

Research on the Application of Shaanxi Culture in International Chinese Language Teaching

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Abstract: *As the core birthplace of Chinese civilization, Shaanxi's rich historical and cultural resources provide unique materials for international Chinese language teaching. This article analyzes the core characteristics of cultural resources in Shaanxi, and combines empirical research and policy guidance to explore the transformation path and effectiveness improvement strategies of cultural resources in international Chinese language teaching. Research shows that international Chinese teaching integrated with Shaanxi culture can significantly improve learners' language ability, cultural identity and cross-cultural communication ability, and has strategic value in promoting cultural exchanges along the Belt and Road.*

Keywords: Shaanxi culture, International Chinese language teaching, Cultural identity, Integration of cultural resources.

1. Introduction

Shaanxi is an important birthplace of Chinese civilization, with over 50000 ancient cultural relics sites, more than 100 historical museums, and millions of cultural relics in its collection. Its cultural resources cover four dimensions: history, religion, folk customs, and revolution [1]. With the deepening of the "the Belt and Road" initiative, Shaanxi, as the starting point of the ancient Silk Road, has become an important node of international Chinese education. However, the utilization rate of Shaanxi cultural resources in current international Chinese language teaching is less than 30%, and the proportion of regional cultural content in textbooks is generally less than 15%, resulting in learners' understanding of Chinese culture remaining at the surface level. This article aims to construct a framework for the integration of Shaanxi cultural resources and international Chinese language teaching, providing theoretical support and practical paths for improving teaching efficiency.

2. The Core Features and Teaching Value of Shaanxi Cultural Resources

Shaanxi has rich and diverse cultural resources, with unique core characteristics. Its cultural resources not only have a profound accumulation that transcends time and space, but also contain fresh genes rooted in the folk, and are engraved with the hot imprint of revolutionary times, providing a unique teaching carrier for teaching Chinese as a foreign language [2].

2.1 The Depth and Breadth of Historical Culture

Shaanxi has gone through fourteen dynasties to establish its capital, forming a historical resource system represented by the culture of Zhou, Qin, Han, and Tang [3]. For example, the archaeological discovery of the Terra Cotta Warriors of the First Emperor of Qin was included in one of the world's 100 "greatest discoveries of mankind", and its military system and sculpture art became the core content of the advanced Chinese culture course. The "Chinese Stele on the Spread of Nestorianism in the Great Qin Dynasty" collected by the Beilin Museum in Xi'an reveals the history of religious

exchanges between China and foreign countries during the Tang Dynasty, providing empirical cases for the special teaching of "Religion and Chinese Language Communication". The empirical results show that the learners who participated in the field teaching of the Terra Cotta Warriors improved their memory accuracy of words such as "military array layout" and "weapon names" by 42%.

2.2 The Freshness and Participation of Folk Culture

Shaanxi folk culture is carried by the three major regions of Guanzhong, northern Shaanxi, and southern Shaanxi, forming differentiated teaching resources [4]. For example, the rhythm characteristics of the Ansai waist drum in northern Shaanxi can be combined with Chinese tone teaching to enhance learners' perception of the four tones through action imitation; The lyrics structure (seven character sentence, cross sentence) of Guanzhong Qin Opera Opera can be transformed into a prosodic model of Chinese grammar teaching. Practice at Northwest University has shown that learners who participate in folk experiences have a 27% increase in Chinese oral fluency and a 41% decrease in cultural misunderstandings.

2.3 The Timeliness and Resonance of Revolutionary Culture

Shaanxi has 2051 revolutionary sites, of which 19 are national level patriotic education bases. The spirit of "self-reliance and hard work" of Yan'an Revolution Memorial Hall forms a cross temporal dialogue with the values of contemporary youth. By designing the task of translating revolutionary diaries into Chinese, learners can understand the modern interpretation of core concepts such as "serving the people" in language practice, which enhances their cultural identity. Integrating revolutionary cultural elements from Shaanxi into teaching has enhanced students' cultural understanding and emotional resonance.

3. The Teaching Transformation Path of Shaanxi Cultural Resources

3.1 Building a Distinctive Curriculum System

3.1.1 Hierarchical Design of Course Content

Design basic, advanced, and high-level courses for foreign learners with different levels of Chinese proficiency [5]. The basic courses can focus on the material culture of Shaanxi, such as taking landmark buildings such as the Terra Cotta Warriors and the Big Wild Goose Pagoda as the starting point, introducing their names, historical backgrounds and cultural meanings, and simultaneously increasing the Chinese vocabulary and cultural cognition; Advanced courses go deep into folk culture, and set up modules such as “Qin Opera Tone Analysis”, “Chinese Rhythm in Northern Shaanxi Folk Songs”, and train Chinese pronunciation and intonation with the help of the rhythmic characteristics of Qin Opera and folk songs; Advanced courses focus on revolutionary culture, by discussing the Yan’an spirit and interpreting revolutionary literature, allowing learners to gain a deeper understanding of the spiritual connotations of Chinese culture and enhance their comprehensive application of Chinese language and cultural interpretation abilities.

3.1.2 Interdisciplinary Integration Curriculum

Integrating Shaanxi cultural resources with various disciplinary knowledge to develop interdisciplinary courses. For example, combining the discipline of history to narrate the important position and events of Shaanxi in different historical periods; Integrating art disciplines to guide learners to appreciate and create paintings and music works related to Shaanxi culture; Related to the discipline of geography, introduce the natural scenery and cultural landscape distribution of Shaanxi. Through interdisciplinary courses, broaden learners’ knowledge and enhance their comprehensive understanding of Chinese and Shaanxi culture [6].

3.2 Innovative Textbook Development Model

3.2.1 Development of Digital Textbooks

Develop digital teaching materials using modern information technology [7]. With the help of AR technology, the teaching materials with interactive functions are produced. The learners can scan the pictures on the teaching materials to present 3D cultural relic models and detailed introductions, such as 3D display and history explanation of Terra Cotta Warriors; Using AI technology to generate personalized learning content, providing customized reading materials and practice questions based on learners’ Chinese proficiency and interests. In addition, multimedia teaching materials can be created, including various forms such as pictures, videos, audio, etc., such as videos of Shaanxi folk activities, audio of Shaanxi folk songs, etc., to enrich the learning experience.

3.2.2 Customized Textbooks by Region

Develop regional textbooks based on the needs and cultural backgrounds of learners from different countries and regions. For the Central Asian countries along the “the Belt and Road”, the textbooks can be integrated into the business cases of Shaanxi Free Trade Zone and the business language of Guanzhong dialect to meet their Chinese learning needs in the field of economy and trade; For learners from European

countries, comparing the protection of the ancient city of Xi’an with European cultural heritage, designing cross-cultural communication themed teaching materials can help them better understand and adapt to the differences between different cultures [8].

3.3 Adopting Diversified Teaching Methods

3.3.1 Immersion Teaching Method

Create an immersive teaching environment that allows learners to immerse themselves in Shaanxi culture. On the one hand, using VR technology to recreate historical scenes in Shaanxi, such as the bustling scene of Chang’an City in the Tang Dynasty, allows learners to feel as if they are immersed in it and communicate and interact in Chinese; On the other hand, organize on-site visits and lead learners to cultural venues such as Shaanxi History Museum and Yan’an Revolution Memorial Hall to experience the weight of history and cultural heritage on site, and arrange for dedicated personnel to explain and guide them in Chinese. In addition, cultural experience activities can also be carried out, such as allowing learners to participate in the study of folk arts such as Paper Cuttings and shadow puppet making, so as to improve their Chinese expression ability and cultural understanding ability in practice [9].

3.3.2 Project-Based Learning Method

Design projects related to Shaanxi culture and have learners collaborate in groups to complete them. For example, to carry out the “Shaanxi Cultural Promotion Project”, learners need to conduct market research, write promotional copy, design promotional posters, and other work in Chinese; Or “Qin Opera Adaptation Project”, learners should understand the characteristics and history of Qin Opera, create new Qin Opera scripts in Chinese, and perform. Through project-based learning, cultivate learners’ teamwork skills, problem-solving abilities, and comprehensive Chinese language proficiency.

4. Policy Support and Practical Cases

4.1 Collaborative Innovation between Universities and Cultural and Museum Institutions

“Qin Terra Cotta Warriors Digital Education” project is an innovative teaching project developed by Dong Yongying’s team of Xi’an University of Electronic Science and Technology. The project cooperates with the Museum of Emperor Qin Shihuang’s Mausoleum and the Shaanxi History Museum to create a multi-dimensional communication mode around high-quality cultural relics. Through digital means, the history, culture, art and other contents of the Terra Cotta Warriors will be comprehensively displayed. Learners can deeply understand the connotation of the Terra Cotta Warriors through online courses, virtual reality and other ways. For example, in the digital construction of the Terra Cotta Warriors, the interactive module of “virtual archaeology” was developed, and learners learned words such as “bronze ware” and “pottery figurines” by digging virtual sites, which enhanced learners’ strong interest in Shaanxi culture. This project has not only won multiple domestic and international awards, but also provided new ideas and methods for

international Chinese language teaching.

4.2 The Guiding Role of Special Projects

In 2025, Shaanxi Federation of Social Sciences and Beijing Language and Culture University Press jointly set up the “Shaanxi International Chinese Education Special Project” to support the research on the regional development path of international Chinese education in the context of the “the Belt and Road”. The project guide explicitly mentions the application of Shaanxi cultural and museum resources in international Chinese character culture teaching, promoting the integration of museum cultural relics and Chinese character teaching. Each project is funded with 10000 yuan, requiring the project team to conduct in-depth field research and develop innovative teaching models in conjunction with Shaanxi cultural resources. Professor Ke Zhuoying’s team from Xi’an Petroleum University proposed a feasible plan of “integrating dialect culture into international Chinese education” through data analysis of Chinese newspapers. After receiving special funding, they developed a Shaanxi dialect teaching module, which achieved an accuracy rate of 78% for learners’ use of oral expressions such as “嘹咋咧” “美得很”.

4.3 Integration of International Cultural Communication and Social Services

4.3.1 International Student Cultural Ambassador Program

Xi’an University of Finance and Economics organized international students to wear Hanfu and shoot a bilingual short video at the Huaqing Palace, explaining “Song of Everlasting Regret” and Tang Dynasty hot spring culture in Chinese. The work was spread globally through platforms such as TikTok, and the highest number of views per video exceeded 5 million.

4.3.2 Rural Revitalization Live Streaming Practice

Shaanxi Normal University has partnered with poverty-stricken counties in Ankang to conduct cross-border live streaming training on “selling specialty products for old areas”. International students introduce products such as Shaannan cured meat and Fuping persimmon cakes in Chinese, while simultaneously learning policy terms such as “e-commerce to assist agriculture” and “inheritance of intangible cultural heritage”.

5. Challenges and Countermeasures of Shaanxi Culture in International Chinese Language Teaching

As an important component of Chinese culture, Shaanxi culture has unique application value in international Chinese language teaching. However, it faces many challenges in international Chinese language teaching, such as insufficient resource integration, disconnection between cultural teaching and language practice, dual shortcomings in technology and teaching staff, and single dissemination channels. These challenges need to be addressed through resource integration, technological empowerment, teaching innovation, and teacher

training.

5.1 Core Challenge

5.1.1 Insufficient Resource Integration and Weak Collaboration Mechanism

Shaanxi has rich historical, cultural and museum resources (such as Terra Cotta Warriors, Tang culture) and regional culture (Qin Opera, folk customs), but the cooperation between universities, cultural and museum institutions and enterprises is loose, and the standardized and large-scale development model has not been formed. The “Chinese + Vocational Education” program in vocational colleges has a low degree of integration between technology and culture, a shortage of teaching staff, and fragmented teaching resources due to insufficient collaboration between government, schools, and enterprises. For example, some courses only focus on displaying cultural relics images, lacking interactivity and practicality.

5.1.2 The Separation of Cultural Teaching and Language Practice

Shaanxi’s intangible cultural heritage and historical resources often rely on one-way knowledge transmission in international Chinese language teaching, lacking immersive experiential design. For example, in the traditional classroom, students can hardly perceive the performance form and cultural connotation of Qin Opera art through words, resulting in cultural identity remaining on the surface [10]. In addition, the combination of cultural and museum resources (such as Tang Dynasty murals) with Chinese character teaching still remains at a “shallow level of translation”, and has not formed a progressive chain of “language learning → cultural understanding → value recognition” [11].

5.1.3 Dual Weaknesses in Technology and Teaching Staff

(1) Technical application limitations: Although VR/AR technology has been applied in scenes such as Shaanxi History Museum, it is mostly used for 3D display of cultural relics and has not been deeply integrated with language skill training. For example, there is a lack of designs such as “situational dialogues” and “interactive tasks” in virtual scenes, and there is insufficient matching between technical tools and teaching content.

(2) Insufficient teaching capacity: The teaching staff generally faces challenges of low digital literacy and weak cross-cultural teaching ability, with a particular scarcity of “Chinese + vocational skills” composite teachers. For example, when teaching courses on Silk Road commerce, teachers need to not only master Chinese language teaching skills, but also be familiar with interdisciplinary knowledge such as history and trade.

5.1.4 Single Communication Channel and Insufficient Attractiveness

The overseas dissemination of Shaanxi culture relies on traditional offline exhibitions, and the use of new media (such as short videos and social media) is insufficient, making it

difficult to reach young learners. For example, overseas exhibitions mainly use static display boards with weak interactivity, which is disconnected from the communication needs of the digital age.

5.2 Targeted Measures

5.2.1 Establish a Collaborative Mechanism of “Government-School-Enterprise-Cultural Museum”

(1) Policy driven: Based on the “Shaanxi Province International Chinese Education Special Project”, promote the joint development of digital courses between universities and cultural institutions. For example, in the development of the “VR Mystery Solving Course for Tang Tomb Murals”, students can trigger Chinese tasks (such as describing patterns and simulating Tang Dynasty business conversations) by scanning murals with AR, transforming cultural relics into immersive language learning scenarios.

(2) School-enterprise cooperation: referring to the cooperation model between Xijing University and Confucius Institute, the elements of shadow puppets and Terra Cotta Warriors are integrated into the “Chinese + vocational skills” course, so as to cultivate compound talents who “understand Chinese, understand culture and improve skills” for Central Asian countries.

5.2.2 Design a Phased Teaching Path of “Experience → Application → Identification” [12]

(1) Beginner experience: Utilize Shaanxi cultural and museum resources to design interactive tasks. For example, through VR “Cloud Tour of the Big Wild Goose Pagoda”, students can observe the architectural details and complete Chinese descriptions; Or organize a “Qin Opera Imitation Show”, where learners can master the words such as “sleeve swinging” and “singing”.

(2) Deep application: Build a “virtual Chang’an City” scenario to simulate negotiations between Silk Road caravans. Students need to negotiate in Chinese, analyze trade rules, and simultaneously improve language skills and cultural cognition.

(3) Value identification: In combination with the archaeological task of the Terra Cotta Warriors, guide students to write cultural relics research reports in Chinese, explore the impact of Chinese civilization on the world, and complete the advancement from cultural experience to value internalization.

5.2.3 Dual Track Integration of Technological Empowerment and Teacher Training

(1) AI tool research and development: promote the “intelligent voice error correction system” developed by Xi’an Peihua University, combine the “Terra Cotta Warriors interpretation” task, analyze students’ pronunciation and grammar in real time, generate personalized training reports, and improve vocabulary memory rate by 30%.

(2) Dual teacher training: Establish cross institutional training

bases (such as the cooperation between Shaanxi History Museum and Xi’an Foreign Affairs College) to strengthen teachers’ ability to use digital tools and Shaanxi cultural communication skills. For example, cultivating teachers to use AI to design courses on “Chinese + Intangible Cultural Heritage Skills” and conducting overseas practical exercises.

5.2.4 Innovative New Media Communication and Interactive Models

(1) Short Video Challenge: Launch the “Shaanxi Culture Challenge” activity to encourage overseas learners to shoot interesting short videos such as “AR Cultural Relic Restoration” and “Tang Dynasty Cuisine Reproduction”, spread them through social media, and attract young people to participate.

(2) Transnational practice platform: jointly build a “digital culture laboratory” with colleges and universities along the “the Belt and Road”, and students plan virtual exhibitions and produce multilingual cultural works through online platforms. For example, Chinese explanatory videos created by Kazakh students can be directly used for the overseas exhibition of Shaanxi Cultural Expo.

6. Conclusion

Shaanxi culture provides rich materials and unique perspectives for international Chinese language teaching, and its effective application can achieve the dual goals of “language learning” and “cultural dissemination”. By constructing layered teaching content, innovating interactive methods, and optimizing resource adaptability, Shaanxi culture can be transformed from an “additional knowledge point” to a “core carrier of language learning”. Future research can further combine the acquisition characteristics of learners with different native language backgrounds to develop more targeted teaching plans, making Shaanxi culture a bridge connecting Chinese and the world, and helping to promote the international dissemination of Chinese culture.

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