

Original Paper

Promotion Path of Global Competence of Master's Degree Candidates Majoring in International Chinese Language

Education

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Abstract

Global competence plays an important role in broadening international vision, enhancing cross-cultural communication ability, improving comprehensive quality, and enhancing employment competitiveness. Based on recent literature, this study defines the connotation of global competence for master's degree candidates majoring in international Chinese language education and explores the necessity and promotion path for enhancing their global competence. According to Hunter's global competence framework and the requirements for obtaining the master's degree in international Chinese language education issued in 2024, this study proposes the constituent elements of global competence for candidates in this major. Combined with the characteristics of the digital intelligence era, it is found that the promotion path includes the following three aspects: (1) constructing an adaptive modular curriculum system, and realizing the integration of knowledge under the guidance of self-directed learning theory; (2) practising vocational skills with the help of virtual simulation technology, and strengthening the ability to deal with emergencies in virtual situations with the help of artificial intelligence technology; (3) adhering to the Global Civilizations Initiative to enhance international understanding, and abiding to professional ethics and academic ethics to promote

international cooperation. This study can provide reference for the training of master's degree candidates in majoring in international Chinese language education.

Keywords

Global Competence, Global Perspective, International Understanding, Cross-Cultural Communication

1. Introduction

With increasing international exchanges and fierce competition, the demand for interdisciplinary and application-oriented international talents is increasing day by day, and global competence has gradually become the core element of talent training in the world. The “Opinions on Deepening the Reform of Graduate Education” issued in March 2013 in China pointed out that “graduate education is the main way to cultivate high-level talents and an important part of the national innovation system” (Ministry of Education of the People’s Republic of China, et al., 2013), reflecting the importance of postgraduate training to the country. In October 2022, the report to the 20th National Congress of the Communist Party of China emphasized “comprehensively improving the quality of independent training of talents” (Xinhua, 2022), indicating the importance of the quality of talent training to the country. On March 15, 2023, the Global Civilization Initiative is proposed which focuses on “common advocates”: joint advocacy for respect for the diversity of civilizations, advocacy for the common values of humanity, advocacy for the importance of inheritance and innovation of civilizations, and advocacy for robust international people-to-people exchanges and cooperation (Xinhua, 2023), requiring a large number of international talents with global awareness, international understanding, openness and respect, global knowledge, cultural interpretation and communication skills, cross-cultural communication skills and communication and coordination skills to practice. On November 15, 2024, a congratulatory letter to the 2024 World Chinese Language Congress, states that Chinese “is an important public cultural product that China has contributed to the world, and it is China’s responsibility as a mother tongue country to support and serve the international community to carry out good Chinese education” (Xinhua, 2024a). To support and serve the international community to carry out Chinese education, there is a need for a large number of professionals with high proficiency in Chinese culture, solid professional theories, foundational knowledge, skills to teach Chinese as a second language, and a sense of international understanding, openness, inclusiveness and respect. The above documents and the spirit of the speech comprehensively show the importance and necessity of cultivating high-quality talents with global competence.

As international Chinese language education professionals, who are trained in response to the cause of international Chinese language education, the master’s degree candidates are “practitioners, disseminators, and educators of Chinese culture” (Association of Chinese Graduate Education, 2024), and their global competence directly affects the high-quality development of international Chinese language education, the development of Chinese and Chinese culture to the world, the exchange and mutual learning of multiculturalism, and the effectiveness of the practice of the Global Civilization

Initiative. It is reasonable to continuously improve the global competence to meet the needs and requirements of the times for Chinese talents. Accordingly, it is necessary to discuss the concept of global competence of master's degree candidates of International Chinese Language Education, the necessity of its enhancement, its constituent elements and its path of enhancement, taking into account the mission of the international Chinese language education career and the basic requirements of the "Introduction to Graduate Education Disciplines and Specializations and Their Basic Degree Requirements (Trial Version) (Association of Chinese Graduate Education, 2024)" released in January 2024 (hereinafter referred to as the "Basic Degree Requirements"). This study will provide a reference for enhancing the global competence of master's degree candidates majoring in International Chinese Language Education.

2. Overview of Global Competence

Global competence has received extensive attention from academics, but there is no unified consensus on its concept. This section will provide an overview of the current status quo of global competence and summarize its definitions. By integrating Hunter's global competence framework, the "Basic Degree Requirements", and the specific characteristics of the international Chinese language education major, this section will define the concept of global competence in this field.

2.1 Literature Review on Global Competence in Domestic and International Contexts

Research conducted abroad primarily encompasses theoretical exploration and practical application, laying a solid foundation for future studies. It is indicated that, in terms of conceptual definitions, global competence is composed of three dimensions: knowledge, skills/experiences, and attitudes (Hunter, 2004). Regarding the construction of dimensional frameworks, global competence is divided into four dimensions: critically examining issues, understanding and appreciating diverse perspectives and worldviews, actively interacting with individuals from different national, social, ethnic, and religious backgrounds, and taking constructive actions to address sustainability and well-being challenges (OECD, 2018). The pathways for cultivating competence include international knowledge acquisition, participation in international activities, and interactive exchanges (Lunn, 2008). With regard to assessment scale design, frameworks have been used to design evaluation instruments (Hammer, 2012). These studies provide a rich research foundation for future scholars. In particular, Hunter's global competence framework has been widely recognized as an important reference for dimension classification and development in scale.

Domestic research primarily focuses on practical applications and has undergone localization adjustments. It is indicated that, in terms of dimensional frameworks, attitudes are analyzed from the perspective of the iceberg model, considering three aspects: cognition, psychology, and value judgment. Global competence can be divided into two indicators with five levels, namely explicit (international cultural knowledge, intercultural communication competence) and implicit (international thinking quality, adaptability to international environments, and value judgment ability) (Wu & Feng,

2016). The related cultivation strategies include expanding opportunities for studying abroad, leveraging visiting resources, emphasizing campus culture and environmental construction, and strengthening development strategies and systems (Wen, Lu, & Wang, 2010). In the matter of assessment scales, existing scales have been adjusted for practical testing (Wang & Pu, 2017). For enhancement pathways, strategies include conducting policy guidance, adjusting educational philosophies, improving mechanisms for overseas training, and establishing information acquisition channels (Zhang, Liu, & Hao, 2022), as well as building theoretical consensus, enhancing incremental standards, optimizing existing competences, and improving practical abilities (Zhang, 2023). Factors influencing global competence include family background, employment expectations, and high school experiences (Zhang & Wen, 2018). These studies, in conjunction with the realities in China, provide practical insights for our research.

While domestic and international scholars have engaged in theoretical and practical discussions on global competence, a unified consensus on the concept of global competence has not yet been reached. The following section will clarify the concept of global competence and explore the commonalities therein, providing guidance for defining the concept of global competence of master's degree candidates majoring in international Chinese language education.

2.2 Conceptual Definition of Global Competence

The concept of global competence is typically defined from three dimensions: knowledge, skills, and attitudes. It is often associated with “intercultural / cross-cultural competence”, “cross-cultural competence” and “intercultural communication competence and awareness”. Hunter defines globally competence as maintaining an open mind while actively seeking to understand the cultural norms and expectations of others, and using the knowledge gained to interact, communicate, and work effectively beyond one's own environment (Hunter, 2004). Reimers posits that global competency is a set of knowledge and skills, which can help individuals recognize and understand the world, integrate interdisciplinary knowledge, and understand and address global issues. It also encompasses attitudes and moral inclinations that enable people from different regions to coexist peacefully, to respect one another, and to engage in productive interactions (Reimers, 2010). The Organization for Economic Co-operation and Development (OECD) defines it as the ability to analyze local, global, and intercultural issues, to understand and appreciate the perspectives and worldviews of others, to interact openly, appropriately, and effectively with individuals from diverse cultural backgrounds, and to take action for collective well-being and sustainable development (OECD, 2018).

In domestic contexts, global competence is often refined based on a three-dimensional framework, with varying terminologies such as “international literacy”, “international quality”, “international competence”, “international capability”, and “global competence”. Hu defines global competence as “the embrace of a broad international perspective and understanding, characterized by an awareness of heightened sensitivity to new trends in global development, along with the qualities necessary for international communication and competition in terms of knowledge, abilities, and attributes” (Hu,

2001). Wu and Feng define it as “the sum of knowledge, skills, thinking, psychology, and value judgments necessary for college students to achieve international communication, participate in international competition, better adapt to international environments, and develop successfully” (Wu & Feng, 2016). Liu et al., define it as “the foundational knowledge of world history, culture, and global issues, along with an open attitude that maintains understanding and respect for cultural differences, enabling individuals to effectively engage in cross-cultural learning, research, and cooperation in non-native cultural environments” (Liu, Ma, & Li, 2018).

Based on the above discussion and Hunter’s global competence framework, we define global competence as a comprehensive set of qualities including a certain level of global knowledge, specialized knowledge, and foundational knowledge in the context of globalization and the concept of a shared future for humanity. This encompasses the ability to engage in cross-cultural communication, coordination, and independent resolution of international affairs, as well as possess a global perspective, international understanding, and an attitude of openness and respect.

2.3 Conceptual Definition of Global Competence of Master’s Degree Candidates Majoring in International Chinese Language Education

Based on the overview of global competence and the characteristics of professional study for master’s degree candidates majoring in international Chinese language education, and in conjunction with Hunter’s global competence framework and the content of the “Basic Degree Requirements”, we define the global competence of master’s degree candidates majoring in international Chinese language education as the totality of knowledge, skills, and attitudes that these students should possess. This includes solid foundational knowledge of the world, specialized knowledge, and essential knowledge, along with strong cross-cultural communication abilities, cultural interpretation and dissemination skills, and coordination capabilities. Additionally, it encompasses indispensable abilities in modern educational technology application, second language teaching, the use and development of course materials, classroom organization and management, teaching assessment and evaluation, teaching reflection, and research capabilities. Furthermore, it includes a heightened global awareness, international understanding, an openness and respect for diversity, as well as professional ethics and academic ethics.

3. The Necessity of Enhancing Global Competence for Master’s Degree Candidates Majoring in International Chinese Language Education

With the significant increase in the international influence of Chinese education, by 2024, “85 countries have incorporated Chinese into their national education systems” (Xinhua, 2024b), so there is an urgent need for a large number of international Chinese language education talents with global competence to support the development of Chinese education in other countries. As a practitioner, communicator and educator of Chinese culture, students in this major should improve their global competence.

3.1 It is an Intrinsic Requirement for Enhancing Personal Capability Levels and Improving International Competitiveness

Firstly, it is essential to enhance the ability of cross-cultural communication. International Chinese language education is a typical cross-cultural activity, with significant differences in cultural backgrounds, values, and educational systems in different countries. Teachers are required to possess cross-cultural communication skills to facilitate effective communication and understanding in the classroom. Global competence with knowledge of the world's multiculturalism and cross-cultural sensitivity will help postgraduate students to understand cultural differences in depth, use cross-cultural communication strategies and skills, choose appropriate communication methods, and avoid conflicts due to cultural misunderstandings in practical work.

Secondly, it is crucial to elevate the internationalization level of academic research. A high level of internationalization can help master's degree candidates in this major to keep up with the international academic front, contact with diversified research perspectives, and broaden their research ideas and academic space. For example, participating in international cooperation projects, publishing English papers, attending international conferences, and engaging in academic exchanges and cooperation with international counterparts can help students to absorb new knowledge and master new technologies, and enhance their research vision and level as well as academic influence.

Thirdly, it is vital to broaden employment channels and improve international competitiveness. With the promotion of the "Belt and Road Initiative", there is a growing demand for Chinese-speaking talents in the countries along the route, and it is easier to obtain overseas employment opportunities with higher internationalization skills, such as Chinese language teachers or cultural exchange specialists in Confucius Institutes, international schools and multinational enterprises.

3.2 It Is a Necessary Demand for Adapting to the Development of International Chinese Education and the Dissemination of Chinese Culture

Firstly, it is necessary to meet the needs of international Chinese language education in the context of globalization. On the one hand, the enhancement of global competence is to meet the diversified learning needs of Chinese language learners. With the rapid growth of China's foreign economy and trade and the expansion of its international influence, more and more people are eager to understand Chinese culture and learn Chinese. Since learners in different countries have their own unique learning habits and cognitive styles, the diverse needs of learners require postgraduates to adapt to the local education systems and cultural environments of different countries, and to adjust their teaching strategies according to the characteristics of students from different countries, so as to improve the quality and effectiveness of teaching Chinese as a second language. On the other hand, the enhancement of global competence is to meet the demand for talents in the faculty of teaching Chinese as a second language. As Chinese language education has been carried out in more than 180 countries and regions, and 85 countries have incorporated Chinese language into their national education systems, the demand for Chinese language teachers worldwide continues to grow, and in particular, the

demand for high-level internationalized and complex professionals has increased sharply. The international demand for Chinese language teacher talents requires postgraduates to adapt to the development trend of the times, and improve the global competence according to the requirements of the “International Chinese Language Teachers Professional Competence Standards” (The International Society for Chinese language Teaching, 2022), in order to satisfy the world’s requirements and demands for Chinese language talents.

Secondly, it is important to realize the international dissemination of Chinese excellent traditional culture. The major of international Chinese language education undertakes the task of cultivating specialized senior talents for the Chinese language and Chinese culture to the world, international Chinese language education, Sino-foreign language and culture exchange. Now with increasingly frequent economic and cultural exchanges, master’s degree candidates in this major, as important messengers of cultural dissemination, have a direct impact on the quality of internationalization. Taking the background of the “Belt and Road Initiative” as an example, only with profound Chinese cultural literacy and cross-cultural communication ability can cultural communicators be competent for the important task of international Chinese language education, so that they can better disseminate the excellent traditional Chinese culture. Therefore, it is necessary to continuously improve the personal internationalization quality of the communicators, and only in this way can we really tell a good Chinese story and show the world a real, three-dimensional and comprehensive image of China.

3.3 It Is a Natural Requirement for the Internationalization of Higher Education and the Ambitious Vision of Building China into an Educational Power

Firstly, it is an inevitable choice to adapt to the development trend of internationalization of higher education. With the demands of national strategy and social development, the internationalization of Chinese higher education requires that the development of domestic universities should be in line with the trend of the development of higher education in the world. As an important part of the training of international talents in higher education, the internationalization of postgraduates is inevitably an important part of the internationalization process of higher education and one of the important strategies for the improvement of the quality of postgraduate education. As an important part of the international training of postgraduates, the improvement of internationalization competence is naturally a proper meaning of the internationalization of higher education. Therefore, the internationalization of higher education urgently needs to improve the internationalization competence of postgraduates for the sake of meeting the needs of education development.

Secondly, it is necessary to enhance national competitiveness and improve national soft power. In the context of globalization, high-level talents with an international perspective are urgently needed in national development. The report to the 20th National Congress of the Communist Party of China puts forward “the in-depth implementation of the strategy of developing the country through science and education and the strategy of strengthening the country through talents” (Xinhua, 2022), which shows that education and talents are important elements for the strength of a country, and that educational

talents with international competitiveness are the most important. Hence, cultivating professionals with international qualities is conducive to enhancing China's image and status in the international community, thus creating more favourable external conditions for China's development. Accordingly, improving the internationalization competence of master's degree candidates can help cultivate high-end innovative talents who can adapt to international competition and challenges, thereby enhancing the overall competitiveness of the country. Consequently, national strength and soft power enhancement require that education personnel must continuously improve their internationalization competence in order to realize the implementation of national strategies.

To sum up, the enhancement of global competence is not only a need for personal growth and career development for master's degree candidates in this major, but also an inevitable requirement for adapting to the development trend of international education, meeting the needs of the national strategy, and improving the quality of education and academic level.

4 Constituent Elements of Global Competence for Master's Degree Candidates Majoring in International Chinese Language Education

To improve the global competence for master's degree candidates in this major, it is necessary to conduct detailed exploration of the constituent elements, so as to provide practical guidance for path improvement.

4.1 Framework of Constituent Elements

Based on Hunter's global competence framework, combined with the basic requirements of the "Basic Degree Requirements", i.e., basic quality (academic ethics, professionalism, professionalism), foundational knowledge (foundational knowledge, professional knowledge), practical training (apprenticeships, internships), and basic competence (teaching competence, interpretive and communication competence, cross-cultural communication competence, Chinese-foreign language communication, and organizational and coordinating competence, educational research ability and career development ability) (Association of Chinese Graduate Education, 2024), we propose the components of global competence for master's degree candidates in this major - three dimensions and nine elements (see Figure 1), i.e., the dimensions of knowledge, skills and attitudes; and the elements of global knowledge, specialized knowledge, foundational knowledge, intercultural communication and dissemination abilities, professional competencies, scientific research abilities, global citizenship awareness, professional ethics and academic ethics.



Figure 1. Three Dimensions and Nine Elements of Global Competence of Master's Degree Candidates Majoring in International Chinese Language Education

4.2 Explanation of Constituent Elements

As shown in Figure 1, each dimension contains three elements. The knowledge dimension includes global knowledge, specialized knowledge and foundational knowledge; the skills dimension contains intercultural communication and dissemination abilities, professional competencies and scientific research abilities; and the attitudes dimension comprises global citizenship awareness, professional ethics and academic ethics.

In order to describe the specific content of each element more precisely, we have elaborated each element with reference to the “Basic Degree Requirements” (see Table 1). The three general elements are further decomposed and refined. To be more specific, the element of intercultural communication and dissemination abilities in the skills dimension is classified into cross-cultural communication skills, cultural interpretation and dissemination competencies and communication coordination competencies; the professional competencies is specified as the ability to apply modern educational technology, second language teaching skills, course material usage and development abilities, classroom organization and management skills, teaching assessment and evaluation skills, and reflective teaching abilities; furthermore, the global citizenship awareness within the attitudes dimension is subdivided into global awareness, international understanding and empathy, openness, inclusiveness and respect.

Table 1. The Three Dimensions and Nine Elements of Global Competence

Dimension	Element	Specific Description
Knowledge	Global knowledge	Having a broad knowledge of world history, geography, culture, etc., being able to keep abreast of global current affairs, topics of common concern and regional conflicts and disputes, as well as information related to China and Chinese
	Specialized knowledge	Mastering a solid knowledge of Chinese theory,

Dimension	Element	Specific Description
		teaching methods, teaching organization and classroom management, Chinese culture and cross-cultural communication, professional ethics and professional development, and professional frontiers
	Foundational knowledge	Possessing interdisciplinary and integrated knowledge (education, psychology, history, communication, management, international relations, etc.) and some foundational knowledge of Chinese, etc.
Skills	Cross-cultural communication skills	Being familiar with world cultures, being able to consciously compare and apply to Chinese teaching practice; having multicultural and intercultural sensitivity, being able to apply intercultural strategies to tackle acculturation issues
	Intercultural communication and dissemination abilities	Cultural interpretation and dissemination competencies Being familiar with China's national conditions and regional cultures, understanding the significance, ideological essence and core values of Chinese culture, being able to interpret cultural characteristics and having Chinese artistic skills, and organically combining with Chinese teaching
		Communication coordination competencies Mastering cross-cultural communication and coordination skills, being able to effectively organize and manage Chinese cultural communication activities and Chinese teaching projects, and having the ability to carry out communication and cooperation and resolve cultural conflicts
	Professional competencies	Apply modern educational technology abilities Having the ability to flexibly use digital modern education technology and efficiently carry out Chinese teaching
	Second language teaching skills	Having the ability to communicate, analyze and compare Chinese and foreign languages, and being fluent in at least one foreign language, Chinese

Dimension	Element	Specific Description
		teaching ability in curriculum setting, teaching design, teaching plan writing and systematic planning; teaching language elements and functions such as listening, speaking, reading, writing, translation, and comprehensive; guiding students to develop and apply emotional, learning, communicative and intercultural strategies
	Course material usage and development abilities	Having the ability to flexibly select Chinese teaching materials, organize course materials, produce multimedia courseware, integrate educational resources, develop teaching auxiliary resources, and skillfully use teaching aids
	Classroom organization and management skills	Being able to independently design and organize Chinese classroom teaching activities according to the course objectives, and carry out effective classroom management
	Teaching assessment and evaluation skills	Being able to compile exercises, assignments, test papers, and organize effective teaching tests and teaching evaluations based on the HSK
	Reflective teaching abilities	Being skilled at discovering and reflecting on problems in Chinese teaching and management, and solving problems quickly
	Scientific research abilities	Having a clear sense of problems and active inquiry spirit, being able to independently carry out Chinese education research and participate in professional academic exchanges, and always grasp the academic frontier of Chinese major
Attitudes	Global citizenship awareness	Having a strong sense of world community and global responsibility, and opposing violence, oppression, xenophobia and war
	International understanding and empathy	Being able to think critically and understand, having a clear understanding of the three views of second language learners and achieving a certain degree of empathy

Dimension	Element	Specific Description
	Openness, inclusiveness and respect	Maintaining a tolerant and respectful attitude towards the three views of second language learners, and treating learners of different nationalities fairly and equally
	Professional ethics	Being passionate about the cause of international Chinese language education and the teaching profession, with a high sense of responsibility, mission and honour, professional ideals of dedication to education, professional sentiments of joyful teaching, professional beliefs of teaching and educating people, professional spirits of innovation and refinement, and professional attitudes of equal treatment, doing a good job as a practitioner, disseminator and educator of the Chinese culture
	Academic ethics	Having a scientific and rigorous academic attitude, self-denial and trustworthy academic ethics, opposing academic misconduct, and always keeping in mind the social responsibility of academic research and knowledge transformation

5. Promotion Path of Global Competence for Master's Degree Candidates Majoring in International Chinese Language Education

In the light of the components of global competence for master's degree candidates in this major, taking into account that "graduate students satisfaction with some aspects of curriculum teaching, scientific research training, management and services is low" (Zhou, Huang, Liu et al., 2024), "structure and quality problems of master's degree postgraduate education coexist the quality of cultivation needs to be improved urgently" (Academic Degrees Committee of the State Council, Ministry of Education of the People's Republic of China, 2020), in view of the current training for master's degree candidates regardless of direction, we have three dimensions and nine elements to explore the path of global competence of master's degree candidates in this major (see Figure 2).

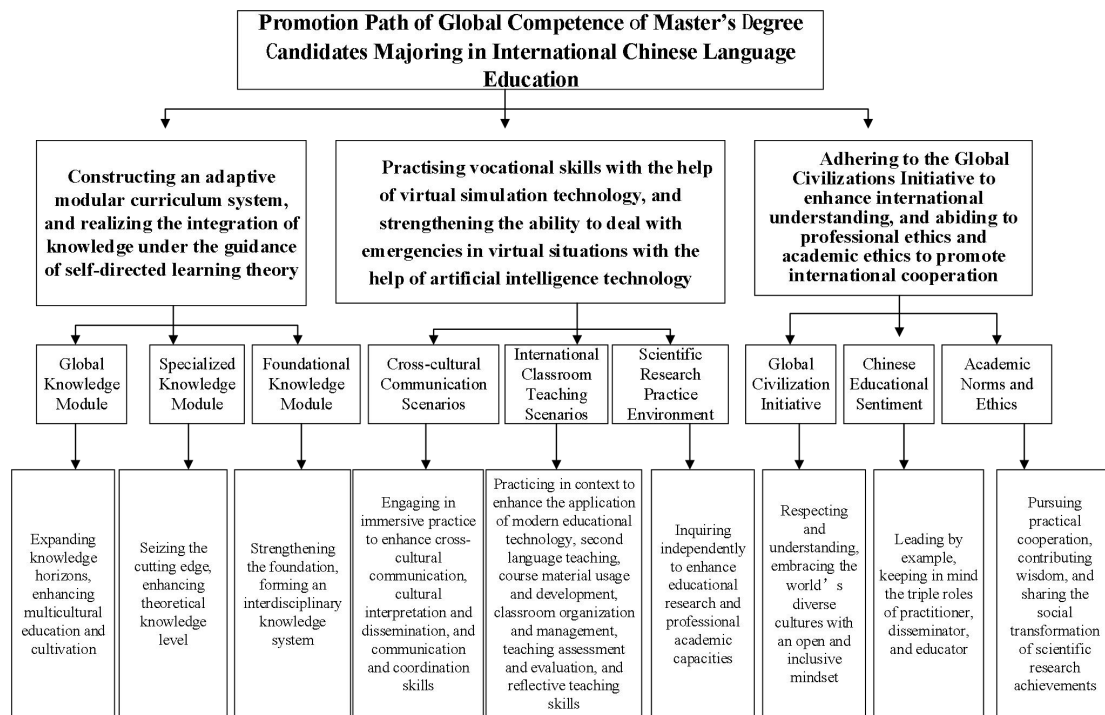


Figure 2. Promotion Path of Global Competence of Master's Degree Candidates Majoring in International Chinese Language Education

5.1 Constructing an Adaptive Modular Curriculum System, and Realizing the Integration of Knowledge under the Guidance of Self-directed Learning Theory

On the basis of the cultivation objectives and missions of professional master's degree, it is necessary to set up relevant theoretical courses and evidence-based research methods pointing to practice and application, and “construct modular curriculum system” (Liu, 2020), combined with artificial intelligence technology and guided by self-directed learning theories to help students carry out self-adaptive learning and achieve knowledge integration.

In order to teach students according to their aptitude and comprehensively improve the knowledge level of the master in this major, a modular curriculum system can be built with the help of modern education technology, and the core necessary knowledge required for this major can be divided into three modules, global knowledge module, specialized knowledge module and foundational knowledge module.

First, the global knowledge module focuses on the understanding and mastery of macro issues. The module mainly includes the history, culture, geography and customs of various countries in the world, especially the religious beliefs and living customs of different countries, the hot spots and trends of international current affairs updated in real time, the latest information on issues of common concern to the world and regional conflicts, and the precautions and skills for dealing with international issues. Through the understanding and mastery of this module, students are able to track international trends in real time, having a macro grasp of the process of human civilization, global survival and development,

world cultural history, international hot spot dynamics, regional situation changes and other topics, especially global issues, to improve their ability to identify and judge effective information, and to help to properly handle international affairs with an objective attitude and multiple perspectives when viewing or solving international problems.

Second, the specialized knowledge module mainly focuses on the improvement of theoretical thinking and methodological literacy. This module contains courses directly related to the theory of professional knowledge as well as courses closely related to the knowledge of professional skills. Courses directly related to the theory of professional knowledge includes the theory of second language acquisition, modern Chinese language, case study teaching, cross-cultural communication, cultural communication and comparison, the theory and practice of Chinese-foreign comparison, the teaching of language elements, and academic frontiers and dynamics, etc. Courses closely related to the knowledge of professional skills includes principles and methods of teaching, educational information technology, teaching organization and classroom management methods, topics on core issues in education, research methods in educational science, application of theory in educational research, application of educational statistics and SPSS, comparison of education between China and foreign countries, cognitive science, and application of artificial intelligence, and so on. By this module, students are able to grasp the professional dynamics, theoretical frontiers and research methodologies. In particular, the study of this module can enhance students' accumulation of professional theoretical knowledge and skills knowledge that necessary for them to work as pre-service Chinese language teachers. As a result, the study of this module will continuously deepen students' professional level, build up their professional theoretical knowledge and consolidate their professional necessary skill knowledge, so as to lay the foundation for knowledge creation and practice innovation.

Third, the foundational knowledge module focuses on the enhancement of interdisciplinary knowledge literacy. The content of this module mainly comprises the learning of interdisciplinary and integrated knowledge related to international Chinese language teaching, as well as the mastery of some basic general knowledge and China's national conditions. Some of the courses related to the Chinese language teaching engaged in this programme embrace foreign language and literature, culture, communication, psychology, history, management, international relations and other disciplines related to this work. By this module, students are able to have a broad knowledge base. Besides, the study of this module can help students build a multidisciplinary cross-integration knowledge system, and raise their awareness of interdisciplinary problem-solving as well as conduct interdisciplinary teaching and research.

In the specific operation, guided by the self-directed learning theory, each module has clear learning objectives and teaching content, and students can choose the appropriate module for autonomic and independent learning in accordance with their personal interests, learning needs and personal progress. This adaptive learning mode can help students to automatically and spontaneously formulate and implement learning plans in terms of their personal rhythm, adopt effective learning strategies and

maintain learning motivation, and improve their awareness and ability of lifelong learning and sustainable development, so as to cultivate a broad international perspective, master the basic theory of Chinese as a second language teaching, and establish a multidisciplinary knowledge structure.

5.2 Practising Vocational Skills with the Help of Virtual Simulation Technology, and Strengthening the Ability to Deal with Emergencies in Virtual Situations with the Help of Artificial Intelligence Technology

Taking the cultivation goal of the master's degree candidates of this major as an orientation, the virtual simulation technology with high fidelity, strong interactivity, high security and flexibility is introduced, so as to "promote the accelerated development of international Chinese language education in virtual space" (Wu, 2022). It is important to make full use of the potential and advantages of artificial intelligence in teaching to "strengthen the application of technology, enhance the practical ability" (Zhang, 2023), to combine with project-driven teaching methods under the premise of grasping a solid knowledge base, and to develop the students' ability of practical improvement and problem solving, thus realizing the deep integration of knowledge production and practical innovation. The focus is to make pre-service preparation for the students in this major to engage in international Chinese language education through scenario simulation.

In order to improve the necessary global practice ability of master's degree candidates in this major, we will make full use of modern technology to hone the necessary skills for students to carry out international Chinese language education by constructing virtual practice scenarios. The scenarios are not limited by time, place and space, mainly including cross-cultural communication scenarios, international classroom teaching scenarios and teaching and research practice scenarios.

The first is intercultural communication scenarios, the overall objective of which is to focus on improving students' intercultural communication skills, cultural interpretation and dissemination skills, and management communication and coordination skills. These scenarios mainly include common daily communication in overseas work, organization and management of cultural activities, and coordination of cultural conflicts. The simulation of daily communication can help students understand the differences in cultural values, ways of thinking, communication rules and behavioral habits; and this simulation aims to improve students' sensitivity to multiculturalism, maintain tolerance and open-mindedness, and enhance cross-cultural adaptability. The simulation of the organization and management of cultural activities can help students gain a deeper understanding of high- and low-context cultures, especially in terms of power distance and the concept of time. And this simulation can be used as an immersion experience in order to help students control all aspects of the organization and management of activities and ensure the smooth implementation of cultural activities. At the same time, the simulation of cultural organization and management scenarios can also help students to cultivate their ability to confidently and appropriately explain Chinese civilization and disseminate Chinese culture in a multicultural context when organizing and promoting cultural activities, so as to improve their cultural organization and management skills and their ability to explain and disseminate

culture. The study of cross-cultural conflict cases can help students master how to communicate effectively with people from different cultural backgrounds, the aim of which is to avoid cultural misinterpretation and cultural conflicts. Even if they occur, this study can help them quickly identify common types of cultural conflicts, quickly find ways to cope with cultural misunderstandings and conflicts, and improve their ability and capacity to communicate and coordinate and solve conflict problems in complex situations.

The second is international classroom teaching scenarios, the main target of which is to hone the professional development competencies of the students in this major. These competencies mainly contain the ability to apply modern educational technology, the ability to teach Chinese as a second language, the ability to use and develop curriculum materials, the ability to organize and manage classrooms, the ability to test and evaluate teaching, and the ability to reflect on teaching. The simulation of real classroom teaching situations allows students to experience common problems or emergencies in international Chinese language classroom teaching in an immersive way, such as the students' reluctance to interact in the classroom, the explanation of the cultural taboos of the target country, students collective prayer, and strange behaviors of special students, etc. By simulating classroom teaching situations, students can master the skills of how to deal with common emergencies in the classroom, improve their basic teaching skills of teaching Chinese as a second language and the skills of international classroom management, and combine professional knowledge and theory with the practice of teaching in the second language classroom, so that they can familiar with the practical skills of pre-service international Chinese language teachers.

The third is teaching and research practice scenarios, the main goal of which is to cultivate students' scientific research ability of actively discovering problems and innovatively solving problems. The simulation of specific international Chinese teaching problems or cultural conflict scenarios can guide students to take the initiative to find out the problems in the cases, analyse the causes of the problems, find solutions to the problems, and help students develop a distinctive sense of problem and the spirit of active inquiry. In addition, the simulation of scientific research experiments can also exercise students' scientific research ability to independently complete the analysis of problems, put forward hypotheses, design teaching experiments and verify experimental hypotheses, thus cultivating their awareness of independent professional inquiry and experiments, and improving their educational research and professional academic ability.

Along with the application and potential of generative artificial intelligence in the field of education, in the above three virtual scenarios, artificial intelligence can be used to assist in solving common cross-cultural problems or conflicts, assisting in the development and use of teaching resources, and assisting in scientific research. However, the effectiveness and feasibility of artificial intelligence assistance still needs to be verified in practice. These uncertainties require artificial intelligence users to have a certain degree of artificial intelligence generative content screening when using artificial intelligence, especially for some culturally discriminatory issues, which need to be carefully examined

before use, in order to avoid cultural conflicts.

In addition, we also need to pay attention to apprenticeships, internships, exchange programs and various training and practical activities at home and abroad, and implement the industry-teaching fusion model of “Chinese language + vocation”, so as to let students test and accumulate their knowledge, evaluate and improve their abilities in practice. Only by combining the virtual and the real, helping students to master practical skills through virtual practice, and checking the effect of skill training through practice in the real environment, can they achieve the goals of enhancing intercultural communication and dissemination ability, improving vocational ability and scientific research ability through continuous practice and innovation.

5.3 Adhering to the Global Civilizations Initiative to Enhance International Understanding, and Abiding to Professional Ethics and Academic Ethics to Promote International Cooperation

The Global Civilization Initiative “upholds the concepts of equality, mutual appreciation, dialogue and inclusiveness of civilizations, and advocates the promotion of the common values of all mankind” (Academy of Contemporary China and World Studies, 2024), and “conforms to the trend of the times and meets the needs of the times” (People’s Daily, 2024), providing Chinese solutions for the exchange and mutual learning of the world’s diverse civilizations. The students should advocate the “Four Initiatives”, constantly improve their international standing, govern with integrity and rigour, promote the social transformation of scientific research results, dedicate themselves to the cause of education, respect every learner, abide by professional ethics and academic morality, understand and embrace the world’s diverse cultures with an open and tolerant mindset, and propel the fusion and integration of Chinese and foreign cultural exchanges.

In order to enhance the global citizenship, professional ethics and academic ethics of master’s degree candidates majoring in this major, it is necessary to promote the “four initiatives”, abiding by teachers’ professional ethics and following academic ethics.

Firstly, it is needful to promote the “Four Initiatives” to enhance the awareness of global citizenship of masters’ degree candidates. The main measures include openness, tolerance and respect, international understanding and empathy, and global awareness. The first step is to respect the diversity of civilizations in the world, and stick to the concept that “cultural exchange must overpower estrangement, mutual learning must come before clashes, and coexistence must overcome feelings of superiority” (Academy of Contemporary China and World Studies, 2024). At the same time, they should respect different cultural differences, and maintain an open, tolerant and respectful attitude towards multiculturalism in the context of “reserving differences” and “inclusiveness”. The second step is to propel the common values of all mankind, and look for the themes of peace, development, fairness, justice, democracy and freedom that people of different countries in different cultures are pursuing, so as to achieve international understanding and empathy in “seeking common ground” and “equality”. The third step is to advocate the importance of the inheritance and innovation of civilization, promote the creative transformation and innovative development of excellent traditional

cultures of all countries in the world, and jointly promote the development and progress of human civilization, with a view to enhancing the sense of global responsibility and global awareness through “innovation” and “dialogue”. The four step is to strengthen international people-to-people exchanges and cooperation, promote mutual understanding and affinity among peoples, and promote the building of a community with a shared future for mankind through “cooperation” and “mutual learning”, with a view to ultimately enhancing global citizenship.

Secondly, it is necessary to have a sense of China and abide by the professional ethics of teaching. Masters’ degree candidates in this major should take the professional ethics in the “International Chinese Language Teachers’ Professional Competence Standards” (The International Society for Chinese language Teaching, 2022) as the standard, holding the beliefs of the international Chinese language education profession, abiding by the professional ethics of international Chinese language teachers as well as the rules and regulations of the schools or organizations in which they work, and respecting and treating every Chinese language learner fairly. At the same time, the candidates should understand the language education policies and laws of the destination country, and abide by them in the practice of Chinese language education. In addition, they should be guided by the spirit of educators, spreading Chinese knowledge and culture with a high sense of responsibility and mission, and always keep in mind the triple identities of practitioners, communicators and educators.

Thirdly, it is essential to adhere to integrity, truth-seeking, and cooperation, and to abide by academic norms and ethics for masters’ degree candidates in this major. First of all, taking excellent experts and scholars as their role models, they should adhere to a rigorous attitude towards scholarship, maintain strict academic ethics, abide by academic norms, and eliminate misconduct. Then, they should respect and protect intellectual property rights, be honest and trustworthy, ensure that scientific research results are true and reliable, be strict with themselves, resolutely resist and oppose academic misconduct, and work together to build an honest academic ecosystem. Moreover, they should follow academic ethics, keep social responsibility in mind, and pay attention to practical application, thereby shortening the cycle of academic research and knowledge transformation. Additionally, they should engage in exchanges, cooperation, and international dialogues, share academic and scientific research results, and contribute to China’s wisdom and strength.

Through the above strategies, masters’ degree candidates can improve their global citizenship, professional ethics and academic ethics, and promote their ability to observe, understand and analyze the world with a higher historical position, a broader international vision, a more objective multiple perspective, a deeper and more rigorous thinking, and a more noble emotional ethics, so as to continuously improve their global awareness, international understanding, openness and inclusiveness, professional sentiment and academic ethics.

6. Conclusion

Based on Hunter’s global competence framework and the content of the “Basic Degree Requirements”,

we define the concept of global competence in international Chinese language education, discuss the constituent elements of global competence for master's degree candidates in this major, and propose a series of strategies guided by the three-dimensional, nine-component framework, for example, constructing an adaptive modular curriculum system, and realizing the integration of knowledge under the guidance of self-directed learning theory; practising vocational skills with the help of virtual simulation technology, and strengthening the ability to deal with emergencies in virtual situations with the help of artificial intelligence technology; adhering to the Global Civilizations Initiative to enhance international understanding, and abiding to professional ethics and academic ethics to promote international cooperation. This study will provide a reference for the cultivation of master's degree candidates and the improvement of their global competence, and may also provide a reference for the compilation of the global competence scale of master's degree candidates in this major.

Since the weight of the specific element composition is not allocated in this study, it is necessary to set the specific weight according to the specific situation in practice. In future research, especially with the advent of the digital intelligence era, we will attach importance to the value and advantages of generative artificial intelligence represented by ChatGPT in education, and the role of artificial intelligence application skills in the improvement of global competence, so as to realize the improvement of global competence by evaluation and the overall level of global competence of master's degree candidates in this major, aiming to better serve the international Chinese teaching practice and international Chinese language education.

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