



A Study on the Teaching Strength of International Young Chinese Teachers from the Porter Diamond Model

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Abstract: In recent years, as Chinese has spread to the world, the development of Chinese international education has shown a good trend. Teachers' teaching strength as comprehensive ability literacy, is essential for improving the quality of young international Chinese teachers. From the perspective of the Porter Diamond Model, analyzing the teaching strength of young international Chinese teachers from the four key elements: analysis of factor conditions analysis of demand conditions organizational structure and opportunities. Finding that there are three defects in the teaching process of young international Chinese teachers: lack of teaching motivation, Lack of ability in teaching research and application of results, and lack of innovation in teaching. It is believed that the teaching strength of young international Chinese teachers needs to be improved from the combination of teacher learning and reflection teaching, the combination of knowledge-action and curriculum reform, and the combination of teacher training and scientific evaluation.

Keywords: Teaching Strength; International Chinese Education; Young Teachers; Diamond Model.

1. Introduction

With the continuous improvement of China's national power and the continuous expansion of its scope of influence, more and more foreigners have developed a keen interest in Chinese language and culture, and have begun to learn and use the "Chinese fever", so there is a demand for Chinese teachers It is naturally getting bigger and bigger (Pan, 2017). Many scholars point out that teachers are an important factor affecting the international promotion of Chinese. However, the past teacher training model can no longer satisfy the status quo. Some teachers often feel powerless when teaching Chinese, and even want to go back to school for a few more years. So what kind of teacher training model is more suitable for the needs of the times? Based on the thinking that teaching strength is of great significance to the development of international Chinese teachers, through combing the teaching strength and other related theories, using the diamond model to conduct in-depth research on the teaching strength of Chinese teachers.

2. Teaching Strength

The understanding of teaching strength is easily confused with teaching ability. "teaching strength" and "teaching ability" are only one word difference, but there is a clear difference:

Studies have pointed out that the teaching ability of teachers is directly reflected in the ability of lesson preparation and guidance, and the core is classroom teaching ability (Liu L., 2017). Teachers of Chinese as a foreign language should have knowledge and professional skills (Li X., 2015). Knowledge includes knowledge of Chinese language and philology, foreign language knowledge, knowledge of Chinese culture, pedagogy and psychology; professional skills include classroom organization ability, creative ability, and master modern education technology. Spearman proposed the "two-factor" theory for the structure of teaching strength. The theory pointed out that the teaching ability of teachers is a kind of professional ability, and its composition is composed of two aspects: general teaching ability and special teaching ability. The former is the teaching ability that any subject teaching must have, while the latter is the new teaching ability when teaching a subject. These two abilities together constitute the teaching ability of teachers. The macro elements of teaching ability include teaching cognitive ability, teaching operation ability and teaching monitoring ability. The micro-elements of teaching strength include the understanding of teaching concepts, the mastery of teaching knowledge, the proficient use of teaching

skills, teaching methods and classroom management skills, and the ability of cross-cultural communication and teaching reflection (Zhou, 2019).

Teaching strength is the most basic element of the teacher's ability structure. It is the individual psychological characteristics required for teachers to successfully complete teaching activities. It is a professional quality formed by transforming personal intelligence, knowledge and skills through teaching practice (Tang, 2017). The teaching strength of qualified young international Chinese teachers has certain standards and must have the "three basics" (Li Q., 2018): basic knowledge, basic abilities and basic qualities.

"Teaching strength refers to the teaching power of the integration of the school's teaching theory research and application ability, teacher's teaching ability, student's learning ability, teaching organization and management ability, teaching mode, teaching environment and teaching conditions, etc." (Fan, 2015). Teaching strength involves many elements such as the teacher's character, will, experience, social relations, values, beliefs, etc. It is a synthesis of all relations and the interaction of many elements in the teaching process.

In a word, teaching strength refers to a comprehensive ability literacy that includes many elements of teaching motivation, teaching ability, teacher influence, teaching research and application ability, and teaching innovation.

3. Overview of the Development of International Chinese Teaching

In contrast to the history of Chinese teaching as a foreign language in China, the systematic and organized teaching of Chinese as a foreign language was after the founding of New China. In 1951, Tsinghua University enrolled students in Eastern Europe for the first time, marking the beginning of the real teaching of Chinese as a foreign language. The national academic organization-"The Research Association of Teaching Chinese as a Foreign Language", established in 1983, marked the official birth of the discipline of teaching Chinese as a foreign language. Teaching Chinese as a foreign language refers to the teaching of Chinese to foreigners, mostly for adults. It is a kind of foreign language teaching. Its task is to train and cultivate foreign students to use Chinese correctly in social communication, cultivate cross-cultural communication skills, and understand Chinese culture. .

Since the reform and opening up, China's economy has taken off rapidly, and China's status as a major country in the world has become increasingly evident. This has naturally triggered a wave of "China fever" in the world, and the "China fever" has also led to the "Chinese fever" (Zhang Y., 2014). According to the 2015 national statistics on international students in China released by the Ministry of Education in early April 2016, a total of 397,635 foreign students from 202 countries and regions came to China to study. This data is an increase of 20,581 from 377,054 in 2014. The number of more than 200,000 people in 2013 has nearly doubled, and there is a trend of continued rapid growth. Strengthening the teaching of Chinese as a foreign language and proactively providing timely and efficient Chinese language and culture teaching services for Chinese learners at home and abroad have become a real need and a top priority. The rise of China is the basis and conditions for Chinese to enter the world. With the increase of China's comprehensive national strength, the teaching of Chinese as a foreign language will usher in a new spring.

However, many problems have emerged in the current international Chinese education practice. On the one hand, the structure of international Chinese education students is relatively complicated. On the other hand, the establishment of Chinese international education majors and the training of talents lack more specific positioning, such as whether to consider the age level of learners, learning needs, and different countries. Actually, foreign teaching may face many problems (Zhao, 2011). In addition, the past teacher training model can no longer satisfy the status quo. Some teachers, especially young international Chinese teachers, often feel powerless when teaching Chinese for the first time, and even want to go back to school to study for a few more years. It can be seen that these problems have prompted Chinese international education to think about it, how to establish curriculum standards and evaluation mechanisms, and how to think about how to optimize and change teaching methods and strategies. Thinking about how to combine the current education and teaching environment and background in the teaching process of Chinese International Education, and explore the optimization and exploration of teaching strategies in teaching organization and classroom management, Chinese culture and cross-cultural communication, professional ethics and professional development. Thinking as a young international Chinese teacher, how to respond and respond to sudden challenges is the key to the development of international Chinese education.

The above-mentioned issues that need to be considered are related to the development conditions, development needs, and development organizational structure and development opportunities in the development of international Chinese education. All these need to be faced and valued by international Chinese teachers.

4. Porter Diamond Model Theory

In the early 1990s, Michael Porter, a well-known strategic management scientist at Harvard Business School in the United States, proposed the famous diamond model theory in the book "National Competitive Advantage" (Michael, 2012). The theoretical model contains four key factors: element conditions, demand conditions, organizational structure and opportunities. The factor condition mainly refers to the resource power that the industry needs to rely on in the development process, including both natural resources and artificial resources; the demand condition refers to the degree of need, which is expressed in the scope of application or population in the market, which is related to The target positioning of the industry; the organizational structure mainly explores the impact of its internal factors on the industry from its own perspective; the opportunity refers to the degree of influence of external positive forces, which is a positive force beyond the control of the industry itself, which can create for the development of the industry A good and healthy environment; the government mainly refers to the resources and environment provided by the government to promote or restrain the industry through policy tools and other means.

It can be seen that the theoretical framework of the diamond model proposed by Porter is relatively clear and complete. Not only in the field of economics, but the four elements proposed by Porter are also applicable to the field of education. If you compare Porter's four elements with the four issues in the development of international Chinese education, you can find the similarities and commonalities between the two, in other words , Using Porter's theory to provide the possibility to explain the development issues in the development of international Chinese education. The teaching strength of young international Chinese teachers is the first issue that must be faced in the development of international Chinese education. Because it is necessary to analyze the teaching strength of young international Chinese teachers from the perspective of the diamond model.

5. Analysis of the Teaching Strength of Young International Chinese Teachers from the Diamond Model

5.1. Analysis of Factor Conditions

As a developmental concept, teaching strength has different definitions and elements for schools of different types or levels. Based on the understanding of the teaching effectiveness of young international Chinese teachers, "teaching strength" is mainly composed of teaching motivation, teacher influence, teaching ability, teaching research and transformation ability, teaching innovation ability and other elements. Among them, teaching motivation is the foundation of the whole teaching strength. It is the original drive, and can be divided into two aspects: education concept and teaching cognition; teacher influence refers to the teacher's ability to influence and change the thought, psychology and behavior of others, mainly including teachers Professional authority and teacher's personal charm. teaching strength is the core component of teaching strength including seven sub-elements including teaching material research ability, curriculum design ability, language and non-verbal expression ability, ability to teach students in accordance with their aptitude, organization and management ability, tutoring ability and teaching evaluation ability; teaching research and transformation ability is the important support for the improvement of teachers' teaching ability. It can be divided into two aspects: teaching research ability and teaching research transformation ability; and teaching innovation ability is based on the systematic improvement ability of teaching motivation, teaching ability, teacher research and transformation ability, and covers Sub-elements of the other three abilities.

As mentioned above, due to the limited software and hardware level of local schools, the overall level of the teaching staff is not high. As an important part of the group of young Chinese teachers, due to the complex professional background and a considerable number of them have not received systematic teacher education and teaching practice Exercise, so its teaching strength and teaching level are very limited. Although most of them have a doctoral or master degree, the teaching work is different from scientific research practice. It is not that you can do it well with a single mind. It requires a solid foundation and systematic training to be competent in teaching at any level. Most Chinese teachers have relatively large deficiencies in teaching motivation, teacher influence, teaching strength teaching research and transformation ability, and teaching innovation ability. The specific performance is:

First of all, young international Chinese teachers are mostly doctors and masters who have just stepped out of school, who are full of vigor and solid theoretical level and research ability. However, most local universities have weak subject foundations and imperfect professional systems, so the development environment and platform guarantees they can provide for young Chinese teachers cannot meet the actual needs of young Chinese teachers (Wang Z., 2019). So, for young Chinese teachers, on the one hand, they have not yet established a mature cross-cultural communication education concept and systematic teaching cognition. On the other hand, when they first arrive in a new working environment, many uncomfortable situations (such as housing, transportation, Humanistic care, interpersonal communication, poor happiness, etc.), under the comprehensive influence of internal and external factors, will inevitably have an adverse effect on the formation of teaching motivation for young Chinese teachers. And once the motivation of teaching is insufficient, it will undoubtedly cause huge obstacles to the professional development of young Chinese teachers. Secondly, due to the lack of personal experience and teaching experience of young international Chinese teachers, it is difficult for teachers to show their influence in the early stage of teaching.

Furthermore, young international Chinese teachers have high requirements on the language ontology, and there is insufficient research on the teaching strength of young international Chinese teachers, and the motivation, characteristics, cognitive development laws and learning style characteristics of the educational objects in the process of Chinese learning are insufficient. There is a lack of systematic research. Some young Chinese teachers generally take the stage to teach without systematic training and teaching assistant practice. There are problems such as incomplete teaching links, unsystematic teaching content, single teaching mode, and inflexible teaching methods. At the same time, they are involved in curriculum design and teaching. There are also major deficiencies in organization and classroom management, textbook research and teaching evaluation. Therefore, the teaching strength of young Chinese teachers urgently needs to be comprehensively improved.

What's more, teaching research, as a rational thinking and improvement of teaching work, directly promotes the improvement of teachers' teaching strength. However, due to the short entry time and insufficient teaching practice, young Chinese teachers still have a perceptual level of cognition and lack systematic and in-depth summary and reflection. Therefore, young Chinese teachers generally lack the ability of teaching research and transformation and application. They lack a theoretical generalization of teaching practice, and it is difficult for them to do a good job in guiding teaching practice with applied educational theories.

Finally, due to the many shortcomings of young Chinese teachers in educational concepts, teaching cognition, basic teaching abilities, teaching research and transformation capabilities, etc., under the circumstances of serious teaching supervision and assessment, the entire teaching work has to be implemented. It is difficult to establish a sense of innovation and innovative spirit with a single focus on stability. On the other hand, young Chinese teachers will also experience psychological frustration due to various common or individual problems in their teaching work, resulting in depressed mood and depressed will. Even more lack the courage and confidence to innovate and change in teaching work. Over time, it will inevitably lead to a lack of innovation in teaching young Chinese teachers.

5.2. Analysis of Demand Conditions

5.2.1. International Market

Judging from the current situation, Chinese learners have spread all over the world. At present, South Korea, Singapore, Japan, Russia, Thailand and other places have listed Chinese as a compulsory program. This has made international Chinese young teachers a popular profession. It has become the "fragrant rice cake" sought after by everyone. For a time, both domestic and foreign schools, as well as training institutions, are in urgent need of professional Chinese teachers (Peng, 2013).

However, whether it is the early Chinese short-term training courses or programs set up in response to the needs of foreigners in China to use Chinese, or the current Chinese language and culture international promotion activities mainly based on the establishment of Confucius Institutes or classrooms overseas, they are still only in "As the center or subject of the "sowing" stage of teaching Chinese as a foreign language. It has only promoted the process of international dissemination of Chinese language and culture to a certain extent, and is far from reaching the level or level of Chinese internationalization. The purpose of strengthening the international education of Chinese language is to increase the recognition and recognition of Chinese language and culture by overseas people, promote the international dissemination of Chinese language and culture, and enhance my country's status and influence as a major country in the world. Obviously, the international promotion of Chinese is a "sowing" stage that must be

experienced to realize the international spread of Chinese. Next, the international education of Chinese must make certain adjustments in a timely manner. It is necessary to consciously maintain and create a good atmosphere and environment so that the Chinese "seeds" we sow all over the world can take root and grow vigorously.

5.2.2. Domestic Market

The scale of entry by foreigners in my country today is quite considerable. According to data released by the Ministry of Public Security of China, in the first half of 2019, there were 23.11 million foreigners entering the country, an increase of 11.2% year-on-year. At the same time, according to statistics from the Ministry of Education of China, in 2018, a total of 492,185 foreign students from 196 countries and regions studied in 1,004 institutions of higher learning in 31 provinces (autonomous regions and municipalities) across the country, an increase of 3,013 from 2017. The growth rate is 0.62% (excluding Hong Kong, Macao and Taiwan regions) (Liu L. F., 2013).

It can be said that the number of foreigners studying, living and working in China is increasing year by year. How to get along with Chinese people, do business and even develop transnational marriages, etc. The best way to shorten the communication distance is to learn Chinese. This shows the domestic Chinese language learning market. Demand continues to rise steadily. Therefore, young international Chinese teachers have been pushed to the center of the language job market, and they have also become the first choice for many elementary and middle school teachers and foreign trade professionals to transform or develop side jobs.

5.3. Organizational Structure

Efficient management and suitable organizations play a guiding role in the teaching strength training of teachers of Chinese as a foreign language under the current new situation; for example, they can be trained from different categories and levels in a planned way according to actual needs (Zhou, 2019). According to the level, teachers can be divided into elementary, intermediate and advanced levels. According to the type, they can be divided into "teaching" teachers, "research" teachers and "management" teachers, so that teachers have specialties. Take effective measures to cultivate abundant reserve teachers. Conduct diversified training such as training for Chinese language teachers who are teaching Chinese in foreign primary and middle schools, and teachers who specialize in online Chinese teaching. At the same time, targeted, specific and feasible training programs are formulated for Chinese teachers of different countries, different courses, different levels, and different specialties. Evaluate teachers and adopt a competitive incentive mechanism. Evaluate the teaching situation of teachers of Chinese as a foreign language in a timely manner to understand the teaching strength of teachers, adopt an incentive system, leave a certain room for progress in the growth of young Chinese teachers, and further build and improve the entire teaching team.

5.4. Opportunities

The "Belt and Road" is committed to building a community with a shared future for mankind, opening a window for the world to understand Chinese culture and understanding China. It also provides new development opportunities and historical missions for Chinese international education, which means that it is in the "Belt and Road" perspective. The international education of Chinese requires a forward-looking strategic vision and a high-level strategic vision (Wang X. and Peng, 2016). Under the background of "One Belt One Road", teachers themselves should strengthen their professional quality, improve their Chinese teaching strength and pursue professional development. Not only must have a solid Chinese language foundation, a systematic and comprehensive mastery of Chinese pronunciation, vocabulary, grammar, writing, and rhetoric, as well as sufficient language teaching concepts, teaching methods and some cross-cultural communication knowledge, but also a profound knowledge of language and culture. Good cultural accomplishment. In particular, it is necessary to fully study China's latest theoretical concepts, incorporate the concepts and viewpoints of the "Belt and Road" into existing knowledge, and demonstrate the image of our young international Chinese teachers as international ambassadors.

6. Strategies to Improve the Teaching Strength of International Young Chinese Teachers Analogous to the Diamond Model

6.1. The Combination of Teacher Learning and Reflective Teaching

Some young international Chinese teachers have difficulties in daily life and cross-cultural aspects such as applying for transportation cards, renting houses, applying for water, electricity and gas, and Internet payment in the destination country because their second language is not good enough (Pan, 2017). Therefore, Chinese teachers should try their best to learn the second language before being sent abroad, and they should also actively learn commonly used expressions after arriving in the destination country. Secondly, Chinese teachers themselves should attach importance to the basic knowledge of Chinese, selectively control their speaking speed, pronunciation, and intonation, and pay attention to the use of introductions, intermediaries, appraisals and other languages in teaching. What is more important is to enrich the knowledge of pronunciation, vocabulary, grammar, Chinese characters, and culture, and accurately disseminate Chinese knowledge to foreign students. Coordinate Chinese knowledge and teaching methods, and master the ability to teach Chinese proficiently. Master cross-cultural knowledge and avoid cross-cultural conflicts. In addition, learn more traditional Chinese talents in daily life, participate more in classroom practice, and observe more international students' classrooms. Finally, we must take the initiative to learn the behavior and habits of the culture of the country where we teach, and more importantly, understand the customs and taboos, improve one's cross-cultural communication sensitivity, break through one's own thinking style, realize that different cultures are only "different" from us, and give Different cultures with sufficient respect. In addition, teachers themselves need to continuously increase their reflections on their own teaching, just as the reflective teaching emphasized by the Japanese education scholar Satogaku. Teachers realize their own regurgitation through reflection, and continue to dialogue with learners about the reflective regurgitation, and generate new teaching imaginations, thus forming a virtuous ecological cycle of teaching. The teaching career of young international Chinese teachers has just started, and there are still many challenges in the future. Dare and willing to reflect on their own education and teaching, and face challenges directly is the mission of contemporary youth, and it is also a reflection of teachers' responsibility and responsibility.

6.2. The Combination of Knowledge-Action and Curriculum Reform

While learning theoretical knowledge, enhancing practical ability and pursuing applied development. Teachers of Chinese as a foreign language should continue to enrich and improve their knowledge reserves along with the development of the cause of teaching Chinese as a foreign language and the development and change of teaching theory concepts, and be able to practice and improve continuously in teaching with the expansion of knowledge, and continue to apply theories Go to practice and reflect the idea of great power in practice (Nie, 2012). Teach students in accordance with their aptitude and pursue diversified and targeted development. It adopts different methods for different students, and adopts flexible teaching methods for different types of lessons. It is lively learning and application, not rigid and rigid, reflecting the teacher's demeanor in the new era. Active innovative thinking and pursue the development of the times. To achieve continuous innovation in teaching methods and means. You should continuously collect materials in real life and update you're teaching concepts and thinking in time. In order to make the classroom more lively and lively, it is necessary to make reasonable and effective use of multimedia for teaching. Appropriately prepare some audio and video related to this lesson to attract students' attention and improve learning efficiency. Reflect on teaching and pursue lifelong development. Teachers must learn Chinese culture well, and at the same time, they must continue to learn the cultural knowledge and the latest policies of the country where the students are located. In order to make the classroom more lively, teachers must constantly update teaching methods and strategies. Do a good job of teaching reflection and self-evaluation in time and try your best to find out the shortcomings from many aspects, and strive to improve your teaching strength and level.

The establishment of practical and regional courses. With the deepening of cooperation with countries along the "Belt and Road", the regions and countries along the route urgently need Chinese teachers who can adapt and be competent for local teaching work. The training of the teaching strength of Chinese international teaching professionals should be based on Specific adjustments are made to the characteristics of regions and countries (Zhang X., 2019). One is the setting of practical courses. The professional characteristics of international Chinese education determine the priority of the professional practice. Practical courses should implement the training of talents. It is possible to add practical links to theoretical courses, add teaching training, teaching workshops, and increase practical courses. In proportion to practical training, students' practice runs through the whole process of talent training, and

practice is put into practice. The second is the establishment of regional courses. Add courses on regional culture, regional education and teaching characteristics, and teaching methods with regional characteristics to the curriculum to enhance the regional concepts and regional teaching capabilities of international Chinese teachers.

6.3. The Combination of Teacher Training and Scientific Evaluation

The teaching strength of young international Chinese teachers pays attention to the construction of practical teaching models and comprehensively applies various teaching methods (Wang X., 2013) (discussion teaching method, heuristic teaching method, experience teaching method, task-driven teaching method, demonstration teaching method, case teaching Law, etc.) in order to strengthen the knowledge, interest, and interaction in the classroom, and pay attention to the experience and participation of students. Therefore, in order to continuously improve the innovative ability of young international Chinese teachers. In addition to passing formal academic education, short-term training is also required. There are also a large number of training institutions for young international Chinese teachers who use various types of training models to provide specialized courses for improving the ability of teaching Chinese as a foreign language. The purpose of adopting diversified teaching methods is to meet the needs of young international Chinese teachers to improve their professional ability. , To promote the renewal of the knowledge of young international Chinese teachers and improve the comprehensive ability and quality of young international Chinese teachers.

The evaluation of teaching effect also affects the improvement and development of teachers' classroom teaching strength (Zeng and Wu, 2019). A reasonable teaching effect evaluation system should be a fair and just system that can mobilize teachers' enthusiasm for learning and work, and is conducive to the professional development of teachers. Unfortunately, this research is not very sufficient in the field of Chinese international education research. The early establishment of a scientific evaluation system from student evaluation to expert evaluation, closely centered on the structure of classroom teaching strength that teachers are willing to participate, and can meet the needs of teacher training is another problem facing the training of young Chinese teachers. The establishment and implementation of this system will not only continuously improve teachers' classroom teaching strength but also promote teachers' independent innovation ability. In short, classroom teaching strength is the core ability of teachers. The training of young international Chinese teachers is aimed at improving the classroom teaching strength of young international Chinese teachers. However, from the perspective of the composition of the classroom teaching strength of young international Chinese teachers, the current level of classroom teaching strength and training strategies of young international Chinese teachers are studied. The research in this area has just begun, especially the lack of the evaluation system for the teaching strength of young international Chinese teachers, which needs to be further studied.

7. Conclusion

In summary, the training of young international Chinese teachers should not only pay attention to the cultivation of teaching strength but also the personal qualities of young international Chinese teachers. Young international Chinese teachers should be passionate about their profession. If they love this cause, they will devote themselves to this work. International Chinese teaching is not only some theoretical teaching, it is also the dissemination of Chinese culture, conveying the charm of Chinese language to the world, and disseminating Chinese cultural thoughts. This requires that young international Chinese teachers must have high moral and professional qualities in addition to their teaching strength. Only in this way can international Chinese teaching meet the needs of the development of the foreign Chinese career and achieve good teaching results. With the in-depth development of my country's "One Belt, One Road" initiative, a new round of "Chinese fever" around the world has arrived as scheduled. To become a qualified international young teacher of Chinese, you need not only to strengthen your political literacy, but also to pass various Ways and methods to continuously improve one's own professional quality, teaching strength innovation ability and scientific research ability, can effectively apply international Chinese teaching knowledge and teaching skills, and effectively realize the improvement of international Chinese teaching level.

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