

Research on Cultural Teaching Based on Chinese Songs in International Chinese Language Teaching

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ABSTRACT

The spreading of Chinese culture has become essential to cultural exchanges with people worldwide. In the practice of international Chinese language teaching, how to spread Chinese culture correctly, effectively, and appropriately is an issue that cultural communicators and educators need to think about and implement. Music is the common language of human beings. Music is an art form and cultural activity, and songs have become one of the carriers to spread Chinese culture. This paper explores the feasibility of the teaching methods of songs, hoping to provide a valuable reference for the research of Chinese teaching.

Keywords: *International Chinese language teaching, Chinese songs, Cultural teaching.*

1. INTRODUCTION

Through a long period of teaching practice, people find that international Chinese language teaching is inseparable from the teaching of Chinese culture.[1] In many cases, international students need the help of Chinese cultural knowledge when participating in the actual Chinese communication environment. In the real international Chinese teaching classroom, how to make international students better understand Chinese culture and what kind of teaching methods should be adopted for students from different countries and regions need to be deeply studied by teachers of Chinese as a foreign language. Improving students' ability to use Chinese in a practical environment is the primary goal of international Chinese language education. The essential thing in cultural teaching is to combine cultural teaching with practical Chinese so that international students can master the practical application skills of the Chinese language. On this basis, if students demand further learning Chinese, then teachers of Chinese as a foreign language can design a tailored cultural course for them. For example, the teaching method of Chinese songs may focus on students' learning characteristics and interests, stimulate their enthusiasm for Chinese, and change passive learning into active learning.

2. THE SIGNIFICANCE OF CHINESE SONG TEACHING

In the development of international Chinese language teaching, educators and cultural communicators are constantly exploring new teaching methods to improve students' interests in learning the Chinese language and culture and give full play to their initiative. Teachers of Chinese as a foreign language should activate classroom teaching, make Chinese learning more meaningful and vivid, and reduce the psychological barriers of international students facing cultural differences.[2] Therefore, TCSL (=Teaching Chinese as a Second Language) teachers try various practical teaching methods, such as introducing Chinese songs into classroom teaching. In the international Chinese language teaching class, Chinese teachers carry out classroom experiments with the teaching of Chinese songs to assist the teaching of Chinese as a foreign language. Chinese scholars have confirmed the auxiliary role of Chinese songs in teaching Chinese as a foreign language. Singing Chinese songs in the classroom of international Chinese language teaching is an effective way to spread Chinese culture, and it is feasible to use Chinese songs to spread Chinese culture. Music and language are both mediums for expressing culture and emotion. The method of using songs may play

a positive auxiliary role in students' studies. First of all, Chinese songs can liven up the classroom atmosphere. In cultural teaching, choosing Chinese songs as teaching content may not make students feel bored. Playing Chinese songs before or between classes can relieve students' fatigue. In the Chinese culture class, the teacher may introduce and explain the Chinese culture contained in the lyrics. Secondly, Chinese songs can effectively consolidate the knowledge learned. In traditional teaching, the teacher almost always uses the mechanical method to ask the students to recite or repeat their knowledge, which can make the students feel bored. In addition, such a teaching method is more effective and efficient in consolidating knowledge by cultivating students' interest and allowing them to memorize and review knowledge spontaneously.[3] Chinese teachers introduce Chinese songs into the classroom of Chinese as a foreign language so that students can naturally acquire Chinese phonetics, vocabulary, and grammar in music, which is of great help in cultivating students' language sense. By learning Chinese songs, students can improve their pronunciation quality, expand their vocabulary, consolidate their grammar knowledge and understand Chinese culture to improve their Chinese language proficiency. Teachers can teach students to sing Chinese songs in class and encourage them to practice singing after class and appreciate the rhythm and content of the songs. If students unconsciously remember the lyrics in a relaxed time and hum the songs from time to time, students may remember the lyrics and content of the songs for a long time. Finally, in the process of listening to and singing Chinese songs, students can exert their initiative in learning the Chinese language and culture. The Chinese teachers can select the songs according to the student's interests. Alternatively, the teacher can provide several songs, let the students vote for the songs in the next class, and actively participate in the teaching activities while learning. Teachers can also choose different versions of the same song performed in both Chinese and students' native languages. For example, the song "Friends" has Chinese and Korean versions, so the two versions can be compared and taught so that students may experience familiar and fresh feelings. Teachers and students can change teaching and learning roles and ask students to prepare their favorite songs before class and make oral reports about the songs in class, which can improve students' initiative and make students more involved in class activities. At the same time, mutual learning between teachers

and students can also narrow the distance between teachers and students and make classroom teaching more enjoyable. Introducing Chinese songs to international students and singing Chinese songs in class may be an attractive, practical, and effective method of teaching Chinese as a foreign language, which can assist language and cultural learning, stimulate students' interest in learning and improve learning efficiency.

3. THE SELECTION OF CHINESE SONGS

Teachers can break the traditional teaching mode and try new and modern teaching methods to spread Chinese culture. For example, teaching Chinese songs is a common and effective method in international Chinese language teaching. The application of songs in Chinese teaching benefits students' learning of Chinese, but the improper selection of songs may result in less effort. In order to improve the effectiveness of teaching Chinese songs, the selection of Chinese songs can start from the following aspects.

3.1 Selecting Songs That Are Suitable for the Teaching and Learning Object of Instruction

Teachers can choose some typical Chinese songs to meet the needs of different Chinese learners. In addition, teachers can choose different songs to learn according to different age groups. For children, some lively children's songs and ballads may be selected, such as "children, children, do not be greedy", "twenty-four solar terms song", and so on. For young people, cheerful and famous songs are more suitable for them, such as "Friends", "The Moon Represents My Heart", and "Sorry my Chinese is not good". For adults or senior citizens, choose soothing and elegant songs, such as "Jasmine Flower" and "Unforgettable Tonight". When selecting songs, it is better to choose the levels of Chinese songs that are slightly higher than students' actual Chinese level and follow the "i+1" principle, a theory of learning developed by the linguist Stephen Krashen in the 1970s, because songs that are too simple may lack challenge, and songs that are too difficult may make students feel frustrated and discourage students.

3.2 Selecting Songs That Are Suitable for the Teaching Content

Learning some Chinese songs with simple vocabulary and beautiful melodies can arouse students' interest in learning Chinese and consolidate their knowledge of the Chinese language and culture. For example, in Jay Chou's song "Agreed happiness", this lyric song has a total of 48 "le", which is very suitable for teachers to review the usage of the auxiliary word - "le", such as "I understood, did not say anything", "Love was fading, the dream was far away". For instance, in the song "hello hello", the lyrics of this song around the theme of "hello" lyrics and "hello" in different scenarios explains differently; in school to say "Hello, teachers", "Hi, classmates", at home to say "Hi, father" "Hi, mother", according to the time division classified into "good morning", "good afternoon", "good night", etc. Hence, the song is suitable for beginners to study. Besides Teng Li-Chun (=Deng Lijun), commonly known as Teresa Teng, Teng's song "Sweet Honey" is famous and familiar to foreign students. The lyrics are short, and the melody is simple and easy to learn. Teachers can use the song to review the use of "in", such as "where have I seen you before", "in a dream"; and complement forms of "verb + 'de'+ adjective," as in "You are smiling sweetly." Learning Chinese knowledge in songs may bring more freshness to students and help them deepen their memory by increasing the repetition rate of what they have learned.

3.3 Selecting Upbeat Songs

Many Chinese songs are combinations of the good and the bad, some of them are negative or even pornographic, and some of them are political, which may cause conflicts of values between teachers and students or between students. Teachers should avoid using these songs and choose songs that give people positive energy. For example, the song "Rap Mask" shows the mask culture in Chinese Peking Opera; the song "Friends" shows sincere friendship; the song "Go Home Often" reflects the filial piety of Chinese people; the song "Devotion of Love" praises the selfless and great spirit of dedication, and the song "Little Apple" shows the healthy and happy life of Chinese people. These songs reflect the Chinese culture and the spirit of the Chinese people from different aspects.

4. THE DEVELOPMENT OF CULTURAL TEACHING

After realizing the importance of Chinese culture teaching in international Chinese language teaching, better carrying out relevant cultural education and teaching activities has become a big issue that teachers need to study further. There are no good or bad cultures, only differences between cultures. Therefore, it is hard to say whether one culture is better or worse than another. In international Chinese language teaching, teachers can better carry out the Chinese culture through various teaching activities. First, teachers should carry out Chinese culture teaching courses in international Chinese language classes. Excellent and appropriate classroom teaching is the foundation for students to master new knowledge. When teaching Chinese in international classes, teachers can teach Chinese culture to students in a targeted way by introducing Chinese culture-related films and television works, such as Confucius, Travel with Books series, and A Bite of China series. Teachers can also display artworks related to Chinese culture in class, such as Chinese knots, couplets, and embroidery works so that students can observe and experience specific objects related to Chinese culture. In the primary teaching stage, students may not understand the relevant content, but such a teaching arrangement can make students understand and become interested in Chinese culture. This interest can make students more enthusiastic and motivated to learn the Chinese language and culture. Therefore, it may positively impact Chinese language teaching and the spread of Chinese culture. This positive influence may keep the student's enthusiasm for learning Chinese after they enter the middle and advanced stages of study.

Meanwhile, teachers should pay attention to the arrangement of teaching content in different stages and have different considerations. For example, in primary school, teachers can introduce some Chinese songs that are easy to remember, such as the children's song "Little Swallow", which has a bright rhythm and is catchy to sing. Moreover, the sentence pattern is simple and consistent with the expressions in daily life. After entering the middle and advanced stages, teachers can introduce and teach more challenging and in-depth songs, such as "Go Home Often" and "The Moon Represents My Heart." Secondly, arrange abundant extracurricular cultural activities. Schools can organize extracurricular activities to attract and encourage international students to participate, such as singing

performances or guessing song titles. Let extracurricular activities and classroom teaching coordinate and enhance international students' understanding and love of Chinese culture.

In addition, teachers must understand and respect the unique cultures of others when carrying out cultural education and teaching activities. Therefore, language teaching and cultural teaching are inseparable. Language teaching is inseparable from cultural teaching, which requires teachers to combine language teaching and cultural teaching organically and scientifically. If international students master practical Chinese communication skills and have Chinese cultural literacy, they can better promote the development and promotion of international Chinese language teaching, and their undertakings of international Chinese language teaching will go further.[4]

5. THE IMPLEMENTATION PATH OF CULTURAL TEACHING

Cultural teaching plays a vital role in international Chinese language teaching. While carrying out the teaching of Chinese ontology, scholars should also pay attention to the teaching of Chinese culture. Merely learning the language rules cannot help a person communicate with Chinese people. The relationship between language and culture determines the importance of cultural teaching. The more people know about Chinese culture, the better it can be for language learning and communication. As an important part of the culture, the song also reflects the cultural characteristics of language to some extent. Learning the language itself is not enough if students want to master it. At the same time, students must learn the culture related to the language. Therefore, relevant knowledge of Chinese culture is one of the contents of international Chinese language teaching.[5] In learning Chinese, foreign Chinese learners are usually required to know more about Chinese society and culture and even learn professional cultural knowledge. Many foreigners learn Chinese because they are interested in culture, so international Chinese teachers should teach Chinese culture well. As a result, more and more people worldwide choose to learn Chinese, which promotes the vigorous development of international Chinese language teaching. The manifestation of cultural teaching in international Chinese teaching can be divided into the following forms: the first is to set up a Chinese culture experience course. Teachers teach traditional Chinese culture in the

culture course and analyze the cultural differences between different countries through cultural comparison. Enhancing students' understanding of Chinese culture knowledge improves students' enthusiasm for learning Chinese. The second is the cultural penetration of classroom teaching. In daily Chinese classroom teaching, the relevant cultural knowledge in the text and learning content may be explained, combined with examples and exercises, and a good summary can be delivered. Pictures, music, and videos may be used to introduce Chinese culture too.[6] In the teaching process, teachers can use the form of role-playing and melodrama to let students perform according to the roles and scenes. The third is to organize cultural activities with Chinese culture as the theme. Teachers carry out Chinese cultural experience activities for international students through the introduction, display, and demonstration, such as visiting folk museums, learning Chinese songs, watching Chinese culture-related films and television works, etc., to attract international students to learn Chinese actively and understand Chinese culture. The fourth is to hold a cultural summer camp. International students come to China to experience the real life of the Chinese community. Students can acquire a real taste of the Chinese language, culture, and life through their short stay in China.

6. CONCLUSION

At present, more and more people hope to know China by learning Chinese, and the enthusiasm for learning Chinese is still high worldwide. Chinese culture is also constantly changing and developing, emitting new vitality. The enthusiasm of people around the world for Chinese culture also promotes the development of teaching Chinese as a foreign language. Songs are of positive significance to Chinese teaching, and the classroom form of lively teaching makes students more interested in learning and participating in it. However, learning Chinese songs is an auxiliary means of Chinese teaching. Therefore, introducing songs into the Chinese classroom is an effective and significant teaching method worth trying for Chinese teachers.

AUTHORS' CONTRIBUTIONS

Bing Han wrote the manuscript, Jinhua Zhang translated the manuscript, and Yu Han contributed to revising and editing.

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