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RESEARCH ON THE TRAINING AND PROMOTION PATH OF INTERNATIONAL CHINESE TEACHERS IN THE ERA OF ARTIFICIAL INTELLIGENCE

Abstract: the emergence of the artificial intelligence era presents both opportunities and challenges for international Chinese education. As the primary force in this educational domain, the development and enhancement strategies for international Chinese teachers must evolve in tandem with contemporary advancements. This study offers a comprehensive analysis of artificial intelligence's impact on international Chinese teachers, encompassing teaching methodologies, educational resources, and the evolving roles of educators. Based on these findings, the research proposes specific pathways for the training and professional development of international Chinese teachers. These recommendations address teacher education curriculum design, enhancement of training systems, development of practical platforms, and fostering international collaboration to meet the evolving needs of international Chinese education in the artificial intelligence era.

Keywords: artificial intelligence, international Chinese teachers, training status and improvement path.

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ИССЛЕДОВАНИЕ ПУТЕЙ ПОДГОТОВКИ И ПРОДВИЖЕНИЯ ПО СЛУЖБЕ МЕЖДУНАРОДНЫХ ПРЕПОДАВАТЕЛЕЙ КИТАЙСКОГО ЯЗЫКА В ЭПОХУ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА

Аннотация: *наступление эры искусственного интеллекта открывает как возможности, так и проблемы для международного китайского образования. Поскольку Китай является главной движущей силой в этой области образования, стратегии развития и повышения квалификации иностранных китайских преподавателей должны развиваться в соответствии с современными достижениями. Это исследование предлагает всесторонний анализ влияния искусственного интеллекта на иностранных преподавателей китайского языка, охватывающий методики преподавания, образовательные ресурсы и меняющуюся роль преподавателей. Основываясь на этих выводах, в исследовании предлагаются конкретные пути обучения и повышения квалификации иностранных преподавателей китайского языка. Эти рекомендации касаются разработки учебных программ для учителей, совершенствования систем обучения, разработки практических платформ и содействия международному сотрудничеству для удовлетворения растущих потребностей международного китайского образования в эпоху искусственного интеллекта.*

Ключевые слова: *искусственный интеллект, международные преподаватели китайского языка, статус обучения, пути совершенствования.*

1. Foreword.

In recent years, the application of artificial intelligence technology in the field of education has become increasingly prevalent. From intelligent-assisted teaching to personalized learning recommendations and automated evaluation and feedback, artificial intelligence has significantly altered traditional teaching methodologies, consequently imposing higher standards on international Chinese language instructors. Artificial intelligence in education has emerged as a prominent research focus and developmental trend within the educational sector, particularly with the advancement of «Internet +" and «intelligent education» initiatives. However, the current international Chinese teacher training system exhibits numerous deficiencies, including outdated curricula, inadequate practical instruction, and suboptimal evaluation frameworks.

These limitations substantially impede the professional development and enhancement of teaching quality among international Chinese language educators [1].

2. The influence of artificial intelligence on international Chinese-language teachers.

(1) Changes in teaching methods.

Through machine learning, natural language processing, and other technical means, artificial intelligence technology can accurately analyze students' learning data, including learning progress, difficulties, and areas of interest, to provide personalized teaching recommendations for educators. This enables instructors to deliver more precise and effective teaching content and methods according to the diverse needs of each student. Educators should learn to utilize the data analysis results provided by the AI platform to adjust their instructional content and pace to meet the learning requirements of diverse students.

(2) The expansion of teaching resources.

In the era of artificial intelligence, a substantial number of international Chinese digital teaching resources have emerged on the Internet, including various types of online courses, multimedia textbooks, and Chinese learning applications. These resources enrich the presentation forms of instructional content, and educators can select appropriate teaching resources according to their pedagogical objectives and students' needs. For instance, instructors can incorporate engaging Chinese animated videos in class to facilitate students' understanding of the meaning and usage of Chinese characters or recommend high-quality Chinese learning applications for students to engage in independent study outside of class.

(3) The change of teachers' role.

With the support of artificial intelligence technology, students can acquire knowledge through various means, and teachers are no longer the sole source of information. The role of international Chinese teachers has gradually evolved from that of traditional knowledge disseminators to that of learning facilitators [2]. Educators

need to guide students on how to effectively utilize artificial intelligence technology and various teaching resources for independent learning, and cultivate students' autonomous learning abilities and learning strategies. For example, instructors can implement the use of AI teaching platforms to conduct blended online and offline instruction and explore innovative pedagogical models.

3. The path of cultivating and improving international Chinese teachers.

(1) Optimize the teacher education curriculum setting.

In the curriculum system of international Chinese teacher education, courses related to artificial intelligence technology should be incorporated, such as the foundations of artificial intelligence, the application of intelligent teaching tools, and educational data mining. These courses will enable future international Chinese teachers to systematically acquire knowledge of AI technology and establish a foundation for their application of AI technology in their pedagogical practices [2].

(2) Enhance the Teacher Training System.

A hierarchical and classified training mechanism was established for international Chinese language instructors at various levels (e.g., novice teachers and experienced educators) and for different categories of international Chinese language instructors (e.g., domestic and overseas educators). The system implements a hybrid online and offline training approach to maximize the benefits of artificial intelligence technology. Online training provides comprehensive learning resources, including video tutorials and virtual discussions, enabling instructors to engage in continuous learning. Offline training offers in-person practical guidance, teaching observations, and related activities to enhance instructors' pedagogical skills [3.

(3) Building a practice platform.

An intelligent teaching practice platform should be established in universities or teacher-training institutions to provide a venue for international Chinese teachers to practice artificial intelligence technology teaching. The platform can be equipped with various intelligent teaching equipment such as intelligent classrooms and intelli-

gent language learning systems. Teachers can conduct teaching experiments on this platform and explore novel teaching methods and models. Establish overseas internship and cooperation projects to enable international Chinese teachers to have the opportunity to practice cooperative teaching in foreign Chinese educational institutions.

(4) Strengthening international exchanges and cooperation.

To implement international Chinese teacher exchange and visit programs and conduct bilateral communication with foreign educational institutions and teachers. Through communication and visits, teachers can acquire knowledge about foreign experiences and practices in the training of international Chinese teachers, particularly innovative measures for the application of artificial intelligence technology in international Chinese teaching. Concurrently, it can also demonstrate China's achievements in the training of international Chinese teachers to their foreign counterparts and promote the sharing of international experience.

4. Conclusion.

The era of artificial intelligence presents numerous challenges and opportunities for international Chinese teachers. International Chinese teachers must continuously enhance their qualifications to adapt to the new educational environment. By optimizing the curriculum of teacher education, improving the training system, building a practical platform, and strengthening international exchanges and cooperation, the teaching ability and comprehensive quality of international Chinese teachers can be improved, thus promoting the vigorous development of international Chinese education in the era of artificial intelligence. In future development, it is also necessary to continue to monitor the development trends of artificial intelligence technology and constantly adjust and improve the training and promotion path of international Chinese teachers, in order to cultivate more exemplary international Chinese teachers who meet the needs of the times.

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