

The Teaching of Culture in the Language Teaching to International Students

Yuxiu Chen¹

¹ Foreign Language College, Huaiyin Institute of Technology, Huai'an, Jiangsu 223003, China

¹Corresponding author.

ABSTRACT

Language and culture are inseparable. Language is the mirror and reflection of culture. Teaching of Chinese as a foreign language to foreign students should definitely embody the teaching of culture. The research illustrates the current state of traditional Chinese culture teaching in Chinese language class, and the significance of introducing traditional culture into classroom language teaching and some suggestions on how to integrate Chinese traditional culture with Chinese language teaching in class.

Keywords: *Traditional cultural teaching, Chinese language teaching, Integration.*

1. INTRODUCTION

In recent years, the global Chinese mania has been steadily rising. More than 3000 high education institutions in 109 countries have introduced Chinese language courses, leading to a rapid increase in the number of people learning Chinese. This worldwide craze for learning Chinese has become an unstoppable trend, conveying a strong desire among people around the world to understand Chinese culture. This demand has led to the proliferation of Confucius Institutes. As of December 2023, Confucius Institutes have been established in 154 countries worldwide, with a total of 563 Confucius Institutes and classrooms. These institutions have played a significant role in promoting educational and cultural exchanges and cooperation between China and foreign countries.

Language and culture are inseparable, and teaching with positive and sufficient cultural factors can promote and deepen language abilities. At the same time, language, as a carrier of culture, provides ways and means for the dissemination of culture.

Chinese traditional culture represents the accumulated experience of the Chinese people in adapting to social development throughout historical processes. It is a crystallization of the Chinese people's wisdom, reflecting their civilization and technological advancements in the process of social development. It embodies the

Chinese people's exploration of the universe and showcases their philosophical thinking and spiritual strength. Promoting the dissemination of traditional Chinese culture is the responsibility and obligation of universities in teaching Chinese as a foreign language to foreign students. It also presents a challenge for current Chinese language teachers on how to integrate traditional culture into classroom teaching. Therefore, how teachers can better promote traditional culture by integrating it with Chinese language classroom teaching is currently of paramount importance. This research aims to discuss the present situation of the teaching of culture in language teaching in classroom and the significance of integrating traditional culture with classroom language teaching and some suggestions on how to integrate Chinese traditional culture with Chinese language teaching in class.

2. THE CURRENT STATE OF TRADITIONAL CHINESE CULTURE TEACHING

With the continuous improvement of China's economic development level and the increasingly close relationship between economic globalization and international relations, more and more international students are choosing to study related professional knowledge in China, especially those from African and Asian countries or regions with less developed economies, lacking basic understanding of China, so there is the great

demand for these foreign students to know China through learning traditional Chinese culture.

2.1 Insufficient Teaching Staff for Traditional Cultural Education

With the significant surge in the number of international students coming to China, universities have faced a severe shortage of teachers for Chinese language education and traditional culture instruction among these students, particularly in the area of traditional culture education. Teachers of Chinese as a foreign language may incorporate some cultural knowledge into classroom language instruction, yet they often lack a systematic and comprehensive understanding of cultural knowledge. This is because their primary focus in the classroom is on language teaching, and they tend to allocate limited time to teaching traditional culture. Additionally, since most international students have no basic Chinese language proficiency, it is impossible to conduct entire classes in Chinese, which places higher demands on teachers' English proficiency. It can be said that the shortage of teaching staff has become an obstacle to disseminating traditional culture among international students. Specifically, there is a significant shortage of teachers for both Chinese language education and traditional culture education, with a particularly severe lack of teachers in traditional cultural education.

2.2 Diverse and Complicated Contents of Traditional Culture Teaching

There are many kinds of traditional Chinese culture with profound cultural deposits and unique cultural charm. Because the foreign students in China come from different countries which differ in educational methods and cultural customs, there are also differences in thinking and other aspects, which will easily cause obstacles in cultural teaching.

Therefore, it is not easy for teachers of Chinese as a foreign language to choose appropriate traditional cultural content. So far, there is no relatively unified teaching content about traditional Chinese culture, nor are there clear syllabus standards, and the curriculum is not well prepared. Besides most of the teachers teaching Chinese as a foreign language lack the experience of teaching the traditional Chinese culture. Furthermore, the combination of textbook content and traditional culture teaching is not perfect.

3. THE SIGNIFICANCE OF THE INTEGRATION OF CHINESE TRADITIONAL CULTURE AND CHINESE CLASSROOM TEACHING

The language of every nation in the world embodies the unique characteristics of that nation's history and culture, the customs, morals and values of the nation and so on. Because of this, foreign students have difficulties in understanding these, thus they may have obstacles in communicating with Chinese people, even in learning Chinese language. Therefore, Chinese teachers should give full play to the work of cultural education in the teaching of Chinese courses. It is necessary to actively integrate Chinese traditional culture into the classroom teaching of Chinese language, strengthen the international students' understanding of Chinese culture which will be very significant for them to eliminate cross-cultural barriers, arouse their interest in the learning of traditional culture and help them remove their misunderstandings about Chinese culture.

Chinese teachers should integrate Chinese culture in the language teaching process. Not only paying attention to foreign students' literacy, pronunciation, tones etc., but also introducing Chinese culture to them can help them grasp the knowledge of the Chinese culture and understand a large number of cultural backgrounds and connotations. In this way, they can really master the Chinese language, and their sense of identity with Chinese culture can be cultivated and they can remove the cultural barriers during the communication.

4. WAYS TO INTEGRATE CHINESE TRADITIONAL CULTURE WITH CHINESE LANGUAGE TEACHING

At present, in Chinese language classroom teaching, the cultural education focuses more on the easy form of expression than the deep-seated content. The function of Chinese traditional culture lies in the fact that it can shape people's values and influence people's behaviors, yet it's difficult to understand if the culture is taught separately and solely. Teachers of Chinese need to explore various ways to integrate cultural education with language teaching in class deeply. Teachers should prepare for the lessons well, internalize the teaching content, and try to use the simple and easy language to teach the traditional culture, minimizing the use of classic

texts. This is the more effective way to realize the integration of traditional culture and classroom teaching.

4.1 Creating an Atmosphere with Traditional Cultural Connotations for Students by Setting up Classroom Environments

Teachers of Chinese as a foreign language have deeply realized in the process of teaching Chinese to international students that different international students have different cultural identities. It is necessary to provide a Chinese traditional culture teaching that is within their cultural sensitivity and acceptance range, to make the theory of traditional culture vivid, concrete, and intuitive, and to stimulate the learning interest of international students. The purpose is to help different international students actively and fully understand Chinese culture, impart cultural knowledge, and cultivate their attitudes and skills towards Chinese culture. The teaching goal of integrating traditional culture with classroom teaching is achieved through the subtle learning of cultural knowledge, classroom skills, and cultural attitudes, enabling international students from different countries and ethnicities to respect, understand, and unite with each other. Teachers can decorate the classroom environment with different cultural themes, allowing international students to develop an interest in traditional culture through experience and promoting their subsequent in-depth learning.

4.2 The Diversity of Classroom Forms

Chinese language teachers should pay attention to the balance of teacher-student interaction arrangements in teaching, and both teachers and students should have the opportunity to play the lead role. Teachers should fully utilize the characteristics of international students' active thinking, good thinking skills, and willingness to perform in the classroom, and provide them with ample space to express themselves. They can showcase teaching content and related culture through various activities such as discussions and performances, allowing international students to fully integrate themselves into the classroom, deepen their understanding, and improve the quality. There is also a need to pay attention to introducing modern teaching methods such as multimedia teaching, combining graphics and text, dynamic and static, and comprehensive visual and auditory impact, making the teaching content vivid and rich,

so that international students can better understand what Chinese traditional culture is, where it comes from, and more intuitively comprehend and feel our profound traditional cultural heritage. Teachers can try the following aspects: firstly, to delete, modify, and reorganize the text on traditional PPT, refining less textual materials and integrating them with image and video related materials, making the interface course theme prominent and cultural content vivid. Secondly, expand the supporting materials for the courseware. In addition to the cultural content included in this course, supplement the image and video resources related to traditional cultural content, purposefully collect relevant resources, establish an image and video database for quick search when needed, and provide convenience for later teaching. Thirdly, organize, classify, compare, and screen the collected materials, and finally determine the materials to be learned in the classroom.

4.3 Combining Classroom Learning with Extracurricular Experiential Activities

Incorporating relevant traditional cultural knowledge into international students' classroom teaching on campus can help improve their cultural understanding ability. At the same time, connecting traditional culture with students' theoretical knowledge and life in China through cultural experience activities, and linking off-campus cultural experience activities with students' classrooms, can improve the Chinese proficiency of international students while truly embodying the integration of Chinese language teaching and traditional culture through entertainment, giving students more opportunities to truly integrate Chinese language and traditional culture into their lives in China. Schools should build campus culture, and a good atmosphere can effectively motivate international students to experience positive campus culture and alleviate cultural conflicts. And on this premise, provide an off-campus cultural experience platform, such as organizing international students to leave the classroom and campus to experience traditional culture. Enable international students to not only learn from Chinese language teachers' courseware and cultural videos, but also to truly experience what traditional culture is, increase their interest in traditional culture, and achieve good cultural dissemination effects.

5. CONCLUSION

Language and culture can not be separated. Language is the mirror and reflection of culture. Teaching of Chinese as a foreign language to foreign students should definitely embody the teaching of culture. On the one hand, foreign students can better master the Chinese language; on the other hand, they can understand and love Chinese traditional culture which can help them better communicate with Chinese people and alleviate cultural conflicts during the communication. So teachers of Chinese should have the strong sense of integrating Chinese traditional culture into classroom language teaching. Engaging in teaching Chinese as a foreign language not only requires a high sense of responsibility and mission, but also a solid professional foundation, extensive knowledge of Chinese and foreign cultures, and good classroom teaching abilities. In addition to vigorously cultivating excellent Chinese language teachers, universities should also select cultural phenomena that reflect Chinese characteristics, conform to the mainstream of contemporary society, and are positive as traditional cultural teaching content, and strengthen the construction of campus emotional environment. Integrating traditional Chinese culture into curriculum teaching is an important way for the development and dissemination of traditional culture to the world, and it is also a vivid manifestation of promoting cultural confidence in our country.

REFERENCES

- [1] Chen Ning. Cognitive Mode and Identification Law of Chinese Traditional Culture among International Students in China: Taking Shandong University of Technology as an Example [J]. Journal of Heihe University, 2020 (2): 183
- [2] Yang Peng. Research on the Problems and Countermeasures of Chinese Cultural Education among International Students in China [J]. Science and Education Guide, 2017 (26): 7.
- [3] Xu Yunwen. Ideas and Measures for Ideological Education of International Students in China Based on Thinking Differences [J]. Learning Party Building and Ideological Education, 2019 (4): 76.
- [4] Zheng Tianzhu. A Brief Discussion on the Integration of Chinese Traditional Culture and Teaching Chinese as a Foreign Language [J]. Educational Materials, 2020 (31): 195.
- [5] Chen Xinran. Investigation of International Students' Understanding of Chinese Traditional Culture and Teaching Chinese as a Foreign Language [J]. Suggestions [J]. Science, Education and Culture Review, 2021 (17): 81.
- [6] Zhao Hang. Exploration of the Integration of Excellent Traditional Chinese Culture into the Management of International Students in China [J] Journal of Hubei Open Vocational College, 2021 (34): 37