

Research on Construction of Characteristic Cultural Courses for International Students under the Background of “One belt, One road” by Big Data Analysis

Moli Shi

Shandong Institute of Commerce and Technology, Jinan, China

Abstract: *The “One Belt, One Road” strategy has attracted much attention since it was proposed, and the number of international students studying Chinese under the “One Belt, One Road” initiative has grown remarkably. At the same time, with the continuous enhancement of China's national strength, a boom in Chinese language learning has gradually emerged. After the “One Belt, One Road” strategy was proposed, it became especially popular among students from countries along the route, which undoubtedly put forward new and higher requirements for the construction of international students' curricula standards. In addition to learning Chinese knowledge, international students must also perceive diverse cultural characteristics. As a consequence, it is extremely imperative to construct a reasonable cultural curriculum for international students. The purpose of this paper is to put forward a reasonable construction plan for foreign students' characteristic cultural courses through questionnaires, interviews, and other forms, combined with regional culture and regional characteristics.*

Keywords: *One Belt One Road, Characteristic culture, Loose-leaf Teaching Materials, MOOC, Teacher development*

1. Introduction

With the continuous strengthening of China's comprehensive national strength, China's influence in the world has been greatly enhanced. Especially after the “Belt and Road” initiative was put forward, more students from various countries along the route choose to study in China or conduct online distance learning [1]. In order to help international students have a deep understanding of Chinese profound and diverse culture and to cultivate qualified international students, various colleges and universities have opened a variety of Chinese culture courses [2]. Nevertheless, how to fully and effectively plan and design these cultural courses, and at the same time, how to improve the teaching quality and teaching effect of such courses, is a problem that every university needs to think about and solve urgently.

2. Significance of Construction of Cultural Courses for International Students

The Chinese culture course is a compulsory course for international students. The purpose of the course is to systematically and objectively demonstrate the knowledge of Chinese traditional thoughts, history, geography, diet, customs, and other aspects to international students. Through the study of various cultural courses, international students have a more comprehensive and deeper understanding of China to improve their ability of international students to adapt to different cultures and quickly adjust to study and life in China for their future. As a result, they understand a more real China and ultimately play a role of a good platform for the dissemination of Chinese culture [3]. Therefore, it is important to make the cultural curriculum more distinctive to attract foreign students.

2.1. Helping international students better understand China and Chinese culture

At the Institute of Commerce and Technology, since 2018, the number of international students in the school has been increasing. In 2021, a branch of this school in Gwadar was established. While learning Chinese knowledge, they also need to learn professional course knowledge. Yet, according to

the questionnaire, Chinese cultural knowledge still cannot be deeply and fully understood. As shown in Fig. 1, most foreign students know little about Chinese culture. Therefore, the dissemination of Chinese culture still needs to be strengthened [4]. The establishment of high-quality characteristic cultural courses can deepen international students' in-depth understanding of Chinese culture from multiple perspectives and levels, and can further enhance their cross-cultural communication skills to better serve the Belt and Road construction.

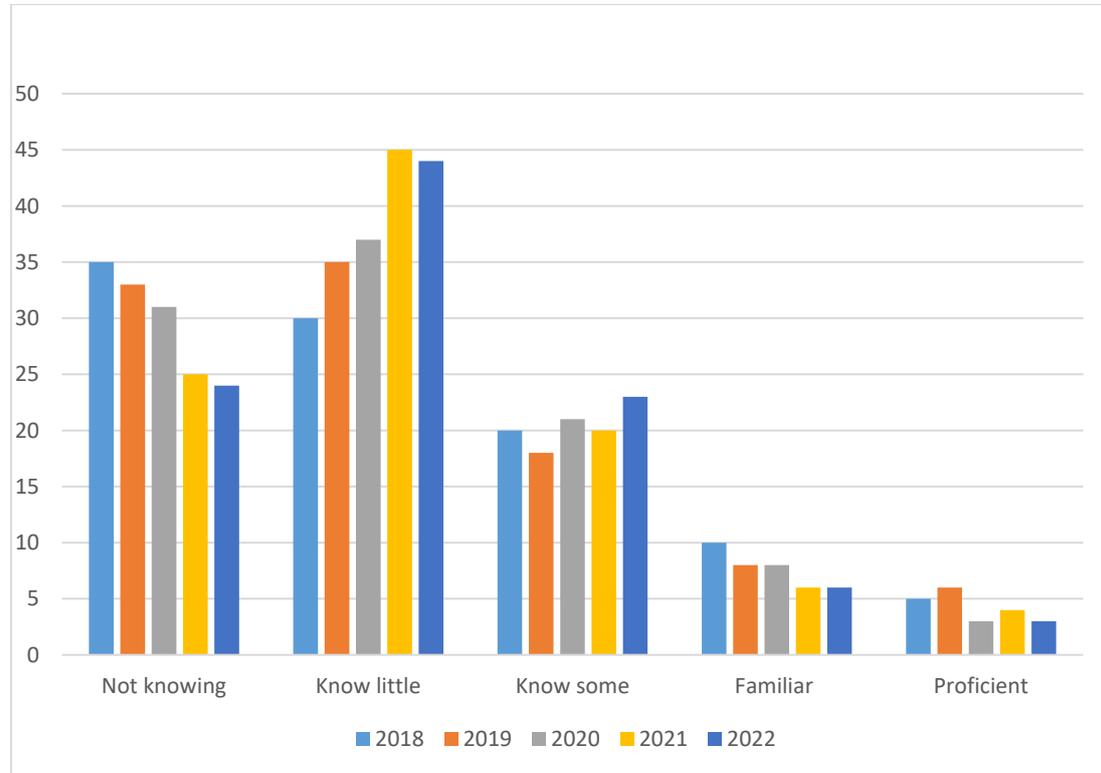


Figure 1: Familiarity with Chinese culture for the foreign students.

2.2. Experiencing characteristic culture for enthusiasm of international students to learn Chinese

Teaching Chinese only in monotonous classrooms discourages the students, dampens their enthusiasm for learning, and loses interest in learning Chinese at last. Therefore, we need to change the traditional teaching method. We can properly integrate the content of characteristic culture into language teaching and professional teaching to combine the two organically. International students who take remote online classes can experience the cloud and increase the fun of learning.

2.3. Promoting Chinese excellent traditional culture

Different cultures can influence and integrate. International students who finish the study of traditional culture courses have a deeper impression of China's excellent traditional culture to make Chinese culture effectively and widely spread [5]. Through the study of cultural courses with Chinese characteristics, international students can accurately introduce the Chinese culture they learn to their family members and friends to provide the cultural bond of international students.

3. Strategies for Construction of Cultural courses for International Students

For international students, language learning, professional learning, and cultural experience is inseparable. Language learning is an important part of a culture, and cultural understanding can accelerate language and professional course learning [6]. The two complement each other. However, most colleges and universities have unbalanced and unreasonable cultural courses currently, which cannot meet the requirements of teaching objectives. In order to better build cultural courses with international students' characteristics, the following aspects are reviewed.

3.1. High-level teaching staff for cultural courses.

In order to improve the language of international students, most of the existing cultural courses are taught in Chinese. Therefore, international students may not understand the teaching content, which finally affects the mastering of the course. Therefore, on the one hand, teachers of cultural courses must have a strong cultural background and be proficient in cultural connotation. On the other hand, it is advisable to make the class in English [7]. In addition, teachers with overseas study backgrounds in related fields can also be hired to participate in the construction of cultural courses in the form of lectures. In this way, can the problems such as the inability to understand the courses for foreign students in Chinese teaching be alleviated, and can the international students be more intuitive to understand China and Chinese culture.

3.2. Regional characteristics combined with regional culture and compile targeted loose-leaf cultural course materials

The Shandong Institute of Commerce and Technology is located in Jinan, Shandong Province. Shandong is the hometown of Confucius and Mencius, the country of etiquette, and the wine culture and food culture (Shandong cuisine) are deeply rooted in the hearts of the people. In addition, Mount Tai, the "head of the Five Sacred Mountains", the Confucius Temple in Qufu, and the No. 1 Spring Scenic Area in Jinan are all well-known in the world. There are limited types of English textbooks for Chinese culture courses, and most of them use Chinese textbooks. In the process of constructing the characteristic culture courses for international students, we must base on the regional cultural characteristics and compile loose-leaf bilingual teaching materials [8]. Teachers must be good at summarizing local cultural characteristics and distinguishing between the primary and secondary. For instance, when explaining food culture, teachers can start with Shandong cuisine, explain it in detail, and then list the distinctive features of the country's eight major cuisines, special snacks, eating habits, and table manners from all over China with pictures and texts. In addition, when compiling loose-leaf textbooks, it is necessary to pay attention to the interests of international students, compile them in a targeted manner, and introduce more Chinese cultural elements that can attract international students. Thus, it is necessary to guide them to have a stronger interest in Chinese culture and let them experience China and cultural diversity more deeply. In addition, the teaching needs to be combined with the existing professional resources of the school, and offer characteristic cultural courses, such as Chinese medicine knowledge such as pulse diagnosis, acupuncture, cupping, and food supplements, Chinese tea culture, wine culture, shopping culture and so on.

3.3. Constructing characteristic cultural MOOC and optimizing online resources.

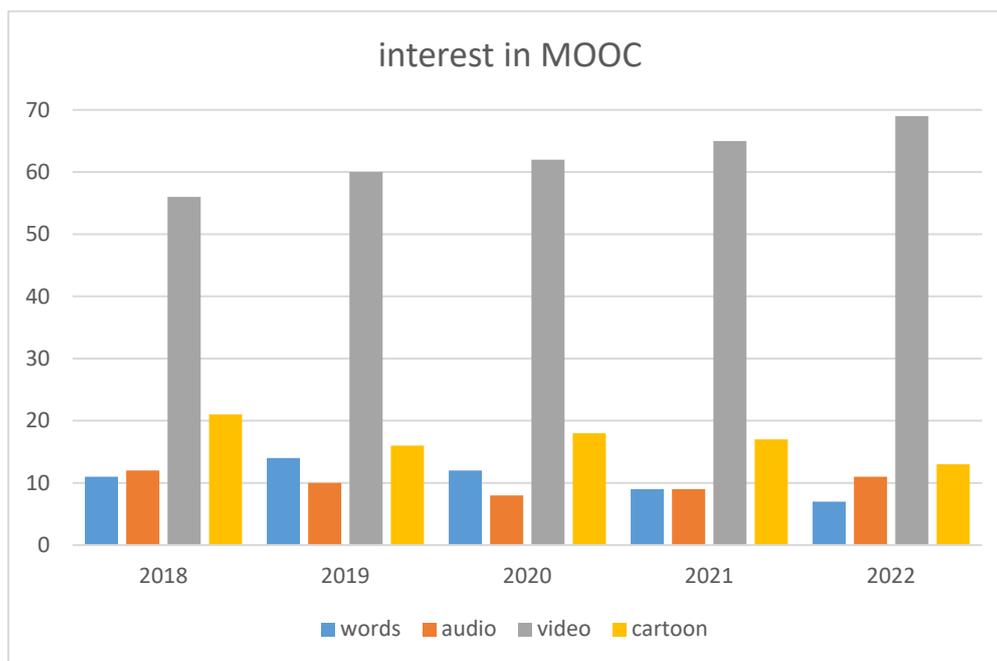


Figure 2: Interest in the different aspects of MOOC for foreign students.

In the era of the information economy and digital economy, modern educational technology and artificial intelligence are developing rapidly, and teachers and students are also keen to spread and learn new knowledge through various types of media. Based on the current situation of the uneven Chinese proficiency of international students, we can build a special cultural MOOC course, and make the abundant teaching resources available online, so that the international students can learn what they need and realize their personalized development. Figure 2 shows that among many types of resources, video resources are most stimulating to the senses and have a deeper memory for students. On the one hand, we can choose high-quality documentaries to provide to students. Documentaries are more refined in language expression, rich in content, and entertaining to a certain extent, such as "A Bite of China". On the other hand, we can record bilingual teaching videos by ourselves based on the actual situation of the local and our school.

3.4. Project-based experiential teaching

During the construction of the characteristic culture course for international students, we divide the course into different projects, such as Chinese tea culture, wine culture, food culture, festival culture, paper-cut culture, porcelain culture, architectural culture, and so on [9]. The teachers can carry out experiential expansion in classroom explanations, allowing students to experience and immerse themselves in the Chinese culture at close range. For example, when explaining the "Dragon Boat Festival" in China, teachers can prepare the ingredients in advance and add an interactive part of making zongzi in the classroom. While explaining the origin of the Dragon Boat Festival, the teachers can demonstrate the skills of making zongzi and also let the students make zongzi themselves, that is, how to use glutinous rice, red dates, and zongzi leaves to make delicious zongzi. The students enhance their cultural knowledge through personal experience, not only to learn knowledge of the Dragon Boat Festival but also to taste Chinese food. When talking about Chinese tourism culture, international students experience the feeling of "seeing the mountains and small mountains" and the sacredness of "Confucius Mansion, Confucius Temple, and Confucius Forest".

3.5. Country differences and deal with sensitive topics flexibly.

In the process of constructing characteristic cultural courses for international students, we must pay special attention to handling sensitive topics flexibly. This requires teachers to be familiar with the differences between cultures of different countries and not touch the minefields in cultural exchanges. For example, when introducing the Dragon Boat Festival, a Chinese festival culture, if a student asks, "Did the Dragon Boat Festival originate in China?" In addition, we must guide international students to respect and tolerate the different cultural customs of different countries.

4. Conclusion

International Chinese education is responsible for the dual mission of language education and cultural edification, and the international students themselves are the messengers of cultural exchanges. Therefore, the construction of characteristic cultural courses is an indispensable and important part of cultivating high-quality international students. In the context of "One Belt, One Road", teachers are required to establish the curriculum construction concept of "global outlook + specialization". This is a continuous and complex systematic project, which requires more international student managers and researchers to invest in characteristic culture in the course team. Through the joint efforts of every participant, the broad and profound Chinese excellent traditional culture will surely develop in a better direction.

Acknowledgment

In this paper, the study was supported by the following program: Research on the construction of characteristic cultural courses for international students coming from Shandong Institute of Commerce and Technology (No. D219:2022).

References

[1] Wei Liu. Jingfen Du. Yueqin Gao. *The Cultivation of Intercultural Communication Ability in*

- English Teaching under the Background of "Culture Going Out". [J]. Education and Vocation, 2016, (1):118-120. (In Chinese)*
- [2] Baojing Feng. *The Concept and Path of the International Development of China's Vocational Education from the Perspective of "One Belt, One Road" [J]. Chinese Vocational and Technical Education, 2016(6): 67-71. (In Chinese)*
- [3] Wen Kejia. *Research on the Dissemination of Regional Culture from the Perspective of Chinese International Education [J]. News Research Guide, 2020,202(22):237-238.*
- [4] Shi Jingxiu. Zhao Chun. *Centralized Teaching and Dissemination of Chinese International Education [J]. New Education Times Electronic Magazine: Student Edition, 2019(17):1.*
- [5] Zhao Yuehan. *A Preliminary Probe into the Problem of Cultural Differences in Chinese International Education and Its Solving Strategies [J]. Chinese and Foreign Entrepreneurs, 2020, 675 (13): 213.*
- [6] Li Xia. *Case Analysis and Coping Strategies of Classroom Conflict in Chinese International Education from the Perspective of Cultural Studies [J]. Teaching Method Innovation and Practice (English), 2019, 2(7):109-113.*
- [7] Tan Xuhu. *Problems and countermeasures in cross-cultural education for international students in China [J]. Higher Education Research, 2020, 41(1): 37-43.*
- [8] Shen Yan. *Exploration and practice of internationalized curriculum construction in colleges and universities under the background of globalization: Taking Nanjing University as an example [J]. Journal of Higher Education, 2019(24): 5-7.*
- [9] Ji Ying. *On the cultural differences between Chinese and English of foreign students in teaching Chinese as a foreign language and effective cultural introduction methods [D]. Hangzhou: Zhejiang University, 2010.*