

Cultural Communication in Teaching Chinese as a Foreign Language

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Abstract: *Language and culture are interdependent and influence each other. Language is an important carrier of culture; culture has a restrictive effect on language. In the teaching of Chinese as a foreign language, teaching Chinese knowledge is the responsibility of Chinese as a foreign language teacher, but while learning a language well, you should also learn its culture well, so the dissemination of Chinese culture is also very important. In the teaching of Chinese as a foreign language, on the basis of understanding the nature of language and culture and their relationship, we should find suitable language teaching means to widely disseminate Chinese culture.*

Keywords: Chinese as a foreign language, Language teaching, Cultural dissemination.

1. The Necessity of Cultural Dissemination in Teaching Chinese as a Foreign Language

China is one of the four ancient civilizations, with a history of 5,000 years, and its culture has a long history. As a teacher of Chinese as a foreign language, how to impart Chinese knowledge and at the same time enable Chinese learners to learn Chinese culture has become a problem that we need to think deeply about. As we know, Chinese culture has a long history, and it is difficult for Chinese to learn, let alone Chinese learners who know little about Chinese, so this requires teachers of Chinese as a foreign language to choose the right content and the right difficulty when spreading culture, so that students are interested in Chinese culture, rather than explaining difficult content, so that students can reduce their enthusiasm for learning Chinese and its culture.

Language and culture are inseparable, and when explaining language, it is inevitable that culture will be involved. And culture permeates every linguistic point. The reason why most Chinese learners learn Chinese is because they have a strong curiosity about Chinese culture and want to understand all aspects of China at a deeper level, so teachers of Chinese as a foreign language play a very important role at this time - the disseminator of Chinese culture. It is both our responsibility and our obligation to spread Chinese culture and promote Chinese culture to the world. The culture mentioned in the teaching of Chinese as a foreign language can actually be understood as "why Chinese is said this way", "why Chinese characters are written this way", or "what kind of history and culture is behind this sentence". In teaching Chinese as a foreign language, the most important thing is to impart ontological knowledge, but without the support of cultural background, it is quite difficult for any Chinese learner to learn and understand Chinese. There is no language without culture, every language is slowly formed through the precipitation of history and cultural edification, and the tone of each language reveals the culture of this country and this nation; Each language has its own unique imprint between the lines. China hopes that more and more people will learn Chinese, and that all countries in the world will have an open, inclusive, and mutual learning mentality, so as to form a large cultural circle, so that people all over the world can feel the charm of culture.

2. The Embodiment of Cultural Communication in the Teaching of Chinese as a Foreign Language

2.1 The Selection and Compilation of Teaching Materials is an Important Way to Disseminate Culture

Textbooks should contain rich elements of Chinese culture, such as traditional Chinese festivals, historical stories, idioms and allusions, literary works, folk customs, etc. Through the study of these contents, students will not only be able to master the knowledge of the Chinese language, but also have a deeper understanding of Chinese culture. For example, when teaching about the Spring Festival, you can introduce the origin, customs, traditional foods, and related folklore of the Spring Festival, so that students can feel the atmosphere and cultural connotation of Chinese festivals while learning the language.

2.2 The Innovation of Classroom Teaching Methods is Also an Important Means of Cultural Dissemination

Teachers can use a variety of teaching methods such as role-playing, scenario simulation, and cultural experience to allow students to practice the language in a simulated Chinese cultural environment. For example, through activities such as simulated traditional Chinese weddings and tea ceremonies, students can learn relevant Chinese expressions and cultural knowledge through participation.

2.3 Extracurricular Activities and Cultural Exchanges are Also Effective Ways to Spread Chinese Culture

The school can organize students to visit Chinese history museums, art exhibitions, cultural sites, etc., so that students can experience the charm of Chinese culture firsthand. In addition, activities such as Chinese speech contests, Chinese song karaoke contests, and Chinese movie nights can also be held, so that students can learn Chinese language and Chinese culture in a relaxed and happy atmosphere.

2.4 The Use of Modern Information Technology is Also an Important Way of Cultural Dissemination

Teachers can use online platforms, such as WeChat, Weibo, Douyin and other social media, to disseminate knowledge and information about Chinese culture and attract students' attention and participation. At the same time, Chinese culture can also be disseminated to global Chinese learners through online courses and video lectures.

2.5 From the Aspect of Chinese Characters, We Know That Pinyin Characters Use Letters to Record Languages, Such as English

In pinyin script, the letters and their combinations depend entirely on phonetics and have nothing to do with meaning, while Chinese characters belong to ideograms, and Chinese character parts are often related to the meaning of the word, and the connection between the parts and the combination of parts and the whole character sound and meaning constitutes the rationality of Chinese characters.

Chinese characters are highly rational characters, and this rationality carries Chinese culture:

First, The way of thinking of the Chinese. For example, the characters “big, husband, and heaven” all contain the glyph “human”, which shows the lofty position of people in the hearts of ancient ancestors.

Second, Chinese values. For example, the word “faith” is a human word for faith.

Third, Ancient Chinese's understanding of the world. For example, in the sunset grass, it is “Mo” (the ancient glyph of “twilight”); For example, the words “grass, flower” and “medicine” mentioned in this case are different from the words “poplar, willow, cypress”, etc., which shows the ancient people's view on plant classification.

Fourth, Socio-historical realities and changes. For example, “marriage” is developed from “dusk”, which means that it was first held at dusk; For example, the words “cheap, account, and wealth” are shaped by “shell”, “coin, silk” and other words are next to the shape, and “money and silver” are shaped by “gold”, which shows that silk and gold and silver were used as currency means in ancient China.

In addition, the teaching of Chinese characters is generally not carried out in isolation, but is generally associated with the words they represent, and sometimes the meaning of the words is the meaning of the words. For example, the explanation of the related culture of the Chinese character “Fu” does not originate from the rationality of the internal structure of the Chinese character, but from the status of the meaning of the word represented by “Fu” in Chinese folk culture, and for example, we all know that “Shang, Xia” is an indicator word, and the original meaning is used to indicate the relative position of the upper and lower, at the morpheme level, “Shang, Xia” is used in the word, such as the “upstream-downstream” of the river, and later extended the meaning of indicating the chronological order, such as “morning-afternoon, last week-next week, last month-next month”; This extension may be based on the metaphor that time is like flowing water, a river flows from upstream to downstream, and time flows from the past to the future—so

the use of “up” to denote a relatively early time or a time that has passed, and “down” to denote a relatively late time or future.

When explaining Chinese characters, if the cultural meanings related to them can be properly explained, it can often greatly arouse students' interest in learning Chinese characters and respect for Chinese characters and Chinese culture. An international student once told his teacher that the culture of Chinese characters made him “developed a greatest respect for this language.” Chinese characters have changed a lot since ancient times, and there are many characters that are difficult to find reasons, and some characters are a little reluctant to find reasons even if they do, which is not helpful for memorizing glyphs. If the etymology of characters is overexplained in class, students may overestimate the rationality of Chinese characters, thinking that each Chinese character has a reason to tell, and will not be willing to put effort into memorization. We must admit that the learning of Chinese characters is inseparable from repetitive memorization and practice, and most native speakers also learn Chinese characters in this way. For other related cultures, the purpose is also to serve the teaching of modern Chinese characters, and if you talk too much, it may distract students from their excitement and not help them learn Chinese character glyphs.

3. How to Disseminate Culture in Teaching Chinese as a Foreign Language

The spread of Chinese in the process of teaching Chinese as a foreign language refers to the implementation of all culture-related factors involving literature, history, philosophy, geography, folklore and other culture-related factors into the teaching process in the process of teaching Chinese as a foreign language, according to the needs of teaching purposes and teaching contents, while increasing the interest and knowledge of teaching, improving the quality of teaching, increasing the intensity of cultural dissemination, comprehensively establishing the concept of cultural teaching, adhering to the juxtaposition of language and culture, combining theory and practice, and penetrating through language and culture. It subtly enables students to learn more about traditional Chinese culture.

There are several principles:

- 1) There are many cultural activities, but they should serve language teaching, and adapt to the stage of language teaching, and reflect the principle of moving from shallow to deep, from far to near, from simple to complex, and step by step, so that Chinese learners can be interested in it, but there should be a principle of moderation, and do not turn language knowledge classes into cultural courses.
- 2) The infiltration of culture should be targeted and linked to reality, and the history and culture taught should be integrated into today's daily life. It is necessary to determine the culture that should be taught in view of the confusion and problems that arise in language knowledge and cross-cultural communication of Chinese learners, and to be able to solve their problems efficiently.

3) Culture should be popular. The Chinese culture introduced in cultural teaching should be a culture that is recognized by the general public, a culture that is not controversial, rather than a regional culture or a culture that is recognized by a small number of people, so as to avoid causing unnecessary trouble and confusion to Chinese learners.

4) Teachers of Chinese as a foreign language should have the idea of development and change. With the development of the economy and social progress, the connection between various countries in the world is getting closer and closer, and China's culture is also influenced by different cultures, and many changes have occurred, especially in young people, the cultural customs reflected have changed a lot, but they are not completely changed, so the changing trend of Chinese culture should be properly explained in class, emphasizing that culture is not static.

5) Pay attention to the authenticity and contemporaneity of cultural content. When disseminating Chinese culture in teaching Chinese as a foreign language, it is necessary to ensure that the cultural content taught is authentic and in line with the characteristics of the times. This is not only about students' correct understanding of Chinese culture, but also affects their overall perception of Chinese society. Teachers should avoid using outdated or biased materials and instead choose content that truly reflects the social, economic, and cultural developments of contemporary China. For example, when explaining traditional Chinese festivals, in addition to introducing traditional celebration methods and customs, you can also add new ways of how modern Chinese celebrate these festivals, such as online red envelopes, online prayers, etc. In this way, students can not only feel the charm of traditional Chinese culture, but also let them understand that Chinese culture keeps pace with the times.

6) Strengthen the cultivation of intercultural awareness. In the process of cultural communication, it is important to cultivate students' intercultural awareness. Teachers should guide students to recognize the differences between different cultures and learn to respect and understand these differences. Through comparative analysis of the similarities and differences between Chinese and Western cultures, it helps students establish a correct cultural outlook and improve their sensitivity and adaptability in cross-cultural communication. Specifically, teachers can design some cross-cultural communication classroom activities, such as simulated international business negotiation, cultural conflict resolution, etc., so that students can experience the communication methods in different cultural backgrounds in practice, and learn to use cross-cultural communication strategies to communicate effectively and solve problems.

7) Use multimedia technology to enrich teaching methods. With the rapid development of multimedia technology, its application in teaching Chinese as a foreign language has become more and more extensive. Teachers can make full use of multimedia teaching resources, such as pictures, videos, audios, etc., to present Chinese culture to students in a more intuitive and vivid way. This not only stimulates students' interest in learning, but also helps them better understand and remember what they have learned. For example, when explaining ancient Chinese architecture, teachers can show

relevant documentaries or photo albums to let students experience the unique charm of ancient Chinese architecture in an immersive way. When explaining Chinese opera, excerpts from classic repertoire can be shown to allow students to appreciate the essence of the art of opera.

8) Focus on student feedback and interaction. In the process of cultural communication, student feedback and interaction are indispensable. Teachers should actively listen to students' opinions and suggestions, understand their learning needs and interests, and adjust teaching strategies and content in a timely manner. At the same time, teachers should also encourage students to actively participate in classroom activities and deepen their understanding and retention of what they have learned through group discussions and role-plays. In addition, teachers can also use social media and other platforms to keep in touch with students, share the latest cultural information and learning resources, and enhance communication and interaction between teachers and students. This continuous interaction not only helps to improve students' learning, but also strengthens their sense of identity and belonging to Chinese culture.

9) Teachers of Chinese as a foreign language should adopt a positive and effective approach. The cultural knowledge learned by Chinese learners should be transformed into practical communication skills, because for Chinese learners, the ultimate goal of learning Chinese culture is to apply it to communication, so a variety of communication training should be provided inside and outside the classroom, turning knowledge into ability, so as to solve the problems they may encounter in daily life and apply what they have learned.

10) There should be a sense of contrast in the teaching process. Cultural teaching can help students recognize the differences in the collision of different cultures through contrast, and stimulate their curiosity and desire for knowledge. For example, teachers can take advantage of the different ways in which people in different countries celebrate the New Year, and finally highlight some special Chinese customs during the New Year to attract their attention. Teaching Chinese as a foreign language is not only the teaching of language, but also the teaching of culture. Language and culture are two intersecting circles, and it is almost impossible to teach a language completely apart from culture.

As countries around the world become closer and closer, and more and more countries around the world communicate with each other, Chinese language learning will become more and more popular. The dissemination of knowledge is also the dissemination of culture, Chinese culture has a long history and a long history, and it is an arduous task for teachers of Chinese as a foreign language, both now and in the future. We hope that in the future, more people from all over the world will be interested in Chinese culture and willing to learn Chinese language, knowledge and culture. As a big country, under the current environment of globalization, the cultures of various countries are changing, and China is also keeping up with the trend of world development, taking the essence and eliminating the dross. Chinese culture has its own uniqueness, but with the progress of the world, it is constantly changing, which also requires us to constantly improve our cultural awareness, keep pace with the times, and at the same time

impart cultural knowledge in the classroom of Chinese as a foreign language, we can also carry forward China's broad and profound culture.

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