

Analysis on the Optimization of International Chinese Culture Teaching Strategies Based on the "the Belt and Road" Concept

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Abstract: In the context of the "the Belt and Road Initiative", it is of great significance to actively promote the teaching of international Chinese culture. The teaching of Chinese language and culture can not only promote the cultural exchanges and development of the international community, but also is one of the important ways to establish the image of China. The teaching of international Chinese culture should play a role as a platform, with the core goal of improving the soft power of Chinese culture, so that Chinese culture can go global, thus enhancing the influence of Chinese culture in a wider space, forming more and deeper social consensus, and transforming it into a national image. There are still many problems in teaching content and teaching philosophy of international Chinese culture teaching. Under the call of the era of "telling Chinese stories well" by the Xi Jinping General Secretary, teachers should combine the characteristics of different learners to carry out effective teaching optimization and reform, so that more people can truly understand and love Chinese culture.

Keywords: the Belt and Road; International Chinese; Culture teaching; strategy

Introduction

In September and October 2013, President Xi, the Chinese President, put forward the cooperation initiative of building the "New Silk Road Economic Belt" and the "21st Century Maritime Silk Road", namely, the "the Belt and Road". In 2015, the National Development and Reform Commission, the Ministry of Foreign Affairs and the Ministry of Commerce jointly released the Vision and Action to Promote the Joint Construction of the Silk Road Economic Belt and the 21st Century Maritime Silk Road, marking the official implementation of the "the Belt and Road", a national top-level cooperation initiative. The "the Belt and Road" is a concept and initiative. It borrows the symbol of the "Silk Road", which has been handed down from ancient times to the present, and shows China's faith and determination to actively cooperate with countries along the Belt and Road for common development. The construction of the "the Belt and Road" requires "language paves the way, and culture goes first." In 2014, Fan Hengshan, Deputy Secretary General of the National Development and Reform Commission, said that the proposal of the "the Belt and Road" concept requires China and countries along the Belt and Road to jointly build a culturally inclusive community. International Chinese language education is not only the promotion of the Chinese language in the international scope, but also an important carrier of cultural mutual trust and cultural tolerance, and an important channel for the external dissemination of China's national image.

1. The significance of culture teaching in the context of the "the Belt and Road Initiative"

1.1 National significance

Culture is a specific spiritual activity and product of human society. It has creativity, development and inheritance. Culture is not only a concept relative to politics and economy, but also cannot exist independently of politics and economy. Culture is based on groups and countries. The cooperation and exchange between different countries and regions, whether political or economic, cannot be separated from the first march of language and culture exchanges. The exchange of language and culture can enhance the understanding between different groups and countries, make it easier to reach consensus, and lay a solid foundation for joint progress. China's foreign policy has always been aimed at maintaining world peace and promoting common development, pursuing a win-win strategy of opening up, and is willing to establish and develop friendly and cooperative relations with all countries. China's "the Belt and Road" cooperation initiative is aimed at establishing friendly and cooperative relations with more countries and regions, and strengthening and deepening these relations through the

internal links of the "Silk Road", with a view to achieving long-term development. Culture teaching undoubtedly plays a vital role in China's cooperation and exchanges with other countries and regions and in seeking common development.

All countries in the world attach great importance to their own economic construction and the growth of comprehensive national strength, and have launched corresponding policies to promote cultural exchanges and dissemination, which makes the world more inclusive and diversified. As an indispensable member of the world stage and a cultural power with a long history, China should make more countries and regions deeply understand China and correctly interpret China through cultural teaching. It is also necessary to let China open more inclusive arms, accept and give back more friendship through culture. The construction of socialism with Chinese characteristics has entered a new stage. While developing its economy inwards, China has successfully demonstrated "Made in China" to people around the world, and is gaining more and more recognition and praise. China has become one of the major economies in the world. This is the embodiment of China's economic hard power. While showing China's hard power to the world, the culture of soft power has become the most important carrier to show China's friendly and open attitude. China has always adhered to an open and inclusive attitude in international cultural exchanges and actively participated in various international exchanges and cooperation. The further development of culture teaching can enable learners from different countries, regions and cultural circles to better understand and resonate with "Chinese stories" while having language skills. This will play a vital role in shaping China's good international image.

1.2 Significance of International Chinese Language Education at the Discipline Level

According to the data released by the National Development and Reform Commission of China, as of April 19, 2022, China has signed more than 200 cooperation documents with 147 "the Belt and Road" co construction countries and 32 international organizations, providing various Chinese plans for regional and subregional integrated development and global coordinated development. In the context of increasingly strengthened international cooperation and extensive exchanges among countries along the Belt and Road, the collision and blending of diverse cultures are also taking place and continuing. The cultural collision and friction between different nationalities and religions is an important factor affecting the stable development of exchanges and cooperation between countries and regions. The Silk Road is an ancient commercial and trade route connecting Asia, Africa and Europe, so the "the Belt and Road" includes many countries and regions. Each of them contains a multi - ethnic culture formed by coexistence. With the diversity of cultures and the diversity of cultures, cultural teaching is a channel with great influence in order to achieve cultural mutual trust and cultural tolerance in such an environment, and it is essential to carry out cultural teaching in depth.

With the proposal and promotion of China's "the Belt and Road" concept and initiative, exchanges and cooperation between countries and regions along the Belt and Road have become increasingly close, and cross-cultural communication has become increasingly frequent. The purpose of international Chinese language education is not only to bring China closer to the countries along the line in terms of language ability, but also to provide more powerful support for the promotion of the "the Belt and Road" initiative through the cultivation of cultural awareness, international awareness, etc. And the successful realization of cross-cultural communication is an important part of the goal of international Chinese language education and teaching. For the audience of international Chinese language education and the learners of Chinese language, they should not only have a solid and rich language foundation and knowledge, but also have strong communication ability and coordination ability. This is also undoubtedly to be achieved in cross-cultural communication. The purpose and significance of Chinese culture teaching is to let more people see China's strength and friendship, see China's sincerity and determination to adhere to common development and peaceful coexistence, and let more people realize mutual benefit and win-win results on the premise of mutual accommodation. Culture teaching is an indispensable part of international Chinese language education. In order to promote and develop cultural teaching, it is imperative to deepen the development and reform of international Chinese language education from the disciplinary level. Under the general background of the "the Belt and Road" concept, the international situation is undergoing earth shaking changes. As a discipline that has the closest intersection with the international community in many disciplines, the education of Chinese as a foreign language is undoubtedly faced with both opportunities and challenges in the development of the discipline. Culture teaching is the most

influential part in this test.

2. Optimization of International Chinese Culture Teaching Strategies in the Context of the “the Belt and Road” Initiative

2.1 Strategies and teaching strategies of international Chinese culture

Cihai's comments on "strategy" are: strategy; Principles and methods of doing things suitable for specific situations. The notes to "strategy" in the Chinese dictionary are: the action policy and the way of struggle formulated according to the development of the situation; Pay attention to the art of struggle and pay attention to ways and means. It can be seen that strategies are targeted, planned, systematic, targeted and adaptive ways of doing things. Then, teaching strategies are the ways and methods that teachers formulate and use to adapt to specific teaching situations in the teaching process. The main body of teaching generally refers to teachers, learners and teaching materials. Compared with the specific teaching methods, in the relationship between the three, the teaching strategy is stronger than the overall consideration and planning of teaching activities. The teacher plays a leading role and is the main body of planning. Because of its pertinence and adaptability, teaching strategies are not static. The change of teaching environment, the change of learning groups, the change of the requirements of the times and so on are all important factors that affect teachers to formulate teaching strategies.

Culture is created by people and unique to human society. Therefore, culture includes not only the ideological parts such as the individual concept and social concept with human as the carrier, but also the material forms created by human that are separated from human nature, such as natural science, language and characters. The cultural background of the learners of international Chinese language education is different from that of Chinese culture. Then, culture teaching in this field should be to show the ideology of Chinese people and Chinese society to different cultural groups, and introduce Chinese language, natural science and other material forms of culture. Therefore, the purpose of the teaching strategies formulated and applied is to better show China to people in other countries and regions, so that they can correctly understand China. The culture teaching strategy in the context of the "the Belt and Road" is formulated and implemented to let countries and regions along the Belt and Road see the real China, understand China, enhance friendship and exchanges with China, coexist fairly, and develop together.

2.2 Optimize the teaching strategy of international Chinese culture

In 2013, the Xi Jinping General Secretary put forward the important statement of "telling Chinese stories well" in the field of news communication. The General Secretary pointed out that "we should do a good job in external publicity work, innovate external publicity methods, strive to create new concepts, new categories, and new expressions that integrate China and foreign countries, tell Chinese stories, and disseminate Chinese voices." The concept put forward by the General Secretary in the field of journalism and communication soon affected other fields. As in the field of news communication, the audience of international Chinese language education includes people from other countries and regions, and the main content of communication includes all aspects of China's national conditions and culture. Therefore, the ideas and requirements put forward by the General Secretary in the field of journalism and communication have an extremely important guiding significance for international Chinese language education, especially cultural teaching. From the perspective of "telling Chinese stories well", the optimization of teaching strategies of international Chinese culture can be divided into the following aspects:

2.2.1. Pay attention to two-way communication, and integrate China and foreign countries

The analysis of the survey data of learners' learning culture textbooks shows that learners believe that there is a sense of superiority of Chinese culture in the current culture teaching. Most of the cultural content in the cultural textbooks is compiled according to the Chinese way of thinking, and there is a phenomenon of one-way output of Chinese culture and ideas. In actual teaching, Chinese teachers' explanations of culture are also unconsciously influenced by their own experience of their own culture, and there is also a phenomenon of one-way transmission of Chinese culture. This is far from the spirit of "telling a good Chinese story", which is a forward-looking and epochal new requirement. "Telling Chinese stories well" requires that cultural communicators should pay attention to the transformation

of discourse system, "study how to promote Chinese culture into a new concept and expression that conforms to the laws of modern communication and is easy to understand and accept by the international community."

The teachers of international Chinese education are not only teachers of language, but also disseminators of culture. To formulate culture teaching strategies, first of all, we should study the cultural background and characteristics of different audiences abroad, grasp their ways of thinking and expression habits, and use the methods recognized by the other party and diversified expression content to let them understand Chinese culture. We can't simply indoctrinate them, but talk about ideas and things as they are. We should do a good job in the system transformation and platform construction of the outward expression of Chinese culture, integrate China and foreign countries, and achieve two-way exchanges.

2.2.2. Focus on the role of culture teaching in serving communication

The content of international Chinese education for second language learners generally includes Chinese language teaching and culture teaching. International Chinese language education is a language education discipline, and the educational goal is more focused on the practical application of language. Therefore, the role of language teaching in international Chinese education in serving communication is more reflected in the formulation and implementation of teaching strategies. As an equal emphasis on culture teaching, teachers often neglect its role in serving communication. In the formulation and implementation of teaching strategies, culture and communication are often not deeply linked. A survey shows that the content of subculture in textbooks will be ignored by teachers. For example, the Chinese people's ideas and values in dealing with others, and the Chinese people's cognition of social relations and rules in public life are closely related to the communicative practice of second language learners. Although the instructor will explain these contents, from the perspective of learners, the instructor only introduces these contents without in-depth analysis, and some instructors even know a little about them.

Therefore, when formulating teaching strategies, teachers should first improve their professional level, carefully study the cultural content that should be displayed in the teaching process, and then, from the perspective of learners, eliminate the coarse and extract the fine, and formulate teaching strategies suitable for specific learners. In the stage of implementing teaching strategies, teachers should conduct in-depth analysis and explanation in combination with the actual communication, and more importantly, they should integrate the practice of knowledge points into classroom teaching, create appropriate situations for learners, so that they can more vividly and thoroughly perceive and understand this part of cultural content, help learners to actually apply it to communication behavior, and serve communication.

2.2.3. Grasp timeliness and attach importance to textbook reform

Looking at the development and changes of language and culture from the time line, culture is more time effective than language.

The proposal of the "the Belt and Road" initiative is based on the general background of the current world political pattern, in order to meet the growing demand for cultural exchanges at home and abroad, promote the prosperity and healthy development of cultural undertakings, and promote global peace, stability and orderly progress. The "the Belt and Road" is one of the global strategic ideas that conform to the development trend of China's reform and opening up. From this point of view, the culture teaching with timeliness should organically combine the teaching practice with the national measures, integrate the latest development ideas of China into the teaching, so that learners can really feel the current style of China.

As one of the important basic elements of teaching activities, textbooks not only relate to whether the teaching content is scientific, practical and progressiveness, but also directly determine the quality of teaching results. Strengthening the reform of cultural textbooks and cultural content in textbooks will help to give full play to the role of textbooks in educating people, so that they can better serve teachers and learners. In the context of the "the Belt and Road Initiative", international Chinese language education must attach importance to the reform of teaching materials and put them in a more prominent position. We should not only optimize the original cultural textbooks and the cultural content in the textbooks, but also supplement the corresponding cultural content with timeliness on this basis. Teachers should actively pay attention to the development of current events and keep pace with the research of the outside world. At the same time, they should actively collect and sort out relevant materials, fully integrate cultural materials into the teaching materials, give full play to the role of the teaching materials, guide students to better understand the knowledge content and improve their communication ability.

3. Conclusion

The optimization of teaching strategies for international Chinese culture is an inevitable requirement to promote the development of the discipline of international Chinese language education. In the context of the "the Belt and Road Initiative", it is an indispensable part of promoting international cultural exchanges and cooperation. Therefore, teachers should further emancipate their minds, constantly improve their professional level, be brave in reform, achieve innovation, and play a better role in cultural teaching.

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