

An Exploration of the Application of Regional Culture in International Chinese Language Education

Mingyuan Liu

Shaanxi Normal University, Xi'an 710062, Shaanxi, China

Abstract: *In the context of globalization, international Chinese language education is no longer merely language teaching, but a comprehensive education that takes into account language proficiency development and cultural dissemination. Regional culture is an important part of Chinese culture, containing unique historical accumulation, folk customs and values, and is an important resource for enriching the content of international Chinese language teaching and improving the quality of teaching. Based on the close connection between regional culture and international Chinese language education, this article comprehensively analyzes the core value of the application of regional culture in international Chinese language education, explores specific ways to integrate regional culture into international Chinese language education, with the aim of providing theoretical references and practical lessons for improving the quality of international Chinese language education and promoting the multi-dimensional overseas dissemination of Chinese culture.*

Keywords: Regional culture, International Chinese language education, Applications.

1. Preface

With the continuous advancement of the Belt and Road Initiative and the increasingly close people-to-people exchanges between China and foreign countries, international Chinese language education has seen a rare opportunity for development, and its core goal has shifted from “enabling learners to speak Chinese” to “enabling learners to understand Chinese, understand Chinese culture, and be able to communicate smoothly across cultures”. Chinese culture has a long history and is rich in content, including core cultures represented by Confucianism and Chinese character culture, as well as regional cultures with unique characteristics in various regions. Regional cultures have the characteristics of being concrete, close to life and interesting, and are more easily understood and accepted by overseas Chinese language learners, which can effectively solve the current problems in some international Chinese language education, there is a problem that the content of cultural dissemination is monotonous and too abstract. Therefore, it is of great practical significance to study the application of regional culture in international Chinese language education.

2. The Significance of the Application of Regional Culture in International Chinese Education

2.1 Facilitating Language Acquisition and Enhancing Learning Effectiveness

Language is the core carrier of culture, and the formation and development of any language are deeply rooted in a specific cultural context. The composition of Chinese vocabulary, grammatical rules, expressions and other aspects are closely related to regional culture. The values, lifestyles and thinking habits carried by regional culture will unconsciously be integrated into all aspects of language expression, forming the deep cultural background behind the language. In international Chinese language teaching, the reasonable integration of regional cultural content can help learners break away from the mechanical mode of merely memorizing words and grammar, understand the meaning and usage of the

language from the essence of culture, avoid one-sided understanding caused by rote learning, thereby deepening the depth of language learning, broadening the breadth of learning, and truly flexibly applying the language knowledge learned. Regional culture has a distinct sense of life and scene. Integrating it into the teaching process can create real and perceptible language application scenarios for learners, making language learning no longer abstract and fragmented [1]. In addition, the uniqueness and diversity of regional cultures can effectively stimulate learners' interest in exploration, break the dullness of traditional language teaching, enable learners to engage in learning more actively and persistently, deepen their understanding of the language in the process of experiencing the culture, and ultimately enhance the overall effect of language learning.

2.2 Enrich the Dimensions of Cultural Dissemination and Enhance the Influence of Chinese Culture

International Chinese language education is an important means of the international dissemination of Chinese culture, and the effect of the dissemination is directly related to the degree of understanding of Chinese culture by people overseas and the international influence of Chinese culture. For a long time, the dissemination of Chinese culture abroad has mainly focused on the core cultural elements, highlighting the integrity and unity of the culture. Although it can reflect the core charm of Chinese culture, it is difficult to fully display the diversity of Chinese culture, and it is easy for overseas learners to form a single understanding of Chinese culture. Regional culture is an important part of Chinese culture and a “living cultural heritage” of Chinese culture, which centrally embodies the diversity of Chinese culture. In the course of history, cultures from different regions have developed their own unique cultural characteristics and forms of expression, complementing and complementing each other, and together they constitute a complete system of Chinese culture that is extensive, profound, diverse and integrated. Integrating regional cultures into international Chinese language education can effectively enrich the content and form of cultural dissemination, break the limitations of a single dissemination model, and enable overseas learners to understand the diversity and inclusiveness of Chinese culture

from multiple perspectives and levels. This diversified way of dissemination is more in line with the cognitive habits and cultural needs of overseas learners, shortens the psychological distance between Chinese culture and overseas learners, makes Chinese culture more approachable and infectious, changes the stereotypical image of previous cultural dissemination, promotes the transformation of Chinese culture from “overall output” to “multi-dimensional infiltration”, and enables Chinese culture to spread more widely and deeply overseas. Further enhance the international influence of Chinese culture.

2.3 Promote Cross-cultural Understanding and Build Bridges of Communication Between China and the World

Cultivating learners' intercultural communication skills is one of the core goals of international Chinese language education, and to have this ability, one must first achieve a deep intercultural understanding. Regional culture is a concentrated reflection of the living habits, values, behavioral norms and ways of thinking of people in specific regions, vividly embodying the inclusiveness and openness of Chinese culture, as well as the coexistence of diversity within Chinese culture. Incorporating regional cultural elements into international Chinese language education can help overseas learners break their one-sided perception and stereotypes of China, gain a comprehensive understanding of the cultural features and social conditions of different regions in China, and thus form a comprehensive and profound understanding of Chinese culture. At the same time, the exchange and dissemination of regional cultures can build an important bridge for people-to-people communication between China and foreign countries, inject vitality into people-to-people exchanges between China and foreign countries, and promote more regular and in-depth [2] people-to-people exchanges between China and foreign countries. By permeating regional cultures, learners can also be guided to respect differences among different cultures, develop an awareness of inclusive cultural diversity, cultivate their sensitivity and adaptability to cross-cultural communication, help them communicate smoothly and interact effectively in cross-cultural scenarios, and lay a solid cultural and linguistic foundation for various cross-border communication activities such as economic and trade cooperation, cultural exchange, and personnel exchanges between China and foreign countries.

3. Application Paths of Regional Culture in International Chinese Language Education

3.1 Explore Regional Cultural Resources and Optimize the Content System of Teaching Materials

In international Chinese language teaching, textbooks are the core tools. The content setting directly affects the teaching effect and is also an important carrier for cultural dissemination. At present, some international Chinese textbooks have problems such as a single cultural content and a lack of regional cultural elements. Most of them only focus on the national core culture and fail to show the regional diversity of Chinese culture, making it difficult to meet the diverse needs in different teaching scenarios. Colleges and universities need to systematically sort out the excellent regional cultural resources of various places and integrate

them reasonably and orderly into the content system of teaching materials, so that the teaching materials can take into account language teaching and convey multiculturalism. When exploring regional cultural resources, the three core principles of systematicness, representativeness and applicability should be followed. Systematicness requires a comprehensive review of various aspects of regional culture, including historical culture, folk culture, food culture, architectural culture, art culture and many other fields, without missing any key cultural sections; Representativeness requires selecting the most distinctive content that best embodies the core essence of local culture, highlighting the cultural distinctiveness of different regions and avoiding content homogenization; Applicability: Select regional cultural content that is moderately difficult and easy to understand based on the actual situation of different language proficiency levels and different groups of learners. Avoid using overly abstract or difficult content to ensure that learners at all levels can accept it. In the process of textbook compilation, the key is to closely integrate regional culture and language knowledge, and not let the two be disconnected [3]. Teachers should design content stratified according to learners' language proficiency, so that cultural infiltration and language learning can advance simultaneously. In primary textbooks, simple regional cultural vocabulary and basic common sense can be incorporated to help learners have an initial exposure to regional culture while memorizing language knowledge; In intermediate textbooks, it is appropriate to add short passages and dialogues related to regional culture to guide learners to deepen their understanding of the culture in the process of using the language; In advanced textbooks, topics related to regional culture can be introduced to guide learners to think deeply about the intrinsic value of regional culture and its connection with social development. At the same time, materials related to regional culture, such as pictures, audio and video, can be included in the textbooks to make the content more vivid and intuitive, enhance the interest of learning, help learners better understand the cultural connotations behind the language and improve the learning effect.

3.2 Innovate Teaching Methods to Achieve the Integration of Culture and Language Teaching

Traditional teaching of Chinese as an international language has mostly focused on imparting language knowledge, with cultural teaching as a supplement, often simply interspersed with some cultural knowledge points, making it difficult to truly combine language learning with cultural understanding. This results in learners having mastered language skills but lacking a deep understanding of the culture and having difficulty improving their cross-cultural communication skills. In response to this situation, in the process of international Chinese language education, teachers need to break through the limitations of traditional teaching models, innovate teaching methods, and build an integrated teaching model of “language + culture”, naturally integrating regional culture into every aspect of teaching, so that learners can truly understand cultural connotations and enhance cultural literacy while mastering the language. Teachers can achieve a deep integration of culture and language through the combination of various teaching methods. Situational teaching focuses on creating real teaching scenarios that combine regional cultural

characteristics, allowing learners to communicate using language in simulated scenarios while experiencing the charm of regional culture and getting rid of the abstraction of language learning. The case teaching method selects typical regional cultural content to guide learners to analyze and discuss, deepen their understanding of the culture through communication and interaction, and enhance their language expression ability and thinking ability [4]. The experiential teaching method emphasizes organizing learners to participate in practical activities related to regional culture, allowing them to deepen their memory of language knowledge through hands-on practice and personal experience, and feel the unique value of the culture. In the case of Shaanxi regional culture, teachers can combine the characteristics of Shaanxi regional culture to create real teaching scenarios, allowing learners to communicate using language in simulated scenarios while experiencing the charm of culture. For example, create a scene of visiting the ancient city wall of Xi 'an, and guide learners to simulate dialogue scenarios such as buying tickets, asking for directions, and introducing the history of the city wall, and master related words and sentence patterns such as "tickets", "history", and "visiting"; You can also simulate the scenes of Shaanxi folk festivals, such as the Shaanbei waist drum performance during the Spring Festival and the shadow play viewing on the 15th day of the first lunar month, allowing learners to master the language expressions related to the festivals through interaction and learn about Shaanxi's folk culture.

3.3 Carry Out Distinctive Practical Activities to Enhance Cultural Experience

Practical activities are an important link between language learning and regional culture. They enable learners to break free from the limitations of the classroom, deepen their understanding and cognition of regional culture through hands-on participation and experience, and at the same time enhance their language communication skills to truly apply what they have learned. Regional culture is highly practical and experiential, and is suitable for teaching through various practical activities, allowing learners to feel the culture and use the language through participation. Therefore, teachers need to combine the demands of international Chinese language teaching and the language proficiency and interest characteristics of learners, with regional culture as the core, carry out a variety of characteristic practical activities, integrate regional culture into learners' learning and life, and enhance the interest and effectiveness [5] of language learning. Teachers can organize various campus cultural activities to create a strong regional cultural atmosphere. Regularly organize regional culture-themed activities on campus, through forms such as cultural exhibitions, folk performances, and food sharing, allowing learners to directly experience the charm of regional culture in the campus environment while learning related language expressions. Teachers can also carry out off-campus practical activities to create immersive experience environments. During after-school hours or holidays, organize learners to go on field trips and exchange activities, allowing them to come into contact with regional culture in real scenarios, interact with local people, improve their language communication skills and deepen their understanding of the culture in practice. For example, schools in Shaanxi can organize learners to visit cultural sites such as

the Terracotta Army Museum, the ancient city wall of Xi 'an, the Revolutionary Memorial Hall of Yan 'an, and the cave dwellings of northern Shaanxi, where they can gain an in-depth understanding of the historical background and core connotations of Shaanxi culture under the Chinese explanations of professional tour guides. In addition, teachers can carry out online practical activities to break through the limitations of time and space and expand the coverage of practical activities. With the help of Internet platforms, activities such as online cultural lectures, online cultural experiences, and online communication and sharing can be carried out to enable more learners to participate in regional cultural learning anytime and anywhere, promote communication and interaction among learners, and further enhance cultural perception and language application ability. Through the implementation of various practical activities, make regional culture learning more practical and language learning more closely related to life.

3.4 Use Digital Means to Expand Channels for the Dissemination of Regional Culture

In the digital age, the rapid development of information technology has brought new opportunities for international Chinese language education and provided a more convenient and efficient platform for the dissemination of regional culture. With the help of digital means, the limitations of time and space can be broken, allowing learners to access regional cultural resources anytime and anywhere, enriching teaching content and forms, enhancing teaching effectiveness, and further expanding channels for the overseas dissemination of regional culture. Schools should focus on developing digital teaching resources of regional culture and establish a complete resource library. Integrate various regional cultural resources, systematically develop digital teaching materials such as online courses, teaching videos, audio, pictures, e-books, interactive courseware, etc., classify and organize the resources to facilitate teachers and learners' search and use [6]. Develop digital teaching content of different levels based on learners' language proficiency to ensure the applicability and practicality of the resources. At the same time, update digital resources regularly, add new cultural content and teaching materials, and ensure the timeliness of the resources. In addition, schools should build diversified digital teaching and communication platforms to broaden communication channels. Build a digital teaching platform for international Chinese language education through the Internet to achieve the sharing and exchange of regional cultural teaching resources, and provide teachers and learners with functions such as online teaching, interactive communication, learning evaluation, resource download, etc., to meet the needs of blended online and offline teaching. Schools should make full use of the dissemination advantages of social media platforms to publish learning content and popular science knowledge related to regional culture and attract the attention of overseas learners. Carry out online interactive activities, encourage learners to participate in communication and sharing, and increase their enthusiasm for learning. Open up online consultation channels to answer learners' questions in a timely manner and build a communication bridge between teachers and learners. Through the integrated use of digital means, regional cultures can break through time and space limitations and enter the vision of more overseas Chinese

language learners, facilitating language learning and cultural dissemination.

4. Conclusion

Regional culture plays a significant role in international Chinese language education. It not only helps learners master Chinese better but also enriches the overseas dissemination of Chinese culture and promotes understanding and exchange among different cultures. In the actual teaching process, teachers need to sort out regional cultural resources in various places, optimize teaching materials, innovate teaching methods, achieve the organic combination of culture and language, carry out characteristic practical activities, enhance learners' cultural experience, use digital tools, broaden the channels of regional cultural dissemination, etc., to truly integrate regional culture deeply into international Chinese education. In the future, international Chinese education should attach greater importance to the integration of regional culture, always centering on the learner, constantly exploring new ways and paths for the combination of regional culture and language teaching, enriching teaching content and improving teaching quality.

References

- [1] Zhang Qian. Research on the Application of Lingnan Culture in the Dissemination and Teaching of International Chinese Language Education [J]. Chinese Character Culture, 2025, (24):80-82.
- [2] Yang Hong, Liu Chenlong. The Application of Traditional Chinese Culture in International Chinese Language Education: A Case Study of Ancient Chinese Coin Culture [J]. Journal of Wuhan University of Technology (Social Sciences Edition), 25, 38(05): 140-146.
- [3] Kang Henian. Research on the Application of Regional Culture in International Chinese Language Education and Teaching [D]. Yangzhou University, 2025.
- [4] Chen Haiting. Research on the Application of Dunhuang Culture in Cultural Teaching of International Chinese Language Education [D]. Inner Mongolia Normal University, 2024.
- [5] Wang Wenyan. Research on the Application of Integrating Regional Culture into International Chinese Language Education [D]. Xi'an International Studies University, 2024.
- [6] Guo Linlin. Research on the Application of Regional Culture in Cultural Teaching of International Chinese Language Education [D]. Lanzhou University, 2022.