

# Teaching Model of International Chinese Education from the Perspective of Cross-Cultural Communication

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**Abstract:** *The essence of international Chinese education is the teaching, promotion and dissemination of Chinese language and culture, while the differences between Chinese and foreign cultures will create certain obstacles to this dissemination process. In order to cope with the challenges brought by cultural differences and make full use of their positive factors, this paper proposes the application strategy of diversified teaching models, including: first, the interpretation teaching model, which helps students establish a deep understanding of Chinese culture by deeply analyzing the cultural connotations behind Chinese language phenomena; second, the cultural collision teaching model, which encourages students to stimulate critical thinking and innovation in the process of comparing the differences between Chinese and foreign cultures; third, the research-based teaching model, which guides students to participate in cultural research and cultivate their independent learning ability and research literacy; fourth, the exemplary teaching model, which allows students to experience and learn the unique charm of Chinese language and culture in practice by showing representative cultural cases.*

**Keywords:** Cross-Cultural Communication, International Chinese Education, Teaching Model.

## 1. Introduction

Faced with different cultures, how can Chinese teachers integrate Chinese culture into Chinese teaching in a cross-cultural environment, so that teachers and learners can learn Chinese in a harmonious and understanding cultural atmosphere, so as to effectively achieve the goal of Chinese communication and dissemination, and then encourage people from different cultural backgrounds to actively learn and understand Chinese and Chinese culture? This is an issue that any Chinese teacher cannot avoid in the process of teaching Chinese. It is very important for Chinese teachers to adopt reasonable teaching models to teach Chinese to learners from different countries, different nationalities and different levels [1]. In the existing teaching system, the components of the teaching model usually include theoretical basis, teaching objectives, operating procedures and implementation conditions [2]. This article is based on the traditional "speaking – listening – reading – remembering - practicing" teaching model, refers to the characteristics of international Chinese education courses, and summarizes and forms four teaching models of international Chinese education from the perspective of cross-cultural communication.

## 2. Explanatory Teaching Model

The explanatory teaching model means that in Chinese classes, for certain Chinese knowledge, including basic concepts such as Chinese characters, words, and sentences, Chinese teachers explain the relevant background information around the content of the narration so that learners can understand and become familiar with it, that is, specifically tell learners about the question of "what it is". This teaching model requires teachers to have strong cross-cultural communication skills and be able to skillfully and accurately explain unfamiliar content and information to students in a way that they can accept.

### 2.1 Explain the Theoretical Basis of the Teaching Model

Based on the cultural differences between Chinese-speaking countries (regions) and non – Chinese - speaking countries (regions), in-depth and easy-to-understand explanations are essential, especially in order to smoothly and reasonably spread the information of Chinese culture to other cultural groups. In international Chinese education, "Reception Theory" is the theoretical basis for explaining the teaching model: any educational activity is the connection and unity of the teaching activities in which educators actively transmit knowledge, views and skills to the educated and the activities in which the educated actively select and absorb educational content. Without education, there is no acceptance, and without acceptance, all educational activities will become ineffective labor and lose their meaning. As an external factor, educational activities are only means and conditions to arouse the awareness of the educated and improve their mental level, while the educational purpose and teaching effect can only be completed and reflected through the educated's acceptance activities. Acceptance reflects the interactive relationship between social, natural or spiritual objects and the cognitive subject. It is a continuous and complete cognitive process composed of multiple links such as the reception subject (the educated) in educational activities to reflect, select, integrate and internalize external educational information [3]. In order for the students to accept the education better, the prerequisite is that the teachers provide more reasonable explanations.

### 2.2 Teaching Objectives of the Interpretation Model

The teaching goal of the interpretation teaching model is to impart basic knowledge and cultivate basic skills. The focus of the interpretation model is to fully explore the basic role of individual memory and reasoning ability and personal experience in learning knowledge, so that the learners can quickly and effectively master more information and obtain a relatively basic level of knowledge reserves. This model emphasizes the guiding role of teachers in the teaching process, believes that knowledge is a process of transmission from teachers to students, and emphasizes the authority of teachers themselves. The interpretation teaching model is

more suitable for beginners of Chinese. It can help students understand the relevant definitions of basic Chinese knowledge, start from the cognition of Chinese and Chinese-related knowledge, and gradually let students establish Chinese cognitive thinking. For people who are learning Chinese at the elementary level, the specific manifestation of the interpretation teaching model is the cognition of basic contents such as pinyin, Chinese characters, and words. Of course, the teaching content of Chinese pinyin, Chinese characters, words, etc. covers a wide range and needs to be taught in different levels. Overall, the interpretation teaching model can allow students to gradually form Chinese cognitive thinking, compare and distinguish some concepts in Chinese, and strengthen learners' memory ability on the basis of understanding.

### **2.3 Explain the Operation Procedures of the Teaching Model**

Considering the cultural differences and the effect of communication, the basic teaching procedures should be followed in the use of the interpretation teaching model: first, review the old lessons and stimulate students' learning motivation; then teach the new courses according to the principles of interpretation; then lead students to carry out consolidation exercises, and check and evaluate the learning effect; finally arrange students to conduct interval review. Specifically, the purpose of reviewing old lessons is to deepen understanding, strengthen memory, strengthen the connection between knowledge and systematically organize knowledge. At the same time, some teaching situations and introduction activities should be set up to mobilize learning interest. Teaching new courses and conducting interpretation are the core of the entire teaching. This process should be based on the teacher's lectures. Students should abide by discipline, follow the teacher's interpretation rhythm, and complete the tasks assigned by the teacher step by step. Consolidation exercises refer to students' actual application and practice of newly learned knowledge to solve specific problems. Check and evaluate students to complete class or homework to check their mastery of new knowledge. The purpose of interval review is to strengthen students' memory and deepen their understanding.

Let's take the "Lantern Festival" in the "Chinese Traditional Festivals" course as an example to illustrate the operation procedures of the teaching model: First, the teacher leads the students to review the relevant knowledge about the "Spring Festival" and tells them that "there is another very important festival after the Spring Festival, and only after this festival is the Spring Festival truly over" to attract students' interest. Then, the course content of the Lantern Festival was introduced, focusing on the origin of the Lantern Festival, eating Lantern Festival dumplings and their meaning, and common activities during the Lantern Festival (watching lanterns, guessing lantern riddles, playing with dragon lanterns, lion dancing, stilt walking, etc.). Combined with pictures and videos, the course is explained in detail. After the explanation, the common customs of various festivals can be shown to students in the form of pictures, and students can identify the customs belonging to the Lantern Festival from them, so as to deepen students' impressions and consolidate their knowledge. After the course, students can be arranged to

introduce the Chinese Lantern Festival to their parents or friends after returning home, and use this as a course assignment to further consolidate students' firm grasp of knowledge. Finally, when explaining other Chinese festivals, various festivals can be linked together at intervals to do some sorting to deepen students' impressions.

### **2.4 Explain the Conditions for Implementing the Teaching Model**

The interpretive teaching model requires some basic conditions: first, the teacher has an in-depth understanding of the teaching content, and should make detailed preparations for the knowledge points to be taught from the perspective of their origin, development, and trend; second, the course content should be connected into a complete system, with each part integrated into the overall course, but also able to serve as an independent part for interpretation; third, in order to make the interpretation better accepted by students, there should be some basic projection, video teaching equipment and resources; finally, the content of the interpretation needs to be consolidated through multiple links so that students can have a more solid grasp of the knowledge.

## **3. Cultural Collision Teaching Model**

Cultural collision refers to the process in which Chinese teachers and learners analyze and discuss the same thing or phenomenon in their respective cultural thinking backgrounds during the teaching and learning process, fully express their own views, and form mutually consistent understandings and knowledge experiences in the debate.

### **3.1 Theoretical Basis of the Culture Clash Model**

The theoretical support of the cultural collision teaching model comes from the concept of "Exemplarisches Lehren und Lernen". Through the display and explanation of some specific teaching cases and the discussion and even debate between students based on their respective cultural backgrounds, some new understandings can be obtained. Take the way people greet each other as an example. In China, people mostly greet each other by shaking hands, while in the West, they mostly greet each other by kissing or hugging each other. From these two different forms of greeting, learners can understand the different ways of communication between China and the West, and gradually derive the characteristics of the two different cultures. This teaching model is carried out in a mutual collision between the two parties in different cultural backgrounds.

### **3.2 The Teaching Goal of Cultural Collision**

Collision creates sparks and collision generates ideas. For students of different nationalities or ethnicities, we mainly use Chinese cultural cases and cultural cases of other countries involved in the students, so that students can feel the difference with other cultures on the basis of their own cultural concepts, thereby deepening mutual communication and understanding. The use of the cultural collision teaching model in international Chinese education responds well to the educational background of cross-cultural communication and dissemination. The teaching goal of this model is: through

specific cultural cases, let learners learn different cultural differences and disagreements, and understand these differences and disagreements in this different cultural collision, which will help the smooth progress of Chinese teaching and achieve the goal of "realizing understanding and harmony through collision".

### 3.3 The Operation Procedures of the Cultural Collision Model

The teaching model of cultural collision is based on the concept of "Exemplarisches Lehren und Lernen", so its operation procedure should be organized around cases. The basic process can be broken down as follows: first introduce a typical case, then let students debate around the case from their own cultural background, then the teacher summarizes the rules and principles, and finally the teacher guides the students to put the rules and principles into practice.

We can use the interpersonal communication methods under different cultural backgrounds as an example to introduce the operation procedures of the cultural collision teaching model:

First, through the video, introduce the common ways of greeting in ordinary occasions between Chinese and British people, as a typical case. For example, Chinese people usually say "你吃过了吗 (Have you eaten yet)" and "上哪儿去 (Where are you going)" when greeting; Westerners usually ask questions such as "Hi/Hello (你好)", "How are you doing (你近来怎样)", "How are things (情况怎么样)", and "Lovely day, isn't it (今天天气很好, 是吧)".

Second, after watching the video, students are asked to debate the above typical cases in light of their own cultural values and analyze the cultural and behavioral rules behind their respective communication patterns. This is the core link of the cultural collision teaching model. Teachers should guide students to first view these communication behaviors from their own cultural background, and at the same time let students view this behavior from the perspective of the other party, and analyze the cultural values reflected in various behaviors.

Third, after the cultural collision, teachers should sort out the entire process, especially summarize the rules of interpersonal communication behaviors under different cultural backgrounds, so that students can clearly distinguish and follow these rules.

Fourth, when students can clearly understand the rules of interpersonal communication under different cultural backgrounds, they need to conduct simulation training according to different cultural scenarios. For example, set up a scene of friends meeting and greeting each other in a restaurant in China, and ask students to simulate; set up a scene of friends meeting in a waiting room in the United States, and ask students to simulate training.

### 3.4 Conditions for the Realization of the Cultural Collision Model

The first condition for cultural collision is to choose a suitable "Example". This example should not only reflect cultural

differences, but also be brief and easy to discuss, and can be simulated and practiced in a small space. Secondly, teachers should reasonably grasp the scale of the "Collision" process to avoid the occurrence of value attacks. Finally, teachers should be able to rationally sort out the process of cultural collision, form behavioral patterns and rules under different cultural backgrounds, and allow students to follow these rules so as to better experience and follow the behavioral norms under the cultural background. At the same time, the collision teaching model is the one that should follow the most principles in international Chinese education. In the implementation process, teachers and students should adhere to the principles of respect, empathy, seeking common ground while reserving differences, value-behavior binary separation, innovation and harmony. This is because the teaching methods adopted by this model are relatively fierce, and more principles and norms must be adjusted to ensure the implementation effect.

## 4. Research-Based Teaching Model

The research-based teaching model is based on the specific situations of different students, starting from problems or topics, exploring the diverse needs of students, and leading students to explore existing problems to help students find solutions to the practical problems they encounter. This model can also be called the "Topic Research-Based Teaching Model."

### 4.1 Theoretical Basis of Research-Based Teaching Model

The support for the research-based teaching model comes from the inquiry-based and constructivist teaching theories. The inquiry-based teaching theory focuses on learners conducting in-depth exploration of a problem under the guidance of teachers in order to cultivate students' independent thinking ability, and is supported by the constructivist learning theory. The constructivist learning theory highlights the central position of students in teaching, requiring learners to transform from passive recipients of external information and recipients of knowledge to information processing subjects and constructors of knowledge and meaning. It also requires teachers to transform from information transmitters and knowledge indoctrination to promoters and assistants of students' active construction process. This requires teachers to completely abandon the traditional teaching methods that are self-centered and treat students as direct objects of indoctrination, and adopt new teaching models, teaching methods and teaching design concepts [4].

### 4.2 Teaching Objectives of the Research-based Teaching Model

The core of inquiry-based learning is that students observe, read, discover problems, collect data, form explanations, obtain answers, and communicate, test, and explore learning in the learning situation. Inquiry-based learning is a positive learning method. Its overall teaching goal is to train students to perceive problems, clearly raise questions, and pursue answers to problems through scientific means. In this process, students' expression ability, hands-on ability, and coordination ability can be effectively exercised. Specifically for international Chinese education, the teaching goal of the

research-based teaching model is mainly to enable learners to actively explore cross-cultural problems or think about a problem independently under the guidance of teachers, and find corresponding solutions. This teaching model focuses on learners' in-depth thinking and learning of a certain problem or topic.

### **4.3 Operational Procedures of the Research-based Teaching Model**

In international Chinese education, the basic procedure of the research-based teaching model is: Students discover and clearly raise questions - Tentatively propose research hypotheses - Collect data and test hypotheses - Theoretical summary and knowledge improvement. First, the teacher creates a certain problem situation and guides students to raise questions, then organizes students to tentatively propose solutions or hypothetical explanations to the problems, then collects data through certain channels, verifies the previous hypotheses, and finally, under the guidance of the classroom, both parties jointly summarize the rules, draw conclusions and improve their knowledge level.

We can use Chinese architectural culture as an example to introduce the operating procedures of the research-based teaching model in international Chinese education:

First, guide everyone to find problems in class: show beautiful pictures of Chinese architecture, and guide everyone to summarize the characteristics of Chinese architecture, such as solemnity, grandeur, bright colors, etc. Architecture is a silent culture. Chinese architecture is closely connected with Chinese culture. The long history of Chinese architecture is deeply imprinted with the imprint of Chinese traditional culture. Then raise the question: What kind of Chinese traditional cultural characteristics are reflected in the characteristics of Chinese architecture?

Second, based on the above questions, we can guide students to make the following analysis: the characteristics of Chinese architecture reflect the traditional Chinese idea of respecting the superior and the inferior, and reflect the Chinese characteristics of "Moderation" and "Rules". The above are the hypotheses we put forward, and we ask students to find various materials to test them based on these hypotheses.

Third, students can search for information and conduct investigations to verify and test. For example, the main part of Chinese architecture faces south, which corresponds to the Chinese culture that "Facing south is a sign of respect"; the composition of Chinese architectural complexes is generally symmetrical, which reflects the characteristics of the doctrine of the mean in Chinese culture, "Without fear or favor"; Chinese architecture has a square architectural style, from which we can see the Chinese people's national character and cultural tradition of being disciplined.

Fourth, summarize the above information and draw a verified conclusion. At the same time, teachers can conduct comparative analysis to enhance students' understanding of the issue: churches and castles in Western architecture are typical representatives of the West, and they also reflect the national character of Westerners. Whether it is a church or a

castle, it gives people a feeling of "High and Pointed", and this architectural feature is closely related to the strong religious culture of the West. Due to the dominant position of Christianity in the field of Western thought, God and heaven are the eternal pursuit and yearning of Christians. Under the influence of this ardent religious complex, Westerners also incorporate this yearning and pursuit into architecture. Through the high and pointed architectural design concept, we can feel that Westerners have a strong desire for the road to a happy paradise; this also reflects their infinite pursuit of the realm of truth, goodness and beauty from the side. Through this improvement process, students not only personally consulted the information of Chinese architecture and came to a clear understanding, but also compared and analyzed the cultural characteristics of Western architecture, thereby obtaining more comprehensive knowledge.

### **4.4 The Conditions for Realizing the Research-based Teaching Model**

Generally speaking, the research-based teaching model can train students' thinking ability, innovation ability and independent learning spirit, and can also cultivate students' democratic and cooperative spirit [5]. Therefore, this teaching model requires the instructor to follow the principle of respect, recognize the students' subjective initiative, create an equal, tolerant and democratic teaching environment, and not to criticize those students who do not seem to follow the "rules" or even judge them arbitrarily. At the same time, guidance should be the main focus, and students should not be easily and directly informed of the results of their exploration.

It should be pointed out that this teaching model generally requires that the number of students in the class should not be too large, and that it should be equipped with a relatively complete teaching support software and hardware system. The time required for teaching is often relatively long. At the same time, in the process of teaching implementation, teachers should also follow the principle of harmony and establish a harmonious teaching environment so that students can fully demonstrate themselves. Teachers should also master the current cognitive characteristics of students in order to implement targeted teaching strategies. In addition, this teaching model also requires schools to provide relatively rich books and materials for students to query and refer to.

## **5. Example-based Teaching Model**

Case teaching is a teaching method that simulates or reproduces some scenes in real life, allowing students to put themselves into the case analysis framework and learn through discussion or seminars. In teaching, we can analyze, compare, and study various successful and failed experiences to abstract some general conclusions or principles from them, and also allow students to broaden their horizons through their own thinking or the thinking of others, thereby enriching their knowledge and experience accumulation [6].

### **5.1 Theoretical Basis of Exemplar Teaching Model**

Teaching by example was first invented by Christopher, the former dean of Harvard Law School in 1870. It was later promoted by Harvard Business School and quickly spread

from the United States to many countries in the world. It is considered a successful model representing the future direction of education [7]. In the mid-1980s, the model of teaching by example was introduced into my country and fully used in various disciplines. Model teaching was first applied to medical teaching in the United States. Medical professors recorded the diagnosis and treatment process of different cases in full, and compiled them into cases (including failed cases) for classroom analysis, trying to cultivate students' diagnostic ability. The effect has been proven to be quite obvious. Later, inspired by this, law professors compiled different precedents into legal cases (including complete defense and adjudication processes) to cultivate law students' judgment and reasoning abilities. In the early 20th century, Harvard Business School adopted the business administration case teaching method. Professors recorded business management and its decision-making process, including various uncertain information, relevant opinions and implementation processes, and compiled them into cases for teaching to cultivate students' management abilities. From the development history of the model of teaching by example, it can be seen that the theoretical basis of this teaching method is the inductive logic ability of human beings: the ability to analyze and judge from individuality to generality, from concrete and micro to abstract and macro [8]. Specifically, it means starting with the analysis of some typical examples in teaching, leading students to perceive the principles and laws contained therein, and gradually refining and summarizing them, and then transferring and integrating knowledge, so that students can form a solid and impressive knowledge accumulation.

### **5.2 Teaching Objectives of the Exemplary Teaching Model**

Generally speaking, the goal of the exemplary teaching model is to guide, cultivate and train students' inductive and logical reasoning abilities by reproducing typical cases compiled from actual events, and to make students' acquisition and mastery of knowledge more solid through the process of case analysis and inductive summary [9]. In international Chinese education, this teaching model is more suitable for teaching knowledge with strong principles and regularities. In the process of teaching by example, teachers present a variety of cases around a certain topic. Students can enrich their horizons and knowledge through studying the cases. At the same time, under the guidance of teachers, they can train their logical reasoning and inductive abilities. Moreover, after forming new knowledge through their own induction, students will have a very deep impression of this knowledge.

### **5.3 Operational Procedures of the Exemplary Teaching Model**

Example teaching is a new interactive and open teaching method that can be widely used in international Chinese education. Specifically, the basic procedure of the example teaching model in international Chinese education is: first, the teacher introduces a number of classic related cases, then guides students to analyze and discuss these cases, and summarize the regular principles from them, and finally, both teachers and students jointly apply these principles in practice, thereby expanding the scope of knowledge.

We can use Chinese character culture and Chinese personality traits as examples to introduce the operating procedures of the exemplary teaching model in international Chinese education:

First of all, before the class, students are asked to look up literature on Chinese characters and Chinese personality traits on their own, focusing on three aspects: the characteristics of Chinese characters, the personality traits of Chinese people, and the personality traits of Chinese people reflected in Chinese characters, so as to prepare for classroom learning.

Secondly, the course shows the evolution of Chinese characters over the past 6,000 years: Oracle - Bronze Inscriptions - Small Seal Script - Clerical Script - Regular Script - cursive script. Each stage is used as an independent example to present the shape, meaning and writing characteristics of Chinese characters in the current period in the form of pictures. After the examples of each stage are introduced, guide students to summarize the overall characteristics reflected in the development of Chinese characters.

Thirdly, students are guided to summarize and analyze the Chinese personality characteristics reflected in Chinese characters through information on glyphs and writing characteristics. For example: The most prominent feature of Chinese characters is that they do not directly represent phonetic sounds, but have a certain degree of time and space. From a time perspective, the pronunciation of Chinese has changed significantly in ancient and modern times. However, because the shape of Chinese characters itself is generally stable and the meaning of the characters they represent has not changed much, modern people can generally understand ancient documents and materials. From a spatial perspective, Chinese characters often have different pronunciations in different dialect areas, but the meanings are basically the same, so different dialect areas can use Chinese characters to understand each other. It can be seen from this that Chinese characters can reflect the inclusive character traits of Chinese people. The writing of Chinese characters focuses on the time characteristics of line advancement, movement traces, and the control and grasp of the internal rhythm of the font as a whole. These writing methods of Chinese characters reflect the implicit and restrained character of the Chinese people, and also cultivate the Chinese people's understanding of "relationships" and "relationships". understanding of the pattern.

Fourth, through the introduction, summary and reasoning of the above examples, teachers can guide students to form a basic understanding of the relationship between Chinese characters and Chinese character, and deduce a basic law: there is a certain relationship between the cultural form that has continued from ancient times to the present and the national character. People create culture, and culture in turn influences people.

Finally, teachers can let students deduce and analyze other cultural phenomena, such as Chinese calligraphy and painting, porcelain, literary works, etc., and the relationship with Chinese character according to the law derived from the above analysis, so as to deepen the teaching effect of this course.

#### 5.4 The Conditions for Implementing the Exemplary Teaching Model

The exemplary teaching model can cultivate the ability of international Chinese education students to summarize and reason. Moreover, under this teaching model, students can form a regular understanding through their own analysis, so their grasp of knowledge is usually more solid. Of course, the implementation of exemplary teaching requires certain conditions: before conducting case discussion and analysis, teachers should guide students to pay attention to the principles of respect, empathy, seeking common ground while reserving differences and harmony, and create a good classroom atmosphere; the teaching class should not be too large, usually around 20-30 people, because too many students will affect the effectiveness of the case discussion; teachers should make full use of various auxiliary facilities such as blackboards, projectors, slides, movable hanging cloths, etc. in the teaching process to enhance the sense of presence of case introduction; teachers and students should preferably be on the same platform and be able to move freely in the classroom to eliminate barriers; teachers should strengthen cross-cultural communication skills training, especially the ability to take a descriptive and non-evaluative stance, and should not give too much critical evaluation during the discussion of the case; when students' views involve ridicule or even offensive behavior against Chinese culture, teachers should follow the principle of "Value-Behavior dichotomy", and may not agree with their values, but be able to accept their behavior, and can conduct in-depth discussions, while boldly stating their own views.

When discussing cases, students can be grouped according to the actual situation. When grouping, attention should be paid to the number of people and gender distribution. Usually, 5-7 people are appropriate for each group. The groups can be adjusted regularly to promote communication effectiveness. The group leader should generally be elected democratically by group members, and the group leader should coordinate and organize the group discussion. The enthusiasm of each group should be fully mobilized. After the discussion, each group can be arranged to present or report on the group discussion, and the teacher should give a brief comment on this.

It should be pointed out that each model has its own focus and is suitable for different teaching content and teaching environment, and can be used flexibly. Of course, it is often difficult to discuss teaching models comprehensively. Joyce and Weir found in the 1980s that there are 23 existing teaching models, of which more than 10 are the most commonly used teaching models in various countries [10]. This article is only discussed from the perspective of cross-cultural communication, focusing on the effectiveness of Chinese culture communication, analyzing the feasible teaching model of international Chinese education, in order to provide a reference for the teaching practice of international Chinese education.

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