

The Demand for “Chinese +” Talent Training: A Case Study of Chinese Language Program at Universitas Sebelas Maret

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ABSTRACT

The Belt and Road Initiative has brought chances for International Chinese Language Education in the new era and has had a positive impact on the progress of Chinese language education in countries along the route, increasing the demand for “Chinese +” talent training in various fields, such as industry, trade and economy. Due to the different economic and industrial structures and development levels of various countries, the status and degree of dissemination of Chinese also vary, and the demand for “Chinese +” talents in various countries has national characteristics. Therefore, in addition to fully considering the teaching needs and market demand factors, we must also broaden the needs of Indonesian students and cultivate diversified “Chinese +” talents. From the angle of Indonesian students, what are the needs for “Chinese +” talent training in order to address the lack of translation skills in the industrial, trade and business sectors? The article uses questionnaires and interviews to investigate the personal information of Indonesian students, market demand in Indonesia, Chinese teaching conditions, and professional Chinese proficiency requirements, and proposes a talent training model for Indonesian students, aiming to provide a reference for promoting International Chinese Language Education in the Belt and Road Initiative.

KEYWORDS

Demand; Chinese+; Talent Training; Indonesian Students; Universitas Sebelas Maret

INTRODUCTION

As China's international influence continues to grow, international cooperation and exchanges have become the norm. The Belt and Road Initiative is a concept and initiative programmed by General Secretary Xi Jinping in 2013 to promote exchanges and cooperation in the fields of economy, politics, culture and other fields among countries along the route. It relies on the existing bilateral and multilateral mechanisms between China and neighboring countries, borrows the historical symbols of the ancient Silk Road, and uses effective multilateral regional cooperation platforms to create a community of interests,

destiny and responsibility with political mutual trust, economic integration and cultural inclusiveness with countries along the route with economic cooperation partnerships. Therefore, cultural exchanges and exchanges play a key role in the construction of the Belt and Road. Xi Jinping's cultural thought is the inheritance and development of China's outstanding traditional culture, and is a “golden key” to understanding contemporary China. It emphasizes telling Chinese stories very well and showing a credible and respectable representation of China. Through the cultural exchanges of the Belt and Road, Chinese language education cultivates Indonesian students to become a bridge and link for contemporary Chinese culture to go out, helping contemporary Chinese culture to go out and integrate. International Chinese Language Education and cultural communication in the new era promote each other. Cultural communication provides more resources and impetus for International Chinese Language Education, while language education helps to promote Chinese culture and promote cross-cultural exchanges and understanding.

Liu Rongjiang (2024) put forward the following points in his book review of “A Study on the Education of Indonesian Students in China in the Process of Cultural Communication”: First, the complexity of International Chinese Language Education in the new era. Chinese language education needs to pay attention to global issues such as climate change, international relations, and the global market, which increases the complexity of education. International Chinese Language Education involves exchanges between different cultures, which can both help cross-cultural understanding and cause cultural conflicts. Understanding the values and beliefs of different cultures and how to properly handle these differences in education is part of the complexity. Second, globalization and cultural communication. Globalization has both promoted cultural diversity and led to cultural integration. By learning Chinese, Indonesian students not only acquire language skills, but also have a deep appreciation of Chinese tradition and culture, which helps to enhance mutual understanding between different cultures. Third, cross-cultural communication and value recognition. Cross-cultural communication and value recognition play a major role in Chinese language education. They help promote understanding and harmonious coexistence between different cultures, and also enrich the study abroad experience of Indonesian students, enabling them to better adapt to a multicultural society. From the angle of Indonesian students, what are the needs for “Chinese +” talent training? How can we cultivate high-quality “Chinese +” talents through the cultural exchange of the Belt and Road Initiative?

With the rapid development of overseas Chinese-funded enterprises in recent years, the requirements for employees in foreign enterprises are also constantly changing, especially the requirements for comprehensive qualities of employees, including comprehensive expression ability, are getting higher and higher. This requires that training in this area should be strengthened through various channels in the process of talent training. Xing Xin and Zhang Quansheng (2016) pointed out that “language service, investigation first”, to ensure the effectiveness of “Chinese +” language service, it is necessary to go deep into the regional and national employment market, “Do a good job of country and regional research, implement the strategy of Chinese language education according to the specific conditions of different regions and countries, and implement differentiated policies” (Cui Xiliang,

2022), and analyze the needs of Indonesian students and overseas markets or Chinese-funded enterprises from a macro level, effectively solve the key and practical problem of “what to add to Chinese”, and finally propose a more targeted institutional design and countermeasures.

At present, there is no mature framework for the analysis of the talent training needs of Indonesian students in the field of Chinese language education. Therefore, this paper constructs a talent training model for Indonesian students with “Chinese +” with the help of grounded theory, and conducts a survey and research on the talent training needs of “Chinese +” on this basis. The purpose of this research is to enable students to acquire more and deeper knowledge from the viewpoint of cultural exchange along Belt and Road Initiative, to enable them to grasp the dynamics of Chinese-funded enterprises in a timely manner and improve their comprehensive quality. Promote the rapid development of “Chinese +” talent training in the entire region, broaden the learning and work channels of “Chinese +” talents, enable Indonesian students to truly feel the role of learning Chinese, enhance the initiative and enthusiasm of the new generation of Indonesian students to learn Chinese, and provide human resources reserves for Chinese companies to go global. The author tries to propose a talent training model for Indonesian students, aiming to provide a reference for promoting International Chinese Language Education in the Belt and Road Initiative.

RESEARCH METHODS

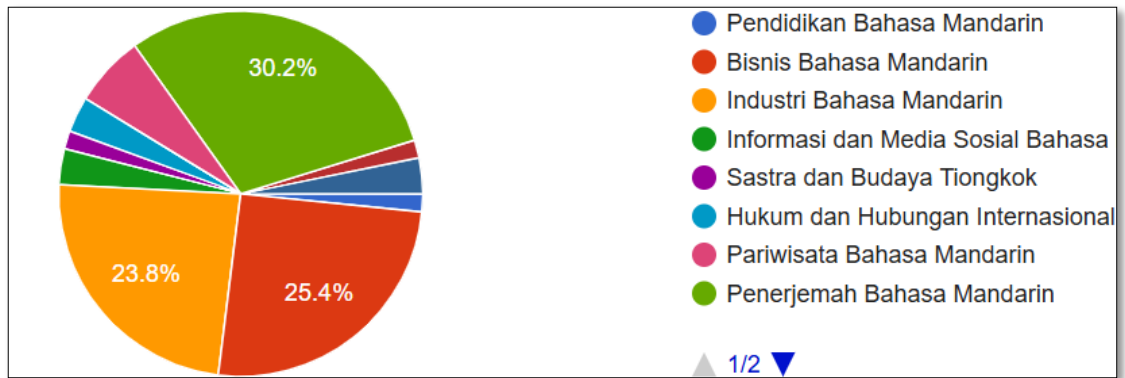
The paper constructs a model for analyzing learners' demand for “Chinese +” talent training and designs a questionnaire based on it. This survey was conducted on 63 Chinese language program students who had taken industrial courses at companies with intermediate Chinese language proficiency levels, and examines the personal information of Indonesian students, market demand in Indonesia, Chinese teaching, and specific demand patterns in four dimensions: professional knowledge, professional skills, and professional ability. According to the “Chinese Proficiency Grading Standards for International Chinese Language Education”, the requirements for Chinese skills (listening, speaking, reading, writing, and translation) are screened out. The article adopts a quantitative and qualitative research method. The first dimension is to examine the personal information of Indonesian students. Do they know what “Chinese +” talent training is? For students, what should be added to “Chinese +”? The second dimension is to understand the market demand in the country. What are the needs of foreign companies for “Chinese +” talent training? The third dimension mainly explores the situation of Chinese teaching (Teachers, teaching materials, teaching methods) in the country? The fourth dimension is to select the most important professional knowledge, professional skills, and professional ability based on the Chinese skill level of Indonesian students, and examine how to cultivate high-quality “Chinese +” talents through the Belt and Road Initiative cultural exchange? Individual interviews are conducted from the questionnaire survey to supplement the above information and further improve the reliability of this survey.

RESULTS AND DISCUSSION

It is found that Indonesian students' demand for “Chinese +” talent training has three characteristics:

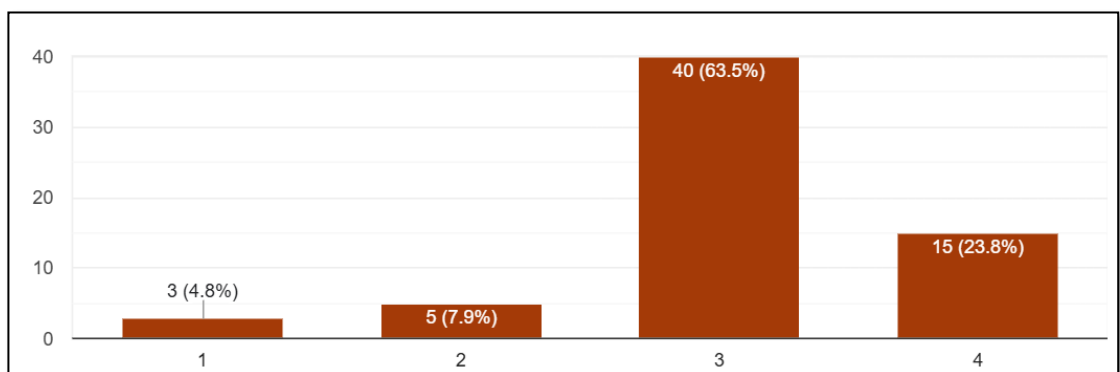
1. In terms of helping future employment: Chinese translators, Chinese business and Chinese industry have become the three hot areas in the eyes of students;

Diagram 1. “Chinese +” future employment needs



2. The requirements for the “Teachers, teaching materials, teaching methods” are high, with emphasis on listening and speaking, and less on reading and writing, and listening and speaking should reach intermediate and advanced levels;

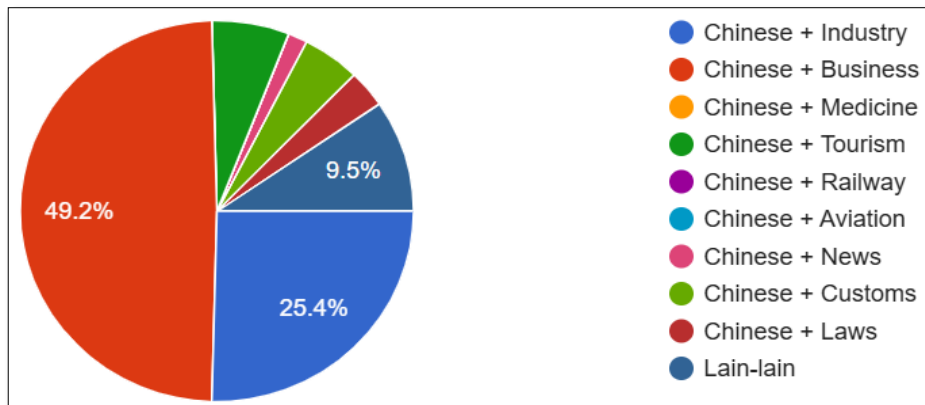
Diagram 2. “Chinese +” requirement for talent training



- 1: Reading and writing
2: Curriculum
3: Teachers, teaching materials, teaching methods
4: Listening and speaking

3. In terms of professional Chinese proficiency requirements, what are the needs for “Chinese +” talent training?:

Diagram 3. “Chinese +” needs



- a) Professional Knowledge. “Chinese + Business” include: Industry knowledge, Foreign trade and export import, Traditional Chinese culture, Cross-cultural communication, Human resource management, Goods customs knowledge, Financial accounting knowledge, Mechanical manufacturing and maintenance, Contemporary China, Digital technology knowledge;
- b) Professional Skills. Indonesian students need to training of “Chinese + Business translation” include: Simultaneous interpretation, Document translation, Accounting operations, Computer office, Administration;
- c) Professional Ability. Indonesian students really need to learn “Chinese + Business communication skills” include: Government public relations skills, Marketing skills, Teamwork skills, Thinking and analysis skills, Work reporting skills, Independent learning skills.

As long as learners' language proficiency is placed in the process of cross-cultural communication, they can truly test and improve their knowledge. Based on the survey results, the author tries to propose “Independent Learning” as a talent training model for Indonesian students' “Chinese +”:

1. Independent learning as individual factors of learners, learning strategies and autonomous learning ability have attracted wide attention in the foreign language community. Student-centered learning emphasizes learning. Through cultural exchanges and interactions with the condition, students gradually build knowledge about the external world, thereby acquiring their own cognitive structure. Learner-centered learning emphasizes the concept of active learning, and students' learning awareness is further strengthened. Examples of learning strategies that can be applied by students include: watching Chinese films, listening to and singing Chinese songs, reading Chinese story books, etc.
2. Form the operating mechanism of the “Chinese +” Chinese “teacher-student guidance” system and optimize the implementation path of “teacher-student guidance”. The “guidance” of teachers and the “learning” of students should have relatively clear rights and responsibilities, and the process records should be more specific. For example, how do students carry out active learning, what are the ways

for students to learn independently, what is the effect of learning, etc. As long as the implementation details are sorted out clearly, the implementation of the operating mechanism can be more effectively promoted. “Teacher-student guidance” requires the joint efforts of both teachers and students. The guidance of teachers emphasizes learning strategies, meets the needs of students' individual development, and implements teaching in accordance with their aptitude. It is necessary to formulate reasonable and feasible plans based on the actual situation of students; and students' learning must make breakthroughs, change the traditional way of accumulating knowledge, make full use of online resources, and improve their own Chinese application ability. “Teacher-student guidance” has opened up a new path, which can not only enhance the efficiency of students' learning, but also ensure the repeated use of knowledge and timely update. For example, the teacher asks students to make a list of vocabulary related to industry, then groups the most frequently used and most difficult to understand industrial vocabulary.

Explore diversified evaluation methods with “Chinese +” characteristics to improve the level of International Chinese Language Education. Traditional Chinese teaching evaluation is mainly the evaluation of students' cognitive factors, testing students' knowledge points in learning Chinese, so it is necessary to emphasize the examination of students' inquiry, thinking, practice, and critical thinking ability, and increase the incentive assessment for students' independent learning. Emotional attitudes, value orientations, etc. should also be important assessment contents, which is the diversity of evaluation methods. For example, the teacher asks students to complete a related “Chinese + Vocational skills” scene video production, which can mobilize students' enthusiasm for learning Chinese in all directions, and the evaluation indicators are more diversified, truly reflecting the “Chinese +” talent training characteristics.

CONCLUSION

Cross-cultural communication talents based on high-quality application-oriented talents should not only master the basic skills of listening, speaking, reading, writing and translating, but also consolidate the foundation through practice, enhance the quality of using knowledge to solve practical problems, skillfully use the cultural knowledge of the target language country to solve problems in the actual communication process, and integrate the thinking mode, language habitual use mode and cultural differences of the target language country into the target language learning process. Under the comparative study of the target language culture and the native culture, enhance students' sensitivity to identify cultural differences and complete the emotional transfer of the target language culture. Through the cultural exchange and interaction between of Belt and Road countries, we should concentration to what students finally “learn” and “learn well”, so that students can truly master the effective solution to cultural conflicts and cultural misunderstandings that may arise in cross-cultural communication.

The goal of “Chinese +” is to cultivate compound (high-quality, professional, diversified) and international Chinese talents that can meet the needs. It is also an important strategic measure to create a community with a shared future for mankind and build the Silk

Road in the new era. The progress of “Chinese +” language education and career development requires basic determination. The cultivation of compound Chinese talents should pay attention to the practicality, heterogeneity and limitation of “+ (plus)”.

On the cultural exchange of Belt and Road Initiative, for International Chinese Language Education, the author's suggestion are:

1. Explore the international economic value, attach importance to the development of “Chinese +” talent training, actively promote Chinese education resources and meet the learning needs of Indonesian students;
2. Explore new models of Chinese education, build a “Chinese +” vocational education platform, and improve the “Chinese +” curriculum system to ensure teaching quality (Wang Huanzhi, 2019).

In the future, International Chinese Language Education needs to constantly adapt to the challenges of globalization and technological progress to better meet the needs of Indonesian students and promote international friendship and cross-cultural understanding. International talents should have a very strong desire to learn and the ability to continue learning. The most important thing is that we should also learn new knowledge according to specific task requirements. Lifelong learning and continuous learning should become the norm for international talents. Therefore, Chinese language education is an important field of cultural communication and international cooperation, which helps to build a more open and interconnected world. After graduating from Chinese language program, students can work as competent translators in their fields or entrepreneur, businessman, investors. In addition, the “Chinese +” phenomenon can also create experts in the field of education by becoming Chinese language teachers and researchers.

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