Research on Empowering High-Quality Development of International Chinese Education through Digital Transformation

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Abstract: The development of digital technology has driven the transformation of the era environment and presented a trend of digitalization. The application of digital technology in the education industry has driven a change in the way knowledge is disseminated. International Chinese education has played an important role in universities and under the influence of digital transformation, the high-quality development of education can be guaranteed. The flexible application of digital technology in universities helps to build a good international Chinese education environment and accelerate the digitization of teaching resources. In the context of digital transformation, universities need to use technologies such as big data and artificial intelligence to support teaching reform implementation. This article discusses the significance of digital transformation for international Chinese education and proposes specific application strategies to accumulate experience for optimizing international Chinese education.

Keywords: Digital transformation; International Chinese education; Develop

1. Introduction

In the current era, digital teaching has become the main trend and the implementation of this teaching can contribute to the construction of a learning society. International Chinese education has built a bridge for cultural exchange between China and foreign countries, and the application of digital technology contributes to the high-quality development of education while also promoting China's transformation towards an education powerhouse. Therefore, universities need to strengthen the use of digital technology in international Chinese education and promote the improvement of teaching effectiveness.

2. The significance of digital transformation for international Chinese education in universities

In international Chinese education in universities, teachers can build a good teaching environment and improve

the effectiveness of international Chinese education through the flexible application of digital technology. At the same time, it can cleverly integrate educational activities with digital technology, such as artificial intelligence, cloud computing, etc., gradually forming corresponding teaching forms and enriching the scene of international Chinese education [1]. From the perspective of educational communication, the application of digital technology in international Chinese education in universities helps to break the constraints of traditional teaching concepts and content, promote the construction of new teaching forms, and enable students to achieve better learning outcomes. With the help of digital technology, teachers can build a good learning environment for students, promote the improvement of interactivity in international Chinese education and teaching, and achieve better educational results. Starting from the teaching process, teachers can use digital technology to optimize the teaching process, carry out better teaching and evaluation, build a good knowledge exploration environment, and enhance student participation [2]. Through technologies such as big data and cloud computing, teachers can change their traditional teaching methods, carry out better teaching management activities, promote the construction of smart teaching platforms, and enable students to gain better experiences and actively participate in knowledge exploration activities. From the perspective of self-directed learning, teachers have constructed an international Chinese learning platform for students through the application of digital technology. Through the application of online platforms, students can carry out self-directed learning activities and significantly improve their learning autonomy [3].

3. Strategies for empowering high-quality development of international Chinese education through digital transformation

3.1. Transforming teaching philosophy and improving educational effectiveness

With the advent of the digital age, digital technology has been applied in various industries, among which cultivating students' digital literacy has become a necessary content in international Chinese education in universities. Therefore, teachers need to pay attention to the transformation of teaching concepts in the actual international Chinese teaching process and make digital teaching the main direction in teaching reform activities.

Firstly, teachers need to follow the constructivist theory, analyze student needs from the perspective of international Chinese education, clarify digital teaching objectives, and carry out better teaching management activities through the improvement of online teaching platforms to build a good learning environment for students [4]. Through the development of an online classroom system and the use of digital technology, universities can depict the digital image of students, promote the integration of teaching resources, build a good online teaching platform for them, and achieve better teaching results.

Secondly, teachers need to deepen their understanding of digitalization, analyze the digitalization issues in international Chinese language teaching from the perspective of cultural inheritance, and use international Chinese language education as a carrier of cultural promotion. Due to the mutual influence of education and technology, international Chinese language education is shifting towards digital transformation. From the perspective of a community with a shared future for mankind, universities need to focus on the transformation of international Chinese education majors, transform talent cultivation goals, enable students to master Chinese culture, tell Chinese stories well, and cultivate their cross-cultural communication abilities.

Finally, when understanding the cultures of different countries and ethnic groups, language occupies an important position and belongs to the carrier of culture. Teachers can strengthen language teaching, guide students to understand different cultures, and gradually develop cultural identity [5]. In the above environment, the application of digital technology can build a good teaching model for international Chinese education

and strengthen communication and exchange between countries through the development of digital teaching. Therefore, in international Chinese education in universities, digitalization needs to be taken as the foundation, and online teaching, interaction and other forms should be used to enable students to master solid professional knowledge and promote the improvement of employment competitiveness.

3.2. Cleverly using digital technology to construct teaching scenarios

In international Chinese education in universities, digital technology has been widely applied, which can promote the improvement of students' thinking ability and bring them better experiences. Based on the background of the digital era, teachers can pay attention to the construction of digital teaching scenarios in international Chinese language teaching so that students can have a good experience, deepen their understanding of Chinese, and lay a foundation for subsequent learning. At the same time, teachers can flexibly apply digital technology, build corresponding teaching scenarios and expand teaching resources to provide students with more interactive opportunities, promote the improvement of professional teaching interactivity, and enable students to achieve better learning outcomes [6]. Universities can use digital transformation as a development opportunity to promote the construction of a new situation in education. Among them, teachers can focus on the application of teaching tools such as virtual reality and self-media from the perspective of the characteristics, goals, and content of international Chinese education, provide students with digital scenarios, and use virtual reality to provide students with learning situations that are close to life and real and vivid. They can construct a smart, open, communicative, and collaborative learning environment to promote the improvement of teaching effectiveness.

In addition, universities can create a combination of online and offline scenarios for students through the construction of a Chinese language intelligent teaching platform. In the actual teaching process, teachers need to pay attention to the experience of students. Teaching effectiveness can be significantly improved only by enabling students to have a good learning experience. Through the flexible application of digital technology, teachers can integrate online teaching throughout the entire teaching activity, integrate teaching resources, and help teachers and students engage in good interaction [7]. For example, in pre-class activities, teachers can use online platforms to publish relevant tasks, clarify learning priorities, and engage in communication activities with students. In classroom teaching, teachers can flexibly apply digital technology to visually present teaching content and build a good learning environment for students. After class, teachers can upload Chinese stories, tongue twisters, etc. to the online platforms to encourage students to participate actively.

3.3. Carry out practical teaching to ensure teaching effectiveness

In international Chinese education in universities, students lack practical opportunities due to the influence of traditional teaching. The lack of practical training bases and internship activities poses challenges for teachers to carry out practical teaching [8]. In the current era, teachers have broken the limitations of traditional international Chinese education for students through the flexible application of digital technology, bringing more practical opportunities to students. Therefore, teachers need to promote innovation in practical teaching methods through the application of smart teaching equipment and the use of online platforms in international Chinese education.

On the one hand, teachers can engage in better teaching practice and interaction through the application of technologies such as speech recognition and intelligent interaction, providing students with more diverse practical opportunities. Teachers can guide students to participate in the development of mini-programs, design programs for global users, guide students, set up Chinese idioms, poetry and other modules in the mini-program, and create Chinese videos. At the same time, teachers can guide students to use online platforms

to engage in interactive teaching practices, such as dialogue and homework, providing students with more practical opportunities. In addition, teachers can integrate the concept of flipped classrooms into the practical teaching activities of international Chinese and use online teaching platforms to provide students with better quality Chinese teaching services [9]. On the online teaching platform, teachers can implement video teaching, teaching evaluation, and discussion and carry out corresponding learning according to students' actual situation, ensuring personalized teaching development.

On the other hand, teachers can use digital technology to intelligently analyze data from online teaching, build a teaching resource-sharing platform, provide personalized guidance for students, promote innovation in international Chinese practical teaching, and achieve better teaching results. For example, teachers can use digital technology as a foundation and flexibly apply various language learning devices to create conditions for students to engage in Chinese language learning. Through digital technology, students from different regions and cultural backgrounds can be connected, thereby achieving better Chinese language learning outcomes and promoting the construction of an international Chinese language learning community.

3.4. Improve the evaluation system and verify learning outcomes

In international Chinese language teaching activities in universities, teaching evaluation also plays an important role. Teachers can test students' learning effectiveness by constructing an evaluation system. On the one hand, in the current environment, the teaching standards and methods in international Chinese education are not yet perfect, and in the actual evaluation process, emphasis is placed on outcome evaluation, neglecting the development of process evaluation. Under the influence of digital technology, teachers need to pay attention to conducting comprehensive evaluations of international Chinese language teaching, helping students understand their own shortcomings and improving the targeted learning [10]. The teaching of international Chinese education in universities shows a hierarchical approach, and teachers evaluate the effectiveness of knowledge dissemination, which is related to the actual feelings of the subject and is an important part of an overall evaluation [11]. From the perspective of embodied cognition of the subject, the evaluation system for digital international Chinese teaching is still incomplete. Its importance in evaluating the effectiveness of knowledge dissemination needs to be improved. The actual effectiveness of knowledge dissemination is insufficient. At the same time, the emergence of the above problems has hindered the improvement of the standards for knowledge dissemination effectiveness, and there is still significant room for development in international Chinese language teaching. In international Chinese education, the evaluation of teaching effectiveness is a teaching difficulty, and traditional teaching evaluation focuses on the completion of students' homework. Many of the judgments and evaluations are based on the students answering questions [12]. Therefore, teachers need to carry out better evaluation activities through interactive teaching, narrow the distance between teachers and students, and promote the improvement of students' learning focus.

On the other hand, the function and structure of the teaching evaluation mechanism for international Chinese language teaching still need to be improved. Through the improvement of the structure, universities can evaluate the learning effectiveness of knowledge, objectively demonstrate the quality of teaching, and carry out better management activities. By constructing a teaching evaluation mechanism, teachers can better grasp the teaching situation, adjust teaching activities, implement management effectiveness evaluation, and enable students to actively participate in self-directed learning activities and master more international Chinese knowledge. In the current environment, the digital platform for international Chinese education in universities has been improved, which can better play the role of evaluation and supervision. Teachers can use relevant data to understand students' learning and homework completion and use big data to carry out intelligent

analysis and calculation to conduct more objective evaluations of teachers' teaching situations [13]. Data technology can classify and visualize the behavior data of the subject, gradually forming a good data report. In addition, in international Chinese language teaching activities, teachers can better utilize online and offline platforms to carry out Chinese knowledge teaching through the application of digital technology platforms, and technical platforms can assist in teaching evaluation [14]. In the context of the digital age, the application of digital platforms can better carry out teaching evaluation activities, promote the improvement of teaching effectiveness, and achieve better educational results.

4. Conclusion

In summary, with the continuous development of digital technology, teachers have gained more tools in international Chinese education in universities, such as metaverse, artificial intelligence, etc. Through the flexible application of digital technology, they can accelerate the pace of education reform, build a good teaching environment for students, and enable them to master more knowledge [15]. In the context of the digital age, during the international Chinese language education stage in universities, teachers can construct teaching contexts to bring students a better sense of participation, context, and experience and expand their knowledge exploration space. In short, digitalization is a demand for the development of international Chinese education. At the same time, with the empowerment of digitalization, universities can achieve better teaching results in international Chinese education, promote the improvement of talent cultivation quality, provide high-quality international Chinese talents for society, enhance the international influence and discourse power of Chinese language and promote the development of international exchange activities in China.

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