

Current Employment of Undergraduates of Chinese International Education Based on Data Analysis and Its Countermeasures

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Abstract—At present, there are still many problems in the employment of graduates majoring in Chinese international education. Through questionnaire survey, this paper accurately collects the first-hand employment data of this specialty in Shaanxi universities, grasps students' employment status and problems through data analysis, and finally puts forward solutions, looking forward to providing some guidance for the talents cultivation and construction of Chinese international education professionals.

Keywords—Chinese international education; undergraduates; employment analysis

I. INTRODUCTION

In recent years, along with the sustainable development of China's economy and further improvement of China's international status, "Chinese fever" has swept the world rapidly. According to the statistics of Confucius Institute Headquarters, by the end of 2017, about 100 million people around the world have been learning Chinese, among which 490 thousand came to China to learn Chinese. Under this great situation, colleges and universities in China have set up the specialty of Chinese international education one after another. Shaanxi has large educational resources, and its colleges and universities have opened the specialty in succession. This paper collects the first-hand employment data through questionnaire survey, and analyzes the employment status and existing problems of students in this specialty, hoping to provide some guidance for the

cultivation and construction of talents in this specialty and students' employment choices.

II. QUESTIONNAIRE SURVEY CONTENT AND RESULT ANALYSIS

A. Questionnaire Survey Content and Form

The questionnaire survey consists of seven questions, which are mainly related to the basic information of respondents, reasons for choosing the specialty of teaching Chinese as a foreign language, whether they are engaged in the work related to the specialty of teaching Chinese as a foreign language, place where they work for the job related to this specialty, and degree of satisfaction for the current income and reasons for choosing the current work if they are engaged in the job related to this specialty. These questionnaires are distributed and recycled in the form of network questionnaire, and a total of 101 valid questionnaires are recovered.

B. Questionnaire Analysis

Among the 101 questionnaires collected, 13 were answered by men and 88 were answered by women. The analysis results include the following aspects: analysis of undergraduates' employment industry distribution, analysis of undergraduates' career choice factors, and analysis of income satisfaction survey, as shown in "Table I", "Table II" and "Table III" respectively.

TABLE I. DISTRIBUTION OF UNDERGRADUATES' EMPLOYMENT INDUSTRY

Number of People, Proportion Influencing Factors	Chinese Teacher (Overseas)	Primary and Middle School Teacher	Training Institution	Civil Servant	Enterprise	Self-Employment	Overseas Employment (Except Chinese Teacher)	Other Industries
Number of People	15	21	12	7	30	6	3	7
Percentage (Approximate Value)	14.9%	20.8%	11.9%	6.8%	29.7%	5.9%	3%	7%

According to the above data, less than one fifth of respondents has been engaged in or is engaged in the job related to this specialty after graduation. They were mainly sponsored by the government to teach abroad after rounds of interview by Confucius Institute in their senior year. While

teaching abroad, they can both enjoy a good salary and broaden their horizon, which has become the main reason why many undergraduates choose to teach abroad.

Besides, more than 80% of undergraduates eventually take a job that has nothing to do with their specialty. This

shows that undergraduates have not applied the abilities and qualities acquired from four years of professional studies to working practices. There are many reasons, and some of

them may arise from the students themselves, the talent training model and inaccurate orientation of the subject.

TABLE II. ANALYSIS OF UNDERGRADUATES' CAREER CHOICE FACTORS

Number of People, Proportion Influencing Factors	Hobbies and Interests	Professional Accumulation	Geographical Factors	Family Factors	Other Factors
<i>Number of People</i>	18	18	27	30	8
<i>Proportion</i>	17.8%	17.8%	26.7%	29.8%	7.9%

The above data shows that about 30% of students take into account family factors when choosing a career, while family factors often determine the geographical factors. Many parents want their children to fully consider the job opportunities close to home when choosing a job. This situation is also closely related to the gender of undergraduates. About 90% of undergraduates in this

specialty are girls, and their parents are more willing to keep their children around for employment.

However, it can be seen that 17.8% of undergraduates place a high value on professional accumulation when they are employed. This data can be confirmed from 14.9% of overseas teachers.

TABLE III. SURVEY ON UNDERGRADUATES' INCOME SATISFACTION

Number of People, Proportion Level of Satisfaction	Very Satisfied	Dissatisfied	Relatively Satisfied
<i>Number of People</i>	20	21	60
<i>Proportion</i>	19.8%	20.8%	59.4%

The above is the income satisfaction survey. The data show that 19.8% of the respondents are satisfied with their current income. Most of them are Chinese teachers (8 persons), large domestic language training institutions (5 persons), state-owned enterprises (finance, real estate) staff (3 persons), civil servants (2 persons), and other overseas employees (2 persons). Nearly 60% of the respondents are relatively satisfied with their income. Most of them are Chinese teachers in primary and secondary schools and ordinary staff in enterprises and public institutions. Those who are not satisfied with their income mainly work in the field of education and training.

phenomena" are obviously caused by the lack of accurate discipline orientation and training direction, so there is great randomness in the design of the course system.

With regard to the above practices, it is obvious that the discipline orientation and training orientation of the Chinese international education specialty have not been sufficiently identified, and the course system has not been designed based on the appropriate specialty orientation and training objectives, which has great randomness. Just thinking, students who have been trained in this way may not be competitive if they work as a Chinese teacher or are engaged in other related work.

III. THE PROBLEMS EXISTING IN UNDERGRADUATES OF CHINESE INTERNATIONAL EDUCATION IN SHAANXI UNIVERSITIES

A. Unclear Specialty Orientation

The survey finds that there are great differences in the subject orientation of Chinese international education specialties in some Shaanxi universities, especially in the design of course system. In specialty orientation, many colleges and universities mainly consider the professional structure of existing teachers, which has great randomness.

For example, the specialty of Chinese international education of a normal university in Shaanxi province is subordinated to the college of literature, and teachers basically come from Chinese specialty, and their course setting mainly include the courses of Chinese language and literature and other courses of education. The specialty of Chinese international education in a college of liberal arts is subordinated to institute of foreign languages. Their course system is dominated by foreign language courses. Some are set in the college of foreign students' education, and teaching courses dominate the course system. All these "chaotic

B. Low Specialty Acceptance

Liu Xun (2004) believed that motivation referred to an internal motivation, which was usually manifested in a strong desire to achieve the goal in the handling of a matter. Motivation was divided into internal motivation and external motivation. The former often came from the individual's interests in what he does and his understanding of its significance [1]. The application of this theory is helpful to analyze the relationship between specialty choosing and employment. When students choose a specialty out of interests, they are more likely to achieve excellent results in specialty learning, and their employment advantages will be more obvious.

According to the survey, there are three main reasons for students to choose the specialty of Chinese international education. The first is family reason. Students are influenced by their parents when they fill in their college preference. The second is out of their love. Students have a good understanding of the specialty when they fill in their college preference. The third is the compelling choice due to a variety of factors. The first and the third situations make students lack the most basic cognition of the profession, and

make them lack basic recognition for the specialty and do not possess right learning motivation. Therefore, they have low learning enthusiasm and insufficient professional skills and do not have advantages when they are engaged in work, which finally affects the whole development of Chinese international education specialty.

C. Narrow Employment Channels for Students

Among the 101 undergraduates surveyed, their career choices mainly include Hanban volunteers (14.9%), primary and secondary school teachers (20.8%), teachers in educational institutions or training institutions (11.9%), civil servants (6.8%), and employees in enterprises (29.7%). Apart from the civil servants and enterprise personnel, the profession chosen by students is basically centered on the teacher. Statistically, nearly 300 colleges and universities in China have set up the specialty of Chinese international education. If undergraduates choose the above mentioned occupations, they will face a fierce competition.

Moreover, the profession promotion opportunities of students in this specialty are fewer. That is to say, their career prospects are not as good as expected. The contract signed by Chinese volunteers and Confucius Institutes does not clearly stipulate the promotion and professional title evaluation of teachers, which means that there is no guarantee or possibility of profession promotion for these volunteers to teach overseas. As soon as the teaching period is over, they have to consider their future career choices. It is a realistic question whether they should continue to stay overseas or return to China to start a new career. Undergraduates of this specialty are mostly female students, and most of them regard this practical problem as an obstacle to overseas employment when they begin to choose a job. However, those engaged in other occupations, such as employees of enterprises and institutions, often have fewer advantages in the future career development because they have no relevant career accumulation in graduate study.

IV. THOUGHTS AND SUGGESTIONS ON EMPLOYMENT PROSPECT

Based on the data and analysis results obtained from this survey, we can see that the current employment prospect of undergraduates majoring in Chinese international education are not in direct proportion to the positions offered by this specialty. In other words, the job market for this specialty seems large, but actually the employment channels are narrow. The reality is that a large number of pioneers of Chinese international promotion are indeed needed at present, but it seems that undergraduates majoring in Chinese international education do not feel the advantages of this specialty [2]. The above problems can neither be ignored nor totally negated. We need to find solutions to different problems. Specifically, to solve the above problems, we need to make efforts from two aspects. First, the competent authorities need to strengthen macro-guidance and management. Second, it needs to standardize school running, strengthen construction, innovative development and improve quality for the specialty in this unit.

A. Clarifying Specialty Standards and Standardizing Specialty Construction

Before 2018, the orientation of Chinese international education specialty is not clear. In order to improve the quality of undergraduate teaching, the Ministry of Education issued the National Standard for the Teaching Quality of Undergraduate Majors in Colleges and Universities in 2018, covering 92 undergraduate specialty categories in the catalogue of undergraduate specialties in colleges and universities, including all 587 undergraduate specialties.

The National Standard for the Teaching Quality of Chinese Language and Literature (hereinafter referred to as the Standard) definitely states that Chinese international education (050103) is a specialty under Chinese Language and Literature (0501). The Standard defines the specialty standards from the following aspects: training objectives, training specifications, course system, teaching staff, teaching conditions and quality assurance. The course setting clearly stipulates the basic (compulsory) courses of this kind of specialties, including Modern Chinese, Ancient Chinese, Linguistic Introduction, Chinese Writing, Ancient Chinese literature, Modern and Contemporary Chinese Literature, Language Teaching Methods, and An Introduction to Chinese International Education. Colleges and universities can independently set up specialty (elective) courses based on their own educational levels, educational objectives and subject conditions, including but not limited to the following, An Introduction to Second Language Acquisition, An Introduction to Second Language Classroom Teaching, An Introduction to Chinese Culture, An Introduction to Foreign Culture (focusing on different countries and regions according to targets), Phonetics and Phonetics Teaching, Grammar and Grammar Teaching, Vocabulary and Vocabulary Teaching, Chinese Characters and Chinese Characters Teaching, Chinese Rhetoric, Pragmatics, Chinese Skill, Modern Educational Technology, Overseas Chinese Teaching Research, Chinese Literary Works in past dynasties, foreign languages, etc. This provides the scope and basis for the course of this specialty.

In the practical teaching, the Standard points out that students should take part in practical activities of second language teaching, participate in all links of teaching and write internship reports. This aspect has always been the shortcoming of undergraduate teaching. Due to various reasons, students of this specialty seldom have the opportunity to participate in the second language teaching practice.

B. Strengthening the Propaganda of the Specialty to Avoid the Blindness in Specialty Choice

In terms of specialty choosing, we should strengthen the propaganda of all aspects of specialty, including the nature of specialty, specialty orientation, talents cultivation orientation, courses, teachers, internship and practice, employment channels and directions. Parents and students should keep the above basic information in mind to avoid students from choosing this specialty in a confused state. Meanwhile, students are advised to choose their specialty carefully according to their interests, hobbies and career vision when

applying for their college preference [3]. If one chooses this specialty without knowing about it, he/she will find it far from your imagination or have little interest in it when entering the university, and at the same time, it is very difficult for him/her to achieve success in this specialty. In recent years, more and more students have changed specialty, which is actually a big problem.

C. Controlling the Enrollment Scale and Adjusting the Development of the Specialty

We should optimize the specialty layout, and adjust the scale of development. More importantly, we should make a thorough investigation of the current situation of the specialty of Chinese international education, accurately study the actual needs of all kinds of talents in Chinese international education at home and abroad, and scientifically plan the development of Chinese international education specialties in the university according to the actual teaching resources, conditions and conditions, avoiding just pursuing quantity and ignoring quality. In recent years, the enrollment scale of international Chinese education in colleges and universities has dropped sharply. Therefore, appropriate attention should be paid to controlling the scale of the specialty. A few years ago, the enrollment scale of this specialty did have been expanded for a time, but it soon fell back. This is actually the real need of the job market. Now colleges and universities of the whole province basically control the specialty in one or two classes every year, which is reasonable.

D. Encouraging Students to Continue Their Education

At present, the current undergraduate specialty of Chinese international education focuses on the teaching of basic professional knowledge. It is hoped that within four years, students will possess the following basic qualities as a Chinese teacher: Chinese knowledge, intercultural communication knowledge, and basic knowledge of Chinese culture and pedagogy. However, in the long run, further professional studies and practices are required if we devote ourselves to the teaching of Chinese and the promotion of Chinese culture for a long time. Therefore, students with good learning foundation should fully consider the possibility of postgraduate entrance examination.

During the period of undergraduate study, teachers can also encourage students to actively participate in the international Chinese teacher qualification examination, which not only enhances students' recognition for this specialty, but also enhances their enthusiasm in the Chinese international education industry. At university, in order to ensure that most of the Chinese international education undergraduates can engage in the industry related to this specialty, it is especially important for the combination of orientation of professional education and the market for the development of this new specialty. At the same time, it can be seen that the Chinese international education profession faces the requirements of cultivating more and better innovative talents with international vision and international competitiveness.

V. CONCLUSION

In summary, through the questionnaire survey and analysis, we find the problems in the employment of undergraduates majoring in Chinese international education at this stage, which reflects the problems in the discipline orientation, talent training program and professional recognition of undergraduate teaching. Finally, the author put forward some suggestions, looking forward to providing some guidance on the development of the professional talents and the employment choice of undergraduates.

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