

On the Application of Traditional Culture in Teaching Chinese as a Foreign Language

Shuyuan Zhang

College of Language and Culture, Preschool Teachers College, Anyang, Henan, 456150, China

Abstract: *Chinese as a foreign language is one of the most important courses in the university teaching process, and its main purpose is to cultivate the composite Chinese talents needed by the international community and to spread Chinese culture to the world. For this reason, when teaching Chinese as a foreign language, teachers and leaders of institutions need to work together with education departments to strengthen the application of China's traditional cultural and integrate it into the teaching content, so that students can fully understand the charm of China's traditional culture, increase their interest in learning and national self-confidence, actively participate in the later learning process, and when they join the workforce, they can play their own value role in the dissemination of Chinese culture. In actual teaching, as there are many contents and types of traditional culture in China, teachers need to make scientific choices and follow the corresponding principles to develop teaching contents and objectives that are more suitable for students' learning, so as to lay a solid foundation for the overall development of the field of teaching Chinese as a foreign language. The following is an analysis and exploration of the application of traditional culture in teaching Chinese as a foreign language.*

Keywords: *traditional culture; Chinese language for foreign studies; teaching applications*

1. The Important Role of Traditional Culture Applied to Teaching Chinese as a Foreign Language

Due to the continuous improvement of China's social and economic level, China's position in the world is also constantly improving. A large number of Chinese people go abroad to visit, and a large number of foreign tourists also come to visit China's landscapes and places of interest, which will increase the level of communication at home and abroad; As one of the language courses, teaching Chinese as a foreign language can effectively improve students' ability to communicate with foreign countries. Therefore, the application of traditional cultural content in teaching Chinese as a foreign language can cultivate and improve contemporary college students' understanding of traditional culture, enhance their cultural literacy, and spread Chinese culture to the outside world when communicating with foreign countries, thus promoting the prosperity and development of society and the country as a whole [1].

2. Common Problems in Teaching Traditional Culture in Teaching Chinese as a Foreign Language

2.1 Single teaching content

After a survey on the teaching of Chinese as a foreign language in a large number of colleges and universities, it was found that a considerable number of teachers in colleges and universities have old-fashioned ideas and do not fully consider the knowledge level, learning interests and abilities of different students, but design teaching programmes according to the content of teaching materials and teaching objectives. The teaching content is relatively single, which limits the interest of classroom teaching, and students' interest in learning decreases over time, which has a negative impact on their later learning development.

2.2 Cross-cultural communication is difficult

Usually, when teaching Chinese as a foreign language, the main aim is to develop students' intercultural communication skills, which leads to culture teaching occupying a key position in daily

teaching and needs to maintain the same importance as language teaching. Because some teachers of Chinese as a foreign language do not integrate traditional culture into their teaching, when Chinese culture is exchanged with other cultures, the differences between the cultures make students' intercultural communication skills insufficient and they are unable to express their own ideas and opinions effectively, which can also affect their own learning and life.

2.3 The existence of Chinese cultural aphasia

In addition, there is also the phenomenon of Chinese cultural aphasia in the process of teaching Chinese as a foreign language, which mainly refers to the inability of teachers to demonstrate independent cultural personality and profound cultural literacy to students or others during daily teaching or cross-cultural communication. This phenomenon is ignored by teachers, who continue to teach students in a downgraded manner with vocabulary and phonetics, resulting in the failure to fully integrate traditional culture into the teaching of Chinese as a foreign language, thus hindering the progress and development of the field of teaching Chinese as a foreign language in modern universities.

3. The content of applying traditional culture in teaching Chinese as a foreign language

3.1 Classical books

As a country with a long history, China has produced a large number of historical texts during the development of dozens of dynasties over thousands of years, which have carried the culture and ideas of ancient sages and spread to future generations, facilitating the development of people's minds and personalities; therefore, when teaching Chinese as a foreign language using traditional cultural content, relevant teachers can select suitable classical books according to the teaching content and target requirements, helping students to know and understand the excellent ancient culture, thus enhancing the efficiency and quality of daily learning.

3.2 Folk Culture

At the same time, folk culture occupies an important place in traditional culture and is closely related to people's daily life, such as people's clothing, food, housing and transport, interpersonal communication and meetings with leaders, all of which are part of folk culture. Chinese is one of the representatives of folk culture, so when teaching Chinese as a foreign language, teachers can strengthen the infiltration of folk culture to help students understand and master Chinese more fully, thus promoting the improvement of the overall level of teaching Chinese as a foreign language [2].

3.3 Traditional skills

In addition, when using traditional culture to teach Chinese as a foreign language, teachers can also introduce traditional skills, such as calligraphy, painting, martial arts and dance. Teachers can organise students to practise these skills so that they can understand the aesthetic pursuits and values of contemporary society, enhance the fun of teaching Chinese as a foreign language, prompt students to actively participate in them, improve their physical and cultural qualities while improving their learning, and ensure their own healthy and stable growth and development.

4. Common methods of applying traditional culture to teaching Chinese as a foreign language

4.1 Cultural Experience Method

In the traditional duck-filling or indoctrination method, teachers only teach students the content of the textbook, which makes the teaching atmosphere dull and boring, and students are not interested in learning; while the traditional culture content is special and cannot be fully understood by theoretical explanation, for this reason, when applying the traditional culture content in teaching Chinese as a foreign language, teachers can adopt the cultural experience method to guide students to have personal experience according to a certain traditional culture content, which can help students enrich their own learning life while learning, fully improve students' learning enthusiasm, and provide convenience for the dissemination and promotion of culture later.

4.2 Difference comparison method

Because of the vast area of China, different regions also have different traditional cultures. For this reason, when teachers apply traditional culture to teach Chinese as a foreign language, they can also use the difference comparison method to collect some cultural or customary contents for students and let them analyze and discuss the differences between different cultures, so as to enhance students' participation in the classroom, improve the liveliness of the classroom teaching atmosphere, and promote the improvement of classroom teaching efficiency and quality.

4.3 Random introduction method

As one of the representatives of China's traditional culture, Chinese language itself has a large amount of cultural contents. Therefore, when teaching Chinese as a foreign language, teachers can use the random introduction method to randomly select some cultural contents and integrate them with the teaching contents. While completing the teaching tasks and objectives, they can expand some of the contents to help students expand their own horizons and knowledge, mobilize their own learning enthusiasm, and improve the systematic level of teaching Chinese as a foreign language.

4.4 Special lectures

Meanwhile, when applying traditional culture to teach Chinese as a foreign language, relevant teachers can also invite some experts and scholars in the field of traditional culture, such as classical literature, traditional ethics and morality, ancient education and Confucian culture, and other types of cultural lecture activities in conjunction with the leaders of institutions. Students can be popularized through lecture activities to fully experience the charm of traditional culture and further stimulate their enthusiasm and initiative to learn [3].

4.5 Discussion method

In the past, due to the traditional and outdated educational concept, teachers occupy the main position of classroom teaching. The teacher controls the overall progress of teaching, coupled with the single teaching method and monotonous teaching content, which largely weakened students' interest in learning and caused constraints on the overall quality of teaching. In order to change this situation and improve the level of teaching traditional Chinese as a foreign language, teachers can set certain questions according to the teaching progress and let students think independently or set up study groups to discuss and find the most suitable solutions. At the same time, students have a deeper understanding of the connotation and role of traditional culture, laying an excellent foundation for later in-depth learning development.

5. Measures to Strengthen the Application of Traditional Culture in Teaching Chinese as a Foreign Language

5.1 Integrating traditional cultural content into teaching materials

In the current period, in order to strengthen the application and development of traditional culture in teaching Chinese as a foreign language, teachers need to clarify the importance of teaching Chinese as a foreign language and improve their understanding of and attention to China's excellent traditional culture in accordance with the policies and other requirements of the education sector. At the same time, teachers need to work together with institutional leaders to select appropriate traditional cultural content to be incorporated into the teaching content, so as to develop new teaching materials and improve the systemic nature of student learning. After that, it is necessary to adjust the teaching mode and objectives, convert language teaching into language and culture teaching, while learning language expression ability, understand the social morality and humanistic spirit that exist in traditional culture, improve students' cultural literacy, and also help students to clarify the differences between Eastern and Western cultures, and continuously increase their interest in learning and understanding our traditional culture in depth.

5.2 Enhancing innovation in curriculum

Curriculum plays an important role in any teaching process and affects the efficiency and quality of teaching and learning. For this reason, when traditional culture content is applied in teaching Chinese as a foreign language, relevant teachers need to work together with the leaders of the institutions to adjust the original curriculum arrangement, increase the proportion of traditional culture content, and add content about traditional culture in the assessment tests to motivate students to realize the importance of learning traditional culture. At the same time, teachers and institution leaders can also provide students with more opportunities to learn about traditional cultural content by selecting appropriate traditional cultural materials and adding some new cultural courses to further enhance their learning efficiency and quality.

5.3 Strengthening the teaching of traditional culture in practice

In addition to the above measures, in order to strengthen the application of traditional culture in teaching Chinese as a foreign language, teachers can also regularly carry out practical teaching activities to reduce the learning difficulty of students and develop their intercultural communication skills through various activities. For example, when some foreign scholars learn to understand China's traditional culture, the learning process is more difficult due to cultural differences and insufficient intercultural communication skills, and by carrying out traditional culture practice teaching activities, it can help foreign scholars fully experience the connotation of China's traditional culture in the activities, and integrate language teaching with cultural contents to improve learning efficiency, more convenient intercultural communication, and provide sufficient promotion for the development of the field of Chinese as a foreign language [4].

6. Conclusion

To sum up, as a big country with a long history, China has left a large amount of excellent traditional culture after thousands of years of cultural accumulation, which helps people's life development. And due to the increase of China's contact and communication with the world, foreign Chinese talents are of great help to international communication. For this reason, all institutions of higher education need to strengthen the attention of foreign Chinese majors and organize relevant professional teachers according to the policies of education departments to fully study and understand China's excellent traditional culture and select some suitable contents to be integrated into the teaching content, so as to help modern college students deepen their understanding of In order to help modern college students deepen their understanding of traditional culture and fully feel the charm of the corresponding cultural contents, so as to improve their interest in learning, and when they enter the society, they can actively participate in the ranks of traditional Chinese culture, thus promoting the overall progress and development of society and the country's comprehensive strength.

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