

Strategies on Two-way Cultural Integration for Overseas Students Education in China under the "One Belt and One Road" Construction

Hong Zhou

Teaching and Research Institute of Foreign Languages, Bohai University, Jinzhou, 121013, China

zhouhong8163@163.com

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Abstract: The cultural education for foreign students in China is based on cultural knowledge as a starting point, cultural awareness as a bridge, and cultural understanding for the purpose of a gradual process. The two-way cultural integration is an urgent problem to be solved in teaching Chinese as a foreign language. There is no unified method at present. The combination strategy proposed in this study is as follows: the combination of cultural teaching and language teaching, the combination of traditional culture and contemporary culture, the combination of explicit culture and recessive culture, the combination of theoretical teaching and social practice, the combination of Chinese culture and Western culture, the combination of semantic culture and pragmatic culture, the cultivation of intercultural communication skills, the practical design of teaching programs, and the full use of modern educational technology, To play the role of the teaching of Chinese as a foreign language.

1. Introduction

The cultural education for foreign students in China is based on cultural knowledge as a starting point, cultural awareness as a bridge, and cultural understanding for the purpose of a gradual process. The two-way cultural integration is an urgent problem to be solved in teaching Chinese as a foreign language. There is no unified method at present. The combination strategy proposed in this study is as follows: the combination of cultural teaching and language teaching, the combination of traditional culture and contemporary culture, explicit culture and recessive. The combination of culture, the combination of theoretical teaching and social practice, the combination of Chinese culture and Western culture, the combination of semantic culture and pragmatic culture, the cultivation of intercultural communication skills, the practical design of teaching programs, and the full use of modern educational technology. To play the role of the teaching of Chinese as a foreign language.

2. Combination of Cultural Teaching and Language Teaching

Language can best represent the characteristics of national culture and can be used as a basis for distinguishing cultural differences between different ethnic groups. Different nationalities have different standards, values, religious beliefs, customs, and social systems. These differences can be found in various national languages. When people learn language, they must learn the relevant cultural background knowledge at the same time. For language teaching, it is necessary to teach the cultural background knowledge closely related to language understanding and language. Therefore, cultural teaching is an important part of language teaching. The combination of cultural teaching and language teaching for foreign students in China is mainly reflected in the following two aspects: First, cultural teaching should be combined with Chinese character teaching. Chinese characters essentially reflect a kind of cultural wisdom, which can introduce Chinese characters to foreign students. The reason for this is to strengthen cultural penetration and eliminate the fear of foreign students. Second, cultural teaching should be combined with vocabulary teaching. Vocabulary as

the basic unit for foreign students to learn Chinese is an important part of cultural teaching. By comparing the vocabulary of two different languages, understanding the differences between the two cultures in terms of values and modes of thinking.

3. Combination of Traditional Culture and Contemporary Culture

Traditional culture is the root of national culture and the basis for all other cultural developments. Traditional culture has universality, runs through all stages of history, extends to various regions, and involves all aspects of life. It is an extremely profound and broad culture in the course of human development. Traditional culture is the accumulation of the 5,000-year civilization of the Chinese nation. It should be spread and is indispensable for understanding Chinese and Chinese society. Contemporary culture is a form and process of cultural development that can promote the whole society and people's own modernization. The proportion of contemporary culture in a national culture marks the level of development of this nation. It is under the current lifestyle and technology level. a new type of ideological concept, ethical standards and codes of conduct. With the continuous development of modern science and technology, international students coming to China have extensive exposure to Chinese and Chinese language and culture, and they can also get to know the real life of Chinese people. Therefore, the cultural teaching for foreign students in China not only allows them to contact traditional Chinese culture, but also to contact contemporary civilization, so that they have no sense of distance from the real life of the Chinese and mobilize the enthusiasm of learning Chinese and Han culture.

4. Combination of Explicit Culture and Recessive Culture

Explicit culture is a cultural phenomenon that is explicit, at the cultural level, static, and easily understood and mastered. Implicit culture is a cultural phenomenon that is implicit, at the bottom of culture, dominates language behavior, and is difficult to detect and capture. The recessive culture belongs to the psychological level and involves people's thinking, beliefs, ideals, world outlook, values, personality patterns and aesthetic tastes. Implicit culture permeates all levels of explicit culture and controls people's thoughts and behaviors. The recessive culture determines the dominant culture, and the recessive culture penetrates into all levels of the dominant culture. Through the rational analysis of the recessive culture, it is conducive to discovering and displaying those subtle and meaningful cultural characteristics, prompting the international students to deeply experience the surface language culture of the target language, improve the empathy ability, promote the positive migration of culture, and achieve the effect of language learning with half the effort. The dominant cultural factors that needs to be infiltrated include: cultural factors of Chinese itself, Chinese people's lifestyles and customs, China's basic national conditions; hidden cultural factors that need to be infiltrated include: Chinese national concept and national psychology, Chinese people's thinking the way. The combination of dominant culture and recessive culture makes it easier to deepen the understanding of Chinese language and culture.

5. Combination of Theoretical Teaching and Social Practice

Theoretical teaching and practical teaching, although there are great differences in characteristics and uses, are not opposing teaching systems. Both theoretical teaching and practical teaching are important factors in the education system. The imperfection of either party will directly affect the quality of the education system. The two are closely related, mutually influential and mutually reinforcing. Theoretical knowledge is the compass of practical teaching, guiding the correct direction of practical teaching, bringing correct theory and basis for the phenomena generated in practical activities. Practical teaching is also a theoretical teaching belt. Come positively. Teachers should select cultural information resources that are close to the daily life of international students according to the teaching materials, and skillfully interspersed in the classroom teaching, so that students can truly feel what they have learned and what they use. In the teaching method, choose

the method that is close to the daily life of the international students, so that the students feel that the teacher is teaching the problems encountered in daily life practice, and the students are easy to participate in it, and use the classroom learning consciously in the practice under the class. Knowledge of Chinese culture. Teachers implement the principle of combining theory with practice in teaching and exercise the practical ability of Chinese students and Chinese culture in China.

6. Combination of Chinese Culture and Western Culture

In the course of their respective developments, Chinese culture and Western culture have formed their own characteristics, with their own spiritual brand. Combining the best part of traditional national culture with Western culture and creating a new culture with national characteristics and the spirit of the times is of great significance for regulating and transforming Chinese culture and building a new culture that is oriented toward the future and conforms to the direction of all mankind. Absorbing the excellent and reasonable parts of Western culture and promoting the organic combination of positive factors in Chinese and Western cultures is also of great significance to the education of international students in China. The three major elements of teaching Chinese as a foreign language are Chinese language, Chinese culture and Western culture. In the process of learning Chinese, foreign students who come to China often express their meanings and cannot express them in correct and appropriate Chinese. The reason is that because of the understanding of local culture, Chinese culture is not understood, and Chinese traditional culture is not high. Intercultural communication is a two-way exchange of culture between the two countries. Students can achieve true meaning of two-way communication only in the basis of a deep understanding of the mother tongue culture and the target language culture. Teaching Chinese as a foreign language is not only the introduction of Chinese culture, but the compatibility of Chinese and Western cultures.

7. Combination of Semantic Culture and Pragmatic Culture

Semantic culture, the culture related to background knowledge, refers to the cultural content contained in the semantic system of the language and the cultural psychology, national spirit and philosophical thought embodied. Culture influences the formation and development of semantics, which in turn reveals a rich and colorful national culture. It is necessary to let students understand the common culture of different nationalities, but also to understand the characteristic culture, including living habits, customs, philosophical thoughts, ways of thinking, values, literature and art, aesthetic taste, humanistic thoughts and religious beliefs. Pragmatic culture, the culture related to communicative competence, refers to the cultural rules and cultural conventions that language uses in communication. It is determined by the culture of different ethnic groups, especially the custom culture. From the perspective of foreign language teaching, the penetration of such pragmatic-related cultures can include salutation, greetings and greetings, thank-you and appreciation, honor and humility, farewell, praise and resignation, jealousy and euphemism. The education of international students in China is the ultimate goals of cultivating Chinese communicative competence. Pragmatic culture is the focus of teaching. However, pragmatic culture itself is difficult to be systematic and regular. It must be combined with semantic culture to truly improve the language communication of international students in China. ability.

8. Cultivation of Intercultural Communication Skills

"Intercultural communication" refers to the communication between native speakers and non-native speakers, and also refers to the communication between people who have differences in language and cultural background. The continuous development of economic globalization and information networking has made globalization an irreversible trend. People from different regions and cultural backgrounds have increasingly formed a position of living as a global citizen. Intercultural communication skills have become basic survival skills. The purpose of intercultural

communication skills training for international students in China is to enhance cross-cultural awareness and intercultural communication skills, cultivate understanding and respect for cultural differences, and eliminate conflicts of understanding and communication caused by cultural differences, so that the two cultures can be integrated. First, cultivate the cultural sensitivity of international students in China, shorten the cognitive distance between the subject and the object for the same information, strengthen cultural sensitivity training, improve the response and adaptability to different cultural environments, and promote the relationship between people of different cultural backgrounds. Communication and understanding; Secondly, cultivate cultural adaptability, so that foreign students in China can adapt to Chinese culture as soon as possible. The most direct and effective means of training cultural adaptability is training, including Chinese cultural and economic training; cultural sensitivity, adaptive training; cross-cultural communication and conflict management skills training.

9. Practical Design of Teaching Programs

The teaching plan is the teacher's plan for the teaching process and the basis for the implementation of the teaching. The effectiveness of teaching depends to a large extent on the quality of the design of the teaching program. In theory, the teaching program includes elements such as analysis, learning content analysis, learning goal clarification, learner analysis, teaching strategy development, media analysis use, and teaching evaluation. Only by fully understanding the students can we develop a practical and feasible teaching plan that is in line with the students' actual situation. Teachers should also strengthen discussions, draw on strengths, and improve the quality and efficiency of teaching program design. The instructor should fully understand the overall level of international students in China, as well as basic conditions such as age, nationality, interests and hobbies. The teaching plan is not static, and adjustments should be made according to specific situations. In the actual process of the teaching program, adjustments should be made at any time according to the teaching situation and the student's situation. Under the premise of ensuring that most of the students are improved, students with poor academic performance and good academic performance should be properly taken care of. Teachers must also grasp the overall progress of the teaching period throughout the semester, with a variety of teaching methods, and ultimately achieve the teaching objectives.

10. Full Use of Modern Educational Technology

Modern educational technology is a modern educational means and method system that applies modern educational theory to the practice of education and teaching. It includes three aspects: one is the modern technical means applied in education and teaching, that is, the modern educational media; the other is the method of using modern educational media to carry out education and teaching activities, that is, the media teaching method; the third is to optimize the educational teaching process. Systematic approach, that is, instructional design. The application of modern educational technology will inevitably lead to profound changes in educational content, educational methods and educational methods, as well as educational models and educational ideas. Teaching Chinese as a foreign language is an emerging subject. The purpose is to cultivate students' language application ability, including language architecture and expression ability, as well as cultural adaptability. The application of modern educational technology to the teaching of foreign students in China provides a broader perspective and prospect for this city. Compared with the traditional teaching methods in the past, many aspects show an incomparable advantage, and the teaching reform for foreign students in China. Provide theoretical guiding principles, multimedia teaching system and Internet system can create an ideal teaching environment for language teaching and create a new situation for the education and teaching of international students in China.

11. To Play the Role of the Teaching of Chinese as a Foreign Language

The new teaching philosophy requires that the teaching process is student-centered, the teacher is the leader, and the student is the subject. Teachers should guide students to learn correctly, teach students reasonable learning methods, pay attention to students' ability development, plan and guide students' all-round development, and change from knowledge and skill transfers to student development promoters. In the process of teaching, teachers can fully play their role. Firstly, in the classroom of Chinese as a foreign language, teachers are the soul, always control the classroom, let students prepare relevant cultural knowledge before class, classroom teaching fully mobilize the enthusiasm of students, pay attention to the students, the two-way interaction enhances the language organization and expression skills of international students in China. Secondly, it is reflected in the teacher's teaching attitude and teaching methods. The teachers of Chinese as a foreign language represent the image of Chinese teachers, adhere to professional ethics, and carefully prepare each lesson. During the process of cultural introduction, when Chinese culture and Western culture conflict, take Compatible attitude. Third, teachers should constantly sum up, learn good teaching methods and teaching techniques, and learn from experienced Chinese teachers. Schools must regularly organize teaching and learning to continuously improve the cultural quality of teachers.

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