



Paths of Integrating Chinese Cultural Communication into Chinese Language Courses for International Students in China

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Abstract. Telling Chinese stories well and spreading Chinese culture is an important guarantee for enhancing China's international influence. Education for international students in China is an important window for the dissemination of Chinese culture to the outside world. Chinese language courses for international students studying in China have dual attributes of language teaching and cultural dissemination, with a wide audience and a relatively mature teaching system. The deep integration of Chinese cultural dissemination and Chinese language courses for international students can fully leverage the cultural dissemination value of Chinese language courses and provide more path options for the external dissemination of Chinese culture. Firstly, it is necessary to deeply explore the cultural dissemination potential of Chinese classroom teaching and actively expand extra-curricular activities; Secondly, we need to utilize the Chinese language as a cultural carrier to achieve the integration of multiple communication media; Finally, Chinese language courses should be utilized to cultivate international students in China to become friendly ambassadors for spreading Chinese culture.

Keywords: Cultural dissemination, International students studying in China, Chinese language courses, Cultural dissemination path.

1 Introduction

In the current international environment, there are still some countries that have misunderstandings about China. It has become the consensus of all sectors of society strengthening the dissemination of Chinese culture to the outside world.

Education for international students in China is an important window for it. "Telling the story of China well" and "spreading the voice of China" should be taken as important parts of education opening up to the outside world, and the role of Chinese students studying in China and foreign teachers should be actively played in dissemin-

nating the Chinese ideas [1]. After decades of development, teaching Chinese to speakers of other languages has accumulated a strong faculty and rich teaching experience, which is the main way for them to understand Chinese language and culture.

There has always been a debate between "language" and "culture", that is, whether Chinese language curriculum should focus on language teaching or cultural teaching. Currently, Chinese language teaching still tended to focus on language teaching itself, and the teaching of cultural elements was involved, but not the main goal. Therefore, the cultural dissemination role of Chinese language curriculum has not been fully explored or utilized. In the new era, it undertakes more cultural dissemination functions and is an important path to enhance the influence of Chinese culture. Zhang [2] pointed out that we should attach importance to the role of international students studying in China in deepening cultural exchanges and mutual learning, and enhancing the international dissemination of Chinese culture, and we should attract and increase support for international students to choose majors related to Chinese culture and its dissemination. Wei et al. [3] focused on analyzing the natural advantages of international Chinese education, such as excellent storytelling subjects, optimal story carriers, and optimal audiences, from three dimensions: teachers, textbooks, and teaching objects. They have clarified the important role of teaching Chinese to speakers of other languages in the dissemination of Chinese culture in the new era, and proposed corresponding measures.

Based on the above, we propose the paths of integrating Chinese cultural dissemination into Chinese language courses for international students studying in China.

2 Necessity Analysis

The necessity of integrating Chinese cultural dissemination into Chinese language courses for international students studying in China mainly includes two aspects.

2.1 Fundamental Requirement for Implementing the Concept of Moral Education and Talent Cultivation

It is just getting started in China how to practice the concept of moral education and talent cultivation in education for international students. Most of them are in their teens, with a relatively vague outlook on life and values. They come in an unfamiliar cultural environment alone, lacking emotional support, which can easily lead to various psychological problems. Previously, their cultivation mainly focused on academic and daily management, lacking ideological education. Although they have different beliefs and values, their moral norms and emotions are interconnected. Therefore, moral education also applies to them in China. Their talent cultivation should not only help them become useful talents with strong professional skills and outstanding comprehensive abilities, but also enable them to have a sense of global citizenship responsibility and multicultural awareness, understanding and tolerate, and be willing to contribute to world peace and the common interests of humanity. Integrating the dissemination of Chinese culture into Chinese language courses for them can help them to learn and

understand the profoundness of Chinese culture while learning the language, reduce emotional anxiety and psychological discomfort caused by cultural conflicts.

2.2 Inevitable Choice for Cultural Dissemination Strategies in the New Era

We must adhere to strengthening Chinese education, promoting cultural exchanges, and continuously improving the quality of education, national soft power, and international influence in China [1]. Although international exchanges and cooperation in education and culture face many uncertain factors in the new era, openness and cooperation is an inevitable trend [4]. Education and culture are two important pillars for building a strong country, which promote each other and become important guarantees for enhancing national soft power and strengthening international discourse power. Thus, not only should some cultural courses be appropriately offered, but a more practical and feasible approach is to explore the cultural dissemination value of existing courses, form a cluster effect, and comprehensively promote the dissemination of Chinese culture. It requires a richer content of cultural dissemination, more diverse ways of cultural dissemination, and a more universal subject and audience for cultural dissemination expanding the dissemination and influence of Chinese civilization. They have a dual identity, being both the subject and audience of Chinese cultural dissemination, and an important force in telling Chinese stories well. The deep integration of Chinese cultural dissemination and Chinese language courses for them can enhance their understanding of traditional Chinese culture, help them play their role as cultural communicators, and fully reflect the cultural dissemination function of Chinese language courses.

3 Feasibility Analysis

Chinese language courses have two major characteristics for integrating Chinese cultural dissemination into Chinese language courses for international students studying in China as follows.

3.1 Dual Attributes of Language Teaching and Cultural Dissemination

Chinese language courses are not only to teach Chinese to international students, but also to use Chinese as a medium to build a cultural exchange bridge between China and other countries in the world. The relationship between language and culture is inseparable. Language is the carrier of culture, the symbol that records culture, and an important component of culture, so language teaching inevitably involves cultural factors. International students studying in China acquire basic knowledge of Chinese phonetics, vocabulary, and grammar, and have the necessary abilities in Chinese listening, speaking, reading, writing, and translation. At the same time, they also come into contact with the cultural connotations hidden behind Chinese language and learn the basic rules and skills of cross-cultural communication. Although the debate between "language" and "culture" in teaching Chinese as a foreign language has a long history, the basic

fact that language teaching should include cultural elements has never been denied. Especially in the new era, the importance of cultural soft power is increasingly prominent, and the demand for the dissemination of Chinese civilization to the outside world is more urgent. Cultural exchange and mutual learning of civilizations are important ways to resolve conflicts. Therefore, the cultural dissemination function of Chinese language courses for them needs to be fully explored and utilized.

3.2 Inherent Advantages in Spreading Chinese Culture

Since the 1950s and 1960s, after decades of development, teaching Chinese as a foreign language has accumulated rich experience, strong teaching staff, mature teaching system, and abundant textbook resources. It has built a stage for telling Chinese stories well in Chinese. Chinese language teachers generally have good knowledge of Chinese language and culture, as well as high cross-cultural communication skills. After professional education and training, they are an excellent force in spreading Chinese culture. At present, there are about 500,000 international students studying in China, and the vast majority must take Chinese language courses. Therefore, spreading Chinese culture in Chinese language classes has a huge audience. As a record symbol of Chinese culture, Chinese language carries the weight of China's 5000 years history and culture, and contains rich and touching Chinese stories. Chinese language courses not only enable international students to master a communication tool through visual, auditory and other means, but also allows them to subconsciously understand the profound Chinese culture behind Chinese language. In short, utilizing Chinese language courses to spread Chinese culture is not only feasible but also has great potential.

4 Paths and Methods

We propose the paths and methods of integrating Chinese Cultural Dissemination into Chinese Language Courses for International Students in China as follows.

4.1 Deeply Exploring the Cultural Dissemination Potential of Chinese Classroom Teaching and Actively Expanding Extra-Curricular Activities

Undoubtedly, the main task of Chinese language classroom teaching for international students studying in China has always been language teaching. However, with the increasing demand for the dissemination of Chinese culture to the outside world, while teaching Chinese, we also need to consciously and systematically integrate cultural teaching, so that they can not only master basic Chinese language skills but also learn more about Chinese culture. We can divide it into three levels. Firstly, as the first classroom, teachers should not only explain the basic knowledge of phonetics, semantics, and grammar of Chinese new words, but also consciously explore the cultural connotations and allusions behind the words. It helps students better understand not only the meaning of new words, but also the rich cultural traditions hidden behind the words.

Secondly, as an effective connection between the first and second classrooms, teachers can use the theme setting of textbook chapters to independently design relevant cultural themed teaching, so that students can systematically understand various aspects of Chinese daily life, help them master necessary life skills, better integrate into Chinese society, and also promote their comprehensive understanding of Chinese culture through thematic learning. Thirdly, as the second classroom, schools and teachers can utilize various resources to organize them to step out of the campus and into a broader cultural scene. Through various activities, they can have in-depth contact with Chinese students and society, allowing them to truly experience Chinese culture. The above three levels of Chinese language teaching form a comprehensive and three-dimensional network, providing them with all-round input of Chinese language and culture, enabling them to immerse themselves in it, accept Chinese culture, naturally understand the survival wisdom and philosophy of life contained in Chinese culture, understand the thinking habits and cultural traditions of Chinese people, and better achieve cultural identity.

4.2 Enriching the Content of Chinese Cultural Dissemination through the Use of Chinese Language Carriers and Expanding the Channels of Chinese Cultural Dissemination

Telling Chinese stories well and spreading the voice of China can promote Chinese culture through various mediums. However, as one of the most representative cultural symbols in China, Chinese language has natural advantages in disseminating Chinese culture and needs to be fully utilized. Firstly, Chinese language has practicality and is a useful tool. For international students studying in China, Chinese language is a necessary course and a skill that must be mastered. Without Chinese, it is difficult to live and learn in China. Therefore, they have the motivation to learn Chinese and get in touch with and understand the Chinese cultural world behind the carrier of Chinese language. Secondly, Chinese has universality. As a medium, it is easy to integrate with other forms of media, thus generating a more profound influence on communication. Chinese language teaching can use various forms such as music, movies, videos, newspapers, journals, etc. to expand the content and forms of cultural communication, making it easier and more intuitive for international students to come into contact with Chinese culture in a multimodal learning process. China has five thousand years of history and culture; it provides sufficient support for the development of Chinese language teaching resources. The enthusiasm of mass creation makes the forms of Chinese language teaching more diversified and fragmented, allowing more foreigners to learn Chinese anytime, anywhere, and freely through the internet. The integration of online and offline classrooms, and the comprehensive use of various media forms, can create a broad and flexible channel for the dissemination of Chinese culture, thereby expanding the breadth and depth of Chinese cultural dissemination.

4.3 Utilizing Chinese Language Courses to Cultivate the Dissemination Power of Chinese Culture

The Chinese language courses for international students studying in China have a wide coverage and a large audience, and the duration of Chinese language learning is relatively long. Therefore, it is a very effective and approachable way of cultural dissemination using Chinese language courses to cultivate cultural communicators who understand China, be friendly to China, love China and play the role of them as a propaganda medium. In Chinese language teaching, teachers should consciously create opportunities to encourage them to express and share their understanding and knowledge of Chinese culture through various means. Teachers should also help them learn the expression skills of telling Chinese stories well, improve their cultural promotion abilities, and enable some of them to grow into excellent cultural communicators and actively play the role of leaders. In addition, the external dissemination of Chinese culture is a long-term and enduring project, and the end of Chinese language courses does not mean the end of cultural dissemination. On the contrary, it is only the beginning. Therefore, it is necessary for us to pay attention to the subsequent development of them, including their willingness to continue learning Chinese, the maintenance of Chinese language ability, the need to participate in Chinese proficiency exams, and their enthusiasm for participating in relevant cultural activities. At the same time, we should also attach importance to the work of international students and alumni, continuously track their development after graduation, provide support and assistance to their lives and work, increase their stickiness to their alma mater, help them maintain contact with China, and actively exert their dissemination and influence. In this way, we can closely integrate domestic and international, self and others, present and future through Chinese language, establish a multi-dimensional path for the dissemination of Chinese culture throughout the entire process, which is conducive to telling the story of China well, enhancing China's international influence and discourse power.

5 Conclusions

Franz Boas believes that the classification characteristics within a language are related to the living customs of a specific nation [5]. Sapir Whorf hypothesis holds that language structure is the origin and determinant of cultural structure. Language expresses culture, determines culture, dominates people's thinking and forms people's world outlook [6]. In this sense, the process of learning Chinese is the process of understanding Chinese culture. Through learning Chinese, foreign students in China imperceptibly accept the influence of the broad and profound Chinese culture behind the language, and gradually understand the Chinese thinking mode and cultural concepts. Therefore, Chinese language course and the dissemination of Chinese culture can be deeply integrated to cultivate more messengers of cultural exchange who know and love China.

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