

The Belt and Road Initiative and Chinese Etiquette Education: Practice of Confucius Classrooms in Vocational Colleges

Li Tang

Lanzhou Resources & Environment Voc-Tech University, Lanzhou, 730021, China

Abstract: *This paper focuses on the role of Confucius Classrooms in the context of the Belt and Road Initiative, with a key objective of fostering global perspectives and international competitiveness. It explores how Confucius Classrooms cultivate students' global perspectives and international competitiveness through cultural exchange courses, foreign language learning, and international exchange programs. The research findings indicate that cultural exchange courses enable students to gain in-depth understanding of different cultures and enhance their cross-cultural communication skills. These findings are of great significance in improving students' global perspectives and international competitiveness, providing valuable references and insights for educational institutions and educators.*

Keywords: *Belt and Road Initiative; Chinese etiquette education; Traditional culture; Classroom teaching direction*

In the era of globalization, cross-cultural communication and cooperation have become indispensable skills in society. As a platform for promoting Chinese culture, Confucius Classrooms play a significant role in cultivating students' global perspectives and international competitiveness. This paper aims to explore how cultural exchange courses, foreign language learning, and international exchange programs can help students broaden their international perspectives, enhance their cross-cultural communication and cooperation abilities, and meet the demands of globalization. International exchange programs provide practical opportunities for students to collaborate and communicate with students from Belt and Road countries, allowing them to gain deeper insights into different cultures, educational systems, and social institutions.

1. The Belt and Road Initiative and the Method of Chinese Etiquette Education

1.1 Cross-cultural communication and cooperation

There is a close connection between the Belt and Road Initiative and the method of Chinese etiquette education. The core objective of the Belt and Road Initiative is to promote communication and cooperation between different countries and regions worldwide, aiming to establish mutually beneficial partnerships. Chinese etiquette education method focuses on cultivating students' cross-cultural communication and cooperation skills. By learning Chinese etiquette, students can better understand and respect cultural differences, enhancing mutual understanding and cooperation among countries.

1.2 Inheritance and promotion of values

The Belt and Road Initiative emphasizes the values of consultation, joint construction, and shared benefits, aiming to promote cooperation and development among countries through multi-party participation. Chinese etiquette education method is dedicated to inheriting and promoting the core values of Chinese culture. These values play an important bridging role in cross-cultural communication, facilitating commonalities and integration among different cultures. Implementing the method of Chinese etiquette education can promote mutual understanding, respect, and trust among different cultures, providing strong support for the successful implementation of the Belt and Road Initiative.

1.3 Cultural exchange and mutual learning

The Belt and Road Initiative highlights the importance of cultural exchange and mutual learning, aiming to foster mutual understanding, respect, and learning between different countries and regions. The method of Chinese etiquette education allows students to gain in-depth knowledge and appreciation of the differences and characteristics of different cultures through learning and experiencing Chinese etiquette. This cross-cultural experience and learning contribute to mutual respect and learning between cultures, breaking down misunderstandings and prejudices, and enhancing international friendship and cooperation^[1].

1.4 Multilingual learning and communication

The Belt and Road Initiative emphasizes the learning and use of multiple languages to promote cross-cultural communication and cooperation among different countries and regions. By learning foreign languages, students can overcome language barriers and communicate more effectively with people from other countries and regions. Mastering a foreign language not only helps students understand and appreciate the uniqueness of other cultures but also enhances their adaptability and communication skills in cross-cultural environments.

1.5 Integration and sharing of educational resources

One of the objectives of the Belt and Road Initiative is to promote the integration and sharing of educational resources to achieve sustainable development and global cooperation in education. In this context, the method of Chinese etiquette education can fully leverage the platform of the Belt and Road Initiative to promote the sharing and exchange of Chinese etiquette education resources. Through the framework of the Belt and Road Initiative, Chinese etiquette education can be more widely disseminated and promoted. Schools from different countries and regions can explore and share experiences and teaching materials of Chinese etiquette education, jointly study educational methods and content, thereby enhancing the quality and influence of Chinese etiquette education^[2].

2. The Belt and Road Initiative and Strategies of Chinese Etiquette Education

2.1 Emphasizing cross-cultural communication and understanding

By comparing and dialoguing Chinese etiquette with traditional culture and the cultures of other countries, students can gain in-depth understanding and insight into the differences and commonalities between different cultures, promoting international friendship and mutual understanding.

2.2 Strengthening cultural confidence

By deepening students' understanding and identification with Chinese etiquette and traditional culture, their confidence in their own culture can be enhanced. For example, in a Confucius Classroom in a certain country, teachers organized a Chinese traditional art exhibition activity. In this activity, students acquired basic skills and knowledge of Chinese traditional arts, such as music, dance, and calligraphy, through learning and practice. Under the guidance of the Confucius Classroom, students received systematic learning and training, showcasing significant progress. In the exhibition activity, the Confucius Classroom invited local government officials, school leaders, and other international friends as the audience. Students confidently presented their talents and the traditional Chinese arts they had learned. They prepared a splendid performance of traditional music, dance, and showcased their calligraphy works. Such an exhibition not only allows students to showcase their talents and learning achievements in public but also strengthens their pride and sense of responsibility towards Chinese culture. Through successful demonstrations of traditional Chinese arts, students realize the importance and mission of being inheritors of Chinese culture. They take pride in themselves for becoming carriers of Chinese culture through their efforts and learning.

By cultivating cultural confidence, Confucius Classrooms help students establish a sense of pride and responsibility towards Chinese etiquette and traditional culture. This confidence can not only influence students' academic growth and development but also be demonstrated in their daily lives. Students will confidently showcase and pass on the essence of Chinese culture and engage in mutual learning and exchange with other cultures in international communication. Confucius Classrooms can

also strengthen students' cultural confidence through other means, such as organizing student visits to historical sites in China, hosting traditional festival celebrations, and delivering lectures on Chinese culture. These activities allow students to gain a deeper understanding of the profoundness of Chinese culture and enhance their confidence in their own culture.

2.3 Integration of modern educational technology

By utilizing modern educational technologies such as multimedia teaching and online education platforms, the teaching of Chinese etiquette and traditional culture can become more attractive, interactive, and accessible, further expanding its influence and reach.

Confucius Classrooms can use multimedia teaching methods, such as using projectors to display images, videos, and audio materials of Chinese etiquette and traditional culture, enabling students to have an immersive experience. Teachers can vividly explain the origins, evolution, and significance of Chinese etiquette through multimedia presentations, helping students understand and memorize related knowledge more intuitively. Multimedia teaching provides rich audiovisual experiences, stimulating students' interest in learning and enhancing their interest and identification with Chinese etiquette and traditional culture. Confucius Classrooms can also utilize online education platforms to expand the teaching content of Chinese etiquette and traditional culture to a wider audience. Through the creation of online courses and teaching resources, students can learn about Chinese etiquette and traditional culture anytime and anywhere through the internet. Online platforms can also provide interactive features such as online discussions, question and answer sections, and learning communities, enabling students to communicate and share with teachers and other learners. Such interactive and social features facilitate mutual learning and communication among students, deepening their understanding and identification with Chinese etiquette and traditional culture.

By integrating modern educational technology, Confucius Classrooms can make the teaching of Chinese etiquette and traditional culture more modern, interactive, and accessible. By leveraging the advantages of the internet and digital resources, the teaching content of Chinese etiquette and traditional culture can be widely disseminated and shared, overcoming limitations of time, space, and geography. This not only attracts more students to participate but also makes a positive contribution to cultural exchange on a global scale. Through the application of modern educational technology, Confucius Classrooms can inject new vitality into the inheritance and development of Chinese etiquette and traditional culture, cultivate more students interested in and knowledgeable about Chinese culture, and promote communication and cooperation in Chinese etiquette and traditional culture within the Belt and Road Initiative^[3].

2.4 Integration of practice and experiential learning

To help students gain a deeper understanding and experience of Chinese etiquette and traditional culture, Confucius Classrooms can organize practical etiquette activities and traditional cultural experiences. By visiting historical sites, participating in traditional festival celebrations, practicing calligraphy and painting, students can have firsthand experiences of the charm of Chinese etiquette and traditional culture, deepening their understanding of its essence.

For example, in a Confucius Classroom in a certain country, teachers organized a visit to ancient Chinese architecture. Students collectively visited a local ancient Chinese temple, which preserved rich historical and cultural heritage as well as Chinese etiquette traditions. Guided by a tour guide, students visited the halls, courtyards, and Buddhist statues of the ancient architecture, learning about the design principles and symbolism of ancient architecture. Students also learned about the etiquette norms when visiting the temple, such as how to enter the temple and pay respects to the Buddha. In this activity, students not only appreciated the beauty and artistic value of ancient architecture but also experienced the practice of Chinese etiquette firsthand. Through imitation and practice, students learned how to perform proper greetings, move orderly in the courtyard, and show respect to the temple and Buddha. Confucius Classrooms can also organize students to participate in traditional festival celebrations. During the Chinese New Year period, students can join in the celebration of Chinese New Year, including dragon and lion dances, traditional music performances, and tasting traditional foods.

By actively participating in these celebratory activities, students can gain a deep understanding of the traditional customs and celebration methods of the Chinese New Year, experiencing the importance and enthusiasm of the Chinese people towards the festival. Students can learn basic movements and choreography of dragon and lion dances, experience the rhythms and melodies of traditional music, and

taste the characteristic foods of the Chinese New Year. Such experiences stimulate students' interest, allowing them to become more intimate with and fond of Chinese etiquette and traditional culture. Confucius Classrooms provide a unique and enriching learning platform for students to feel the value of Chinese etiquette and traditional culture through personal participation, internalizing it as their own cultural identity and confidence.

2.5 Cultivating global perspectives Confucius

Classrooms can cultivate students' global perspectives and international competitiveness. By offering cultural exchange courses, foreign language learning, and international exchange programs, they help students broaden their international perspectives, enhance cross-cultural communication and cooperation abilities, and adapt to the demands of the globalized era.

For example, a Confucius Classroom in a certain country offers a cultural exchange course that includes research on the cultures and histories of countries related to the Belt and Road Initiative. This course aims to deepen students' understanding of cultural traditions, values, and social customs in different countries. Through comparative and dialogical learning of different cultures, students gain insights into the cultural differences and commonalities among countries along the Belt and Road route. For example, students can learn about traditional Chinese culture, religion and art in India, languages and literature in Arab countries, and understand the cultural contributions and developments of these countries. By exploring and understanding the cultures of Belt and Road countries, students can cultivate global perspectives and enhance their communication and cooperation skills with people from different cultural backgrounds. Confucius Classrooms can also offer foreign language learning courses, enabling students to engage in deeper communication and collaboration with people from Belt and Road countries. Students can interact with students from these countries, learning about their thinking, values, and traditions. Such cross-cultural exchanges help students expand their horizons, build confidence, and cultivate global awareness and cross-cultural communication skills. Students will be better prepared to meet the demands of the globalized era and possess international competitiveness within the Belt and Road Initiative.

By collaborating with students from Belt and Road countries, students can gain in-depth knowledge of different countries' cultures, educational systems, and social institutions. They can participate together in project research, presentations, and collaborations, promoting mutual learning and exchange. These international exchange programs provide valuable opportunities for students to practice their cross-cultural communication and cooperation skills, cultivating competitiveness and global awareness in international environments within the Belt and Road Initiative.

3. The Belt and Road Initiative and Strategies of Chinese Etiquette Education

3.1 Cultivating cross-cultural communication skills

Chinese etiquette and traditional culture classrooms should focus on cultivating students' cross-cultural communication skills. By comparing and dialoguing Chinese etiquette and customs with those of other countries and cultures, students can understand and respect the differences and commonalities of other cultures. Teachers can guide students to think about the values and meanings behind different cultures, cultivating students' adaptability and sensitivity in cross-cultural environments.

3.2 Emphasizing practice and experiential learning

Chinese etiquette and traditional culture classrooms should focus on practical and experiential teaching methods. By organizing student visits to historical sites, participating in traditional festival celebrations, and engaging in handicraft making activities, students can experience the charm of Chinese etiquette and traditional culture firsthand. Practice and experiential learning help students better understand and appreciate the essence of Chinese etiquette and traditional culture, enhancing the effectiveness and enjoyment of learning.

3.3 Integration of modern educational technology

Confucius Classrooms can utilize modern educational technology, such as multimedia teaching and

online education platforms, to make the teaching more attractive and interactive. By leveraging the internet and digital resources, the teaching of Chinese etiquette and traditional culture can reach a wider audience and promote global dissemination and exchange. Teachers can use multimedia resources to display images, videos, and audio materials related to traditional culture, sparking students' interest and curiosity. Online platforms can provide opportunities for interaction and discussion, facilitating engagement and communication among students.

3.4 Cultivating global perspectives and international competitiveness

Chinese etiquette and traditional culture classrooms in Confucius Classrooms should focus on cultivating students' global perspectives and international competitiveness. By offering cultural exchange courses, foreign language learning, and international exchange programs, students can broaden their international perspectives, enhance cross-cultural communication and cooperation abilities, and meet the demands of the globalized era. Emphasizing students' autonomous learning and fostering problem-solving and teamwork abilities prepares them for international competition.

4. The Belt and Road Initiative and Methods of Chinese Etiquette Education

4.1 Comparative analysis method

By comparing Chinese etiquette and traditional culture with the cultures of other countries, students can gain a deeper understanding of the characteristics and values behind different cultures. Teachers can guide students in conducting comparative cultural studies, analyzing the similarities and differences between different cultures, and promoting students' understanding of cross-cultural communication.

4.2 Practice and experiential learning method

Organizing students to participate in practical Chinese etiquette and traditional culture activities, such as visiting historical sites, participating in traditional festival celebrations, and practicing calligraphy and painting, helps students personally experience the charm of Chinese etiquette and traditional culture. Through firsthand experience, students can deeply appreciate the essence of Chinese etiquette and traditional culture, enhancing their understanding. Organizing students to participate in practical activities is crucial for cultivating students' cross-cultural communication abilities.

4.3 Multimedia teaching method

By utilizing modern educational technology, teachers can use multimedia teaching and online resources to present Chinese etiquette and traditional culture to students. Through images, videos, audio, and other multimedia resources, students can visually and audibly experience the essence and characteristics of traditional culture, stimulating their interest and enhancing the teaching effectiveness. This method not only increases students' understanding of Chinese etiquette and traditional culture but also cultivates their aesthetic abilities and cultural confidence.

4.4 Interactive discussion method

In addition to presenting Chinese etiquette and traditional culture through modern educational technology, teachers should encourage students' active participation and discussion in the classroom. By designing questions and scenarios, teachers can guide students in thinking and communicating, promoting in-depth understanding of culture. Students can share their understanding and experiences of Chinese etiquette and traditional culture, enriching each other's knowledge and perspectives. This interaction and discussion enhance students' engagement and critical thinking and expression abilities.

4.5 International exchange programs

To promote cross-cultural communication and enhance students' international perspectives, international exchange programs can be conducted by collaborating with Confucius Classrooms or international schools in other countries. By organizing interactions and collaborations between students, they can gain a deeper understanding of other cultures and improve their cross-cultural communication abilities. These programs can include online or offline exchange activities, such as video conferences,

cultural exhibitions, and project collaborations, providing students with opportunities to communicate with students from different countries. Through such exchange programs, students can enhance their international communication skills and global competitiveness.

5. Conclusion

This article aims to explore the role of Confucius Classrooms in cultivating students' global perspectives and international competitiveness within the framework of the Belt and Road Initiative. Through research on cultural exchange courses, foreign language learning, and international exchange programs, the importance of Confucius Classrooms in nurturing students' global perspectives and international competitiveness is deeply analyzed. By collaborating and exchanging with students from Belt and Road countries, students can gain in-depth understanding of different cultures, educational systems, and social institutions.

Acknowledgement

Fund project: Project Category: Gansu Province "14th Five-Year Plan" of Education Science 2022 annual project project source: Gansu Provincial Institute of Education Science Project No.: GS [2022] GHB1924.

References

- [1] Wang, S., Zhang, Y., Li, H. (2022) *The Current Situation and Potential of China-Hungary Higher Education Cooperation and Exchange under the Belt and Road Initiative*. *Journal of North China Institute of Science and Technology: Social Sciences Edition*, 22(5), 146-152.
- [2] Yuan, L. (2022) *The Belt and Road Initiative: China's Proposal to Enhance the International Discourse Power of Global Education Governance*. *Zhongzhou Journal*, 11, 90-98.
- [3] Che, J. (2023) *Exploration and Practice of the Integration of Chinese Etiquette and the "Five Education" Nurturing Model*. *Journal of Ezhou University*, 30(2), 3.