

# Practice and Effect Evaluation of Cultural Awareness Training in teaching Chinese as a Foreign Language

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**Abstract:** The teaching of Chinese as a foreign language is not only the imparting of language skills, but also an important way to understand and spread Chinese culture. This paper discusses the importance of cultural awareness in the teaching of Chinese as a foreign language, and how to effectively practice it through classroom teaching, cultural experience activities and online resource platforms. The integration of cultural elements in classroom teaching, the personal experience of cultural activities, and the use of diversified online resources together constitute the practical strategy of cultural awareness cultivation. Through the follow-up investigation and feedback analysis of students, the influence of these practices on the enhancement of students' cultural awareness and the improvement of teaching effect is evaluated. The results show that the comprehensive application of these strategies can significantly improve students' cultural awareness and effectively enhance the effect of Chinese teaching.

**Keywords:** Chinese Teaching; Cultural Awareness; Classroom Teaching

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## Introduction

In the tide of globalization, language is no longer a simple communication tool, but a bridge of cultural understanding and communication. Teaching Chinese as a foreign language not only aims to impart language knowledge, but also to cultivate students' cultural awareness and promote the improvement of cross-cultural communication ability. The cultivation of cultural awareness enables learners to understand the language at a deeper level, and then grasp the actual use of the language more accurately. Based on the background of Chinese foreign language teaching, this paper will explore the practical methods of cultural teaching, and evaluate its effectiveness in enhancing students' cultural awareness and improving teaching results through empirical research.

## 1. The background and significance of cultural awareness training in teaching Chinese as a foreign language

Under the background of globalization, the teaching of Chinese as a foreign language has expanded rapidly. The teaching of Chinese as a foreign language not only focuses on the cultivation of language skills, but also attaches more importance to the shaping of cultural consciousness. For foreign language learners, the cultivation of cultural awareness is the key to the integration of language knowledge and intercultural communication ability. Due to the inseparability of language and culture, Chinese learning is not only the mastery of language forms such as grammar and vocabulary, but also the understanding and identification of Chinese traditional culture, social customs, values and other deep culture. The elements of Chinese culture run through all aspects of the language, from daily communication to business communication, all of which reflect the imprint and influence of culture. Therefore, incorporating cultural education into Chinese teaching can help students establish a cultural framework in the process of language learning, better grasp and use Chinese, and improve their practical communication ability.

## 2. Practice of cultural awareness in teaching Chinese as a foreign language

### 2.1 Culture introduction in classroom teaching

Teachers can integrate Chinese culture into classroom teaching through various teaching strategies, so as to deepen students' understanding of the cultural connotation behind the Chinese language. For example, by introducing the history and customs of traditional Chinese festivals when teaching festival vocabulary, students can understand the cultural significance of festivals such as the Lunar New Year and the Mid-Autumn Festival. For example, by discussing Chinese food culture, students will not only learn words such as "dumplings" and "hot

pot”, but also understand the family and social and cultural values that these foods carry. In addition, teachers can also use Chinese films, music and literature as teaching materials, so that students can experience the depth and breadth of Chinese culture while learning the language. This kind of cultural introduction not only enriches the teaching content, but also enhances students’ cultural understanding and learning interest, providing them with a more comprehensive language learning experience.

## **2.2 Cultural experience activities and practices**

By organizing students to participate in traditional Chinese festival celebrations, calligraphy and painting workshops, tea art performances and other activities, students can feel the unique charm of Chinese culture up close and truly. For example, when students participate in the traditional Chinese handicraft activities such as making dumplings and making lanterns in the teaching, they not only exercise their hands-on ability, but also let them deeply understand the relevant cultural knowledge and language expression in the actual operation. In addition, by simulating the role play of Chinese business table manners and other practical scenes, students can learn and use Chinese in practice, and at the same time experience the cultural differences in business communication. These cultural experience activities enable students to learn Chinese through practice, improve students’ intercultural communication ability, and further enhance their interest and understanding of the profound Chinese culture. In the calligraphy painting workshop, students can personally experience the charm and skills of Chinese calligraphy and painting, and feel the charm of traditional Chinese art. Through the teacher’s guidance and the students’ interaction, they can gradually grasp the skills and essence of these art forms. At the same time, calligraphy and painting workshops can also cultivate students’ patience and focus, so that they can be inspired and grow in artistic creation. Tea art performance can let students understand the rich connotation and unique charm of Chinese tea culture. In the performance process, students can learn the basic knowledge and skills of tea art, and feel the elegance and tranquility of tea art performance. At the same time, by tasting various famous Chinese teas, they can learn about the history and inheritance of Chinese tea culture, and further deepen their understanding and understanding of Chinese culture.

## **2.3 Utilization of online resources and platforms**

With the development of Internet technology, the teaching of Chinese as a foreign language has also begun to make extensive use of online resources and platforms. Through Chinese language learning websites, apps and social media, students have access to a large number of cultural materials and interactive platforms that are updated in real time. For example, using online video sites to watch Chinese movies and TV dramas to perceive daily life and cultural trends in China; Follow the articles of Chinese teaching experts through blogs and wechat public accounts to get first-hand cultural knowledge and learning materials. In addition, the application of virtual reality technology enables students to visit historical sites in China, such as the Forbidden City and the Great Wall, in a virtual environment, thus obtaining a more intuitive cultural experience. Online resources and platforms have the characteristics of flexible time and unlimited space, and students can carry out cultural learning anytime and anywhere according to their own interests and needs, which has greatly enriched the traditional teaching mode, but also improved the learning efficiency and motivation.

# **3. Evaluation of the effect of cultural awareness training in teaching Chinese as a foreign language**

## **3.1 Enhancement of students’ cultural awareness**

In the teaching of Chinese as a foreign language, the promotion of cultural awareness is one of the important indicators to measure the teaching effect. The improvement of cultural awareness is manifested in that students can recognize and appreciate the diversity of Chinese culture, understand cultural differences, and use these knowledge in practical communication to reduce cultural conflicts and improve communication efficiency. The assessment of the improvement of students’ cultural awareness is usually carried out through questionnaires, interviews, reflective diaries of students and tests of practical communicative competence. Questionnaires and interviews can collect the changes of students’ views and attitudes towards Chinese culture, while reflection diaries can reflect students’ thoughts and perceptions of the cultural

learning process. By testing students' communicative competence through role-playing and scenario simulation, we can intuitively observe how they apply cultural knowledge to practice. For example, whether students can correctly use honorifics and observe etiquette in simulated business talks reflects their cultural sensitivity and adaptability. With the enhancement of cultural awareness, students pay more attention to the consideration of context when understanding Chinese language, and can better understand the hidden meaning of the language, which not only improves their language ability, but also enables them to communicate more confidently in a multicultural background.

### **3.2 Improvement of teaching effect**

The cultivation of cultural consciousness has a direct influence on the improvement of teaching effect. This improvement is not only reflected in the improvement of students' Chinese proficiency, but also in their interest and motivation in learning Chinese. In the concrete evaluation of teaching effect, it can be carried out by quantitative data such as test scores, class participation, learning time and so on. In addition, qualitative assessment methods, such as classroom observation, teachers' evaluation of students' learning attitudes and behaviors, and students' self-assessment, can not be ignored. The improvement of teaching effect is usually closely related to the innovation of teaching methods. For example, project-based learning enables students to learn Chinese while completing projects with cultural inquiry. This method can stimulate students' active learning and exploration spirit. At the same time, through the cultivation of cultural awareness, students' intercultural communication skills are exercised, and the result is that students can communicate with native Chinese speakers more smoothly and naturally. These improvements provide students with a broader learning horizon and social circle, thus increasing their practical opportunities to use Chinese and further promoting the improvement of Chinese language ability. In general, the cultivation of cultural consciousness combined with the innovation of teaching methods has played a positive role in promoting the teaching effect.

### **Closing remarks**

To sum up, the cultivation of cultural awareness into the teaching of Chinese as a foreign language plays an indispensable role in students' understanding of Chinese and Chinese culture. Through the comprehensive use of classroom teaching, cultural experience activities and online resources, not only improve students' cultural awareness, but also optimize the teaching effect. In the future, Chinese teaching should continue to explore more diversified cultural teaching strategies to adapt to the needs of students from different backgrounds, and further promote the international spread of Chinese and the exchange and understanding of different ethnic cultures in the world.

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