

# Exploration of Teaching Strategies for Teaching Chinese as a Foreign Language under the Cross Cultural Concept

Pengge Li

Rajamangla University Of Technology Rattanakosin, Thailand Bangkok 10100

**Abstract:** With the development of economic globalization, education has shown a trend of modernization, and the international influence of Chinese language is gradually increasing. Integrating cross-cultural concepts into higher education can optimize teaching Chinese as a foreign language and ensure the healthy development of students. This article takes cross-cultural concepts as the starting point, discusses the significance of teaching Chinese as a foreign language, and proposes corresponding teaching strategies aimed at improving the effectiveness of teaching Chinese as a foreign language.

**Keywords:** Cross-cultural; Teaching Chinese as a Foreign Language; Teaching Strategy

## Introduction:

Integrating cross-cultural concepts into teaching Chinese as a foreign language in universities not only helps cultivate students' cross-cultural communication skills, but also promotes traditional culture more effectively. In the current era of teaching, there have been some problems in teaching Chinese as a foreign language, such as insufficient teacher literacy and lack of understanding of Chinese and Western cultures, which hinder the improvement of teaching quality. Therefore, universities need to start from a cross-cultural perspective, pay attention to the application of various measures, optimize teaching activities, and point out the correct development direction for teaching Chinese as a foreign language.

## I. The significance of introducing cross-cultural concepts into teaching Chinese as a foreign language

There is a close relationship between language and culture, exhibiting interdependent characteristics. While expressing ideas, language belongs to a cultural code and has its own uniqueness. Therefore, the introduction of cross-cultural concepts into teaching Chinese as a foreign language is of great significance. After mastering a certain foundation of Chinese language, students studying at Tathagata University also need to understand traditional cultural knowledge. In order to achieve good teaching results, teachers can carry out various Chinese language teaching as a foreign language, optimize the teaching environment, better infiltrate and spread culture, deepen students' understanding of language and culture, and ensure their healthy growth. With the change of economic and political situation, language and cultural exchanges between countries are increasingly frequent. Especially with the proposal of the "the Belt and Road" initiative, Chinese culture plays a more prominent role in international communication. Based on cross-cultural concepts, the implementation of teaching Chinese as a foreign language in universities can play a good role. Firstly, promote the improvement of Chinese language learning efficiency. In traditional teaching of Chinese as a foreign language, teachers often rely on textbook content for teaching, based on their understanding of the differences between Chinese and Western cultures, resulting in a lack of ideal learning outcomes. Under the influence of cross-cultural concepts, teachers can focus on the implementation of teaching Chinese as a foreign language from a cross-cultural perspective, utilizing the integration of Chinese and traditional culture to promote the improvement of students' Chinese learning outcomes and lay the foundation for cross-cultural communication. Secondly, it contributes to the promotion of traditional culture. There is a close connection between language and culture. In the process of teaching Chinese as a foreign language, we can focus on integrating traditional culture, strengthen guidance activities, and enable students to analyze Chinese content from a cultural perspective, deepen their understanding of the connotation of knowledge, and better promote traditional culture.

## II. The current situation of teaching Chinese as a foreign language in universities

### 1. Insufficient level of teachers

In the context of cross-cultural concepts, the development of teaching Chinese as a foreign language has put forward higher requirements for teachers' literacy and teaching abilities. However, under the current teaching situation, teachers' cultural literacy and teaching ability are insufficient, making it difficult to carry out good activities in teaching Chinese as a foreign language. Teachers lack multicultural awareness and are unable to flexibly apply modern technology to meet learning and training requirements, and the actual teaching effectiveness needs to be improved.

### 2. Insufficient improvement in textbook construction

In the teaching of Chinese as a foreign language, teachers need to pay attention to the adjustment of textbook content to provide guarantees for the development of teaching. In practical teaching activities, teachers devote most of their energy to the construction of language textbooks, lacking attention to cultural textbooks. Due to insufficient cultural elements, it is easy for students to have a deep understanding of knowledge in learning Chinese as a foreign language, and the actual teaching effectiveness needs to be improved.

### 3. Lack of cross-cultural communication activities

The goal of teachers implementing teaching Chinese as a foreign language to students is to encourage them to engage in cross-cultural communication activities, among which cultivating students' cultural communication abilities is difficult to achieve solely through Chinese language teaching. It is also necessary to organize practical experience activities from the perspective of students to promote the improvement of students' cross-cultural communication abilities. Starting from the actual teaching situation, teachers' implementation of cross-cultural communication in Chinese as a foreign language for students is insufficient, lacking attention to students' needs, resulting in students' lack of enthusiasm for participation and insufficient cross-cultural communication skills.

## III. Teaching Strategies for Teaching Chinese as a Foreign Language under the Cross Cultural Concept

### 1. Strengthen teacher training and improve teaching ability

In teaching practice activities, the Chinese literacy and teaching ability of teachers will affect the effectiveness of teaching Chinese as a foreign language. In this regard, universities need to pay attention to the development of teacher training activities, promote the improvement of their comprehensive literacy, and better meet the needs of teaching Chinese as a foreign language. In the cross-cultural teaching of Chinese as a foreign language, from the perspective of the "the Belt and Road", we can focus on the development of cultural communication activities, strengthen teaching reform activities, promote the improvement of teachers' professional quality, meet the needs of cross-cultural teaching of Chinese as a foreign language, and better improve the teaching system.

Firstly, form a multicultural concept. In the process of teaching Chinese as a foreign language, teachers not only need to master the systematic Chinese language teaching ability and native language communication ability, but also need to have good knowledge of foreign cultures, improve their cross-cultural communication literacy, enable students to adapt to the current learning process, and avoid the problem of Chinese expression errors in cross-cultural communication. In addition, universities can use various means of implementation, such as knowledge lectures, conferences, etc., to guide teachers of Chinese as a foreign language to gradually form a multicultural concept. In actual Chinese language teaching, cultural influence should be minimized as much as possible, students' learning confidence should be improved, their understanding of traditional culture should be deepened, and good literacy should be formed.

Secondly, cultivate teachers' teaching literacy. In the context of the new era, the development of teaching Chinese as a foreign language has high requirements for teachers' abilities. Among them, universities can organize and implement various teaching and training activities in practice, so that students can participate in activities to learn better knowledge, strengthen the application of the latest teaching concepts and methods, better introduce traditional culture, and create a good communication atmosphere. Conducting teacher training activities can help improve teachers' literacy and promote the effectiveness of teaching Chinese as a foreign language.

### 2. Integrating innovative ideas and innovating teaching activities

In the teaching of Chinese as a foreign language in universities, in order to enhance students' enthusiasm for knowledge exploration and contribute to the construction of efficient classrooms, teachers can choose multiple teaching methods based on students' actual situations.

Firstly, situational teaching method. Teachers can flexibly apply multimedia technology to help students learn Chinese language knowledge, build good teaching situations, and enable students to actively learn Chinese language knowledge and deepen their understanding of Chinese language knowledge with the help of the situation. For example, when teaching about food, teachers can create a food culture context, adjust teaching activities, enable students to better understand Chinese food culture, deepen their understanding of cultural content, carry out better communication activities, and ensure students' healthy growth.

Secondly, explore teaching methods. Teachers need to strengthen guidance activities to enhance students' knowledge reserves while imparting Chinese language knowledge. At the same time, teachers can start from the teaching content, integrate cultural knowledge, and design hierarchical questions to enable students to engage in thinking and communication, discuss problems, and better understand Chinese culture. For example, when teaching content related to Chinese communication, teachers can integrate the concept of respecting the elderly and loving the young, use case studies of teachers, students, and children, guide students to engage in thinking activities, better analyze various problems, and provide better answers. The implementation of the above activities can deepen students' perception of Chinese communication, better apply knowledge content, and carry out better Chinese communication activities through problem analysis, exploration, and other processes.

Thirdly, micro video teaching method. In the process of imparting Chinese knowledge, teachers can use micro video methods to showcase classroom content during teaching activities, enabling students to carry out better preview activities. In the self-directed learning stage, teachers can conduct better analysis activities for various problems encountered, promoting the improvement of the effectiveness of teaching Chinese as a foreign language. In addition, teachers can optimize micro video production based on teaching culture content, cultivate students' enthusiasm for knowledge exploration, and deepen their understanding of Chinese language knowledge, thereby achieving better teaching results.

Fourthly, blended online and offline teaching methods. Teachers can build an online Chinese platform with the help of modern information technology. In this process, teachers can start from the teaching content and construct good online courses, so that students can learn anytime and anywhere. After completing online theoretical knowledge learning, students can engage in cross-cultural exercises offline and gradually develop good Chinese communication skills.

### 3. Optimize textbook content and improve textbook system

Under the influence of the development of teaching Chinese as a foreign language, many teaching materials have emerged. However, due to insufficient cultural content and practical exchange activities, there are many problems that hinder the promotion of traditional culture and make it difficult to deepen students' understanding of Chinese knowledge. In order to carry out better Chinese exchange activities, it is necessary to start from the actual situation and pay attention to the improvement of the teaching material system.

Firstly, analyze the current content of the textbook. In the process of improving the system of teaching Chinese as a foreign language, teachers first need to strengthen their understanding of the knowledge content in the textbooks and clarify the Chinese language content. In the current era, most textbooks for teaching Chinese as a foreign language contain rich knowledge content, such as vocabulary, grammar, and Chinese characters, which are all internal elements of the language. Emphasis is placed on guiding the development of activities, so that students can promote the enrichment of their Chinese vocabulary in the learning of basic Chinese knowledge, laying a foundation for subsequent communication activities. In terms of language and cultural knowledge, textbooks for teaching Chinese as a foreign language are relatively lacking. Students' language learning not only requires standard pronunciation, correct grammar, and rich vocabulary, but also requires students to flexibly apply Chinese to communicate and deepen their understanding of Chinese language content.

Secondly, pay attention to the exploration of cultural content. In current teaching materials for teaching Chinese as a foreign language, cultural knowledge can be introduced to ensure the improvement of the quality of teaching Chinese as a foreign language under the influence of cross-cultural concepts. From the perspective of traditional culture, teachers can select appropriate cultural content, carry out summary and sorting activities for traditional cultural content before teaching, and select valuable cultural content, such as Paper Cuttings, calligraphy, etc., so that students can deepen their understanding of traditional culture in the learning of Chinese knowledge, lay a foundation for subsequent exchange activities, and better express.

### 4. Emphasize cultural experience teaching and understand traditional culture

Colleges and universities can take the "the Belt and Road" as the starting point, introduce cross-cultural concepts, optimize teaching Chinese as a foreign language, and promote the effectiveness of teaching Chinese as a foreign language through the implementation of cultural experience teaching. Among them, the cultural experience teaching carried out by colleges and universities can be divided into the following aspects: on the one hand, in the cross-cultural teaching of Chinese as a foreign language, we focus on the implementation of cultural experience teaching such as Paper Cuttings, martial arts and calligraphy. For example, with the implementation of calligraphy teaching, including regular script, Song style, etc., we can improve students' enthusiasm for learning Chinese, deepen their perception of traditional culture, better understand the content of traditional culture, and promote traditional culture. The implementation of martial arts teaching activities helps students better experience martial arts, feel the charm of martial arts, reduce the mystery of martial arts in students' hearts, take students' actual experiences as the main body, reduce cultural understanding conflicts, and deepen students' understanding of traditional culture. In addition, the implementation of Paper Cuttings teaching helps deepen students' perception of folk culture, clarify their understanding of local culture, philosophical information and other contents, promote students' enthusiasm for learning, and enable students to play a good role as learners and communicators of traditional culture. On the other hand, universities need to pay attention to the implementation of cultural experience activities in teaching Chinese as a foreign language. At the current stage of teaching, the rapid development of the socio economy can help students better understand Chinese society. In teaching Chinese as a foreign language, teachers need to use cross-cultural concepts as guidance, lead students to visit historical landscapes, and deepen their perception of traditional culture.

## IV. Conclusion

In summary, under the cross-cultural concept, optimizing the teaching of Chinese as a foreign language in universities can encourage teachers to start from the teaching process, introduce Chinese cultural content, better cultivate students' cross-cultural communication abilities, and promote the improvement of teaching effectiveness. At the same time, universities can use activities such as teacher training and clarifying cultural differences between China and the West to deepen students' understanding of Chinese language knowledge and literacy, better cultivate their Chinese language literacy, and promote the improvement of the quality of teaching Chinese as a foreign language.

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