

Study on Education Methods of Chinese Traditional Culture for International Students from Countries along the Belt & Road

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Abstract: *The number of students from countries along the Belt and Road has been increasing year by year. The study of Chinese traditional culture by international students is the essential requirement. The paper first analyses some problems existing in China's international students' traditional culture education, such as insufficient emphasis on Chinese traditional culture courses, shortage of teachers, lack of authoritative textbooks, lack of rich online teaching resources and so on, which has brought certain challenges to education of international students in China. In view of the characteristics and practical requirements of international students in countries along the Belt and Road, colleges and universities should make reforms in professional teacher training, teachers' cross-cultural ability upgrading, construction of the traditional Chinese culture education system, teaching model and teaching assessment, and construct a traditional Chinese cultural education system suitable for the students from the countries along the Belt and Road, so as to promote the connectedness between Chinese and people from the countries along the Belt and Road.*

Keywords: *the Belt and Road; international student; Chinese traditional culture; education method.*

1. Introduction

As one of the four ancient countries, China has never had a fault in its civilization inheritance. Its splendid civilization is the key to attracting international students. The Belt and Road initiative has been a new round of Chinese learning craze in the countries along the route. One of the main educational expectations of international students in China is to learn Chinese well and understand Chinese society and culture. Chinese universities have the responsibility to open more elective courses with Chinese characteristics related to Chinese traditional culture for international students in China, such as Chinese classical poetry, Chinese tea ceremony, traditional Chinese painting, Chinese martial arts, paper cutting, traditional Chinese medicine, Chinese opera, etc.^[1]

In the process of carrying out Chinese cultural education for international students, it is necessary to strengthen the construction of the curriculum system of traditional Chinese culture education in the light of the development requirements of the Belt and Road construction, and realize the comprehensive management and service of traditional Chinese language education for international students^[2]. At present, in the context of the Belt and Road, although many schools have international student service centers and conduct daily management and teaching of international students through traditional Chinese cultural education courses, they have failed to optimize the traditional Chinese culture education system, innovate the way of Chinese cultural education, and penetrate the work of Chinese traditional culture education into daily learning, life, daily management and other aspects, thus resulting in the management level of traditional Chinese culture education for international students to be improved. Therefore, under the Belt and Road initiative, it is necessary to improve the quality and level of Chinese cultural education for international students.

2. The necessity of strengthening Chinese traditional culture education for international students

Language education and cultural education are closely related, which is a very important part of carrying forward Chinese traditional culture. The dissemination of Chinese traditional culture has also attracted more and more attention. In 2017, the general office of the State Council issued *Opinions on Implementing the Inheritance & Development Project of Chinese Excellent Traditional Culture*, which requires colleges and universities to promote the establishment of compulsory courses of Chinese

excellent traditional culture, and increase the content of Chinese excellent traditional culture in the majors and courses of philosophy and social sciences and related disciplines, strengthen foreign cultural exchanges and cooperation, innovate people to people and cultural exchanges, enrich cultural exchanges and constantly improve the level of cultural exchanges. China will strengthen cultural exchanges and cooperation among countries along the Belt and Road, encourage the development of foreign cultural trade, and let more cultural products with Chinese characteristics and strong competitiveness go to the international market, tell the Chinese story, spread the voice of China, interpret the Chinese characteristics, and show the image of China.

3. Problems existing in the education of traditional Chinese culture for international students

3.1 Insufficient emphasis on Chinese traditional culture courses and shortage of professional teachers

In the teaching plans for international students, most colleges and universities have the course Overview of China, but in the teaching process, teachers obviously focus on teaching basic facts about China. The reasons are as follows: first, there is a general lack of teachers who can be competent for the teaching of Chinese traditional culture theory. Most of the teachers of *Overview of China* in various schools are college English teachers or teachers of Chinese as a foreign language, so they are not quite qualified to teach Chinese traditional culture [3]; Second, knowledge of basic facts about China has obvious practicability and can help international students to integrate into Chinese society. Therefore, international students are more interested in some basic facts about China and learn them more readily.

3.2 Lack of authoritative traditional culture textbooks

In recent years, the status of Chinese traditional culture in cultural communication has been improved to a certain extent. However, due to the complex system and rich content of Chinese traditional culture, there are different versions of relevant textbooks on the market, but there is no authoritative Chinese traditional culture textbook. Teachers in various schools are also diverse in the selection of teaching materials, and there are great differences in the selection of curriculum content. To solve the problem of unified reading books, cultural teaching materials suitable for international students in China can be uniformly compiled by national universities with more authoritative education in Chinese as a foreign language, such as Beijing Language and Culture University, so as to ensure that the content is not too broad and profound.

3.3 Chinese traditional culture education is not well targeted

Broad and profound China cover and contain everything. In the construction of Chinese traditional culture system for students from countries along the Belt and Road, there is a lack of analysis of the students' own culture and failure to provide targeted traditional Chinese culture education. Thus, the effect of cultural teaching needs to be further improved.

3.4 Online teaching resources are not rich enough

The sudden outbreak of COVID-19 has made it impossible for international students of Chinese universities to study in China and school are forced to carry out online learning. The construction of online resources of Chinese traditional culture needs to be further strengthened to carry out teaching forms such as flipped classroom and micro class to meet the teaching needs of Chinese traditional culture for international students under the epidemic and enhance the ability of international students to intuitively learn Chinese traditional culture.

4. Strategies of Chinese traditional culture education among international students

4.1 Build a practical and a focused curriculum system

The second language teaching community (including foreign language teaching and teaching Chinese as a foreign language) has reached a consensus on the status and role of cultural learning in language teaching. The course of Chinese traditional culture is not only an important means to spread

Chinese culture, but also an important basis for international students to communicate with Chinese people and learn Chinese in China. But what should be covered in teaching and how can the teaching content be directly linked to their actual needs and interests? It should be acknowledged that the cultural content is huge and complex, and it is impossible and unnecessary to introduce all the Chinese cultural content. Therefore, it is necessary to carefully select the teaching content. To solve this problem, the academic classification and definition of culture will be helpful to solve this problem. As for the classification of culture, experts in the second language teaching believe that it is preferable to divide culture into knowledge culture and communication culture^[4]. Mr. Zhang Zhanyi of Beijing Language and Culture University said: "the so-called knowledge culture refers to the cultural background knowledge that does not have a direct impact on the understanding and use of a word or sentence when people from two different cultural backgrounds communicate. When people with two different cultural backgrounds communicate, they sometimes misunderstand because they lack cultural background knowledge of a word or sentence. The cultural knowledge that directly affects communication is communicative culture. This definition requires that the teaching content of culture curriculum should take into account these two aspects at the same time. Through literature review, it is found that the teaching contents of previous cultural courses are mostly based on the introduction of Chinese cultural history, such as Chinese traditional architectural structure, scientific and technological achievements in Chinese history, basic principles of traditional Chinese medicine, Chinese cultural relics and historic sites, Chinese dating methods, etc. These knowledge introductions make international students understand China's splendid cultural history, but they are not directly helpful to their real study and life. Therefore, when formulating the teaching content of Chinese traditional culture for international students in higher vocational colleges, we should not only achieve the purpose of spreading China's brilliant history and culture, but also meet their actual needs.

The characteristics of international students in higher vocational colleges determine that the bilingual curriculum system of outline of Chinese culture can not be too difficult, too deep and too obscure. It is necessary not only to show the overview of Chinese culture to students, but also to introduce the most distinctive contents of Chinese culture in simple terms, so as to help students break through language barriers and learn correct ways of expression.

When international students enter Jiangsu Maritime Institute (JMI), the first environment they come into contact with is campus, and the first thing they feel is campus culture. Therefore, campus culture is undoubtedly the best starting point for the teaching of Chinese culture. In the first class, teachers elaborate on the motto of JMI: be magnanimous as sea, and take on responsibility bravely; be honest and faithful, and show high aspiration to future. After explanation, international students will be able to understand the real meaning of the motto, which helps them better understand JMI campus culture. Navigation culture is an important part of JMI campus culture. When introducing Chinese traditional culture to international students, teachers can also introduce Chinese traditional navigation culture.

The learning of any language is not only the learning of language knowledge and structure, but also closely connected with the culture behind the language, and the same is true of Chinese learning. By learning Chinese knowledge, international students can deepen their impression of Chinese cultural content. The learning of Chinese culture promotes the understanding of Chinese and makes international students understand and use the language more accurately under the cultural background. Therefore, the study of Chinese culture and Chinese learning should be organically integrated and promote each other. In this regard, the relationship between this course and Chinese course should be closer.

In the initial stage of Chinese learning, international students pay more attention to oral communication, but in interpersonal communication and communication, values and etiquette also play a vital role. For example, the address of elders should be respectable. When praised by others, the answer reflects humility. When they meet and say hello, "have you eaten yet?" "Where are you going?" They are pure greetings, not what westerners think is an invasion of privacy. The learning of these languages is closely related to culture. Therefore, adding relevant contents to culture teaching must play a correct guiding role in their understanding and use.

When the classroom teaching talks about traditional festivals, food culture and solar terms, the content will be closer to their daily life so that they can personally feel that what they learn in the classroom is really beneficial to their everyday life, rather than the indoctrination of direct knowledge, which students accept passively. For example, teachers can let students feel the changes of weather when they come to a specific solar term. When it comes to Nanjing snacks, in addition to the intuitive feelings given by the pictures, students are also required to taste them in class, and then report their feelings after tasting it.

Most of the international students in higher vocational colleges come one from countries along the Belt and Road. If we only pay attention to the teaching of theoretical knowledge and adopt rigid and conservative teaching materials, it is easy to lead to the boring content, which is not conducive to stimulating students' interest in learning. Therefore, in the actual teaching process, we can try to add some ASEAN cultural characteristics to increase the comprehensibility of the course teaching content so that students can understand the course knowledge in combination with their own cultural background. In the curriculum content, the school can add some folk culture from the countries along the Belt and Road, or set up a separate topic and the curriculum knowledge so as to deepen students' learning and understanding of the national culture from countries along the Belt and Road to enhance the students' learning experience.

4.2 Pay attention to innovation and explore flexible and diverse teaching modes

Limited by the language foundation of international students in higher vocational colleges, the traditional "cramming" mode obviously can not meet their diversified needs for bilingual courses of Chinese culture. We must pay attention to innovation, explore flexible and diverse courses and innovate teaching modes.

Chinese traditional culture is broad and profound, with numerous contents, large amount of information, strong logic and strict theoretical system. It is far from enough to rely on the limited classroom teaching of dozens of class hours. The traditional teaching method of one blackboard and one piece of chalk requires teachers to write a lot of blackboard writing and consumes a lot of classroom time. It is necessary to improve the "speed" of teaching, In addition to the detailed and appropriate contents of teaching materials, teachers must use other teaching methods and modern teaching methods. The use of information-based teaching means, such as projectors, computers and other modern teaching means, can reduce blackboard writing, save time and maximize the capacity and efficiency of teaching. In the limited classroom teaching time, "through the demonstration of pictures, words, audio, video and other media, the broad and profound Chinese culture is vividly reflected in sound, images, film, television and animation, the abstract concepts are concreted and the boring contents are visualized so that students can obtain relevant information through multiple sensory organs, and the communication efficiency of teaching information is improved, It enhances the vividness and creativity of teaching, mobilizes students' learning enthusiasm, and achieves the purpose of optimizing classroom teaching".

In daily teaching practice, the learning materials in the classroom include three carriers: text, picture and video (i.e. large 3D materials). The characters must be Chinese, English and Pinyin (i.e. small 3D). Teachers try to express in Chinese in the teaching process, but the visual Chinese characters must have Pinyin and English translation so that students can understand what the teacher is saying, save the trouble of bilingual conversion to a great extent, and effectively improve the classroom efficiency. Of course, this form of carrier will only have Chinese characters in the intermediate culture class. Pictures must be photos or realistic paintings that reflect the real state. For international students in the junior class, each page of PPT should be matched with 1-2 pictures to vividly and intuitively present the abstract content. Video is mainly documentary film and television materials, especially Chinese foreign cooperation and independent production of documentaries about China by other countries, such as *Running China* and *Bird's Eye View of China* in the United States, *the Chinese Coming* and *the Story of China* in the United Kingdom, *China Power* in Japan, *Super China* in South Korea, *Beautiful China* in China and *Britain Sino-American Bird's eye view of China* and so on. These documentaries are not filmed by the Chinese government. The perspective is relatively independent and objective. Chinese stories, international standards, English explanations and Chinese subtitles are combined to assist teaching.

Learning materials in the classroom mainly refer to self-study materials in the form of small 3D, which are divided into compulsory reading materials and optional reading materials. The former is to preview materials, allowing students to listen to the class with their existing knowledge and questions; The latter is more suitable as reviewing materials. Students can strike while the iron is hot, master more content, deepen understanding, and provide clues to solve problems that may be encountered in future life and study^[5].

There are differences between international students' native culture and Chinese culture, and cultural differences often have a negative effect on their learning, that is, "negative transfer". This effect seriously affects the accuracy of international students' understanding and use of Chinese culture, and can not achieve the purpose of effective communication. Therefore, in culture teaching, contrast is

helpful to solve this problem. For example, when introducing Nanjing, the author asked students to talk about their hometown, so that students can learn knowledge from differences.

It should be recognized that culture is reflected in interpersonal language communication and in daily life. Therefore, purposefully experiencing culture in daily life can not only enhance international students' interest and cognition of Chinese culture, but also enhance their learning motivation.

The Chinese culture course introduces China's famous rivers and mountains, Chinese traditional art, traditional festivals, and typical Chinese architectural structures. For international students who come to China for the first time and know little about China, these contents are interesting, but there is no intuitive feeling. In this way, the content learned in the classroom can only eventually lacks a sense of reality. Therefore, the author requires students to select one aspect according to their interest in the classroom teaching content, make a field visit, truly feel what they have learned in the classroom, and then bring their feelings back to the classroom. This method has been recognized by students. Not only can they better understand it through personal experience, but also students are willing to share their experience with classmates and teachers in class.

Due to the limitation of time and content, classroom teaching can not cover all the contents of a certain aspect of culture. In order to arouse students' interest and enthusiasm in learning, the author will ask international students questions in the teaching process and ask them to seek answers in a variety of ways after class: you can browse relevant websites; they can communicate with Chinese students or Chinese friends; You can borrow relevant books, etc. These methods fully mobilize their subjective initiative and let students go out of the classroom.

In teaching and communication with international students, it is found that this learning method of experiential culture can also stimulate students' thinking and ask questions. Students discover problems through personal experience, and then actively seek answers. This process is better than teachers' passive teaching in class.

4.3 Inter-Connect and share to accumulate of integrated curriculum resources

The curriculum resources of bilingual course of Chinese culture in higher vocational colleges are mainly self-made handouts and online resources. The self compiled lecture notes are mainly based on textbooks such as the *Overview of Chinese Culture* by Peking University Press and the *Overview of Chinese Traditional Culture* by Ocean University of China, combined with the characteristics of international students in higher vocational colleges. These textbooks, on the basis of ensuring the authority, strive to explain in simple terms and present the curriculum system in easy to understand language.

Internet resources refer to Chinese culture curriculum resources on major teaching platforms such as Netease open class platform, China University Mu class and Ted speech platform. Students learn selectively in their own free time. For example, the English series of lectures on Chinese culture opened by Ning Yizhong of Beijing Language and Culture University is expressed in accurate English, From the perspective of cross-cultural communication, he reinterprets many topics of Chinese philosophical culture, material culture and contemporary national conditions represented by Confucian culture in the context of globalization. At the same time, curriculum resources such as *Chinese Aesthetic Culture*, *Chinese Garden Culture* and *Chinese Martial Arts Culture* can be easily found on these platforms, which is a useful supplement to face-to-face courses. In addition, CCTV's *Cultural China* series of Chinese cultural propaganda films combine 3D animation with actual shooting from the dimension of heritage value such as monuments, text, painting, architecture, sculpture, art and traditional skills to deduce a series of cultural classic short films throughout the country, which is also a very good supplementary material.

4.4 Combine introduction and training to build a team of teachers who are proficient in both Chinese and Western learning

As the specific implementer of bilingual teaching of Chinese traditional culture, teachers' bilingual level and Chinese traditional cultural literacy determine the effect of bilingual teaching and the accuracy of information transmission. Therefore, training bilingual teachers of this course is one of the urgent problems to be solved in colleges and universities. Since language learning is a long-term process, it takes longer for teachers of Chinese traditional culture to master English language. Colleges and universities should pay attention to training and selecting excellent foreign language teachers,

improve their Chinese traditional culture literacy and strengthen the systematic learning of Chinese traditional culture. By setting up a series of courses on Chinese culture, regularly holding special lectures, holding seminars and workshops, bilingual teachers are trained to systematically master Chinese traditional cultural knowledge, and enable them to devote themselves to bilingual classroom teaching as soon as possible to adapt to the role of bilingual teachers. At the same time, colleges and universities should also pay attention to the combination inside and outside the classroom, carry out bilingual practice activities, regularly organize bilingual teachers to carry out bilingual teaching experience exchange, encourage teachers to actively participate in scientific research projects, promote teaching through research and improve teaching effect as soon as possible.

The construction of Chinese culture bilingual curriculum is a new thing in many higher vocational colleges, and many higher vocational colleges lack Chinese teachers as a foreign language, which has become the main bottleneck restricting the opening of Chinese culture bilingual curriculum in higher vocational colleges. To solve this problem, we should either bring in new qualified teachers or train our own teachers. Higher vocational colleges should bring in teachers majoring in teaching Chinese as a foreign language. Graduates of these majors generally have a good foundation in Chinese literature and linguistics, and their English level is also relatively good. On the other hand, we should cultivate our own teaching staff, provide training and further study opportunities for teachers, and select teachers with good humanistic quality and the ability to spread Chinese culture in English from excellent English teachers. The focus of training is the systematicness of Chinese culture and the accuracy of English expression of Chinese cultural phenomena. In addition, teachers with a good foundation of English should be selected to teach humanities courses, and targeted training should be carried out. The training of this group focuses on improving their English proficiency, especially the accurate expression of Chinese cultural phenomena and terms.

"Team teaching" and "individual teaching" are combined. The form of "team teaching" is generally designed and developed by the team, unified in terms of curriculum objectives, and the specific classroom content is independently planned by individuals. This form can make the text materials relatively objective, comprehensive and novel, which is conducive to effective feedback on the overall planning, system design and effect evaluation in the process of teaching implementation, but it is also prone to problems with different levels and styles of team members. "Individual teaching" generally depends on the subject background and personal quality of the teachers. It is full of characteristics and personality in the curriculum design and arrangement. Students can easily grasp the rhythm of the curriculum and form certain learning habits in class, but they can't avoid the problem of insufficient comprehensive and objective materials. Therefore, the training of teachers can combine "team construction" with "personal development", innovate the form of teacher training, highlight the characteristics of teacher education, and develop the overall improvement and professional quality as a whole.

4.5 Conduct diversified evaluation and establish a scientific and reasonable assessment system

Since the purpose of Chinese traditional culture is to enhance international students' understanding of China and its evaluation method adopts the combination of formative evaluation and summative evaluation, with a ratio of 5:5. Formative evaluation includes attendance, classroom performance, homework completion, etc; Summative evaluation can take the form of writing an essay or open-book examination on a certain topic. When setting the title and form of the examination paper, we should take into account the objectives of the course. The questions includes both subjective questions, which give students the opportunity to express their personal learning outcome, and objective questions, which require students to correctly master some common sense of Chinese culture.

5. Conclusion

Chinese traditional culture is a kind of multi-culture with rich forms of expression. We must first learn to understand and appreciate the diversity and richness of Chinese culture so as to become the disseminator of culture. With the advancement of the Belt and Road, people of all countries demand to know more about China. Therefore, colleges and universities should play an active role in the education of Chinese traditional culture in teaching models, curriculum systems, teaching resources, teacher training, etc. Through the teaching of traditional Chinese culture, the essence of Chinese civilization can be spread to the countries along the Belt and Road to allow more foreign people to have a better understanding of China, which will be helpful in realizing the goal of connecting people's

hearts and minds. We are confident that with China's vigorous development and the further development of the Belt and Road, Chinese culture will be recognized by more and more countries across the world.

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