

# Research on Chinese Culture Teaching Mode of International Students in China Based on "3P" Theory

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**Abstract:** Based on the "3P" cultural theory, teachers of international students should establish recognition of "cultural perspective" as the teaching objective. Moreover, it is necessary to reform the teaching mode and innovate the teaching evaluation to promote the international students' learning and understanding of Chinese "culture products" and "cultural practices" and to enhance their Chinese cultural literacy and cross-cultural adaptability.

**Keywords:** "3P" theory; International students in China; Chinese culture; Teaching mode

## 1. Introduction

With the advancement of the "One Belt and One Road Initiative", the scale of international students coming to China has been expanding. How to implement Chinese culture education in the teaching of international students, improve their interest in Chinese culture, enhance their identification with Chinese excellent culture, and promote the cross-cultural adaptation ability of international students are the practical problems that need to be urgently solved in the education of international students. In 2017, the Ministry of Education promulgated "Administrative Measures on the Recruitment and Training of International Students", which clearly stipulates that "colleges and universities should carry out education on international students in the aspects of Chinese excellent culture and customs, and help them to get familiar with and adapt to the learning and living environment as soon as possible" [1]. Therefore, it is of practical significance to explore and establish the Chinese culture teaching mode for international students in China to help them adapt to the educational environment in China. This paper explores and establishes the Chinese culture teaching model which is suitable for international students by using the "3P" cultural theory, aiming to promote the international students' study and understanding of Chinese culture, and to enhance their Chinese cultural literacy and cross-cultural adaptability.

## 2. "3P" Cultural Theory and Cultural Teaching of International Students

### 2.1. The "3P" Cultural Theory

The "3P" cultural theory comes from the "Standards for Foreign Language Learning in the 21st Century" formulated by the United States, which divides culture into cultural perspective, cultural products and cultural practices [2]. This classification helps teachers to clarify the cultural teaching objectives and approaches. Cultural perspective locate in the deep level, and only by understanding the deep level, can people master cultural products (tangible: calligraphy and painting literature works, chopsticks; Intangible: music, dance, religious ceremony) and cultural practices (refer to the use of cultural products) on the surface. These three aspects are interrelated and inseparable. The ultimate goal of cultural teaching is to familiarize international students with cultural products and practices, and to get them to express cultural perspective in proper language [3]. The "3P" cultural theory has changed the traditional teaching concept with imparting foreign language knowledge as the core, highlighted the cultivation of cross-cultural ability in international language learning, and played the role of standard-leading and value-promotion for the second language culture teaching [4], which provides important enlightenment about the cultural teaching of international students in China [5]. This paper intends to explore the Chinese culture teaching mode of international students in China by using the 3P theory, promote their study and understanding of Chinese culture, improve their Chinese cultural

literacy and enhance their cross-cultural adaptability.

## ***2.2. Cultural Teaching of International Students***

Cultural teaching plays an important role in enhancing the cultural literacy of international students and promoting their cross-cultural adaptation. However, there are some shortcomings for the traditional cultural teaching of international students. First, the cultural teaching of international students is more stereotyped. At present, the cultural teaching of international students has mostly adopted the cultural teaching paradigm of foreign language majors, neglecting the characteristics of the international students and the theoretical nature of cultural teaching mode. The cultural teaching mode of international students can be regarded as the teaching behavior standard under certain theoretical guidance. Secondly, the cultural teaching mode of international students is too traditional. Most of the international students' cultural teaching in China has still adopted traditional teaching methods, mainly teaching "cultural products" and "cultural practices". The limited exploration of "cultural perspective" behind them makes the study enthusiasm of international students in China limited, and the understanding of Chinese culture is superficial. Finally, the cultural teaching mode of international students in China is more unitary. At present, the cultural teaching mode of international students continues to be the training mode used in the last century. Classroom teaching is still the main channel and even the only channel of cultural teaching. Modern education should be the student-centered teaching. Similarly, the cultural teaching of international students should take the international students as the center of teaching, make full use of the information carriers such as internet and mobile phones, change the traditional single teaching mode, and build a teaching model that conforms to the development of the times to meet the practical needs of international students. In view of this, based on the academic evaluation of international students and the characteristics of their own cultural teaching, this paper establishes a Chinese culture teaching model for international students based on the concept of "3P", which can make the international students more interested in learning Chinese culture, enhance their sense of Chinese cultural identity and improve their cross-cultural adaptability.

## **3. Chinese Culture Teaching Mode of International Students based on "3P" Theory**

Based on the "3P" theory, the Chinese excellent culture of China is integrated into the cultural teaching of international students, and the effective unity of Chinese excellent culture education and international student education can be realized. From the following three aspects, teaching objectives, teaching forms and teaching evaluation, this paper explores the establishment of Chinese culture teaching mode for international students in China.

### ***3.1. Establish the Teaching Objective with the "3P" Theory as the Core***

Based on the "3P" cultural theory, innovate the teaching objective with the "cultural perspective" as the core. In other words, perceive the "cultural perspective" through learning "cultural products" and "cultural practices". To construct the Chinese culture teaching mode of international students based on the "3P" theory, we need to define the teaching objectives first. The clear teaching goal not only determines the operation mechanism of teaching mode, but also determines the interactive relationship between teachers and students in cultural teaching. Moreover, it is also the standard and scale of cultural teaching evaluation. The teaching objective of Chinese culture teaching mode for international students is to recognize the cultural perspective by learning cultural products and cultural practices. To carry out cultural teaching for international students in China, we should not only make them understand the "cultural products" and "cultural practices", but also understand the "cultural perspective" behind them, and "understand how and why". Cultural products, cultural practices and cultural perspective are interrelated and inseparable. Cultural perspective is the foundation and the root. Only on the basis of the deep understanding of the cultural perspective, can students recognize the "cultural products" and "cultural practices" on the surface. Therefore, the Chinese culture teaching of international students should establish recognition of "cultural perspective" as the teaching objective and learn "cultural products" and "cultural practices".

### ***3.2. Innovate the Teaching Mode Based on "3P" Theory***

Based on the "3P" cultural theory, the teaching methods of "cultural products" and "cultural practices" are innovated in practice, with recognition of "cultural perspective" as the teaching objective.

(1) Teaching mode of cultural experience. The cultural experience activities and classroom teaching are combined in the cultural teaching of international students to promote their involvement in the classroom and to experience culture. Through participating in the cultural experience project, international students can learn, comprehend, internalize, reflect and summarize in the process. They can actively acquire language and cultural knowledge through self-emotional participation. While learning and experiencing "cultural products" and "cultural practices", they can understand "cultural perspective". Take festival teaching as an example, when introducing the traditional Chinese festival "Lantern Festival", teachers can introduce "cultural products", sweet sticky rice dumplings, lanterns and lantern riddles, as well as "cultural practices", tasting the sweet sticky rice dumplings, visiting the lantern shows and guessing the lantern riddles. At the same time, the teacher should also let the students recognize the "cultural perspective" behind them. It refers that Chinese people expect the family reunion and a happy life. When explaining the unique symbol of Chinese ancient architecture, "brackets", the teacher introduces the construction of the brackets with video and 3D animation(cultural product) , guides the students to assemble the brackets model by hand automatically (cultural practice), so that the students can truly feel the amazing beauty of Chinese classical architecture in the process of participation, the exquisite skills of Chinese craftsman and the intelligence wisdom of Chinese people (cultural perspective).

(2) Teaching mode of smart phone media. Besides the classroom, the important information platform for international students to acquire Chinese cultural knowledge is the smart phone media. Wechat, as a widely accepted social platform for international students, can be used as an approach to acquire Chinese culture, which can enable international students to follow up and understand Chinese cultural knowledge in all aspects and in no time, and to explore the beliefs and values behind "cultural products" and "cultural practices". Teachers can introduce documentaries of Chinese culture to students, such as "Passage to China" and "Wild China", so that students can understand and learn Chinese cultural products and cultural practices while appreciating the traditional Chinese cultural elements. The students were confused when watching the Taiji diagram of Taoism in the documentary. Through Wechat group inquiry, teachers can hardly explain the underlying meaning properly and thoroughly. So the international students can be encouraged to learn and understand the meaning through smart phone media, and even to make presentation and have discussion in class. Unexpectedly, students acquires the knowledge not only about the Taiji diagram, but also the Yin and Yang and five elements. Moreover, they makes comparison between Chinese philosophy and western philosophy. Through independent learning of Chinese "cultural products" and "cultural practices", the international students acquire "cultural perspective". This interactive learning behavior inside and outside the classroom effectively promotes their independent learning ability and cultural acquisition. Cross-cultural ability and Chinese cultural literacy have also been cultivated and improved in the process.

### ***3.3. Reform Teaching Evaluation***

Based on the "3P" cultural theory, reform the teaching evaluation with understanding the "cultural perspective" as the teaching objective. It is of great importance to adopt the principle of subject diversification and to construct a scientific and reasonable evaluation system in order to realize the innovation of Chinese culture teaching mode for international students. The existing teaching evaluation system is more in line with the characteristics and needs of Chinese students. The principle of "subject diversification" should be adopted for the evaluation of cultural teaching mode of international students. The main body of cultural teaching model evaluation should be composed of the following three parties: teachers, experts and international students. As an important subject of evaluation, teachers should evaluate the understanding of "cultural perspective" of international students, in addition to objective evaluation on their study of cultural curriculum and cultural experience. The evaluation method can be carried out by combining formative evaluation and summative evaluation. At the same time, teachers should reflect on their teaching at the end of the semester, and take part in the "teacher workshops", which can improve teachers' teaching ability and promote teachers' teaching reform. Experts, as the key party, should be organized to regularly train the teachers and give a lecture, and help them update their cultural teaching ideas and knowledge structure. In addition, experts should also attend lectures and evaluate the teachers' teaching at regular intervals, which can help improve the teachers' cultural literacy and teaching ability. Through the experiencing the cultural education and the recognition of their own cultural learning, it is necessary for the international students to make a comprehensive evaluation for themselves. The evaluation content covers the understanding of "cultural products", "cultural practices" and "cultural perspective". In addition, they can evaluate the cultural teaching methods, which can give full play to the main position of international students in the teaching activities and to monitor and guarantee the quality of cultural

teaching, and to encourage the teachers to improve their cultural teaching competence.

#### 4. Conclusions

The ultimate objective of cultural teaching is to recognize the "cultural perspective" hidden behind the "cultural products" and "cultural practices". In the new era, the cultural teaching of international students in China should establish recognition of the "cultural perspective" as the teaching objective, actively innovate teaching methods and adopt "teaching mode of cultural experience" and "teaching mode of smart phone media". On this basis, the innovation of teaching evaluation can be carried out, in the purpose of understanding the "cultural perspective". To explore and establish the Chinese culture teaching mode for international students is a beneficial attempt to combine the "3P" theory with Chinese culture teaching, which can promote the international students' study and acquisition of Chinese culture and enhance their intercultural communication ability.

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