

Research on the Application of Shaanxi Regional Culture in the Curriculum Construction of Chinese International Education

Guo Na, Zhang Gangang

Xi'an Siyuan University, Xi'an, China, 710038

Abstract: *International education of Chinese language is not only a language teaching, but also a kind of cultural education. It can be seen that culture plays an important role in international education of Chinese language. Shaanxi has a long history and rich regional culture resources. This paper explore the effective methods of regional culture into Chinese international education on the basis of the analysis of regional culture in shaanxi province. This paper aims at improving the level of the Chinese international education of designing effective regional culture experience program, realize the advantages of shaanxi culture and the integration of Chinese language teaching goals.*

Keywords: *International Chinese education; Liaoning regional culture; Development and Application*

1. Introduction

With the remarkable improvement of China's political and economic comprehensive national strength and the deepening of opening up to the outside world, Chinese international education has ushered in new opportunities for development. Limited by the comprehensive regional factors such as economy and climate, there is still a lot of room for improvement in the development level of international Chinese education and cultural promotion in Shaanxi Province. At the same time, shanxi the strong culture resources, how under the background of "area" initiative, fully tap the value of cultural resources in Chinese international education in shaanxi province, to promote the development shaanxi Chinese international education, promote the spread of shaanxi regional culture, enhance the international influence of regional culture of shaanxi, it is worth to study further.^[1]

2. Regional culture and International Chinese Education

Language is the carrier and communication medium of culture as well as the external expression of culture. Language and culture complement each other. International education of Chinese language has the nature of intercultural communication. To master a second language, it is necessary to learn the culture contained in the language, and regional culture is the primary entry point of language learning international students. The full exploitation and utilization of regional cultural resources will play a role in promoting international Chinese education.

2.1. Starting with regional culture can enhance the confidence and interest of international students in learning

Many foreign students come to China to learn Chinese because they are deeply attracted by Chinese culture. However, in the process of learning, foreign students (especially European and American students) often feel great pressure in the face of unfamiliar language and cultural environment and life communication style. Secondly, the rich implicit relationship of Chinese grammar, flexible ideographic meaning, tone can distinguish the meaning in the pronunciation, rich synonyms and synonyms in the vocabulary, and difficult to identify and write Chinese characters will become obstacles for foreign learners to learn Chinese. After coming to China, international students will first come into contact the local culture, understand the local dialect and customs, and deal with all walks of life. The regional culture will penetrate into every aspect of their life. In this case, the reasonable use of regional culture, local culture cleverly integrated into the Chinese teaching, the use of students daily contact with the teaching of language and culture, to create a familiar language atmosphere, can help them relieve the and nervous psychology, to make them quickly through the adaptation, into the new environment, to

enhance learning confidence. In addition, in practical teaching, international students can learn more about distinctive regional cultures such as humanistic scenery, dramatic arts and catering culture, and connect classroom teaching with daily life, which can enhance the interest of teaching activities and increase their interest in learning.

2.2. The introduction of regional cultural resources is beneficial to improve the Chinese communication ability of international students

The basic purpose of teaching Chinese as a second language is to master the basic knowledge of Chinese and the basic skills of listening, speaking, reading and writing, and to cultivate the ability to communicate in Chinese.^[2] If you want to improve your Chinese faster, you must actively communicate with others. Foreign students may encounter a lot of difficulties in communication, especially in the process of communication with local people, due to language differences and customs, some misunderstandings will be caused, resulting in frustration. However, if the overseas students have some understanding of the local geographical environment, language customs and habits, they will be psychologically prepared, and the tension when communicating with the local people can be properly relieved, and the communication barriers will be greatly reduced, so as to enhance the communication effect. In a relaxed and smooth interaction, international students can gain satisfaction and communicate more actively, thus forming a virtuous cycle.

2.3. Regional cultural resources provide abundant teaching materials for international education of Chinese language

Import the regional culture, the daily life of local people should be brought into the classroom, the life of the material into the teaching material, things around as part of the teaching, to enrich the Chinese language teaching materials, and to create a life situation in the classroom, help students to learn Chinese in an environment of contextualized, create a natural, lively teaching atmosphere, It has strengthened the subtle influence of culture, combined conscious learning with natural acquisition, and enriched and vivid Chinese teaching.

3. The necessity of the application of regional culture in Chinese international education

Regional culture refers to the sum of material wealth and spiritual wealth created by people in a certain region in the process of long-term historical development. The unique local history and culture, landscape characteristics, cognitive concepts, customs and lifestyles are all important forms and components of Chinese culture, which can be selected into the teaching system of Chinese as a foreign language. It is necessary and feasible to appropriately guide the teaching of regional characteristic culture while maintaining the teaching of Chinese mainstream traditional culture such as Peking Opera, Taijiquan and tea art.

3.1. Enrich Chinese teaching resources and realize the diversification of local teaching

The early teaching of Chinese as a foreign language in China mainly focuses on language teaching. "Teaching language for language" focuses on the explanation of language ontology knowledge of pronunciation, vocabulary and grammar, and strengthens students' language skills of listening, speaking, reading and writing. In recent years, the proportion of traditional Chinese culture in Chinese language teaching has gradually increased. Both domestic universities and foreign Confucius institutes and Confucius classrooms have set up special courses and practices on traditional culture. But stay part of the culture teaching in traditional Beijing Opera, tai chi, tea art such as the mainstream culture appreciation and experience, including overseas Chinese teachers and volunteers sent training, mainly concentrated in traditional Chinese painting and calligraphy, Beijing Opera, Chinese knot techniques such as standardization of Chinese traditional culture and art level, lack of targeted characteristic aspects of propaganda, the promotion of regional culture and deep exploration. Regional culture is an indispensable part of Chinese traditional culture, as well as the expression of its diversity and complexity. Especially in November 2018, the Ministry of Education publicized the first batch of "Excellent traditional Chinese culture Inheritance Base", different universities combined with local advantages of cultural resources, traditional and promote excellent culture.^[3]Therefore, it is an important requirement to enrich Chinese teaching resources and realize the development of teaching particularity and diversity to guide people with targeted regional culture in international education of

Chinese language in different regions. In addition, it is feasible to incorporate local characteristic culture into Chinese teaching in local colleges and universities, both in terms of mastering the teaching process and investing in teaching costs.

3.2. Integrate into the language and culture circle to improve cultural fitness

Schumann (1986) proposed the "acculturation hypothesis", believing that second language acquisition is a process of acculturation. Affected by language barriers, cultural differences, interpersonal relationships and other factors, the foreign students who study Chinese in China will naturally have strong psychological fluctuations when they first arrive in a city, which undoubtedly requires a gradual adaptation process. Regional cultural immersion at the beginning of language learning is a good acculturation process for international students, which can enhance their interest in the city, better integrate into local life, and reduce conflicts caused by cultural differences through the understanding of the cultural characteristics, folk customs, language habits and other factors of the city. At the same time, regional culture plays a full guiding role in language learning, and the improvement of cultural attraction brings stability to language learning to a certain extent. Therefore, the application of regional culture in Chinese teaching is the ontology need for international students to integrate into their life circle and improve their acculturation ability.

3.3. To promote local cultural characteristics and enhance urban influence

In recent years, along with the enhancement of China's international influence, increasing the number of foreign students in China, but foreign students more focused on big cities such as Beijing, Shanghai, shenzhen, small and medium-sized city by city size, economic conditions, traffic conditions and the profile a variety of factors, such as less attractive, slow growth in students, and even reverse phenomenon. It plays an important role in attracting international students and ensuring the stability of international students by integrating local characteristic resources, integrating local cultural innovation and integrating characteristic culture into teaching Chinese as a foreign language. Meanwhile, it is also an important means for the publicity and promotion of urban characteristic culture and the promotion of urban attraction and influence

4. The conscious exploration of the integration of Shaanxi regional culture into Chinese international education

As the imperial capital for thousands of years, Xi 'an has an extremely rich material culture and spiritual culture, which is the precious wealth that has experienced the baptism of thousands of years. By combining these cultures with teaching Chinese as a foreign language, the Chinese language is no longer a boring study of words and grammar, but a history, an inheritance and a spirit, so that it can become a vibrant language. The integration of Shaanxi regional culture can make Chinese language learning more vivid, and let Chinese learners have a deeper understanding of Chinese itself and China. However, most of the textbooks used in Xi 'an are the Beijing Language and Culture University version, which makes Chinese teaching incompatible with life and cultural environment. Therefore, it is urgent to change the current situation of teaching Chinese as a foreign language in Xi 'an and integrate more into Shaanxi culture.

4.1. The embodiment of Shaanxi culture in Chinese teaching materials and teaching contents

The Chinese textbooks used by universities in Shaanxi are mostly published in Beijing, and their contents are mostly related to Beijing culture, such as place names, food, places of interest and historic sites. Although it involves other provinces and cities slightly, it is quite unfamiliar and imperceptive to Chinese learners living in Xi 'an. Even through the Internet, they can only stay in the literal introduction. In order to enable Chinese learners to combine books with reality and better understand the Chinese content they have learned, textbooks focusing on life in Xi 'an should be designed to reflect the culture of Shaanxi in the textbooks. For example, when learning tourism-related topics in the zero-based stage, the famous scenic spots in Shaanxi Province can be briefly introduced through the text. The teacher can ask "Where is the Bell Tower/Mount Huashan/Terra Cotta Warriors?" "Or" How do I get to the Big Wild Goose Pagoda/Datang Lotus Garden? Oral training, but also to make the students familiar with xi 'an, shaanxi, involving more topic is closely related to their life in xi 'an, such as shaanxi scenic spots and historical sites, the walls and gates are the name of the history, the

differences between common shaanxi dialect and mandarin, shaanxi food culture, etc., on the basis of their existing cognitive add new knowledge, combined with the actual, It can not only practice the key sentences in Chinese, but also keep students active in class. According to the students' level of Chinese mastery and cultural acceptance, the courses of cultural interest such as Shaanxi dialect, waist drum, paper cutting and Shaanxi opera can be set up appropriately, which involve the origin, development process and development direction of culture, so as to achieve a more systematic understanding of Chinese culture. Of course, in the course preparation, we must pay attention to the step setting of textbooks, understand the corresponding cultural knowledge according to different learning stages, deepen students' understanding of the culture, avoid swallowing. Teachers should pay attention to teaching different from the teaching of mother tongue culture. They should teach relevant courses from the perspective of teaching Chinese as a foreign language, which should be vivid, interesting, simple and easy to understand, and be able to plan the whole course from the perspective of Chinese learners.

4.2. The integration form of Shaanxi regional culture in foreign Chinese teaching

The language teaching that integrates Shaanxi culture should be based on language professor, infiltrate culture, and achieve the purpose of both language and culture learning. A combination of online and offline classes can be carried out. Online classroom mainly introduces the background of the text and expands the text. Aiming at Chinese learners of different levels, online classroom involves daily life, work, introduction of cultural allusions and other contents, rather than boring and separate cultural education. Offline classes should not only teach text content and grammar points, but also comb and analyze online content to achieve a two-way understanding. Cultural experience activities can also be carried out to let students walk into museums and ethnic customs experience places, such as Shaanxi History Museum, Shaanxi Yuanjiacun; Or invite cultural experts to give special lectures, and let senior students participate in the research and express their opinions, which can be one-sided speeches on Chinese culture or reports on cultural comparison. The interaction is mainly to arouse the enthusiasm of students to participate. Nowadays, cultural communication is not only expressed in the level of knowledge or interest, but also a part of a country's cultural strategy. When the Korean wave swept through China, we were already aware of the importance of cultural expansion. Talking about culture alone is boring, unworkable, and may even cause disgust, so what we should do is to infiltrate cultural factors into the language. Chinese culture is extensive and profound, and various regional cultures are colorful. Therefore, we should integrate regional cultures into the teaching of Chinese as a foreign language, so as to help Chinese learners understand and get familiar with Chinese culture, inherit and develop Chinese culture. This is the development trend of teaching Chinese as a foreign language and the best way for Chinese learners to master the essence of Chinese language.

4.3. Actively expand the second class for international students

In this paper, international students' learning outside the classroom is regarded as the second classroom for international students. Develop students the second classroom, encourage students to participate in the activities of regional culture, not only can enrich students after school life, also can provide students with opportunities to have direct contact with the local culture and Chinese culture, can also provide the real communicative situations, use of Chinese to improve students interest in learning Chinese and a sense of achievement. For example, Shaanxi Normal University actively set up a communication platform, and carried out activities such as Chinese Bridge, fun sports meeting, visiting the university history hall, visiting Chery Automobile Company, and language practice in spring and autumn, all of which achieved good results. In cooperation with relevant units of Wuhu City, we organize students to participate in the Lantern Exhibition of Joozi Ancient Town, International Animation Exhibition, science and Technology Expo, agricultural products Expo and other activities, which provide students with a good opportunity to directly contact Chinese culture and use Chinese on the spot. These local cultural interactions not only have strong entertainment functions, but also intuitive educational functions; It not only enriches the life of international students, but also promotes their practical application of Chinese.

5. Conclusion

Regionalization, localization and specialty are the current development trends of undergraduate education in Chinese International education. Chinese international education reform also emphatically from the expansion of hebei regional culture, advancing with The Times to Chinese international

education curriculum content rich and colorful, perfecting the top-level design, diversification of Chinese international education mode of transmission, enrich and strengthen the practice examination in a timely manner to collect feedback, students practice from the communication effect on improving the efficiency of Chinese international education personnel training.

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