

Cultural Integration Strategies in Teaching Chinese as a Foreign Language in Vocational Colleges

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Abstract: Culture in teaching Chinese as a foreign language focuses on improving language teaching with cultural concepts and serving language teaching. The difference between students' mother tongue and Chinese often leads to their misunderstanding and misuse of Chinese, which requires us to consciously integrate cultural content into the teaching of Chinese as a foreign language to improve students' understanding of Chinese culture. Through the process of cultural collision and communication, students can choose language correctly according to cultural habits and cultural background on the basis of understanding and mastering culture, so as to avoid communication barriers. Language is a tool of communication, a carrier of culture, and an integral part of national image building and national strategic communication. It is the responsibility and mission of vocational colleges to clarify and optimize the principles, means, methods and strategies of teaching Chinese as a foreign language in order to deal with the relationship between language and culture and promote the spread of Chinese culture to the outside world in the context of the continuous advancement of the strategy of cultural power and the increasingly frequent cultural exchanges around the world.

Keywords: Vocational colleges; Teaching Chinese as a foreign language; Cultural integration strategies

Introduction:

Culture and language have always been inseparable parts. When teaching Chinese as a foreign language, properly integrating Chinese culture and life content can not only enrich the classroom, but also allow students to experience all aspects of China. If culture is taught as a classroom content alone, students may feel that language is not covered enough and practice is not enough, but the combination of the two can strengthen students' interest in learning and neutralize the lack of boredom and interest in language practice. Only genuine expression under the premise of mutual appreciation and respect can trigger emotional resonance. We should pay attention to the in-depth exploration of the ideological and moral concepts, national spirit and humanistic feelings contained in fine traditional culture, combine the requirements of The Times and the trend of external communication with a simple and civilian perspective, strengthen emotional design, integrate local folk customs and humanistic emotion expression elements, respect and consider the cultural diversity and value diversity of different countries and regions. We should strive to break barriers in language, culture, economic and social development level, production and life style, explain and demonstrate the characteristics and essence of our country's multi-culture in a way that is easy to understand and accept, and form the harmonious blend of world civilizations.

1. The relationship between language and culture

Language plays a crucial role in the formation of the mode of thinking, which in turn determines the cultural form of a nation. When we learn a language, we are learning its way of thinking, in other words, we are learning the culture of this nation. In general, the relationship between language and culture can be summarized as two-way interaction and mutual basis. Language is a special social phenomenon created by human beings. It is the most important tool of human communication and the tool of human thinking. The role of language in the progress of mankind can be said to be unprecedented. The existence of language is not isolated, but is directly related to many, is linked in many ways. Although it is not simply an individual phenomenon of individual substances, it can provide services directly for human beings, and human beings cannot live without it at any time. Although it is not a purely spiritual phenomenon, it can be a good manifestation of spirit. Therefore, language is a natural part of culture.

2. Cultural integration strategies in teaching Chinese as a foreign language in vocational colleges

2.1 Adopt English-Chinese bilingual teaching

The “Intercultural Communication” course, which combines theoretical explanation with case analysis and combines classroom discussion, group presentation and cross-cultural practice, is designed to effectively help Chinese learners judge, analyze and overcome various communication barriers and conflicts caused by different social theories, customs, cultural inheritance and thinking concepts. Chinese language learners should be encouraged to understand the differences and similarities in values, ways of thinking and ways of behavior of different ethnic groups, countries and regions, and form a more inclusive, more objective, more equal and more respectful cultural attitude. For example, Chinese culture-related compulsory and elective courses are set up for overseas students to help them understand the development process and heritage of Chinese culture, and accumulate more knowledge of Chinese culture in a subtle way, so as to facilitate better learning Chinese.

2.2 Focus on cultivating overseas students’ awareness of cultural acquisition

To enable Chinese learners to deeply understand the cultural connotation contained in Chinese, they can effectively integrate the essence of mother tongue culture with Chinese culture, and strengthen the effect of Chinese learning. Teaching materials covering cultural patterns and values, intercultural communication psychology and attitude, intercultural linguistic communication, intercultural non-linguistic communication, intercultural adaptation, intercultural interpersonal communication, intercultural international Chinese teaching, intercultural international Chinese teaching management, etc., are adopted to guide students to cultivate cross-cultural awareness. Organize lectures for students to explain the formation and development of Chinese grammar, the history and development of Chinese characters, so that students can understand the long history of Chinese and better learn the meaning and connotation of Chinese characters; The second class activities should be carried out to encourage teachers to solve students’ confusion about Chinese learning in a timely and patient manner, create a pleasant and relaxed learning atmosphere for students, and effectively inspire students to compare the differences between Chinese and foreign traditional cultures in a wide range of cultural fields, so as to enhance their own cultural acquisition awareness.

2.3 Build a professional and part-time education team for international students

Due to the late start of overseas student education in vocational colleges, there is a general lack of professional team for overseas student education. The Office of Academic Affairs and the Office of Student Affairs should jointly take the lead in establishing a professional education and teaching management team for international students. Support will be provided in terms of policies and funds, professional teachers with international vision and intercultural communication ability will be selected from the school, and part-time teachers and foreign teachers of high level will be hired from outside the school to jointly carry out curriculum construction and development. Strengthen the training of the international students’ education management team, and strengthen guidance in the aspects of laws and regulations, cross-cultural communication, bilingual communication, and excellent traditional Chinese culture. Increase the number of full-time and part-time teachers in the education team, encourage the teachers in the education team to “go out”, practice “Chinese + vocational education”, and conduct study visits to effectively improve the international level of vocational colleges.

2.4 Teaching in the classroom is combined with guidance outside the classroom

The main place of second language learning still relies on the classroom, and the acquisition of second language knowledge and cultural knowledge is mainly realized in the classroom learning environment. Therefore, classroom teaching is very important for foreign students to learn Chinese, and the integration of cultural content in teaching Chinese as a foreign language should also be based on classroom teaching. At the same time, every Chinese as a foreign language educator should also realize that in addition to the classroom, China has a unique Chinese social and linguistic environment. Chinese teachers should make full use of the social environment of Chinese to guide foreign students to learn Chinese language knowledge and cultural connotation in the actual social environment outside the Chinese classroom. Only the combination of making full use of the social language environment and improving the classroom language environment can produce the ideal effect of cultural content integration.

2.5 Use multimedia to assist teaching

First of all, the use of multimedia teaching in teaching Chinese as a foreign language can fully mobilize the comprehensive sensory stimulation of students in all aspects through intuitive three-dimensional images, rich and interesting content, help students to strengthen their understanding of Chinese language knowledge and cultural connotation, and make them easy to accept the knowledge

of various language levels such as vocabulary, pronunciation, grammar and text. For example, in the process of learning Chinese, it helps students to understand the lexical meaning and cultural connotation of certain words by means of network multimedia teaching, such as presentation pictures, graphics, videos and movies in a quick, intuitive, interesting and rich way. At the same time, Chinese example sentences can be visualized and concretized so that students can have a clear and direct three-dimensional understanding of some complex grammatical phenomena. Secondly, the use of multimedia teaching in teaching Chinese as a foreign language can provide an interactive, autonomous and collaborative language learning environment for foreign students, so that foreign students can directly participate in the process of Chinese teaching activities, which can fully mobilize the enthusiasm of students to learn Chinese independently, stimulate their creative thinking, and guide them to learn actively. It is very important and necessary to improve the effect of Chinese learning and the ability to use Chinese language.

3. Conclusion

The expression of thinking depends on language, and so does the exchange and spread of culture. To learn a language is to learn the cultural knowledge related to the language. By the same token, when we teach a language, we are actually teaching the cultural knowledge contained in that language. In order to do a good job in spreading Chinese culture in the process of teaching Chinese as a foreign language, we need to deeply understand the relationship between Chinese language and Chinese culture, and on the basis of clarifying the relationship between them, we will carry out cultural integration according to certain methods and appropriate contents. In teaching Chinese as a foreign language, teachers should effectively combine language teaching with cultural teaching, expose students to as much cultural content as possible, help students understand Chinese culture more accurately, cultivate students' cultural consciousness, and enable them to have a deeper understanding and judgment of Chinese culture in the process of comparing different cultures, so as to improve students' cross-cultural communication ability.

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