

An Analysis of Chinese Cultural Identity Education at Chinese Universities for International Students

Jing Meng, Yaozhong Lv

Qingdao University of Science and Technology, Qingdao, Shandong Province, China266061

Abstract: The 20th National Congress of the Communist Party of China clearly pointed out: “deepen the exchange and mutual learning of civilizations, and promote Chinese culture to the world.” Since the proposal to enhance the international influence of Chinese culture, improving the soft power of Chinese culture and strengthening the international influence of Chinese culture has become an important strategic task for national development. Cultural identity education for international students in China is one of the most crucial ways to enhance the national cultural soft power. This work encourages international college students to accept Chinese culture while learning Chinese. In this way, the Belt and Road Initiative will be able to proceed in an orderly manner. Based on the education of international students in colleges and universities, this paper examines the effective method of educating Chinese cultural identity to international students, as well as providing a reference for future research.

Keywords: International college students; Chinese cultural identity; Cultural education

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Introduction:

Cultural identity mainly refers to the consensus on the importance of culture in human development, as well as the recognition of ethnic connotations in cultural learning, and then the evaluation and judgment of other cultures on the basis of different ethnic groups. Cultural identity education for international students in China can effectively promote their recognition of Chinese excellent culture on the basis of their own culture. Their knowledge and cultural values of Chinese culture can significantly influence their future political and life attitudes toward Chinese culture, which is of critical importance to Chinese culture’s recognition around the world. Therefore, colleges and universities should provide Chinese cultural education for international students in China. In addition, they should improve the quality of teaching in order to foster a better understanding of Chinese culture, as well as exert a subtle influence on improving international students’ understanding and acceptance of the Chinese culture.

1. Understanding cross-cultural conflicts in light of international students’ actual situation

Due to the deep influence of their native language and culture, international students in colleges and universities will inevitably encounter cultural clashes pulled by their native language and Chinese knowledge^[1]. Since foreign students have their own language, they will use their own national cultural knowledge in Chinese cultural learning. This will enable them to identify and choose Chinese culture. For the similarities with their own cognition, attitude, and behavior, they usually adopt acceptance and recognition. However, for the differences or inconsistencies in their own cognition, attitude, and behavior, international college students may experience rejection and antipathy for Chinese culture. Therefore, to effectively solve international college students’ resistance to Chinese culture,

we should have a sufficient understanding of those students. We should also attach importance to the training of their cross-cultural concepts. As a result, they may gain a deeper understanding of Chinese culture and incorporate Chinese knowledge and its associated culture into their learning of Chinese culture. This will enhance their enthusiasm for learning any language and culture other than their own, and gradually increase their sense of cultural identity. At the same time, teachers should also teach with an attitude of tolerance, understanding, and respect, to promote Chinese culture and language recognition by international college students.

2. Establishing cultural and educational goals in light of current educational conditions for international students

Cultural identity refers to people's consistency and identification with ethnic tendencies ^[2]. Generally speaking, the training purpose of cultural education should be to develop Chinese cultural identity in international college students as long as they are willing to accept Chinese culture more actively, learn Chinese knowledge actively, and understand Chinese cultural traditions and social customs. Although different countries have different national cultures, they will all identify with other countries based on their respective ethnic cultural heritage. In the process of educating international college students about Chinese culture, teachers can use their own knowledge to urge students to distinguish, choose and accept foreign things. Moreover, they can encourage international students' subjective cognition, attitudes, and behaviors to be consistent with the majority of Chinese culture members within a certain range. This is a cross-national sense of identity ^[3]. The acceptance of Chinese knowledge by international college students is also a way of action and a change in their own image of Chinese culture carried by knowledge of Chinese. However, the recognition of Chinese culture does not require them to give up their own language system. It is an acceptance and recognition of differential culture based on the concept of multiculturalism, a kind of dual cultural identity.

"Dual" identity does not mean abandoning their native language or culture but developing and expanding it. It is a kind of absorption and integration of Chinese cultural elements. By negotiating and compromising in their own language and Chinese culture, they can reach an agreement, establish mutual recognition, and establish a harmonious multicultural relationship, in which different cultural identities are achieved between two different cultures ^[4]. Cross-cultural identity is an emerging identity structure, which breaks through the binary opposition between traditional language and foreign language. By recognizing foreign languages, it can promote local language development. In the process of learning knowledge of Chinese, if international students want to achieve their understanding of Chinese culture in a variety of ways, they should look at things from various perspectives, so that the original cultural system will open the door to knowledge construction, which will be affected by diverse knowledge, resulting in some changes and becoming an open and inclusive multicultural system. Thus, western countries are better able to integrate other cultures, increase their knowledge and vision, and promote cultural identity and integration. Guided for this purpose, it can effectively promote international students' cultural literacy to be continuously improved. As a result, the guiding ideology of education and teaching will be more clearly defined.

3. Increasing Chinese Culture Spread and Strengthening Campus Culture Construction

At present, international college students in China study and live on campus. A favorable cultural atmosphere in colleges and universities can better penetrate culturally, making international students better adapt to Chinese life, and providing them with a good cultural learning environment ^[5]. Based on this, colleges and universities should vigorously develop campus culture, and create a charming atmosphere for international students. This will improve their knowledge of Chinese and Chinese culture. A university full of Chinese characteristics is certainly appealing to college students. The students will actively participate in various activities and integrate into Chinese university study and life as a result of their love of Chinese culture.

The integration of elements with Chinese characteristics includes three levels: First, college students may be able to experience Chinese culture in large-scale group activities by interpreting internal elements, namely Chinese history, geography, ethnicity, and territory. In addition, the content of the school bulletin board and the layout of the classroom also have a profound impact on international students. For example, the various photos on the bulletin board can make them feel the atmosphere of college life in China, and the map of China hanging in the classroom can let them understand the vastness of China's territory and the difference between the north and the south and the east and the west.

Second, the integration of elements with Chinese characteristics is manifested in clothing, architecture, food, music, film and television, games, etc. These elements naturally reflect traditional Chinese cultural factors, so international students can gain a deeper understanding of traditional Chinese culture.

Third, the integration of elements with Chinese characteristics is reflected in the image display of China's four business cards in the new era: high-speed rail, nuclear power, quantum communications, C919 large passenger aircraft. The enhancement of Chinese

cultural awareness can not only deepen college students' patriotism and core values but also integrate international college students into their lives and studies. This allows them to start with understanding Chinese culture, from closeness to love, to achieve "subtle" recognition and acceptance. In this kind of immersion-based teaching method of "rooted in the ground", every plant, every word, or deed on campus takes on the theme of "infection", so that every international college student can experience Chinese civilization in its entirety.

Conclusions:

The Chinese culture has left a historical background for today's Chinese people after thousands of years of inheritance. This is the cornerstone of China's cultural soft power promotion. Therefore, Chinese culture should be spread to all parts of the world to enhance world identity. In order to provide Chinese cultural education to international students, colleges and universities should conduct ethnic integration and exploration based on intercultural conflicts, establish appropriate teaching goals, improve specific cultural communication, and assist international students in developing their Chinese cultural identity.

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About the author:

Name: Jing Meng, Year of birth: 1978.09, Gender: Female. , Ethnicity: Han. Higher education: Doctorate (degree) , Professional title: Associate professor. , Research field: English teaching

Name: Yaozhong Lv, Year of birth: 1966.08, Gender: Male. , Ethnicity: Han. Higher education: Doctorate (degree), Professional title: Professor. Research field: Translation Theory and Practice