

Cultivation of Cultural Identity in International Chinese Education

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Abstract: International Chinese education is an important way to spread Chinese excellent culture. Carrying out good teaching activities will help students learn Chinese culture deeply and play an important role in cultivating their sense of Chinese cultural identity. Therefore, teachers deeply analyze the content of international Chinese teaching in teaching activities, explore the Chinese traditional culture contained in it, and design interesting, inspiring and guiding teaching activities with information technology as the medium to guide students to learn actively, promote students to learn and understand Chinese culture, and realize the cultivation of students' cultural identity.

Keywords: International Chinese education; Chinese culture; Cultural identity

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Foreword:

With the increasing comprehensive strength of China, its status in the world is also constantly improving. Therefore, the Chinese culture's external publicity has been expanding and its influence has been increasing. At the same time, Chinese culture is not only the culture of China, but also the main part of human culture in the world. It is both a historical task and an era task to spread Chinese culture well and effectively. International Chinese education plays an important role in the communication of Chinese culture, so teachers should pay attention to methods, teaching innovation and cultural propaganda innovation in the teaching process, so as to promote non-Chinese-speaking people to have a deeper understanding of Chinese culture and realize the teaching purpose of cultivating students' cultural identity.

1. Create a cultural atmosphere to stimulate students' interest in learning

In the process of international Chinese education, teachers create a good cultural atmosphere according to the teaching content, which is helpful to stimulate students' interest in learning, promote students' understanding of Chinese culture and strengthen students' identification with Chinese culture. The target of international Chinese education is foreigners or overseas Chinese whose mother tongue is not Chinese. According to the traditional teaching concept, the premise of strengthening the recognition of China culture by non-Chinese-speaking people is to educate them in Chinese characters, so as to encourage them to read books related to China culture, feel the charm of Chinese culture and strengthen their sense of identity with Chinese culture. Although such a teaching idea or method is positive to the spread of Chinese culture or to strengthen its recognition of Chinese culture, the teaching method has a long cycle and it is difficult to achieve good teaching results in a short time. Therefore, teachers should change their teaching ideas in teaching activities, apply modern teaching technology to promote Chinese culture in international Chinese education from a multi-dimensional perspective, and strengthen the sense of identity of non-native Chinese speakers with Chinese culture^[1].

For example, when teachers organize students to learn Chinese characters, they pay attention to let students know Chinese characters and guide students to learn more Chinese culture through Chinese character teaching. Therefore, when teachers organize students to understand Chinese characters, they should spread Chinese characters or the culture contained in them in the form of

pictures or animation. For example, when teachers explain the word “human” to students, teachers can rely on information technology to explain the creation method, meaning and evolution of the word “human” to students, so that students can have a deep understanding and understanding of Chinese characters from the perspective of intuitive observation. Therefore, in the process of organizing students to learn “Man”, teachers use information technology to play “Man’s Oracle Bone Inscriptions” for students and explain how to create “Man”. Oracle Bone Inscriptions’s character “ren” is the shape of the hanging arm of a person’s side vertical bow, and explains to students that “ren” is an pictographic character, which is created by imitating the shape of a person and represents a concrete actual person. At this point, teachers should start teaching based on “people”, such as what are two Chinese characters? What does it mean? Guide students to think, promote students to integrate into classroom teaching, and keep up with teachers’ teaching rhythm. Teachers can lead out the word “benevolence” and explain to students that the pronunciation of the word “benevolence” is the same as that of “human”. At this time, students will be confused. How can different shapes of words be pronounced the same? According to the students’ questions, the teacher leads out the knowledge of homophones, and explains to the students that the number of Chinese characters is small at first, and in most cases, the meanings of Chinese characters with the same pronunciation are basically the same. Based on this, the teacher explained the word “benevolence” in depth. Taking Oracle Bone Inscriptions as an example, the glyph of “benevolence” is two together, indicating the close relationship between two people and extending the meaning of “love”. In this way, the Chinese culture with Confucian culture as the core is extended by the situation, and the idea of “benevolence loves others” is extended, and the concept of “people-oriented” in Chinese culture is extended. In this way, the explanation of Chinese character courses based on “people” will systematically lead out China culture, make students feel the profoundness of China culture unconsciously, and lay a foundation for promoting students to learn Chinese culture in depth and strengthening their cultural identity.

2. Tap cultural elements and highlight the core of Chinese culture

In international Chinese teaching activities, teachers should be good at excavating cultural elements in teaching content and promoting the deep integration of international Chinese teaching content with Chinese culture, which will help highlight the core of Chinese culture, guide students to learn the essence of Chinese culture and feel the diversity and depth of China culture. Therefore, when teachers organize students to carry out teaching, they should dig deep into the keywords in the teaching content, so as to expand traditional culture, integrate diversified Chinese culture into the teaching content, infiltrate Chinese culture into students and promote their identification with Chinese culture.

For example, in the process of organizing students to learn ancient poetry, teachers can guide students to appreciate ancient poetry from multiple angles, and on the basis of promoting students’ in-depth understanding of the meaning of ancient poetry, they can expand the Chinese culture of the society. For example, when teachers organize students to study the Song of Water Tune written by Su Shi, teachers can explore Chinese culture from the aspects of literary form, historical allusions, philosophical thoughts, natural landscape, poetry art and so on, so that students can feel the diversity and unity of Chinese culture. First, teachers use information technology to play video materials reciting “Shuidiao Tou” for students, so that students can feel the artistry and charm of China classical literature visually and audibly, and arouse students’ interest in learning. After that, the teacher leads the students to read, and in the process of reading, the teacher should select the key points of teaching to explain, so as to avoid the students losing their grasp of reading appreciation due to comprehensive reading explanation. When explaining the word “Shuidiao Tou”, the teacher did not lead the students to make an in-depth analysis from the literary form, so as to make it clear that “Shuidiao Tou” is the epigraph name of this word, which was formally formed in the Song Dynasty, and its forms are diverse, such as “Jiangchengzi”, “Die Lian Hua” and “Bu Operator”. The epigraph name has a fixed format and rhythm, and the words of different epigraph names have different writing styles and emotional expressions. The beginning of the word says, “When will there be a bright moon?” Teachers can guide students to make in-depth analysis from the perspective of natural landscape. “Bright moon” here refers to a bright full moon, which guides students to experience Chinese culture from the perspective of full moon. “Bright Moon” has a special symbolic meaning in Chinese traditional culture, symbolizing homesickness and thinking about people’s sufferings. In ancient poetry, the “bright moon” is related to the Mid-Autumn Festival, which is a representative traditional festival in China and the essence of Chinese culture, implying family reunion and happiness, such as the family blessing of “full moon”. “When will there be a bright moon” also reflects the folk myth allusion of “Chang’e should regret stealing the elixir, and the sky is clear and the night is clear”, which shows the ancient people in China convey their understanding and yearning for the moon by myth. When teachers guide students to analyze from the perspective of philosophical thinking, they can start from the poet’s official background and take the Mid-Autumn Festival as a guide to let students know that the poet expresses his feelings with scenery, express his broad-minded and optimistic attitude towards life when his career is frustrated, and reflect the philosophy of life and the way of life in China traditional culture. At the same time, the poet conveys

his love for his younger brother with the moon, which also reflects the highest philosophical thought of “harmony between man and nature” in Chinese culture. Therefore, in the process of international Chinese education, teachers should pay attention to analyzing the teaching content from multiple angles, exploring the traditional culture contained in it, and guiding students to learn by guiding teaching methods, so as to promote students to understand traditional culture, let students understand the core of Chinese culture and cultivate students’ cultural identity.

3. Organize practical teaching to strengthen students’ cultural experience

In the process of international Chinese education, teachers organize students to carry out practical teaching according to the teaching content, which plays an important role in strengthening students’ practical experience of Chinese culture and promoting students’ identification with Chinese culture. Therefore, in teaching, teachers should not only pay attention to the teaching of Chinese theoretical knowledge, but also pay attention to properly organizing students to carry out practical teaching, so that students can touch the vitality and grandeur of Chinese culture through their hands [2].

For example, when teachers organize students’ knowledge of Chinese folk customs, they can quote classics, expand and extend, organize students to carry out practical activities, and ensure students to deeply understand the diversity and vividness of Chinese culture on the basis of promoting students to understand and master the teaching content of this course. For example, when teachers organize students to study traditional festivals in China, they should first watch documentaries or billboards of traditional festivals in China, create a good learning atmosphere for students, guide students to understand and master the core of traditional festivals in China, and then organize students to carry out activities related to traditional festivals. Taking the Spring Festival as an example, teachers guide students to travel to Shang Dynasty in time and space, and show students many activities of offering sacrifices to gods and ancestors in Oracle Bone Inscriptions and Oracle Bone Inscriptions unearthed in Yin Ruins, which may be one of the origins of the Spring Festival. At the same time, teachers explain to students the forms of Spring Festival activities held by ethnic groups in different regions of China, such as posting Spring Festival couplets, hanging New Year pictures, setting off firecrackers, and paying New Year greetings. Spring Festival couplets first appeared in the Five Dynasties. New Year pictures originated from the door gods of the Tang Dynasty, and firecrackers were set off to drive away the new year animals, while New Year greetings were a blessing. After students have a basic understanding of the traditional festival of Spring Festival, teachers organize students to carry out painting and calligraphy activities, and guide students to have Spring Festival couplets and draw New Year pictures. When writing Spring Festival couplets, teachers guide students to write on red paper with a brush, and at the same time, teachers can also guide students to write the word “Fu”, so as to guide students to learn “Fu culture” in China. When drawing new year pictures, teachers can guide students to draw new year pictures in the form of door gods and surplus in successive years. The door gods symbolize the safety of the family, and surplus in successive years means that the financial resources are extensive and the wealth is rich. Therefore, in the form of organizing students to carry out Chinese cultural practice activities, teachers can let students experience the core content of Chinese culture and the moral of Chinese culture in practice, which is helpful to cultivate students’ sense of Chinese cultural identity.

Conclusion:

To sum up, in international Chinese teaching activities, teachers combine students’ learning situation, teaching content and information technology with the actual teaching situation, and adopt teaching methods such as designing teaching situation, excavating cultural elements in teaching content and organizing practical activities to create a good learning situation for students, guide students to actively participate in teaching, promote students to deeply understand and master teaching content and Chinese culture, and cultivate students’ cultural identity. However, in combination with students’ learning situation, teachers should optimize and improve the existing teaching methods, strengthen China cultural propaganda, and make more students understand and learn Chinese culture.

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