

Research on the Professional Development of International Chinese Teachers under the Background of Wisdom Education

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Abstract: With the rapid development of information technology, education has also undergone tremendous changes. The smart teaching model is one that integrates and integrates advanced science and technology such as modern information, network technology and computers in order to achieve students' self-construction in the learning space. In this paper, we study the concept and model of smart education, identify the problems in the development of international Chinese teachers, analyse the causes of these problems, and make suggestions to international Chinese teachers so that they can better adapt to the development of the times and continuously improve themselves under the guidance of the concept of "smart education". This is to help international Chinese teachers to better adapt to the development of the times, improve their own quality under the guidance of the concept of "smart education", and contribute to the promotion of international Chinese education.

1. Introduction

With the rapid development of information technology, the wave of informatization is sweeping the world, and now China has entered the era of education informatization 2.0. In this context, international Chinese education has also established a new direction of development and gradually entered the era of international Chinese wisdom education. At the same time, on 25 August 2022, the World Association for the Teaching of Chinese as a Foreign Language promulgated the new International Standards of Professional Competence for Chinese Language Teachers, in which some very clear descriptions of teachers' information technology skills are given, thus showing the importance attached to information technology in modern education. As a result, international Chinese teachers will be faced with the problem of transforming into international Chinese language wise teachers. This paper will be based on this issue, sort out and summarise the academic discussion on this topic, and provide some feasible suggestions for international Chinese teachers.

2. Current status of research on wisdom education

The concept of wisdom education has been studied for many years in countries around the world and has accumulated certain theoretical results, but a widely accepted scientific definition of the

concept of wisdom education has not yet been formed at home and abroad. This paper will summarise and outline the concept of wisdom education from the current situation of the development of wisdom education at home and abroad, and analyse the model of wisdom education, as well as the feasibility and ways to realise this model of wisdom education, so as to provide ideas for international Chinese wisdom education.

2.1. Current status of domestic research

The concept of smart education first originated with IBM (2008), who introduced the concept of smart planet, smart city and smart education. IBM's vision of a “smart planet” is to make almost everything on the planet perceptible, connected and intelligent, including human cultural activities such as education, with the support of information technology.

Some scholars have researched wisdom education from the concept and characteristics of wisdom education. For example, Zhu Zhiting and He Bin published *Wisdom Education: A New Realm of Education Informatization* in 2012; Zhu Zhiting published *In-depth Interpretation of Wisdom Education* in 2015; Yang Xianmin published *The Connotation and Characteristics of Wisdom Education in the Information Age* in 2014; Zhong Cuiling and Xu Jiamei published *Interpretation of the Concept of Wisdom Education* in 2018; Liu Wei published *Research on Wisdom Education in the Perspective of Pedagogy* in 2018; Liu Geping and Liu Xuan published *The Conceptual Model of Wisdom Education in the Interdisciplinary Comparative Perspective* in 2021; *A Few Thoughts on International Chinese Language Wisdom Education* by Liu Li and Liu Xiaohai in 2022.

Some scholars have also conducted research on the teaching and learning environment, system structure, model, and supporting technologies of smart education. For example, Zhang Jinbao, Huang Ronghuai and Zhang Liangang published *Smart Education Cloud Services: A New Model of Education Informatization Services* in 2012; Huang Ronghuai published *The Triple Realm of Smart Education: From Environment, Model to System* in 2014; Li Linyan published *Research on the Model of Historical Smart Education* in 2017; Yang Xianmin and Yu Shengquan published *Smart Education System Architecture and Key Supporting Technologies* in 2015.

Some scholars have also conducted research on the development path, development strategies, and countermeasure suggestions of smart education. For example, Ke Qingchao put forward the issue of the development path of wisdom education in *Big Data and Wisdom Education* published in 2013; Ma Xiaoqiang, Shi Jianguo, Cheng Lili and Wang Zhuzhu published *Analysis of the Development and Value Orientation of Wisdom Education* in 2017; Yang Xianmin, Liu Yongqian and Zhong Xiaoliu published *Development Strategy and Path Choice of Wisdom Education in China* in 2014; Zhu Shuxia and Liu Jie published *Wisdom Education as a Fulcrum for Innovative Teaching and Learning* in 2021; Jin Jiangjun published *A Study on Countermeasures for the Development of wisdom Education* in 2012; Zhang Lihui and Feng Wenkui published *A Study on the Current Situation and Countermeasures for the Development of Wisdom Education in China* in 2014; Liu Li and Liu Xiaohai published *A Few Thoughts on International Chinese Wisdom Education* in 2022.

Other scholars have researched the practical application aspects of wisdom education. Such as Wang Yulong and Jiang Jiafu's *Conceptual Features, Theoretical Research and Application Practice* published in 2014, Wang Li's *Research and Application of Distance Learning Supported by 3D Virtual Wisdom Classrooms* published in 2016; He Kekang's *Wisdom Classroom + Classroom Teaching Structure Change - A Fundamental Way to Achieve the Ambitious Goal of Education Informatization* in 2015; Zhu Zhiting, Peng Hongchao and Lei Yunhe's *Smart Education: The Practical Path of Wisdom Education* published in 2018.

In addition, some other scholars have studied the concept and strategies of smart teaching and smart teaching materials on the basis of the connotation of smart education. For example, Xu Jingqing,

Cui Ping, Chen Jing and Xu Yanli published *Research and Reflections on Smart Teaching* in 2022; Luo Shengquan and Zhang Xue published *Multiple Understandings and New Interpretations of the Concept of Smart Teaching* in 2022; Nie Shuhua published *Exploring the Development Direction and Holistic Concepts of International Chinese Education Smart Teaching Materials in the Education Informatization Environment* in 2022; Guo Fenglan published *On the International Chinese Teaching Materials Resource Construction Concept* in 2021.

Overall, there are relatively more studies on the concept and characteristics of wisdom education, followed by studies on the environment, model and development path of wisdom education, and the least researched are the practical aspects of wisdom education and issues related to how teachers are positioned in wisdom education, and these studies are also at a superficial level. At the same time, the research results on international Chinese wisdom education are also relatively few and need to be further explored and updated for in-depth research.

2.2 Current status of research abroad

Foreign scholars are more likely to test their suspicions about smart education through quasi-experimental studies, and in the process discover other possible features of wisdom education that could drive it forward. At Selcuk University in Turkey, scholars conducted a study with a sample of students to test the improved performance and skills of students using distance education with smart boards compared to traditional teaching methods. The final results of the experiment also showed that the distance synchronous education model using Smart Board technology had a more effective impact on student performance than the traditional approach. There was also an experiment at Sheridan College in Canada to investigate whether a developed curriculum based on an Apple app was more effective than a traditional curriculum. It was found that students enjoyed the app-based course and performed very well, with the control group outperforming the control group. Other academics have also studied the role of portable personal computing devices in early education. Jena, Ananta Kumar's *Is the Smart Classroom an Effective Technology for Teaching and Learning* found that smart classroom strategies were more effective than traditional classroom teaching and learning for a random sample of hundreds of Indian primary school students from two schools. Anurag Chaudhary's *A Review of Wisdom Classroom and E Learning Applications* briefly introduces the origins and importance of smart classrooms and E learning, analyses the advantages and disadvantages of smart classrooms and their impact on society, and lists the well-known players in the market for smart classrooms and E learning.

This shows that wisdom education has had a positive impact on teaching and learning, is beneficial to students' development and gives ideas on the feasibility of an international Chinese smart education classroom.

3. The concept definition of wisdom education

3.1 The traditional concept of wisdom education

The traditional concept of wisdom education refers to wisdom education before the 1990s. At this time wisdom education went through three stages, which we classify according to the time and the extent of its own development: the embryonic stage, the developmental stage and the mature stage. The nascent stage of wisdom education dates from before the 17th century; the developmental stage from the 17th century to the early 20th century; and the mature stage from the early 20th century to the 1990s.

3.1.1. Wisdom education at the embryonic stage

The idea of wisdom education was first proposed and elaborated by philosophers, and the starting point and destination of wisdom education from a philosophical perspective is the awakening and development of human "wisdom". The famous Indian philosopher Krishnamurti interpreted education from the perspective of wisdom in his monograph *A lifetime of learning* arguing that true education should help people to know themselves, eliminate fear and awaken wisdom[1]. The famous British philosopher Whitehead put forward the theory of wisdom education for children, arguing that the theme of education is life and that inspiring wisdom in students is the purpose of education [2].

3.1.2. Wisdom education in the development stage

Subsequently, wisdom education has attracted the attention of educationalists, psychologists and scientists at home and abroad. The great Czech educator Comenius put forward the idea of "pan-intellectual" education in the 17th century, thereby popularising the idea that "pan-intellectual" means that all people should be able to possess wisdom. Locke, the famous English educator, first proposed that education should include moral, intellectual and physical aspects, and made a detailed distinction between these three aspects.

During this period, the world was industrialising and needed a large number of professionals. In this social context, wisdom education evolved into intellectual education, at which time wisdom was understood to mean the human intellect, especially the ability to think, and the development of wisdom education was transformed into the cultivation of students' intellect. In specific teaching, the main objective of education is to impart more systematic scientific knowledge, to form students with a certain level of skills, and to promote the intellectual development of students. [3]

The understanding of wisdom education at this stage was mainly limited to the cultivation of human intellect and cognition, and did not involve the relationship with others or with society. Rather than being about nurturing intelligence, wisdom education at this stage was placed in terms of cultivating knowledge and skills, narrowing the connotation of wisdom education.

3.1.3. Wisdom education at the mature stage

At this stage, wisdom education went beyond the fields of pedagogy and psychology, and the interpretation of wisdom education developed into a broader field. For wisdom education, instead of merely pursuing the enhancement of individual knowledge and skills, it also began to emphasise the value and ability in the process of social practice when people exist as a social attribute.

The famous American psychologist Sternberg put forward the theory of wisdom and balance[4], advocating teaching for wisdom, arguing that education should teach students to think and solve problems intelligently, teach them to balance intrapersonal, interpersonal and interpersonal interests with those of the environment, and foster social responsibility.

According to Chinese scholar Jing Guoping, wisdom education in the traditional sense of teaching students systematic scientific knowledge, forming their skills, developing their intelligence and cultivating their abilities is a narrow understanding with certain limitations. [5] Based on this, he proposed the concept of wisdom education in the broad sense, which expands the connotation of wisdom education. Wisdom education in the broad sense is a more comprehensive, rich, pluralistic and integrated wisdom education, which mainly contains three aspects that are both distinct and interrelated: education of rational (seeking knowledge and truth) wisdom, education of value (seeking goodness and beauty) wisdom and education of practical (seeking reality and action) wisdom. The fundamental interest of education is to enable the educated to take full ownership of their own wisdom and to grow into a unified body of rational, value and practical wisdom.

3.2. The concept of wisdom education in the information age

In recent years, as the new generation of information technology such as the Internet, cloud computing, big data and ubiquitous networks have been applied and promoted in the field of education. Wisdom education has been given new connotations and characteristics, and researchers in the field of educational technology have elaborated on the concept of wisdom education from the perspective of information technology.

Wisdom education in the information age can be traced back to the “Dacheng wisdom” proposed by the famous scientist Qian Xuesen in 1997. The “Dacheng wisdom” is different from the previous doctrine of wisdom or thinking, mainly because it is based on the Marxist Dialectical materialism as a guide, the use of modern information networks, human-computer combination, human-oriented way, the collection of ancient and modern Chinese and foreign experience, knowledge, wisdom of the great [6]. The characteristics of Dacheng wisdom are the network wisdom formed by being immersed in the vast information space, and the new way of thinking and thinking system needed in the era of knowledge explosion and information tide. The connotations of wisdom education under the guidance of Dacheng's wisdom science include: bridging the boundaries of disciplines and attaching importance to the cultivation of general talents; mastering the human knowledge system; realising the combination of human and machine and complementing each other's strengths; and cultivating noble moral sentiments. The purpose of Dacheng Wisdom Education is to cultivate a large number of top innovative talents and serve the construction of an innovative nation in China, which has strong practical guidance for education development. [7]

One of the more influential definitions of the concept of smart education in academia is that of Professor Zhu Zhiting. In his article *Wisdom education: a new realm of education informatization*, Professor Zhu analyses the basic connotation of smart education in the information age: through the construction of Smart Learning Environments, the use of Smart Pedagogy, and the promotion of Smart Learning for learners, the concept of smart education can raise expectations for success, i.e. to cultivate people with high intelligence and creativity, and to make use of appropriate technology. The aim is to raise aspirations for success, i.e. to develop people who are highly intelligent and creative, who use appropriate technology to engage intelligently in practical activities and create products and values, and who adapt, shape and choose their learning, living and working environments with agility and sensitivity. In short, the fundamental meaning of intelligent education is a future educational paradigm that optimises the teaching and learning process and promotes the development of learners through the synergy of human and machine [8] in the face of domestic primary and secondary schools as well as university education, and also plays a great role in inspiring our international Chinese education.

For wisdom education, some scholars study it as an educational system, and elaborate the constituent elements of the educational system. Yang Xianmin professor thinks, wisdom education to the Internet of things, cloud computing, wireless communication as technical tools, to construct a features, wisdom characteristics, perception, information in the ecosystem in the field of education, the purpose is to improve the level of the wisdom of the digital system, complete the goal of information technology and education depth fusion, make the wisdom of education related people can better form and sustainable development. The wisdom education system proposed by Professor Yang mainly includes three elements: educational means, educational participants and educational purpose. The purpose of education is to realize the wisdom formation and sustainable development of educational stakeholders.[9]

Some scholars illustrate the attainment of wisdom education in terms of the manifestation of education, such as Yin Ende, who defines the concept of wisdom education from the perspective of education informatization driving the development of education modernization: wisdom education

refers to the use of a group of emerging information technologies represented by the Internet of Things and cloud computing, the integrated planning and coordinated development of the various informatization efforts of the education system, the transformation of educational concepts, content and methods, the application as the core of strengthen service functions, and build a modern education system that is networked, digital, personalized, intelligent and internationalized [10]. According to Jin Jiangjun, wisdom education is an advanced stage in the development of education informatization, and is the intelligence of the education industry, showing three major characteristics of integration, freedom and experience compared with traditional education informatization.[11]

In the field of knowledge management, wisdom is considered to be a future-oriented capability that has undergone a process from Data to Information to Knowledge and Wisdom. This process shows that data and information in the information age have begun to be transformed into knowledge and wisdom, and that people who master information are equal to mastering wisdom.

In general, scholars at home and abroad have made their own understanding of the connotation of wisdom education, but there is no unified understanding of the definition of the concept of wisdom education at home and abroad. Through the definition of some more influential scholars on wisdom education, this paper finally defines wisdom education as the use of a group of advanced information technology, such as the Internet of Things, cloud computing and big data, to change the traditional education methods, learning methods. The aim is to use technology to help learners discover their own learning characteristics (learning ability, cognitive style, learning preferences), to help learners discover the most suitable learning style in the process of learning, to achieve the goal of cultivating creativity and innovation in learners, and to realise the cultivation of innovative talents.

4. Analysis of the characteristics of international Chinese teachers in the wisdom education environment

The International Standards of Professional Competence for Chinese Language Teachers were promulgated on 26 August 2022, which set out six basic concepts for teachers: teacher ethics first; literacy as a foundation; learner-centred; focus on collaboration; lifelong learning; and the ability to communicate across cultures. These six basic concepts are also the basic concepts that international Chinese language wisdom teachers should have, as they are the requirements for all international Chinese language teachers and are fundamental to our international Chinese language teachers. Both International Chinese Language Teachers and International Chinese Language Wisdom Teachers are expected to follow the description of International Chinese Language Teachers as set out in the International Chinese Language Teacher Professional Competency Standards.

According to the International Chinese Language Teacher Professional Competency Standards, I believe that international Chinese language wisdom teachers should have the following characteristics: firstly, they should have the international Chinese language teacher literacy, which includes the requirements of professional philosophy, professional knowledge, professional skills, professional practice and professional development. In addition to this, international Chinese language wisdom teachers should also have a philosophy of wisdom education, wisdom education thinking, and data and information literacy.

5. Problems facing the professional development of international Chinese teachers

5.1. Connotation of international Chinese teachers

Based on the concept of smart education proposed by Mr Zhu Zhiting, we define a smart teacher as a teacher who is able to use the means of human-computer collaborative development to creatively change the teaching and learning process and promote the development of learners.

I define a wisdom teacher of international Chinese as a teacher who is able to use the means of human-computer synergy to creatively change the teaching and learning process of international Chinese and to promote the continuous improvement of learners' comprehensive Chinese language skills. The teaching method needs to be transformed into a human-machine synergy, OMO (online and offline integration). The teaching process needs to be transformed from teaching before learning to teaching by learning; teaching evaluation needs to be transformed from single evaluation to multiple evaluation and whole process evaluation.

5.2. The Role of the International Chinese Language Teacher

According to the concept of international Chinese wisdom teacher, the author thinks that the international Chinese wisdom teacher role can be positioned as: international Chinese learning designers and analysts, instructors and leaders, collaborators and companions, international Chinese education researchers and evaluators, the depth of international Chinese wisdom education learners and lifelong learners.

5.2.1. Designers and analysts, instructors and leaders, collaborators and companions of international Chinese learning

As the designer and analyst, instructor and leader, collaborator and companion of international Chinese learning, the principles of wisdom education are precision, individuality, optimization, sharing, thinking and creation.

Wisdom teaching method is differentiated teaching, personalized learning, collaborative learning, learning, learning, based on the considerations, the author thinks that in the role of international Chinese learning teachers should be able to design learning path, analysis of learning problems, guide personality learning, lead the learning direction, cooperation, to learn, with learning anytime and anywhere.

5.2.2. Researchers and evaluators of international Chinese language education

First of all, the concept of teachers as researchers has been deeply rooted in people's hearts. Under the background of wisdom education, the author thinks that it should be further deepened. Teacher behavior is a projection of the educational beliefs he believes in. The research under the background of wisdom education needs to be guided by the concept of wisdom education. The large amount of learning and teaching "traces" accumulated by wisdom education can provide sufficient research resources and solid research foundation for teachers' research activities. Assators: teachers, teaching materials, teaching methods, learners, learning process, learning content. Will present a new feature, so we can carry out the evaluation based on data, whole-process, diversification, multi-dimensional, visualization, promoting learning by evaluation, and promoting development by evaluation.

5.2.3. Deep learners and lifelong learners of international Chinese wisdom education

Deep learning: Deep Learning, computer learning concept. Drawing on the classification of Bloom's cognition, from knowledge to application to analysis and evaluation, from low-level thinking to high-order thinking, the author believes that it is a deep learning attitude that wisdom teachers should have. Lifelong learning means that wisdom teachers constantly update their teaching ideas, teaching methods, professional knowledge and ability structure.

5.3. Problems faced with us

At present, the main problems facing international Chinese wisdom teachers are as follows:

5.3.1. Lack of wisdom education environment

The Center for Language Education and Cooperation mentioned the construction of wisdom classroom (one teacher, one screen and three lessons) in 2021; In the international Seminar on the Development Model of New Chinese Education supported by the wisdom of wisdom Classroom on 14 December 2021, Professor Song Jihua proposed that the wisdom classroom should construct the corresponding curriculum system, including teacher teaching and students, expand the existing resources and carry out more detailed content deconstruction, increase the interactivity of resources, and increase the design of scenes and activity tasks. At present, these points are basically not available. Although we mentioned the construction of smart classroom in the wisdom education environment, its degree of intelligence still needs to be improved. Mr.Song's speech reflects the integration of the function of wisdom and teaching content, but it is still in a relatively shallow stage. In addition, the interactive mode of wisdom teaching environment itself is limited, and the immediate feedback function is not perfect. wisdom education should be a ubiquitous learning, and students can learn anytime and anywhere. However, at present, many platforms have no seamless data collection between multiple terminals, and there is no compatibility between multiple platforms.

5.3.2. Teachers lack the awareness of wisdom education

Although there are still many problems to be solved and developed in the wisdom education environment, various schools have started to work in this direction, and the construction of information technology equipment and resources in each school has been gradually completed, but teachers' knowledge defines information technology facilities as teaching aids and does not actively change the previous teaching mode as well as thinking to achieve changes in classroom teaching methods. One researcher found that teachers' age did not significantly influence teachers' willingness to adopt smart teaching, but rather teachers' individual creative traits influenced teachers' willingness to use smart teaching.

5.3.3. Teachers lack the knowledge and ability of wisdom education

At present, our teachers are familiar with multimedia classrooms (projectors, computer terminals) and network live broadcast teaching platforms, but they do not know enough about virtual reality technology and wisdom education platforms. Our teachers can apply the shallow functions of Office, Word, PPT and Excel, but we do not understand the deep functions of these software, such as how to insert video and audio into PPT, as well as other courseware developed software, such as Seewo, etc.

6. Professional development path of International Chinese teachers

6.1. Management level

6.1.1. Improve standards and policy formulation

The professional development of teachers is largely influenced by the concepts, systems and policies of the education system. The formulation of corresponding policies or standards from the national or industrial (international Chinese education) level can provide policy guarantee for the professional development of international Chinese wisdom teachers.

6.1.2. Pay attention to teacher training and training

Pre-service teacher training is the basis for the development of wisdom education ability of international Chinese teachers. We can add related courses of wisdom education, educational technology, big data analysis, wisdom education design, etc., to the master and doctoral courses of international Chinese education. Post-job teacher training is the guarantee for the development of international Chinese teachers' wisdom education ability.

6.1.3. Build a smart education environment for teachers

It is recommended that schools or the state be able to provide adequate hardware and software for teachers. We should also build online education platforms, such as web-based online education and mobile APPs. In addition to this we should pay attention to the latest trends and news of smart development and then develop quality smart education resources.

6.2. Teacher level

From the perspective of teachers, the author believes that teachers should be able to uphold the concept of wisdom education and adhere to the consciousness of lifelong learning; cultivate the wisdom education thinking, improve the data information literacy; change the traditional teaching method, innovate the wisdom teaching mode; define the goal of talent training, and create a diversified evaluation system. Such paths can help us teachers to further improve their ability of wisdom education.

7. Conclusion

In the current information 2.0 era, the international Chinese teachers to adapt to the new structure, we must change their traditional role, follow the pace of development, realize "change" in the information teacher professional development, to better meet the wisdom education under the background of international Chinese teachers facing opportunities and challenges, to the international contribute a powerful Chinese education.

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