

Research on the teaching strategies of Chinese education in the context of multi-culture

Yang Siqi

Xi'an International University, Xi'an, Shaanxi, China, 710000

Abstract: *With the in-depth development of globalization, multi-cultural coexistence has become an important feature of today's society. As the most spoken language in the world, Chinese carries rich Chinese culture and history, and its education plays an important role in promoting international exchanges and enhancing cultural understanding. Based on this, this paper will systematically analyze and propose Chinese teaching strategies adapted to multi-cultural background from four aspects: teaching content, teaching method, teacher accomplishment and evaluation mechanism, in order to provide useful references for the practice and development of Chinese education.*

Keywords: *multi-culture; Chinese language education; Teaching strategy*

1. Introduction

Under the multicultural background, the world has gradually become a global village with multi-cultural coexistence. Cultural exchanges between different countries and regions are becoming more and more frequent, and Chinese education is no longer a language knowledge imparting, but a bridge of cross-cultural communication and understanding. However, the multi-cultural environment has brought many challenges to Chinese education. Students come from different countries and regions with their own unique cultural backgrounds and learning needs, which requires Chinese education to make corresponding adjustments and innovations to adapt to the complex educational environment. Therefore, exploring the Chinese teaching strategies adapted to the multi-cultural background has become an urgent problem for the current Chinese education circle.

2. Challenges and opportunities of multi-cultural environment for Chinese education

2.1. Challenges to Chinese language education in multicultural environment

First, the diversity of students' cultural backgrounds. As students come from different countries and regions, with their own unique cultural backgrounds, values and learning habits, Chinese teachers need to be more flexible and diversified in the teaching process to meet the needs of different students. The adaptation to the diversity of students' cultural backgrounds also increases the difficulty of Chinese teaching. Second, language barriers and cultural differences in cross-cultural communication. In the classroom, students may use different languages to communicate, resulting in difficulties in understanding and using Chinese. Due to the existence of cultural differences, students may have obstacles in understanding and accepting Chinese culture. Third, the diversity of students' learning needs and expectations. Students come from different cultural backgrounds and have different needs and expectations for Chinese learning. The existence of diversity and difference requires Chinese teachers to pay more attention to individualized and differentiated teaching in the teaching process to meet the needs and expectations of different students.

2.2. Opportunities brought by multicultural environment for Chinese language education

The multi-cultural environment promotes the internationalization and diversified development of Chinese education. With the advance of globalization, more and more people begin to learn Chinese. Diverse student groups provide an international stage for Chinese education, which is no longer limited to the domestic, but has become a global educational phenomenon. Chinese language education is also updating its teaching content and methods to adapt to the trend of globalization. The multi-cultural environment enhances students' diversified understanding and experience of Chinese culture. Through

communication and interaction with students from different cultural backgrounds, students can have a more comprehensive understanding of the diversity and inclusiveness of Chinese culture, enrich students' cognition of Chinese culture, and enhance their sense of identity and belonging to Chinese culture. The multi-cultural environment cultivates students' intercultural communication competence and global vision ^[1]. Cross-cultural communication experience can exercise students' language ability, cultivate their cross-cultural communication ability, and broaden their international vision, which is of great significance for students in future international exchanges and cooperation.

3. Innovation and optimization of Chinese teaching content under multicultural background

3.1. Chinese textbook development strategies incorporating multicultural elements

The content of teaching materials should be designed to reflect the reality of contemporary Chinese society and multiculturalism. This means that teaching materials should not only include traditional Chinese language knowledge and cultural knowledge, but also cover the multi-cultural phenomena of contemporary Chinese society, such as the cultural characteristics and lifestyles of different ethnic groups, different regions and different social classes. Through the content design of textbooks, students can have a comprehensive understanding of contemporary Chinese society and culture, and enhance their diversified understanding and experience of Chinese culture. Textbooks should introduce texts and exercises on cross-cultural communication to enhance students' contrast and understanding of different cultures. The text should involve the communication and collision between different cultures, such as cultural differences, cultural conflicts, cultural integration and other topics. Through the study and discussion of the text, the students can deepen the impression of different cultural characteristics and values, and cultivate the sensitivity and adaptability of cross-cultural communication. At the same time, the practice related to cross-cultural communication should be increased, such as role playing and scenario simulation, so that students can improve their cross-cultural communication ability in practice. In addition, in the process of designing Chinese textbooks, different cultural modules and learning paths can also be developed to encourage students to apply them to cross-cultural communication in the process of learning Chinese, so as to improve the pertinence and practicability of the textbooks.

3.2. Chinese curriculum design and practice in combination with students' cultural background

Under the multicultural background, the teaching content of Chinese education must be innovated and optimized. In setting the curriculum, students' cultural background, learning needs and learning habits are fully considered, and personalized Chinese learning paths are provided for them. Designed personalized and customized Chinese courses for students with different cultural backgrounds. For example, students pay attention to oral culture, and increase the course content of oral practice and simulated dialogue; Students pay attention to writing culture, and strengthen the training of writing and reading Chinese characters. Through customized design, it can better meet the learning needs of different students and improve their Chinese learning effect. At the same time, the curriculum modules of intercultural communication and practice are added, including intercultural communication skills, intercultural communication etiquette, cross-cultural case analysis, etc. Through the course learning, students will master the skills and strategies of cross-cultural communication and enhance their cultural cognition. In addition, in the process of implementing customized curricula and intercultural communication and practice modules, it is necessary to pay attention to the diversity and flexibility of teaching methods. For example, various teaching methods such as situational teaching, interactive teaching and project-based learning are adopted to improve students' language ability ^[2].

3.3. Use multimedia and network resources to enrich teaching content

Integrate multimedia resources, including images, audio, video and other forms, to create a multicultural teaching situation for students, providing intuitive and vivid learning experience. For example, by broadcasting cultural documentaries of different regions, students can feel the cultural characteristics of different regions in China; Through virtual reality technology, students can experience the traditional Chinese festivals and customs. This way of teaching can greatly enhance students' interest and participation in learning, and enhance their diversified understanding and experience of Chinese culture. At the same time, students are guided to use network resources for independent learning and cross-cultural exploration. For example, students are encouraged to use online Chinese learning platforms to learn independently and choose appropriate learning content

according to their own learning progress and needs; Guide students to browse Chinese official websites and social media platforms to understand the social and cultural developments in China; Organize students to participate in transnational online communication activities, build a real-time communication and interactive platform for students, and cultivate their independent learning ability. Although the network resources are rich, there are also problems of uneven quality. Therefore, teachers are required to strictly screen and screen the network resources to ensure that the teaching content meets the requirements of teaching objectives.

4. Innovation and practice of Chinese teaching methods under multicultural background

4.1. Application and effect of situational teaching method in multicultural Chinese classroom

The application of situational teaching method can create multicultural situations, simulate cross-cultural communication scenes, and enhance students' language practice ability. Teachers can use multimedia resources such as pictures, audio and video, or teaching AIDS such as objects and models to create learning environments with different cultural characteristics. For example, when teaching vocabulary and sentence patterns related to traditional Chinese festivals, a classroom with a festive atmosphere is arranged, festival music is played, and festival food is displayed, so that students can be immersive and enhance their learning interest and participation. Situational teaching method can provide students with simulated cross-cultural communication scenes. For example, students are organized to play roles from different cultural backgrounds and communicate and interact with each other in Chinese. Through this activity, students will exercise their oral expression ability, listening comprehension ability and cross-cultural communication skills. The situational approach can also enhance students' cultural confidence^[3]. Through learning and experiencing different cultural situations, we will raise students' awareness of the diversity and inclusiveness of Chinese culture, enhance their sense of identity and pride in Chinese culture, and help students understand and respect the differences between different cultures.

4.2. Implementation and evaluation of interactive and cooperative learning in Chinese teaching

In the Chinese class, teachers design a variety of interactive activities, such as group discussions and debates, so that students have the opportunity to communicate and cooperate in Chinese. This kind of activity can not only exercise students' oral expression ability and listening comprehension ability, but also enable them to understand the ways of thinking and communication habits of different cultures in the interaction, and promote cultural exchange and understanding. Pride can also use group cooperation projects to improve cross-cultural communication skills and teamwork skills. According to the teaching content and objectives, I designed some projects that required group cooperation, such as Chinese culture research report and cross-cultural communication plan design. In the project, students need to work together to complete the task. Through practice, students learn how to play their own advantages in a team, how to communicate effectively with people from different cultural backgrounds, and improve their teamwork ability. In addition, it is also very important to evaluate the implementation of interactive and cooperative learning in Chinese teaching, mainly from the aspects of students' learning outcomes, class participation, team cooperation and so on. Through evaluation, teachers can grasp the implementation effect of teaching methods, find problems in time and make improvements. At the same time, assessments can be used as part of students' learning outcomes to motivate them to be more actively involved in interactive and collaborative learning.

4.3. Application exploration of flipped classroom and blended learning in Chinese teaching

In the traditional teaching model, the teacher explains the new knowledge in class, and the students consolidate the knowledge through homework after class. Flipped classroom subverts this process, with students learning new knowledge independently through online resources such as video and audio before class, and the classroom is mainly used for discussion, practice and problem solving. This teaching mode requires students to learn new knowledge according to their own pace and interests before class, which helps to enhance their learning enthusiasm. At the same time, flipped classroom can cultivate students' knowledge seeking and exploration ability, and have more opportunities to practice what they have learned in class, and deepen their understanding and memory of knowledge. Online teaching can provide a variety of learning resources and learning methods, such as online courses, virtual laboratories, cultural exchange platforms and so on. Offline teaching can provide face-to-face

communication and interaction opportunities, so that students can learn and use Chinese in a real language environment. Through the combination of online and offline teaching, the advantages of the two teaching modes are complementary, providing students with a more comprehensive and in-depth learning experience. In the process of implementation, it is necessary to reasonably design online and offline teaching content and learning tasks to ensure that the two can connect and promote each other; And strengthen the guidance and supervision of students to ensure that students complete their learning tasks on time and actively participate in class discussions; It is also necessary to pay attention to the establishment of evaluation and feedback mechanism, timely understand students' learning situation and problems, and provide targeted guidance and help [4].

5. Improvement and development of Chinese teachers' literacy under multicultural background

5.1. Chinese teachers' cross-cultural awareness and ability training strategies

Chinese teachers need to have an open mind and an inclusive vision, and to appreciate and respect the uniqueness and value of different cultures. Educational institutions can provide teachers with training in multicultural education, including the theoretical study of cultural diversity, the practical skills of cross-cultural communication, and the learning needs and psychological characteristics of students. Through training, teachers can better understand the multicultural environment and integrate it into their daily teaching, creating a more inclusive learning atmosphere. In a multicultural environment, teachers need to have solid Chinese teaching skills and effective cross-cultural communication. Teachers can master the communication rules, non-verbal communication methods and cultural sensitivity under different cultural backgrounds by participating in the training of simulated cross-cultural communication scenes. Teachers also need rich guidance and coordination abilities to ensure that communication is effectively guided, coordinate the interaction of students from different cultural backgrounds, and improve classroom order and learning results. Teachers can learn and apply effective classroom management techniques such as setting clear classroom rules, encouraging active student participation, and providing timely feedback and guidance.

5.2. Professional development and continuous learning path for Chinese teachers

Educational institutions should regularly organize training courses on multicultural education, invite experienced cross-cultural education experts to give guidance, and help teachers deeply understand the characteristics, values and education methods of different cultures. By organizing teachers to participate in international Chinese teaching seminars and academic exchange activities, we should build educational cooperation mechanisms, establish teacher exchange platforms, and promote cooperation and sharing among teachers. Moreover, teachers are encouraged to carry out research and exploration of cross-cultural teaching in combination with their own teaching practice, and try to apply new teaching concepts and methods to actual teaching. For example, how to integrate different cultural elements into Chinese teaching, how to design teaching activities and textbooks suitable for multi-cultural background, etc. Through practice and innovation, we can improve the teaching level of teachers and contribute to the international development of Chinese education. Educational institutions should also establish corresponding incentive mechanisms and support systems [5]. For example, to provide some financial support and time security for teachers involved in training, research and innovation practice; Set up special funds or awards to reward teachers who have made outstanding contributions to cross-cultural teaching and the internationalization of Chinese language education.

6. Improvement and innovation of Chinese education evaluation mechanism under multicultural background

6.1. Construction and implementation of diversified evaluation system

On the one hand, the development of diversification evaluation indicators. Traditional Chinese education assessment focuses on language ability, such as listening, speaking, reading and writing skills. In the multicultural background, students' intercultural communication ability is equally important. Therefore, it is necessary to develop a set of diversified assessment indicators that include both language ability and cross-cultural communication ability, and examine students' language application ability under different cultural backgrounds, sensitivity and adaptability to cultural differences, and performance in different cultural communication scenes. On the other hand, the multiple assessment

methods of student self-evaluation and peer evaluation are introduced. Students' self-evaluation enables them to reflect deeply on their learning process and outcomes; Peer evaluation allows students to understand their own learning performance from the perspective of peers and get more comprehensive feedback and suggestions. In the process of implementing the diversified evaluation system, it is necessary to ensure the scientificity and rationality of the evaluation indicators and avoid the influence of subjectivity and bias. To strengthen the guidance and training of students, let them understand the purpose and requirements of assessment, master the correct assessment methods and skills; In order to adjust teaching strategies and improve teaching methods, feedback and analysis of evaluation results should be carried out in time.

6.2. Application of evaluation mechanism in Chinese teaching and establishment of feedback mechanism

The evaluation mechanism should include a comprehensive examination of students' cross-cultural communication ability, cultural accomplishment and language application ability. By collecting and analyzing evaluation results, teachers can understand students' learning situation and existing problems in different aspects, so as to adjust and optimize teaching strategies and improve teaching quality. Assessment feedback enables students to master the final learning outcome, identify problems in learning, and stimulate their motivation and enthusiasm. Teachers communicate with students through regular evaluation feedback, provide concrete improvement suggestions for students, and provide value emotions to avoid students' inferiority complex. At the same time, students can understand their own progress and shortcomings from the evaluation feedback, and timely adjust learning strategies to improve learning effects [6]. In order to establish an effective evaluation feedback mechanism, it is necessary to ensure the accuracy and reliability of the evaluation results and avoid the influence of subjectivity and bias. It is necessary to provide specific and targeted feedback suggestions to students in time to help them clear the direction of improvement; Students should be encouraged to actively participate in the assessment process to develop their ability of self-assessment and reflection; It is also necessary to combine the evaluation results with the adjustment of teaching strategies to form a virtuous circle and improve the teaching quality.

7. Conclusion

To sum up, it is a complex and important task to explore the teaching strategies of Chinese education in the multicultural background. Through in-depth analysis, we realize that in order to adapt to the multi-cultural environment, Chinese education must carry out comprehensive innovation and optimization in teaching content, teaching methods, teacher accomplishment and evaluation mechanism. This is to cope with the challenges brought by globalization, but also to cultivate Chinese learners with an international perspective and cross-cultural communication ability. In the future, we should continue to deepen the research on Chinese teaching strategies, strengthen the cross-cultural training of teachers, and promote the international development of the assessment mechanism, in order to contribute to the sustainable development of Chinese education in the tide of globalization.

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