

# The Practice Way of International Chinese Teachers' Professional Development

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**ABSTRACT:** Teacher professional development has become the core of teachers' education topic, improve teachers' professional quality and ability is the key to teachers' professional development. In this paper, in the perspective of teacher professional development the foreign Chinese teachers' quality, analysis the present situation of the international Chinese teachers' professional development, and puts forward the effective ways to promote teachers' professional development.

**KEYWORDS:** International Chinese teachers; Teacher professional development; Way

Teacher is the first resource of education, is the core elements of education, the implementation of university running ideas, the improvement of education quality of teaching will ultimately done by teachers. With the deepening of the "enthusiasm in learning Chinese", Chinese teachers to cultivate the high quality, to adapt to the internationalization of the international situation is an important task of higher education, and is directly related to the development of Chinese promotion and dissemination of Chinese culture.

## 1 THE SPECISLIZATION OF TEACHERS PUT FORWARD NEW REQUIREMENT FOR INTERNATIONAL CHINESE TEACHERS

Teachers' specialization refers to the process of teachers' professional level and as a result, teachers refers to continuously acquire new knowledge and growth process of professional ability. At present, countries from the policy, law determines the teachers of its status as a "Professional". Teachers are in complex and intellectual work, has a unique professional requirements and conditions, must possess professional knowledge, professionalism and expertise.

"Standard of international Chinese language teachers" that developed by National office for Chinese language promotion organization was published in 2007. "Standard of international Chinese language teachers" international Chinese teachers' teaching ability can be divided into five modules, ten standards, ability and the requirement of international Chinese language teachers should have

made clear instructions. Ten standard as follows: Standard 1, Chinese language knowledge and skills; Standard 2, foreign language knowledge and skills; Standard 3, Chinese culture; standard 4, Chinese and foreign cultural comparison and intercultural communication; Standard 5, second language acquisition and learning strategies; Standard 6, Chinese language teaching; Standard 7, test and evaluation; 8, standard Chinese teaching course, outline, teaching materials and auxiliary materials; Standard 9, use modern education technology; Standard 10, teachers' comprehensive quality. Combined with the requirements of teachers' professionalization, the international Chinese teachers should not only have the Chinese, foreign language, such as professional knowledge, professional skills, also should have with teachers' professional feeling. Professional cordiality contains rich content, generally can be divided into four aspects: one is the professional ideal, the second is professional sentiment, and professional, and the professional self. International Chinese teachers must set up the lofty ideal, develop noble professional sentiment, to professional development, improve the professional self.

## 2 THE PRESENT SITUATION OF INTERNATIONAL CHINESE TEACHER'S PROFESSIONAL DEVELOPMENT

With the vigorous development of the international Chinese and international Chinese teachers' team is rapidly expanding. But I can't keep up with the pace of The Times, teachers construction, the

international Chinese teachers' quality is not completely adapt to the development of international Chinese language needs. According to statistics, at present the international Chinese teachers from more cluttered, the international Chinese education professional full-time international Chinese teachers are still in the minority, rather than the international majority teachers giving Chinese language linguistics. There are some teachers learn ancient Chinese and ancient literature, and history or learning English, their professional rarely used in the actual international Chinese teaching. These teachers' professional knowledge such as Chinese use law of international Chinese teaching theory and theory of second language acquisition is not solid, to a certain extent, affected the teaching quality. In addition to the international Chinese professional knowledge, the international Chinese teachers foreign language level is also important, at least proficient in a foreign language. Most of the domestic university international Chinese language teachers to understand a foreign language, but not proficient in, in the process of communicating with students still exist certain obstacles.

In international Chinese teachers, have a lot of part-time and outside teachers, and they are mostly of these university graduate students. International Chinese teaching system students is not so stable source, quantity, composition, learning goals and requirements. These part-time teachers have good working enthusiasm, but has no experience in teaching practice, teaching ability is not high, teaching at random and without the specification, is no guarantee the teaching quality. Because not full-time teachers, they spent on teaching strength is not enough, so that in the teaching design, classroom organization and management, teaching and research aspects are at a disadvantage. These are to some extent, affect the quality of teaching Chinese as a foreign language, and even influence the spread of international Chinese language, so to improve the professional quality of international Chinese language teachers is of great significance.

### 3 THE PRACTICE WAY TO PROMOTE THE DEVELOPMENT OF INTERNATIONAL CHINESE TEACHERS' PROFESSIONAL

#### 3.1 Be "double type" teachers

"Double type" teachers can not only engaged in the professional theory course teaching, and to be involved in skill training guidance. Double division type "teachers from the point of view of epitaxy is the combination of" double certificate ", that is, a professional teachers both teachers' professional qualification certificate, and teachers outside of the professional qualification certificate. Look from the connotation, the "double division type" teacher as a

professional teacher has the professional quality of teachers, and other the professional quality of the industry. In China, most of the universities have international students in the teaching of colleges and universities, usually have Chinese as a foreign language undergraduate majors (or Chinese international education) or professional international Chinese education. Universities full-time general of international Chinese language teachers with master's or doctoral degree, in the teaching for students at the same time, also can undertake undergraduate teaching Chinese as a foreign language, is a "double type" teachers. University should encourage international Chinese teachers be "double type" teachers, on the one hand the basic theory of professor undergraduate teaching Chinese as a foreign language and the basic point of view, on the other hand teaching overseas students Chinese to practice the teaching theory, combining theory and practice, to promote the professional knowledge, professional skills and the improvement of teaching ability, kill two birds with one stone. Daily teaching, classroom teaching and after-school tutoring preparation and processing teaching events, corrects students' papers can summed up experiences and lessons, teach Chinese as a foreign language major, at the same time they are in practice, the problems existing in the practice teaching we rethink the direction, promote each other, to a great extent, improve the teaching ability.

#### 3.2 To carry out the University-based teaching research and all kinds of competitions

The international Chinese teachers to carry out the university-based teaching research will greatly promote the improvement of teaching ability. university-based teaching and research is based on the university, the problems and phenomena in the education teaching order as the object, take teachers as the main body, which is based on subject group and the educational research group, led by experts, action research and narrative research as the main method is a kind of activity. International Chinese language teachers should become the subject of study, the teacher can actively to find out the problems in the education teaching practice, research and solve it. Such as teaching and learning as the basis, to teaching as the carrier, through the teaching video, lesson plans, teaching, practice, teaching, evaluation, students work to carry out teaching and research activities. For newly hired new teacher practice is "ready to listen to the teacher" and "pushed the door and listen" system, then to evaluate it, are intended to help them to realize their own advantages and disadvantages. Encourage teachers to participate in various types of skills a ratio, strengthening skill training, constantly improve the

level of teachers' practical ability and skills, reform teaching methods.

Teachers, on the other hand, the international Chinese teachers to subject as the center, follow the scientific research programs and steps, to carry out the action research and narrative research; Schools should examine and urge young teachers to conduct teaching research and summarize, prompting teaching research produce fruitful results, to have stronger promotion of valuable research results to be commended, encouraged by the research to promote the improvement of teaching level, to promote the formation and development of teachers' professional quality.

### 3.3 *Reflective teaching*

Reflection is a buzzword used in the field of education, it have great value to teacher's professional development and the improvement of education quality of teaching. Famous education psychologist Posner thinks that teacher's professional development can use a formula to express the experience + reflection = growth. Teacher's reflection to the teachers' tacit knowledge (know-how) within the important means to be made explicit knowledge, also is the practice of teachers to make reasonable knowledge affirm and deepening, the unreasonable or practical knowledge of error correction and slam the door, for teachers' own reasonable practical knowledge. International Chinese teachers should consciously comprehensively review their own teaching practice, such as asked by writing reflective diary, single, student feedback on their own teaching level and teaching evaluation, defining the specific teaching problems in the teaching situation, it is a process that can enhance the teacher's problem consciousness, improving teachers' ability of good at discovering problems. Microteaching is also a form of reflection, recorded to watch his own teaching process, the analysis, analyzes the problems in the teaching, at the same time can also through the mutual between teachers and the form of collective lesson preparation. With the successful model of teachers to overhaul their teaching behavior, philosophy, etc., to box are their own teaching.

### 3.4 *To strengthen the exchanges and training to develop teachers' international view*

International Chinese teachers to attend seminars, workshops, and meet a class of job training and communication, is practical and important way to improve their teaching ability and level. Through these activities, the teacher went out and grasp the newest trend of the education teaching reform and the basic trend of update of knowledge, broaden the professional direction, to adapt to the needs of the

development of the situation, to promote the improvement of teaching ability and teaching level. Schools should formulate effective measures to encourage international education and training for Chinese teachers, improve the education level.

Pre-service training is a necessary link in college teachers on the platform, through the pre-service training, international Chinese language teachers to master the basic ideological and political quality and professional ethics, education laws and regulations, the preliminary master some basic skills and basic requirements of the teaching work, lays the foundation for the teaching practice. School as the core to form a good teacher mentoring teachers team, the new international Chinese teachers one-on-one mentoring training, training time is two years commonly. Second, to strengthen professional training, and constantly enrich the teachers' professional knowledge. Colleges and universities to expand teachers learned, pay attention to professional knowledge constantly updated content, master the practical knowledge, constantly promote the teachers' own quality and ability enhancement. To use professional training, in a planned way to arrange teachers to a high level of education training and youth backbone teachers' professional training, in order to update the knowledge, cultivating ability, improve their ability of teaching and management level.

College according to the actual situation, regularly send native countries or foreign teachers to the students practice base for related study and investigation. Through on-the-spot investigation and communication, understand students native language, culture and related education teaching system, understand their psychological characteristics, for the purpose of intercultural communication. , on the other hand, communicate with international Chinese teacher in Abroad teaching contents, teaching methods and teaching skills, exhibit to discuss problems existing in the teaching, to improve teachers' professional accomplishment plays a good role in promoting. Again at the same time can update and optimize the structure of knowledge, improve their own comprehensive quality, make oneself face the challenges of the profession in the internationalization tide much a competitive.

## 4 CONCLUSION

In short, "double type" teachers, school-based teaching and research, the reflective teaching, training, communication is an effective way to promote the international Chinese language teachers' professional development. Only in colleges and universities from the aspects of policy, environment, system, environment consciousness, continue to

promote teachers' professional development, and provide conditions and opportunities for teachers, to make the teachers in the teaching of han and to reflect on the process of practice and teaching research, enhance the level of education teaching, so as to achieve the construction of high quality and professional international Chinese teachers.

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