

Research on the Construction of an International Chinese Language Education Talent Training Community Based on Industry-Education Collaboration

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Abstract: With the deepening of the “the Belt and Road” initiative and the accelerated implementation of the “going global” strategy of Chinese culture, international Chinese language education has ushered in unprecedented development opportunities, and also put forward higher requirements for talent cultivation. The traditional international Chinese language education talent cultivation model has problems such as insufficient integration of industry and education, and imperfect collaborative education mechanisms, which are difficult to meet the needs of the development of international Chinese language education in the new era. This study takes “industry education linkage” as the core concept, uses Citespace to analyze the number of literature and high-frequency keywords in recent years, and explores an effective path to build an international Chinese language education talent cultivation community. This article analyzes the challenges facing the current international Chinese language education talent cultivation, and elaborates on the necessity and urgency of building an international Chinese language education talent cultivation community based on industry education linkage. From the aspects of “goal coordination, resource sharing, platform co construction, and mechanism innovation”, it explores the specific path of building an international Chinese language education talent cultivation community. This study aims to break down the barriers of traditional talent cultivation models, promote deep cooperation among multiple parties such as universities, enterprises, and industry organizations, and build an international Chinese language education talent cultivation community with complementary advantages, resource sharing, and collaborative innovation, providing talent support and intellectual guarantee for the high-quality

development of international Chinese language education in the new era.

Keywords: Integration of Industry and Education; International Chinese Language Education; Talent Cultivation; Diversified Collaboration; Educational Model

1. Research Background and Problem Proposal

With the acceleration of globalization, China’s connections with countries around the world in politics, economy, culture, and other fields are becoming increasingly close. The international influence of Chinese language continues to increase, driving a significant increase in the demand for international Chinese language education talents. In recent years, the country has actively promoted the policy of integrating industry and education, aiming to promote the deep integration of education and industry, and cultivate high-quality talents that meet the needs of society. However, the traditional training model emphasizes theoretical teaching, and students generally lack practical experience, making it difficult for them to adapt to the real teaching environment. In addition, there is insufficient linkage between schools, governments, and industries, resulting in a gap between talent supply and market demand. To this end, the model of government school enterprise cooperation in nurturing students has emerged, promoting the development of international Chinese language education through diverse collaborations.

In terms of the integration of industry and education, countries such as Germany, the United States, and Japan have relatively mature experiences, and their mechanisms in legal regulations, policy intervention, industry participation, and other aspects are worth learning from. Chinese scholars point out that it is necessary to combine local realities, improve institutional design, strengthen the role of

enterprises, and construct a vocational education model with Chinese characteristics. Although later than abroad, there have been certain achievements in China. Chen et al. proposed the creation of a “closed-loop” talent training model for the entire process in exploring the diversification of school enterprise cooperation and personnel models, requiring comprehensive collaboration between schools and enterprises in talent training objectives, talent training plans, talent quality monitoring, and other aspects. Thus achieving closed-loop collaboration between schools and enterprises throughout the entire talent cultivation process.[1] Xu and Jie proposed the establishment of a collaborative education mechanism between government, schools, and enterprises, focusing on the development direction of industry education integration. The key is to build a mutually beneficial and win-win demand driven mechanism, a shared and prosperous resource allocation mechanism, and so on. [2] Qi pointed out in her exploration of the dilemma and path of the integration of industry and education in application-oriented universities from the perspective of government school enterprise collaboration that in the actual process, this model also faces many practical problems, such as inadequate institutional mechanisms and uneven resource allocation. Corresponding countermeasures have been provided to address these issues.[3] In summary, research in China suggests that the development of government, schools, and enterprises under the background of industry education integration still needs to be continuously promoted and improved in order to reach new heights.

2. Visual Analysis of Talent Cultivation for Industry Education Integration Based on Citespace

The following mainly uses Citespace software to conduct visual quantitative analysis on the journal literature on the integration of industry and education talent cultivation from 2014 to 2024 included in the CNKI journal database. Enter “industry education integration”, “school enterprise cooperation” and “education” in the search terms for advanced search, and finally obtain 241 journal literature.

2.1 Literature Publication and Trends

From Figure 1, it can be seen that the publication volume of talent cultivation for the integration of

industry and education has increased from 2014 to 2020. Although there was a decline in 2016 and 2019, the overall trend is on the rise, which is closely related to the government's policies on the integration of industry and education. The publication volume reached its peak in 2020 with 41 articles, and the publication volume decreased in the past four years from 2020 to 2024. However, the overall research results are still very rich.

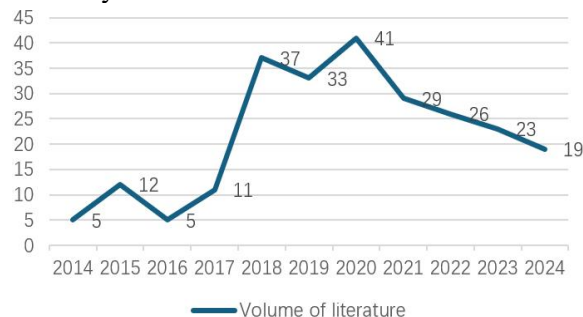


Figure 1. Annual Publication Volume

2.2 High Frequency Keyword Analysis

We used the Summary Table function of Citespace software to generate high-frequency keyword statistics for the cultivation of industry education integration talents by selecting the top 10 keywords with the highest frequency (as shown in Table 1). In terms of frequency, between 2014 and 2024, the term “integration of industry and education” appeared the most frequently, with a frequency of 211 times, while the term “school enterprise cooperation” appeared 131 times.

Other high-frequency terms include “vocational education,” “talent cultivation,” and “higher vocational education. From the perspective of centrality, keywords with centrality greater than 0.3 include “industry education integration”, “school enterprise cooperation”, “vocational education”, “talent cultivation”, and “higher vocational education”, indicating that these keywords are very important in research. From the perspective of the first appearance year, “industry education integration” and “school enterprise cooperation” appeared in 2014, which is a relatively early keyword and an early research direction. “Collaborative education” appeared in 2019, and “application-oriented universities” and “government school enterprise cooperation” appeared in 2020, indicating that these keywords have become hot topics in research in recent years with the emergence of new national policies.

Table 1. Statistics of High-frequency Keywords for Talent Cultivation in the Integration of Industry and Education

	keywords	frequency	centrality	First appearance year
1	Integration of industry and education	211	0.81	2014
2	University-industry collaboration	131	1.04	2014
3	Vocational education	61	0.84	2016
4	Talent cultivation	20	0.4	2017
5	Vocational education	13	0.44	2015
6	Talent cultivation mode	11	0.15	2017
7	Applied universities	7	0.18	2020
8	Collaborative education	7	0.1	2019
9	Vocational college	7	0.07	2015
10	Collaboration between government, schools, and enterprises	5	0.13	2020

2.3 Keyword Outbreak Analysis

A keyword emergence analysis was conducted on journals related to the cultivation of talent through the integration of industry and education. The top 15 keywords with the strongest emergence intensity in the research field of the journal were selected for quantitative statistics, and a keyword emergence chart for related research was obtained (as shown in Figure 2). By analyzing Figure 2, it can be concluded that: firstly, from the perspective of the starting years when keywords became research hotspots, the research on topics related to “higher vocational education”, “talent cultivation mode”, and “school running mode” started in 2015, 2017, and 2018, respectively, which were earlier research hotspots; The research on topics related to “government school enterprise collaboration”, “Japan”, and “practice bases” started in 2022 and has been a hot topic in recent years, gradually shifting from research on education and training models to international comparison and practice. Secondly, in terms of the duration of research hotspots, “higher vocational education” was an early research hotspot from 2015 to 2018, while “government school enterprise” was a recent research hotspot from 2021 to 2024, both lasting for four years. Thirdly, 2020 is a period of explosive keyword emergence in this field, with four hot words emerging: “preschool education,” “thinking,” “applied talent cultivation,” and “government school enterprise collaboration”. Fourthly, in terms of the intensity of keyword emergence, “higher vocational education” consistently ranked first with a score of 2.33, which is closely related to the development at that time.

In summary, the research on the integration of

industry and education in talent cultivation journals is continuously popular, and its research hotspots are closely related to high-frequency keywords. Although buzzwords such as “Japan” and “practice base” formed relatively late, they have become the “hotspots” in this field, while “government school enterprise”, “higher vocational education”, “school management model”, “government school enterprise collaboration” and others are strong hotspots tracked by scholars.

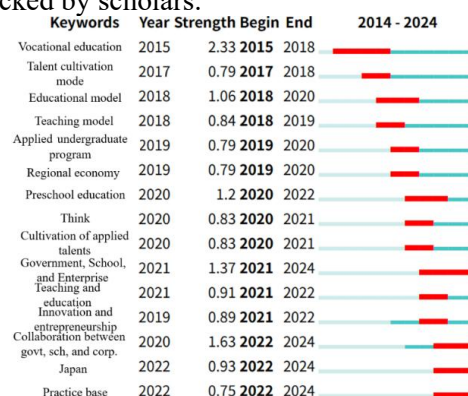


Figure 2. Keyword Emergence of Research on Talent Cultivation in the Integration of Industry and Education

3. Theoretical Basis and Practical Model of Industry Education Integration

3.1 The Connotation and Characteristics of the Integration of Industry and Education

Industry education integration, as the name suggests, is the integration of industry and education, but in reality, it is far more than that. 'Production' mainly refers to the production and operation activities, industrial demand, industry standards, etc. of industries and enterprises. Teaching includes the teaching activities, talent cultivation system, curriculum design, etc. of

educational institutions (including vocational colleges, universities, etc.). The integration of industry and education spans two different fields, industry and education, involving multiple entities such as education departments, industry enterprises, and governments. It is necessary to break down barriers between different fields and promote communication and collaboration among different entities. Capable of collaboration. Emphasize the coordinated development between industry and education, and form synergistic effects in talent cultivation, technological innovation, social services, and other aspects. By establishing effective cooperation channels, achieving information sharing and resource sharing, and jointly promoting the development of industry education integration. Having consistency.

The purpose of school teaching is to cultivate students' ability to learn independently and practice, and what the industry needs is skilled talents. The deep cooperation between industry and education has the same goal and mutually beneficial actions. Having dynamism. The integration of industry and education is not static, and the production structure and equipment of industries are also gradually changing. These changes will put forward certain requirements for the students trained in schools to adapt to the needs of social development. In the process of "industry education integration", the industry provides material support for vocational education, while vocational education serves the development of the industry, thus forming an economic education mode in which industrial and educational elements work together to amplify the economic benefits of the industry and the social benefits of education. [4]

3.2 Analysis of the Model of Multi dimensional Collaboration between Government, School and Enterprise

With the rapid development of society, the diversified collaboration model between government, schools, and enterprises has increasingly become an important mechanism for promoting economic growth and talent cultivation. This model breaks down barriers between the government, schools, and enterprises, promotes resource sharing and complementary advantages, and constructs a "trinity" collaborative education system. Under this framework, the government plays a guiding and service role, enterprises actively participate

in the education process, and schools focus on improving the quality of education, thus forming an organic and interconnected pattern of education. By clarifying the rights and responsibilities of all parties, improving organizational structure, and strengthening industry guidance, this model aims to achieve deep integration of the education chain, talent chain, and industry chain.

In this collaborative system (as shown in Figure 3), the government attracts enterprises to participate in talent cultivation and provides funding and institutional guarantees for schools through policy formulation and resource coordination; Schools adjust their curriculum and major settings according to the needs of enterprises, and strengthen students' practical abilities through enterprise platforms; Enterprises can not only obtain high-quality talents that meet the job requirements, but also participate in scientific research and innovation through cooperation, promoting the integration of industry, academia and research.

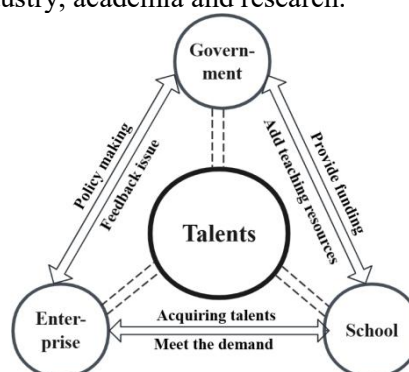


Figure 3. The Model of Diversified Collaboration between Government, School and Enterprise

The collaboration between government, schools, and enterprises has significantly improved the efficiency of resource utilization, enhanced the practicality of education and the adaptability of employment, and injected sustained momentum into high-quality economic development. However, this model still faces challenges such as multi-party interest coordination and ineffective mechanism operation in practice. Only by continuously optimizing the cooperation mechanism, strengthening communication and collaboration, can we truly achieve a win-win situation among the government, schools, and enterprises, and enable the diverse collaborative models to play their due social and economic value. By establishing a "three in one" collaborative education model between

government, schools, and enterprises, the aim is to update school management mechanisms, leverage industry guidance, strengthen government leadership, improve the tripartite mixed organizational structure, clarify tripartite responsibilities and obligations, promote effective government guidance and service for education workers, encourage enterprises to actively participate in education, and effectively improve the quality of schools. [5]

4. Analysis of Talent Demand in International Chinese Education

4.1 Characteristics of Talent Demand in the Field of International Chinese Language Education

As professionals in the field of International Chinese Language Education, as shown in Figure 4, they must possess outstanding Chinese language proficiency, encompassing linguistic elements such as phonetics, vocabulary, grammar, and Chinese characters, as well as language skills including listening, speaking, reading, and writing.

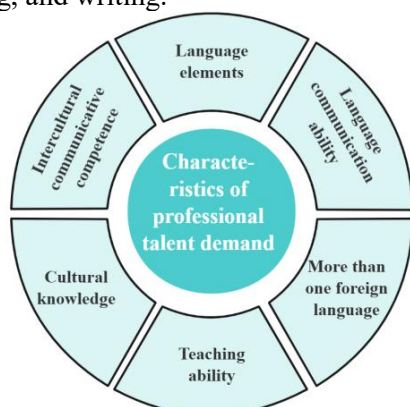


Figure 4. Characteristics of Talent Demand for International Chinese Language Education Majors

Additionally, they should be capable of engaging in oral communication at a normal Mandarin speaking pace and articulating their viewpoints clearly. Furthermore, professionals in this field must master at least one foreign language, enabling them to utilize it for communication to support teaching abroad as well as daily life and work interactions. Their teaching abilities are crucial, requiring them to adopt appropriate teaching methods based on their students' backgrounds, gain a thorough understanding of their learners, design effective classroom activities to spark students' interest, promptly address disruptions in class order, and guide

students back into a focused learning state. Chinese language education extends beyond language instruction, involving the teaching and dissemination of Chinese culture. Professionals must deeply understand Chinese history and culture, integrating cultural elements into the teaching process to help students acquire knowledge while also learning about Chinese culture, thereby enhancing their cultural identity. In international Chinese language education, professionals must possess cross-cultural communication skills, respect cultural differences, and avoid cultural conflicts. Even in the event of cultural clashes, they should promptly communicate with students and parents to establish positive teacher-student relationships. The master level mainly cultivates international Chinese language education professionals with an international vision of “Chinese+vocational skills” and dual qualifications to meet the new requirements of the market and enterprises for international Chinese language teachers in the context of the “the Belt and Road Initiative”. At the undergraduate and vocational levels, the problem of insufficient reserve of international Chinese language teachers is solved through large-scale training. [6]

4.2 Challenges and Opportunities in Cultivating Professional Talents

The cultivation of international Chinese language education professionals is facing both opportunities and challenges. From a regional perspective, developed regions, with their resource advantages, can attract a large number of outstanding talents and ensure advanced teaching facilities and textbook updates; However, underdeveloped regions are facing problems such as teacher shortage, outdated equipment, and outdated teaching materials, which not only limit the comprehensive development of talents, but also hinder the balanced promotion of Chinese education worldwide. In addition, online teaching is becoming increasingly popular, but some teachers lack educational technology capabilities, making it difficult to effectively carry out interactive teaching, which affects the quality of teaching and reflects the urgent need to strengthen digital teaching capabilities. With the rapid entry of artificial intelligence technology into the field of education, the role of international Chinese language teachers is shifting from knowledge transmitters to learning

guides. AI technology can help deepen the integration of industry and education, promote multi chain collaboration such as education chain, industry chain, and talent chain, and enhance the fit between talent cultivation and market demand. The purpose of empowering the cultivation of talents in the integration of industry and education with artificial intelligence is to apply artificial intelligence to help solve the problems of “not tight integration”, “not deep integration”, “not broad integration” and other issues in the current integration of industry and education. It further promotes the “five chains” of education chain, industry chain, supply chain, talent chain and value chain, so that the development of industries and regional development needs can be better integrated into the entire process of vocational education talent cultivation. Vocational colleges can continuously optimize the structure and quality of human resource supply, accelerate the formation of a virtuous interaction between industry and education, and complement the advantages of schools and enterprises.[7] However, many teachers have not yet adapted to this transformation and still lack experience in using AI tools to promote students' autonomous and cooperative learning. At the same time, AI applications also come with data security risks, such as student privacy breaches, and it is necessary to strengthen data protection while promoting technological integration.

The talent cultivation structure of international Chinese language education in the new era should shift towards a three-dimensional and diversified language talent cultivation structure, with a horizontal expansion of the scope, further expansion of vocational education functions, optimization of professional structure, and transformation from a single language student in the past to a “Chinese+” composite talent; Vertically, we need to raise the height, improve the level of academic education, and increase the cultivation of high-end Chinese talents who are proficient in Chinese language and culture. [8]

5. Construction of a Diversified Collaborative Cultivation Model between Government, Schools, and Enterprises

5.1 Role Positioning and Responsibilities of Collaborative Entities

In the diversified collaborative model of government, schools, and enterprises in the

cultivation of international Chinese language education professionals, the government, schools, and enterprises all play different roles and have different responsibilities. (as shown in Figure 5)

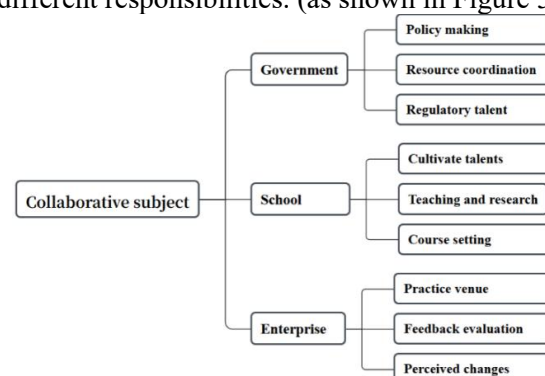


Figure 5. Responsibilities of Collaborative Entities

The government is the policy maker and coordinator of resources, and needs to formulate relevant policies that are conducive to the cultivation of international Chinese language education talents, such as providing specialized education funding support, introducing tax incentives to encourage the development of this profession, etc., to provide solid policy guarantees for the cultivation of talents in this profession. The government encourages and supports deep cooperation between schools and enterprises by providing preferential policies such as funding, taxation, and talent. These support measures help to reduce the costs and risks of school enterprise cooperation, and improve the effectiveness and sustainability of cooperation.[9]The government can integrate domestic and foreign educational resources, provide international exchange platforms for school students, and broaden their horizons. The government is also responsible for regulating the quality of talent cultivation and developing relevant quality evaluation standards to ensure that the cultivated talents match market demand. Schools are important places for talent cultivation and teaching research, and it is necessary to scientifically and reasonably set up a curriculum system based on the development trend and market demand of the major. It should not only cover professional knowledge of Chinese, but also arrange a series of practical courses such as cross-cultural communication. Schools should also actively carry out research in their respective majors, discover new things on the basis of previous explorations, and provide innovative impetus for talent cultivation. Enterprises play a role in providing practical

opportunities and feedback. They can provide students with rich practical opportunities, allowing them to accumulate work experience and improve their professional abilities through practice. Universities should cooperate with foreign teaching institutions to carry out practical projects and provide students with more real-life work experiences; Offering localized Chinese language teaching courses that align with the educational needs of the destination country in terms of language and teaching methods. [10] Enterprises have direct contact with the market and can constantly perceive changes in market demand, which can be promptly fed back to the government and schools. The three parties of government, school, and enterprise each play different roles in promoting the high-quality development of talent cultivation together.

5.2 Establishment and Operation of Collaborative Mechanism

The concept of a community of education is the action guide for the collaborative education of the government, schools, and enterprises. Only by establishing a scientific educational philosophy and adhering to the principle of doing and not doing can we build a common platform for dialogue and truly achieve the function of tripartite cooperation. [11] For this purpose, it is necessary to establish a normalized collaborative mechanism, such as holding regular tripartite meetings to jointly assess issues in the operation of the model, and continuously optimize the mechanism design in conjunction with the application hotspots of artificial intelligence in international Chinese language education. At the same time, an online collaboration platform should be jointly established to facilitate the release of talent training plans and research progress by schools, and to showcase technology products and job requirements by enterprises, thereby improving communication efficiency and resource integration level. This collaborative mechanism can be operated in three stages: planning, implementation, and feedback. In the planning stage, the government guides curriculum optimization based on strategic direction, while enterprises participate in teaching design according to market demand and can sign talent targeted training agreements. During the implementation phase, schools focus on imparting knowledge and skills training,

enterprises provide practical training, and the government provides policy support. Finally, through the joint evaluation and feedback of the three parties, the teaching content and practical aspects will be adjusted in a timely manner, and the training plan will be continuously optimized to ensure the effective and sustainable operation of the collaborative mechanism.

5.3 The Links and Measures of Collaborative Education

Each link of collaborative education is closely related, and its measures are also very important, all of which affect the cultivation of international Chinese language education talents. In the process of curriculum design, schools play a leading role, while the government can provide direction guidance for curriculum planning. Enterprises can provide real teaching cases and also set up artificial intelligence apps to follow up on students' learning progress, so that students can understand the problems they will encounter in the teaching process and avoid such problems in practice. Schools provide students with theoretical knowledge foundations, while enterprises provide internship platforms for students in their respective majors during practical exercises. The government incentivizes outstanding enterprises through policies to enhance their enthusiasm.

The government should fully leverage its macroeconomic regulation function, guide universities and industry enterprises to have a correct understanding of the model of government school enterprise cooperation in education, strengthen organizational structure construction, improve the supervision and guarantee system of government school enterprise cooperation in education, deepen cooperation between schools and enterprises, deepen the integration of industry and education, and promote innovation and reform of talent training models in vocational colleges. [12] In the process of teacher development, the school sets up lectures for this major, introduces practitioners from enterprises to share their experiences, and helps teachers update their teaching concepts. Teachers and business experts learn from each other, enhance teachers' teaching abilities, and lay the foundation for talent cultivation. In the assessment and evaluation process, all three parties, government, school, and enterprise, need to participate. To establish an evaluation system standard, not only

should students' theoretical knowledge be examined, but also their practical ability, cross-cultural communication ability, and enterprise satisfaction. Based on the results provided by the three parties and comprehensive consideration, further optimize the shortcomings of the collaborative education model.

5.4 Result Analysis

This survey targeted 180 students and 8 enterprise related personnel, and collected 162 valid questionnaires and 8 valid questionnaires, respectively. The following is the analysis of this questionnaire.

5.4.1 School questionnaire analysis

5.4.1.1 Descriptive statistics

According to Table 2, the survey targets 139 undergraduate students and 23 graduate students, with 86% being undergraduate students. Among them, the number of sophomores is the highest,

accounting for 29%, and the number of seniors is the lowest, accounting for 9%. 14% of students are graduate students.

Table 2. Personnel Count

Name	Option	Frequency	Percentage
What is your grade level?	Freshman year	32	20%
	Sophomore year	47	29%
	Junior year	46	28%
	Senior year	14	9%
	Postgraduate	23	14%
Total		162	100%

From Table 3, it can be seen that 66% of students have some understanding of industry education linkage, 20% of students have only heard of it, and 14% of students have no understanding at all. It can be seen that the popularity of industry education linkage is not particularly high, and even if it has a certain level of popularity, students are not particularly familiar with it.

Table 3. Fame Analysis

Name	Option	Frequency	Percentage
Do you know about the application of "industry education linkage" in the field of international Chinese education?	Very familiar with	21	13%
	General understanding	86	53%
	I have only heard of it	33	20%
	Completely unaware	22	14%
Total		162	100

From Table 4, it can be seen that 75% of students believe that the curriculum of their major is relatively close to the current needs of

enterprises, while 25% of students believe that it is not close. Schools should also adjust according to the actual industry needs.

Table 4. Course Setting Analysis

Name	Option	Frequency	Percentage
Do you think the current curriculum is close enough to the actual needs of enterprises/industries?	Very close	24	15%
	Relatively close	98	60%
	Average	35	22%
	Not close enough	5	3%
Total		162	100

5.4.1.2 Reliability analysis

From Table 5, the reliability test mainly selects six typical Single choice question questions in the questionnaire, and the results show that the Cronbach Alpha coefficient is 0.661, which indicates that the reliability of the scale is acceptable, that is, there is consistency among the items of the questionnaire, which can truly reflect the understanding and participation of school students in the integration of industry and education.

Table 5. Reliability Analysis

Sample size	Number of projects	Cronbach.α coefficient
162	6	0.661

5.4.1.3 Validity testing

Validity test is also the six Single choice question questions selected for reliability test, as shown in Table 6. By analyzing the KMO value of the scale, the value is 0.703, which is in the middle of 0.7~0.8, indicating that factor analysis can be carried out. The p-value in this questionnaire is less than 0.05, which meets the requirements. Therefore, it can be considered that the validity of the scale in this survey is acceptable.

Table 6. Validity Testing

KMO value and Bartlett test		
KMO value	0.703	
Bartlett sphericity test	Approximate chi-square	183.999
	df	15
	P-value	0

5.4.2 Enterprise questionnaire analysis

This questionnaire was filled out by personnel from eight companies, mainly education technology companies. Among the eight companies, only 62.5% of them have cooperated with relevant universities that offer international Chinese language education majors, which is relatively small. Most of the surveyed companies are willing to participate in the development of talent training programs in universities, and they can provide project support, internship positions, teacher training, and part-time opportunities for students. However, the practical teaching ability of graduates majoring in international Chinese language education needs to be improved, and there is also a certain lack of technical application and cross-cultural communication skills. Most enterprises believe that the value of industry education linkage lies in talent reserves, and the main obstacle to the development of industry education linkage is insufficient policy support.

Most of the suggestions for building an “industry education linkage community” for open questions are to seek strong government support and enhance the willingness of both parties to cooperate. At the same time, schools, enterprises, or corporate institutions can carry out industry university research cooperation to provide technical support and innovation momentum for the industry education linkage community. Due to the fact that only eight companies were surveyed, the survey results have certain limitations.

6. Conclusion

In the context of the integration of industry and education, significant achievements have been made in the diversified collaboration between government, schools, and enterprises to cultivate international Chinese language education professionals. The government provides policy support, schools educate and cultivate talents, and enterprises provide internship and training positions. The three parties work closely together to strive for talent cultivation. However, there are certain limitations to the collaborative education among government, schools, and enterprises. All three parties are independent and require a certain amount of time for communication, otherwise it will lead to delayed information transmission and low cooperation efficiency. The model of cultivating talents through the three parties of government, school,

and enterprise also needs to continue to innovate and cultivate new types of talents. Therefore, in the tripartite cooperation between government, schools, and enterprises, it is necessary to establish a sound communication and exchange mechanism, timely solve problems that arise during cooperation, and form a stable and sustainable cooperative relationship. In the context of the integration of industry and education, the future government, schools, and enterprises still need to continue exploring and continuously improving the collaborative education model to better serve talent cultivation.

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