

Application of “Cultural Introduction” in Chinese as a Foreign Language under the Background of “One Belt and One Road”

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ABSTRACT. *The proposal and development of the “one belt and one way” initiative has made Chinese and Chinese culture the focus of world attention. This has brought opportunities and challenges to teaching Chinese as a foreign language. In order to better serve the construction of “one belt and one road”, this paper explores the purpose, principles and Strategies of “culture introduction” in Chinese as a foreign language, with the aim of promoting the improvement of the Chinese language education level of foreign students and contributing to the internationalization of Chinese language.*

KEYWORDS: *Dlong the way; Chinese as a foreign language; Cultural introduction*

1. Introduction

Language and culture are interdependent and developed. Language is used to express ideas, but also a kind of cultural code. It is a special culture of its own system. All languages revolve around culture. Therefore, the status and role of cultural teaching in TCFL are increasingly prominent. After learning Chinese basic knowledge to a certain extent, foreign students must contact Chinese culture deeply. The spread and penetration of culture is not only an effective means of teaching Chinese as a foreign language, but also can help foreign students better understand and perceive China.

With the continuous development of social politics and economy, the degree of interdependence and interdependence among countries has deepened. Especially after the general secretary's “one belt and one road” initiative has been put forward, the function of Chinese language and culture in international communication has become increasingly prominent. The birth of the concept of “one belt and one road” provides a new impetus for the pluralistic development of China and the world. It is inseparable from the cultural precursor to realize the “fusion” of Chinese and foreign cultures on the Silk Road and the intercourse between Chinese and foreign people. The “one belt and one way” state personnel exchanges, whether permanent resident in China or short-term entry to foreigners and family members, or foreign students,

are the main carriers of cultural transmission. They can not only contribute to the development of economy, science and technology, information, culture and other aspects of the countries along the line, but also cultivate a large number of “pro China” young groups, and better connect China with the countries along the line. Their feeling of coming to China has a direct impact on their evaluation of China after their return to China, which has a direct impact on shaping the friendship between our country and the people of “one belt and one road” country and the success of cultural exchanges between “one belt and one road”. Therefore, from the cultural level, we can understand the adaptation of the Chinese personnel in China, find the accommodation and rules of the “one belt and one way” personnel culture in China, and put forward an effective strategy of “Cultural Introduction”, which is of great significance to win the hearts and minds of the people of all countries.

Under this background, the teaching of Chinese as a foreign language has ushered in new opportunities and challenges. On the one hand, the initiative of “one belt and one road” has created a new chapter for China's educational exchanges and cooperation, and has provided new opportunities for the development of our overseas students' education. More and more foreigners come to China to learn Chinese. This greatly strengthens the role played by TCFL in international cultural exchanges. It has brought unprecedented opportunities for teaching Chinese as a foreign language. On the other hand, teaching Chinese as a foreign language must explore a new way out of the concept of “one belt and one road” and give full play to its own role. This is a great challenge under the opportunity. Based on this background, this paper takes “one belt and one road” as the background to study the meaning and method of “Cultural Introduction” in TCFL, with a view to promoting TCFL to serve the “one belt and one road” construction better[1].

2. The Definition of “Cultural Introduction” in Tcfl

In the perspective of TCFL research, culture can exist in various categories and meanings. As an international language education, the goal and mission of TCFL is to realize the cultural exchange, communication and integration among different nations. “Cultural Introduction”, as one of the important strategies of TCFL, is the exchange, mutual influence and mutual teaching of different cultures among different nations.

In 1989, the idea of “culture introduction” was put forward. “Culture introduction theory” can be understood as “in the three links of the overall design of TCFL, the compilation of teaching materials and classroom teaching, purposefully, hierarchically and systematically impart the background knowledge of Chinese culture closely related to Chinese learning and use, especially the cultural connotation in each subsystem of Chinese language, so as to help the overseas students enhance their cross-cultural awareness and more appropriately and effectively Cross cultural communication “(Lu Wei, 1996). In 1984, Zhang Zhanyi first proposed to divide culture into “knowledge culture” and “communication culture” (Zhang Zhanyi, 1984). The reason why culture is divided into “communicative culture” and “knowledge culture” is based on the special needs of

language teaching and the specific perspective of language teaching. Therefore, these two parts become the main content of “Cultural Introduction”. “The so-called knowledge culture refers to the linguistic and non linguistic cultural factors that do not directly affect the accurate transmission of information when two people with different cultural backgrounds communicate” (Zhang Zhanyi, 1990). The so-called “communicative culture” refers to a special cultural factor implied in the language system, which reflects a nation's psychological state, values, lifestyle, way of thinking, moral standards, customs, aesthetic taste, etc. “it is mainly embodied in the vocabulary system, grammar system and pragmatic system of the language” (LV bisong, 1992) [2].

The emphasis of “communication culture” and “knowledge culture” is different in the teaching task. The main content of cultural introduction in TCFL is this kind of communication culture. Learners lack of the cultural background knowledge implied by the words, that is, the communication obstacles caused by the differences in the meaning of the words, which need to be solved urgently in language learning. This kind of “communicative culture” knowledge plays a special role in language learning, so it is the first one[3].

3. The Mode and Strategy of “Cultural Introduction” under the Perspective of “One Belt and One Road”

3.1 Comparative Teaching Method

The foreign students who come to China to study come from different countries and regions and have different cultural backgrounds. Most of them come to learn Chinese and Chinese culture on the basis of mastering the mother tongue language and culture. Therefore, in the process of cultural introduction of TCFL, it is necessary to compare cultural differences and seek common ground while reserving differences so as to better learn and master Chinese culture. For example, in the process of comparative introduction of kinship terms, we can find the differences of kinship terms system in different languages, which will help us to better understand the history and culture of different nationalities and the relationship between language and culture. The comparative study of these kinship terms will also help us overcome the barriers of understanding in cross-cultural communication activities[4].

3.2 Teaching According to Material

The objects of teaching Chinese as a foreign language are various. Their purposes of learning Chinese vary greatly. Some of them are out of curiosity about Chinese culture, some are for mastering a language, some are for business needs, etc. The proposal of the “one belt and one way” initiative has provided more possibilities for the exchanges between the countries along the line. Therefore, in the teaching of Chinese as a foreign language, it is necessary to impart to them the contents that are

most urgently needed to understand and closely related to their daily life and learning according to different learning objects. In addition to different learning purposes, there are also many different age and learning background of foreign students coming to China. For students of different cultural backgrounds, different teaching methods should be adopted in TCFL. For example, Japanese and Korean students in the “Chinese cultural circle” may have a better understanding of Chinese culture. For their teaching content, they can appropriately add some extra-curricular cultural knowledge on the basis of teaching materials. For students in the “European and American cultural circle”, many Chinese cultures are quite different from their cultures, which requires teachers to give them more time to adapt, learn and teach culture. Learning should be permeated little by little, and we should not be eager for success, so as to avoid the adverse effect of teaching[5].

3.3 Cultural Practice

Carry out various cultural activities and strengthen extracurricular cultural practice and cultural learning. Both the historical sites and folk customs of the target country reflect the cultural characteristics of the country from various aspects. Teachers can organize students to carry out various cultural visiting activities. Museums, royal gardens, former residences of celebrities and traditional houses are excellent cultural teaching places. The all-round three-dimensional teaching of people, objects and landscapes will break through the limitations of classroom teaching and leave a specific and deep impression on foreign students. Practice shows that cultural visit and visit is the most favorite way of cultural learning for international students[6-8].

4. Conclusion

With the implementation of the “one belt and one way” initiative, the number of students studying in China will continue to grow. The task of teaching Chinese as a foreign language to foreign students is becoming more and more arduous. Under such circumstances, we need to better understand the problems existing in the Chinese language education mode of foreign students, and adopt effective strategies to deal with them actively, and establish a Chinese language education mode with Chinese characteristics to serve the “one belt and one road” construction better.

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