Hua People Students, Chinese Knowledge Education, Curriculum System Construction, Model

1. Introduction

The development of China has attracted wide attention. More and more people come to China and want to know China, cooperating and exchanging with China. But up to now, only a few people from so many countries in the world have ever come to China, having more or less real feelings about China. Most people's understanding about China comes from film, television, literary works, media reports, or hearsay, their objectivity and authenticity are greatly reduced. There is still a long way to go to improve the objective understanding about China by all countries in the world. Moreover, official diplomacy alone obviously cannot work, all available social forces need to be mobilized. where there is water to drink, there are Chinese. More and more Hua people students (HPS),

citizens of Chinese descendant of foreign nationality, come to China to study. They stay in China for a long time and are more or less related to China. The universities receiving HPS establish a curriculum system of Chinese knowledge education (CKE) - a curriculum system tailored for this group to comprehensively and systematically understand China - so that they can form a systematic, comprehensive and objective understanding about China during their study abroad. After returning to their own countries, it is natural to tell others about the real China they have experienced, which will inevitably change some people's false impression about China. Thus, they play the role of folk diplomacy, so that China's friends with Chinese knowledge spread all over the world. This is undoubtedly an effective way to improve China's own communication ability.

2. The Value Cognition of Chinese Students' Knowledge of China Education

The CKE of HPS in China's universities is a good thing to create a friendly and harmonious international economic and political environment for the development of the country, making China win its due international status, reputation and prestige in the near future. It is a high value-added labor that helps China make international friends with a just heart and benefits the country as well as the people. Those teaching them Chinese knowledge must understand the value and effect of HPS' CKE in China from the perspective of serving the country's cultural diplomacy strategy, building a stable and long-term international intelligent affinity foundation, shaping a positive image of China overseas, and enhancing China's charm, credibility and influence overseas. From the perspective of cultivating HPS as folk emissaries, relatives and friends, we recognize that their Chinese educators should cultivate their recognition of the Chinese nation's feelings, recognize China's strength and potential by telling the world about China, approaching China with words and deeds, maintaining China's image and other behaviors, and be confident of China's future prosperity and strength. Educators should strive to achieve the educational goal of enhancing their admiration for China's excellent culture, and lay a solid foundation of their knowledge, emotion and interpersonal communication. [1, 12, 14] Therefore, it is of great practical value and late effect to do a good job in the construction of the curriculum system of HPS' CKE, to build an educational model that meets the requirements of the knowledge, ability and emotion of non-governmental ambassadors, and to build a curriculum system that matches the cognitive psychology, acquisition ability and acceptance interest of HPS [2, 3].

3. The Construction of the Curriculum System of CKE for HPS

Theoretically, HPS' CKE follows the basic educational laws, its core task is still to solve the two fundamental problems of "what to know" and "how to know". [4] The question of "what to know" needs to be combined with the will and goal of what students want to know and what we should guide them to know, so as to clarify the blind spots and misconceptions of HPS who mainly are young and middle-aged foreigners about China's cognition; as future speakers and disseminators of China's relevant knowledge, diplomatic concepts, and objective images, they should understand which glorious aspects of China's past history and culture, experience which aspects of China's present development, and understand what kind of future China will have. [5] So "what to know" for HPS should include the following aspects:

First, the general situation of China's geography, humanities, politics-economics, diplomacy and other national conditions, as well as the policies of overseas Chinese (setting special courses such as to Know China and Travel around China).

Educators can teach HPS to know that China has a vast territory, diverse landforms, colorful landscapes, and diverse cultures; then HPS can know that China is rich in land, products and civilizations; they can understand China's tradition of cherishing blood ties, and its desire to make friends with overseas Chinese; they can know the country's series of laws and regulations, rights and interest protection system for overseas Chinese; under the background of being familiar with the Chinese government's folk diplomatic ideas, they can support relative policies and accept the results of typical cases.

Second, the excellence scientific and cultural achievements of ancient times are outstanding contributions to human development and progress. Educators can guide students to learn about the most representative and remarkable achievements of civilization with Chinese characteristics that China has created in the history and enjoyed important international status and influence in the process of human development and progress, and objectively evaluate the status, contribution and influence of ancient China in the international stage. [6].

Third, the great suffering China experienced in the past two centuries, the background and history of the spread of Chinese all over the world and other basic knowledge. [7].

Fourth, the brilliant achievements since the reform and opening up and the blueprint for China's future construction.

Fifth, the advantaged conditions for HPS to study in China, the potential advantages and convenient development of economic and cultural exchanges with China in all fields and at all levels.

The question of "how to know" mainly answers how to transmit the content they should know to them in a way that they love to hear and see, adopting effective means with strong spreading power to transmit to them kindly and naturally. The students want to get close to the knowledge, and are willing to absorb and readily accept it, then gradually grow into the 21st century's Marco Polo. [8] Key points of "how to know" should include the following aspects:

First, how to induce their desire and passion to understand China's past, present and future.

Second, how to tell them and show them the changes and development of contemporary China, and guide them to have the real image of China into their minds.

Third, how to stimulate the interest and behavior of participating in CKE's various teaching activities.

Fourth, how to use the knowledge learned in China to help HPS achieve healthy development goals and legitimate life ideals.

Fifth, how to provide HPS with the necessary conditions, effective paths and practical methods to maintain close relations and lifelong friendly exchanges with China, so that HPS can fully play the role of China's propagandist and civil envoy to promote the friendship between the two countries.

Centering on answering the above questions, a complete curriculum system and its guarantee system need to be established in order to ensure the normal implementation of teaching activities and the teaching content to achieve excellent teaching results.

3.1. Curriculum System

The first task is to establish the first level model of the curriculum system (as shown in Figure 1). The goal of CKE, graduation (complete courses) requirements, curriculum and syllabus, teaching implementation and effect evaluation are all in one comprehensive unit with forward dependence and reverse reference. As the ultimate goal of CKE, the "Goal of CKE" is equivalent to the Constitution of CKE, which needs to be carefully determined. Its accuracy, profundity and perfection not only determine the degree of achievement of the comprehensive goals of CKE that we expect, but also determine all the work of the executors at all levels of CKE and all the dimensional goals that need to be achieved.

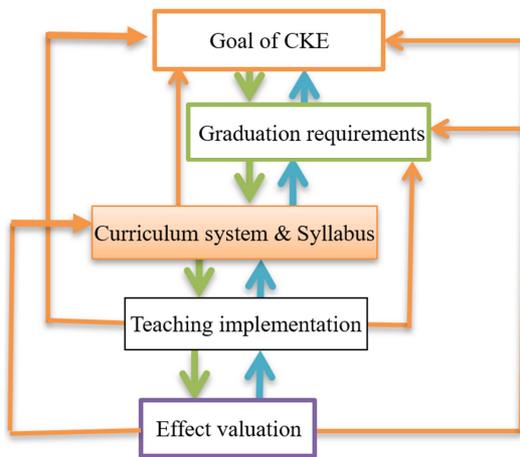


Figure 1. The first level model of the curriculum system of HPS' CKE.

Secondly, the ultimate goal of "CKE Goal" determine the specific requirements for graduation (academic education) and completing courses (non-academic education). It is the embodiment of the goals of CKE at all levels and disciplines, and the specific requirements that all kinds of CKE at all levels must meet.

Third, according to the graduation (complete courses) requirements, a specific CKE curriculum system as well as its subordinate syllabus should be established. This syllabus will work as the criterion for the implementation of each course.

Fourth, teaching units implement teaching and evaluate the teaching effect. The various feedback information generated from the evaluation results can not only provide the original basis for the teaching reflection and improvement of the teaching implementation unit, but also can be fed back by the teaching implementation unit to the curriculum system construction department and the syllabus maker as the basis for improvement. It can provide further feedback layer by layer to promote the revision of graduation (complete courses) requirements and even the goals of CKE. At the same time, the results of teaching evaluation can also be a direct source of information for the improvement of various courses and syllabuses in the curriculum system, as well as a direct basis for the revision of graduation (complete courses) requirements and the improvement of CKE goals at the

highest level. That is to say, this model can not only materialize the vertical hierarchical relationship layer by layer and react positively layer by layer, but also directly affect the evaluation results of the bottom layer to the indirect connection layer to play a feedback role. [9].

The top-level design of the secondary model under the first level model must solve three major problems. First, the factors that need to be comprehensively weighed in building this system. The second is the construction principle of this system. The third is the type of curriculum and its specific composition.

3.1.1. Factors to Be Comprehensively Weighed in the Construction of the Curriculum System

HPS comes from all over the world, and their national systems, religious beliefs, family backgrounds, educational accumulation, cultural foundation, language thinking, personal temperament, value orientation, development goals and learning motivation are different. The construction of the curriculum system must comprehensively weigh these factors and distinguish them according to their importance and impact. Macroscopically, the following factors should be considered and handled: (1) Consanguinity. (2) Geo and non geo. (3) The type of culture in the home country and the education that has been received. (4) Motivation and growth goals of studying abroad. (5) Educational objectives and length of study abroad. (6) Use of mother tongue, teaching material language and teaching language. (7) The friendly situation, interest relationship and future development between the students' home countries and China. [10] The curriculum should follow the Quality Standards of Higher Education for Foreign Students in China (Trial) issued by the Ministry of Education, and closely follow the educational goal of cultivating non-governmental ambassadors who meet China's needs.

3.1.2. Principles of Curriculum System Construction

The construction principle refers to the rules and order of weighing and deciding whether to accept or reject the above factors in the course of constructing the curriculum system. It includes: (1) Academic education and non-academic education should construct into two different series, but some textbooks can be used universally, and the implementation standards are not unified. (2) Classroom teaching, activities and experience teaching should be properly proportioned and scientifically matched. (3) The undergraduate and postgraduate stages of academic education should reflect the level differences of educational objectives. (4) The proportion of viewing, experience and practical courses of non-academic education students should be greater than that of lectures. (5) The educational objectives and standards of students majoring in humanities and social sciences are higher than those of students majoring in science and engineering, so they should have more class hours. (6) The importance, popularity and interest of the content should be taken into account in lecture based courses. (7) Main courses and general courses should coexist and complement each other. [11, 12].

3.1.3. Course Type and Its Specific Composition

The types of courses that can be adopted by the HPS' CKE system are mainly classroom teaching type and viewing, experience type. The teaching courses are mainly conducted in three ways: offline, online and online-offline hybrid teaching, which are combined with modern advanced technology. The latter two methods have a sense of science and technology in particular. Students use a variety of new media to choose the teaching content offered by the university, and carry out completely autonomous, semi-autonomous or assisted learning with tutors. They have prominent modernity, flexibility and openness. These learning contents may not be involved in the classroom teaching, may be only involved without detailed teaching, or may be the refinement, supplement, expansion or extension of the classroom teaching contents. They are intuitive, vivid, interesting, informative, interface friendly, suitable for both the refined and the common people and all inclusive. They can help HPS to explore any aspect and field of knowledge in ancient and modern China that they are interested in, which can reduce their cognitive barriers and understanding difficulties, arouse the desire to explore and admiration for China. [13].

The activity course shall be conducted by viewing, experiencing, practicing and other ways in which students can participate in it. The specific implementation can be organized by group activities or individual free activities. This kind of course is the key to achieve good teaching results, and also the main way to connect and verify the content learned in books and online with the real reality. Its design, organization, implementation and effect are all challenges to the school, and are also important aspects of improving quality. The focus should be mainly on practical design, substantial content, solid organization, practical guarantee, strict implementation and authentic evaluation. The goals are striving to integrate ideology, culture, science and technology, emotion into the process of participation, experience, practice and other activities, and integrate the educational purpose into the pleasant feeling triggered by seeing, tasting, smelling, hearing and touching, naturally making a sense of satisfaction and admiration in their heart. [4, 15].

The specific composition of the curriculum can be set up from the perspective of China, students and content. From the perspective of China, it is graded according to the depth and breadth of knowledge. It is set as general level and professional (industry) level from simple to deep. The former refers to the basic knowledge of China's geography, humanities, politics and economics, foreign affairs and other national conditions, as well as the general public policies, laws and regulations, overseas Chinese policies, and popular subject knowledge for all HPS. The latter refers to the subject content delivered by specialty or industry. [17].

From the perspective of students, according to learning objectives, it is graded into three levels from the simple to the deep: must and should know level, familiar and understanding level, mastery and application level.

From the perspective of content, the curriculum is graded by knowledge type. It includes not just the following three

themes: ancient and modern Chinese figures and achievements that occupy the first, original, leading and important international status and influence in the history of human science and technology development; Ancient and modern Chinese scholars and theories that have important international status and influence in the history of human thought and culture; Historical events, the participants and their followers that have had a significant positive impact on the social and historical development of China from ancient times to the present.

It also needs to be pointed out that in order to serve the objectives of CKE, a required course of HPS' Chinese emotion cultivation should be specially set up, which mainly conveys the kinship of "blood is thicker than water", focuses on the prospect of international strategic cooperation with mutual trust, and is committed to the establishment of shared interest alliances for open dialogue and communication, so they can confide in the heart, give advice, propose new ideas, explore new paths and jointly promote a new realm. [8, 14, 15].

3.2. Socialized Teaching Guarantee System

It is difficult to achieve the goal of CKE by the university alone. Because its courses, especially practice courses, involve many departments, industries and units, and need to coordinate multiple interests and mobilize many social resources to participate.

Therefore, the socialized teaching guarantee system is indispensable, which is mainly composed of three guarantees: financial funds, communication and coordination, and linkage mechanism. The former mainly provides necessary financial support for various non-classroom teaching and activities with large expenditure. The middle acts as a bridge between the major subjects related to CKE activities, undertaking the task of communication and coordination between the universities and the teaching cooperation institutions (administrative institutions and enterprises) in both vertical and horizontal directions and ensures the out-of-school curriculum and activities can be carried out normally as planned and achieve the desired results. The latter is based on the former two. Only when the three parties arrange joint actions around the teaching plans or activities of the universities to fully cooperate and carry out close cooperation, can the teaching activity tasks achieve good results. [13, 16, 17].

To build such a guarantee system, it is necessary for the whole society to understand and support the HPS' CKE in universities. The state and administrative departments at all levels should introduce guiding policies and incentive measures, which are top-level guarantee strategies that cannot be ignored. In addition, it is also very important to adopt non-traditional innovative business thinking and operation mode for non-classroom courses and activities. Because only by making the participants of courses and activities outside the university profitable, letting non-business organizations and institutions not increase their economic burden, and letting both gain a sense of honor and

achievement, can they truly mobilize their enthusiasm, assume corresponding responsibilities and obligations, and maintain long-term, stable, harmonious and effective cooperation. Therefore, it is very important to explore the cooperation mode and path between universities and participating enterprises and organizations. [5, 16].

To sum up, the curriculum system and guarantee system of CKE for HPS are combined into a complete two-level model, as shown in Figure 2.

4. Conclusion

On the one hand, the source and background of HPS are diverse; so there are differences in the motivation and development orientation of studying abroad. On the other

hand, CKE'S content is very rich and hierarchical. So many factors are superimposed and acted on each other, leading to many aspects that should be taken into consideration for the construction of the curriculum system, and the teaching implementation of universities also needs the linkage and cooperation of many extramural institutions. So, it can't build this system right away without continuous efforts, high efficiency and multiple cooperation. The above bipolar model was created by our group based on summarizing its own experience in international education practice, Co-ordinating factors including education objectives, CKE content, implementation conditions and students' interest, and subsequent research and practice will be continuously improved and refined.

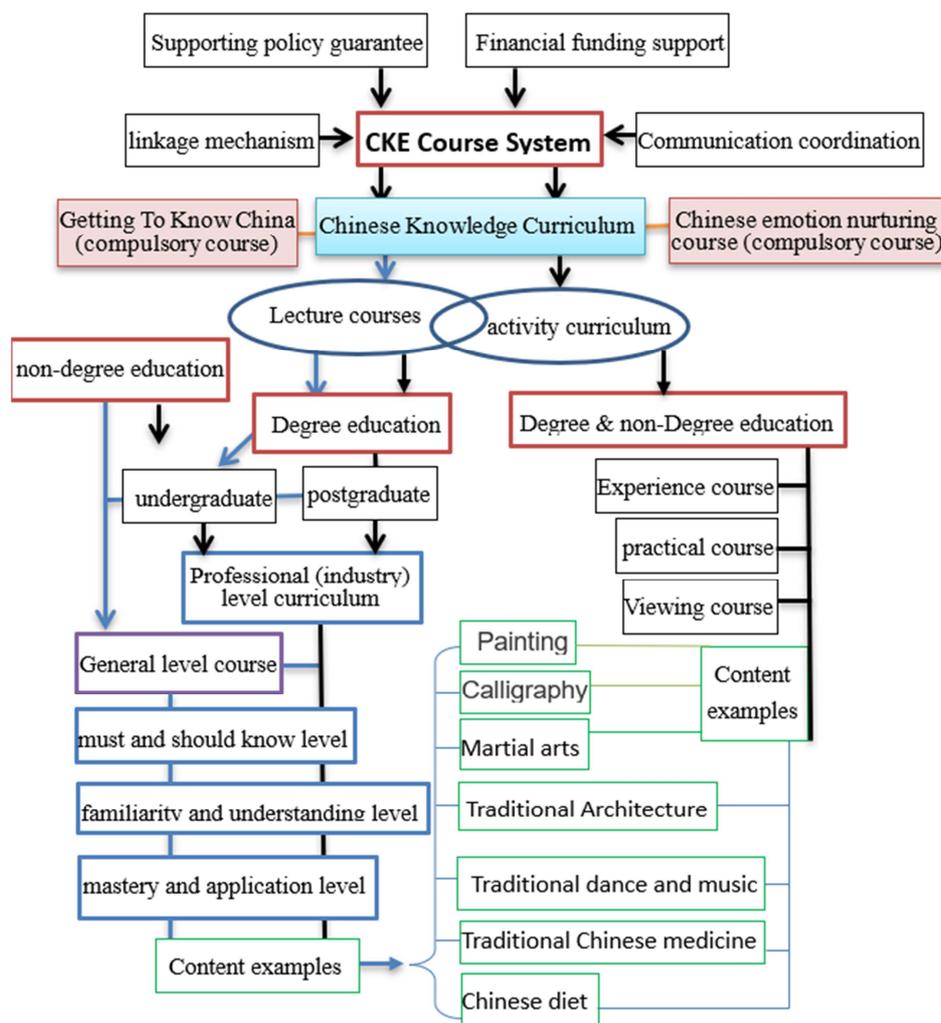


Figure 2. The second level model of the curriculum system of HPS' CKE.

Fund Project

This paper is the phased research result of the special project of the internationalization of higher education in 2021 (project number: 2021ZJY1681) under the "Fourteenth Five Year Plan" of Guangxi Education Science.

References

[1] Song Lilei Cultivating "Zhihua School": Public Diplomacy for Foreign Students in Colleges and Universities. Contemporary World, March 2013: 62-64.

- [2] [US] Written by Dewey, Translated by Zhao Xianglin, et al. *School and Society: Tomorrow's School*. Beijing: People's Education Press, 2004.
- [3] [US] Ornstein, Hankins. *Curriculum: Fundamentals, Principles and Issues* (5th Edition). Beijing: China Renmin University Press, 2009.
- [4] Shi Liangfang. *Curriculum Theory: Fundamentals, Principles and Problems of Curriculum*. Beijing: Education Science Press, 1996.
- [5] Jia Zhaoyi. Research on the Construction of the Intercultural Adaptation Support System for International Students in China. *Journal of Ningbo University (Education Science Edition)*, January 2017: 99-103.
- [6] *The Shorter Science Civilization in China*. Translated by Department of Science History, Shanghai Jiaotong University. Shanghai: Shanghai People's Publishing House, 2001.
- [7] Zhu Jieqin. *History of Overseas Chinese*. Guilin: Guangxi Normal University Press, 2011.
- [8] Qian Shubo. Teaching application and practice of "multi-classroom and dual environment" based on wisdom education. *Education modernization*, August 2021: 34-36.
- [9] [US] John Franklin Bobbit, translated by Liu Xing. *The Curriculum*. Beijing: Education Science Press, 2017.
- [10] Liu Zhanyu. Discussion on the Quality Assurance Strategy of international students in China' Education under the Background of the "the Belt and Road", June 2019: 111-112.
- [11] Li Xiaobei. Four Goals for Improving the Quality of International Student Education in Colleges and Universities. *China Higher Education*, January 2021: 41-42.
- [12] Zhang Shiping. Reflections on Strengthening the Work of International Students in Colleges and Universities from the Perspective of the United Front. *Journal of Shaanxi Socialist University*, January 2018: 21-24.
- [13] Yao Ximing, He Erlin. Building an Education Model for International Students with Chinese Characteristics in the New Era -- A Case Study of Shanghai University. *International Student Education and Management*, October 2022: 1-11.
- [14] Tu Xinquan. Construction of the "the Belt and Road", Reconstruction of the Global Value Chain and China's Response. *Contemporary World*, June 2022: 27-31.
- [15] Xu Yao. Research on "Zhihua" Education of Overseas Students in Guizhou -- A Case Study of Tongren Vocational and Technical College. *Continental Bridge Vision*, February 2021: 117-118.
- [16] He Yun. Research and Practice on the Strategy of Building an Integrated Teaching Team in the Context of Regional Teaching Cooperation. *Education Modernization*, August 2021: 29-32.
- [17] Yao Ximing. Building an education model for international students with Chinese characteristics in the new era -- taking Shanghai University as an example *International Student Education Management Research*. October, 2022: 1-11.