

A Case Study of the Art Teaching Model of “Scene, Emotion and Feelings” in Intercultural Curriculum

Jingning Zhu, Yu Zhuang, Hualing Yin

Chongqing University of Science and Technology, Chongqing, 401331

Abstract: The “ Scene, Emotion and Feelings “ art teaching model is created in cross-cultural teaching, which integrates the three elements of scene, emotion and feelings into one, and naturally integrates “ Family and country feelings “ education into the aesthetic teaching means to build an art teaching model. This study explains the implementation of intercultural teaching under the art teaching model of “Scene, Emotion and Feelings” through a classic case of “Chinese Culture” course.

Keywords: Scene; Emotion; Feelings; Cross-cultural teaching; Cases

Fund Project:

This research is based on the original case of “China · Knot”, an award-winning micro-course of “Chinese Culture” course of Chongqing University of Science and Technology

1. Art teaching model of “scene, emotion and feelings”

“Chinese Culture” course through the process of learning Chinese music, art, literature and other knowledge, to let international students understand the Chinese thinking, understand the profound spiritual connotation of Chinese culture. “Family and country feelings” is the most important spiritual connotation of Chinese culture, which is a kind of noble sentiment contained in various cultural carriers, and is the embodiment of a high sense of identity, belonging, responsibility and mission for the country. In teaching, we have innovatively constructed the art teaching mode of “scene, emotion and feelings” in cross-cultural teaching, that is, combining the current international situation, exploring the “emotion” element in the cultural carrier, combining the creation of “scene” with the interpretation of meaning, so as to make cross-cultural teaching beautiful, touching and “feelings”. The following combines the classic teaching case “Chinese · Knot - Small complex, big feelings” to elaborate the specific implementation of the art teaching model of “scene, emotion and feelings” in cross-cultural course teaching.

2. Case implementation of the art teaching model of “scene, emotion and feelings”

2.1 Scenario creation breaks cultural cognitive barriers

One of the most difficult problems in cross-cultural teaching is language barrier and cultural cognition difference. In the teaching of international students, the use of realistic situations closely related to daily life to create imported teaching can break the cultural boundary barrier, avoid the language barrier, and make the curriculum clear.

The main teaching content of this case is to help international students understand the structural characteristics and rich meanings of phonograms through the analysis of the Chinese character “knot”. The teaching design first shows students the process of tying ancient women’s clothes by video, so that students can understand at a glance that the word “knot” has the double meaning of verbs and nouns.

By breaking down the shape side (twist side) and sound side (Ji) of the “knot” character, understanding the definition of the shape side and the meaning of the shape side and sound side respectively, students form the central idea of a whole, that is, the “knot” character represents the beautiful relationship caused by entangling, polymerization and connection.



2.2 Emotional Interpretation Break the barrier of cultural understanding

In cross-cultural teaching, the second obstacle is the barrier of cultural understanding. In teaching, it is feasible to bridge the gap in understanding by effectively applying the common values of all mankind. The teaching of this case is rich in emotion, and the cultural understanding barrier is dispelled through the consensus of “love”.

The emotional teaching of the cultural meaning of the word “knot” in this case

(1) “to make friends” -- friendship

Scene creation: To “Peach garden” as the background to develop the scene interpretation.

Zhang Xiaofei: “Hi! I am Zhang Xiaofei. I saw a warrior with themachetes. What a man! I want to make friends with him.”

Guan Xiaoyu: “Ah! There comes a round-eyed guy with the leopard looking face. He looks really cool! I’ll go and touch him.”

The teacher shows two hands making fists to touch and explains that friendship is a wonderful relationship that we keep together in life. With the company of friends, our life can be turned on its head. It leads to the beautiful meaning of “auspicious”, and finally forms “knot”, so that students can recognize and understand “knot” - this is the Chinese folk friendship ceremony, symbolizing the profound friendship between friends like brothers.

(2) “to make husband and wife” - love

Scene creation: To “newlywed Yaner” as the background to develop the scene interpretation.

Groom: “Today, I am honored to get married with my love. “

Bride: “We will bind up our hairs from the moment on and hold our hands together for the rest of our life.”

The teacher shows the process of “hair binding”, so that students know “knot” - this is a traditional Chinese wedding. And then explained to the students that with the companion of the lover, there is the romance of the Chinese people “holding the hand of the son and growing old with the son”. Thus summed up the first extended meaning of “knot” keyword “bind” - binding

(3) “to make a union” -- team spirit

Scene creation: to “team cooperation” as the background to carry out the scene interpretation.

Team Member 1: “We are here for one common dream.”

Team Member 2: “Yes! Anything is possible as long as we join in each other.”

Team 1, 2, 3, 4: “Go ahead!”

The way teachers and students gather together with four hands and cross their wrists shows that people from all over the world meet for the same goal and form a community - a “community of destiny”. In public, people trust each other and work together to form the accumulation of strength, which leads to the meaning of “Ji” cooperation and win-win. Let the students understand the word “union” - this is the Chinese “ Family and country feelings “ created by the national spirit. Here, summarize the second extended meaning of “knot” keyword “union” - union

(4) “to interlink for communication” - link

Scene creation: To “modern communication” as the background to develop the scene interpretation.

Daughter: “Hello? Is it snowing there , Dad? Remember to add clothes “Father:” don’t worry, we are waiting for you!”

Classmate A: “I’m in the library.” Student B: “I was in the library too, why didn’t I see you?”

Clerk: “Mr. Zhang, today’s meeting was a great success!”

Mr. Zhang: “Xiao Liu, good job! You ‘ll get a promotion!”

Imitate the scene of Chinese telephone communication under the rapid development of modern communication. It shows that the communication network “links” the relationship between people into a network reaching all directions, which is the “Chinese Knot”, which means the harmonious China of interconnection and cohesion. This leads to the meaning of harmonious symbiosis of “Ji”, so that students can recognize the word “link”, that is, the meaning of Chinese knot. Here, summarize the third extended meaning of “knot” keyword “link” - link.

2.3 Break the barriers of cultural identity with feelings

In cross-cultural teaching, the biggest obstacle is the cultural identity barrier. The teaching model of art must combine knowledge with the current international situation, use the power of “feelings” to form teaching art to break the barrier of cultural identity, and realize the natural integration of curriculum ideology and politics in teaching.

In this case, the teaching art of “feelings” sublimated to the current international situation

The Belt and Road Initiative -- A Community of Shared Future for Mankind

Scenario creation: The “Belt and Road” Initiative as the background of the scenario interpretation.

With video display, the “Belt and Road” Initiative is dynamically presented on the world map in a hand-drawn way. With the guidance of hand-drawn movements, the map gradually formed a huge network stretching from east to west across the Eurasian continent from Beijing. This is the “China knot” formed by the “Belt and Road” Initiative, which constantly transmits and gathers strength from all directions and carries the sincere friendship of the Chinese people. This is China’s invitation to the world for cooperation, so that people around the world can feel China’s beautiful vision of building a “community with a shared future for mankind”.

3. Reflection on the application of the art teaching model of “scene, emotion and feelings”

(1) “Stand out with the Scene” - create a clear lesson. In the design of teaching content, fully excavate the elements of life in knowledge, combine with short stories of real life and life experiences, and use scene creation and plot interpretation to let international students be attracted by vivid courses at a glance.

(2) “Moving with emotion” - tell a touching lesson. Cross-cultural teaching, centered on “feelings” to develop “touching” “emotional” education. Explain Chinese thinking and clarify Chinese culture from emotional experience.

(3) “Understanding with feelings” -- the course of building understanding and identification. Fully excavate the “feelings” element in Chinese culture, and carry out innovative and integrated interpretation of the connotation of excellent culture in line with the needs of contemporary development from the height of the vision of The Times and international vision, so that international students can understand the world from the profound feelings education.

References:

- [1] Zhao Zhiyi. The structure of Family and country feelings and its education Path.[J]. Curriculum, Textbooks and teaching methods.2019.12
- [2] ZHU Jingning. Research on the aesthetics and feelings of excellent Chinese Traditional Music.[M]. Thinebound Book Bureau Publishing House.2023.12
- [3] Yang Qinghu. The connotation and modern value of “Family and Country Feelings” [J]. Journal of Party School of Guilin Municipal Committee of China.2016.5

About the author:

Name: Jingning Zhu 1981, female, Han; Highest education: Master of Arts, Title: Lecturer, Research direction: Research on Traditional Chinese Music Aesthetics and Music Aesthetics Teaching

Name: Yu Zhuang 1982, female, Han; Highest education level: Master’s degree in Education, Title: Lecturer, Research direction: Higher Education and Teaching Research

Name: Hualing Yin 1966, female, Han; Highest education: Bachelor of Arts, Title: Associate Professor, Research direction: Foreign language teaching and cross-cultural teaching research