

Research on Innovative Teaching of Chinese Characters in International Education Based on Traditional Chinese Culture

Yafei Li

School of International Education, Yellow River Conservancy Technical Institute, Kaifeng, Henan, 475000, China

Keywords: Chinese traditional culture; International education of Chinese language; Teaching Chinese characters; Innovate

Abstract: The teaching of Chinese as a foreign language is booming both domestically and internationally, but many problems have gradually emerged in terms of teaching staff and talent development. Therefore, this article conducts innovative research on the teaching of Chinese characters in international education based on traditional Chinese culture. By making kites, international students can understand traditional Chinese culture in games, gain a deep understanding of Chinese culture, and better understand the subtleties of Chinese language. Kites have a history of over 2000 years in China, and teachers can explain the meaning of kites to international students during lectures. Teachers can play some recordings in class, with two words forming a phrase. Let these students listen first, then read two words to strengthen their hearing, practice their oral pronunciation, and enhance their memory. Traditional education in our country makes language teaching not flexible enough. Therefore, in international Chinese language teaching, teachers should analyze the content that international students are interested in, so that teaching can achieve value.

1. Introduction

Chinese traditional culture is the product of the high development of Chinese civilization, a great proof of the brilliance of Chinese culture, and the crystallization of Chinese civilization at different times and stages. In modern society, the influence of Chinese traditional culture is not only aimed at China, but also a valuable asset to the world. Teaching Chinese as a foreign language has been carried out like fire at home and abroad, but many problems in teaching Chinese as a foreign language teachers and training Chinese talents have gradually surfaced [1]. Therefore, how to realize the teaching path innovation of Chinese international education has become the main breakthrough of current teaching. In this paper, Chinese traditional culture is integrated into the teaching of Chinese characters in Chinese international education for innovation, so that learners can feel the culture of China more intuitively and have a deeper understanding of Chinese characters [2]. As the carrier of Chinese culture, Chinese characters record thousands of years of ancient culture and are closely linked with it, which plays a very important role in promoting the

inheritance of Chinese culture. Chinese characters have a long history, and have undergone a series of font changes, such as Oracle Bone Inscriptions, bronze inscriptions, seal script, official script, etc. During the evolution of fonts, their forms and meanings have changed greatly, and their meanings can be expressed through the forms of characters. Through reasonable teaching methods, help foreign students understand the meaning of Chinese characters by learning excellent traditional culture, and also understand excellent traditional culture through Chinese characters to realize two-way teaching [3-4]. This teaching method can not only make literacy teaching more interesting, but also help to improve the teaching quality of literacy teaching. In teaching Chinese characters, teachers should not only pay attention to the teaching of knowledge, but also pay attention to the education of traditional culture. Through traditional culture education, foreign students can form a correct outlook on life and values, which will be of great benefit to their future study and life, so that foreign students can not only learn to use Chinese characters correctly, but also understand the Chinese traditional culture in China and promote the spread of Chinese traditional culture [5]. At the same time, it can also provide rich materials for classroom teaching activities, thus bringing more significant cultural teaching effects.

2. Analysis of the Current Situation of Chinese International Education and Teaching

2.1. Lack of differentiation and national alignment

In Chinese language learning, there are similar language biases and negative transfer problems in the mother tongue. Different mother tongues can lead to different problems in Chinese language learning. However, current teaching methods and second language acquisition theories mostly lack targeted approaches. Of course, the first difficulty encountered in the refinement of talent cultivation is the problem of teaching staff. Chinese international education is an interdisciplinary field that lies between Chinese and foreign languages, and cannot be taught using traditional teaching methods. This requires innovative teaching methods[6]. Traditional teaching methods often rely on teachers directly teaching language subjects, which is too rigid and not conducive to the improvement of students' professional literacy. Experienced teachers in overseas teaching undertake different topics based on their own teaching experience and research, such as Chinese language teaching in Thailand, Chinese language teaching in Indonesia, and Chinese language teaching in Central Asia. In the existing Chinese language education textbooks in universities, literature is often regarded as the purpose, and the teaching objectives for cultivating humanistic literacy in teaching are determined, emphasizing the strengthening of the significance of humanistic literacy education[7]. However, the teaching objectives and content of Chinese character teaching are not perfect enough. Under each topic, targeted teaching methods and teaching are conducted based on different populations, cognitive patterns, learning content, and learning objectives such as children, adolescents, adults, and the elderly.

2.2. The cultivation of academic Chinese talents is facing great challenges.

It has been more than 60 years since the teaching and promotion of international Chinese education in China, which has been recognized as a separate discipline and has become a system in related academic theory [8]. There are some problems in Chinese character teaching in some colleges and universities, such as unclear teaching objectives, single teaching content, backward teaching methods and lack of teaching resources, and Chinese character teaching in colleges and universities cannot make full use of the advantages of traditional culture, which makes it difficult to achieve the expected results [9]. The outstanding problem is the great pressure of scientific research, which is mainly manifested in the requirement of publishing core journal papers. According to the

unified regulations of the school, there are only a dozen Chinese core journals, even if they are added with extended editions and periodicals, and the number of published papers is limited. Many of these journals are not interested in teaching articles, which shows how difficult it is to complete the requirements for publishing papers in core journals [10]. Chinese education and teaching work is carried out around the core of anthology. The excessive emphasis on anthology has neglected the teaching of Chinese characters in language teaching, resulting in the knowledge of Chinese characters as an accessory in college Chinese teaching. In addition, it takes a lot of energy to write a dissertation, which will inevitably make it difficult for students to have more time for teaching practice, let alone overseas internship.

3. Innovation in Chinese Character Teaching in International Education Based on Traditional Chinese Culture

3.1. Rich and colorful Chinese culture should be set up in teaching

While studying the language, international students must also learn Chinese culture. Nowadays, in many international Chinese language teaching programs in China, it is found that students cannot understand Chinese culture, and when learning the language, it is also like painting a gourd and a gourd. Students do not have a strong interest in learning Chinese, and it is difficult to understand the meaning of Chinese. Infiltrating traditional Chinese culture in Chinese character teaching requires universities to attach importance to Chinese character teaching and clarify the teaching objectives of integrating traditional culture into Chinese character teaching, in order to promote the effective development of Chinese character teaching from the perspective of traditional culture. Students should be given the opportunity to visit ancient relics or museums, enabling them to engage with the remarkable achievements of our ancestors. During these visits, explanations about traditional culture should be provided, enriching the students' comprehension of our heritage and fostering a deeper appreciation for it. For instance, assigning students the task of washing their parents' feet at home can provide them with a firsthand experience of traditional filial piety culture. This experience can lead to greater respect for their parents' contributions and facilitate the preservation and continuation of China's filial piety culture. Teachers should pay special attention to the characteristics of Chinese phonetics in class, and make students pay attention to distinguishing them from their own native language phonetics. Teachers can play some recordings in class, with two words forming a phrase. Let these students listen first, then read two words to strengthen their hearing, practice their oral pronunciation, and enhance their memory. Traditional education in our country makes language teaching not flexible enough. Therefore, in international Chinese language teaching, teachers should analyze the content that international students are interested in, so that teaching can achieve value. In international Chinese language teaching, teachers incorporate Chinese history, philosophy, culture, etc. into language teaching, and these foreign cultures can stimulate the learning interest of international students.

3.2. Let international students fully understand China culture

China culture is a complete subject. If we only know part of it, we can't appreciate the subtlety of China culture. In international language teaching, teaching points are generally set up in distinctive or modern cities such as Beijing, Xi'an and Guangzhou. Traditional culture contains not only some excellent values, but also rich knowledge. Strengthening the study of students' traditional culture can effectively expand students' knowledge reserves and be of great help to their future study and life. For example, the content of classical Chinese in traditional culture helps to improve students' writing ability. In college entrance examination composition, some students get higher scores

through the use of classical Chinese. The education-related courses of Chinese character culture in China traditional culture include calligraphy, couplets, seal cutting, Chinese character art design, etc. For the treatment of these courses, most colleges and universities arrange the education content of seal cutting calligraphy in art basic education, while some colleges and universities do not even offer related courses such as Chinese character art design and Chinese character culture. Some video clips can be intercepted according to the background information. The selection of materials must be related to cultural words in order to fit the teaching. When teaching the cultural word "Spring Festival", teachers can choose video clips or pictures of the Spring Festival, or even prepare physical materials such as "jiaozi" or "Spring Festival couplets" at home to let foreign students feel the importance of the word "Spring Festival" to China culture.

In language teaching, when discussing Chinese culture, a comprehensive introduction should be given. For example, when discussing Beijing, teachers can first advance from its historical background. Beijing is an ancient capital with a history of over 3000 years, which has undergone many dynasties and has now developed into a political and economic metropolis in China.

3.3. Pay attention to the introduction of traditional customs in China in teaching.

In international Chinese teaching, teachers should introduce the traditional customs of China, such as the kite-making in China, the kite-making in jiaozi, and the traditional temple fair in China. Arrange different game roles for students according to their basic level. The traditional culture that is good at introspection has important guiding significance for improving students' learning concept. Therefore, in the process of teaching, teachers should fully explore the traditional cultural connotation contained in it, and at the same time, make effective supplements by using cases such as "Blinking fireflies to reflect snow" and "stealing light from the wall". Students can learn about traditional culture through activities, and can have a deep understanding of the content of Chinese teaching knowledge with the help of culture, which will promote students' interest in learning and facilitate the smooth development of Chinese teaching in the future. Traditional culture can only improve students through theoretical teaching. Teachers must also combine traditional culture with extracurricular practice so that students can improve their understanding of traditional culture in the process of extracurricular practice. As shown in Figure 1, teachers can use some traditional festivals such as Dragon Boat Festival, Mid-Autumn Festival and Double Ninth Festival to guide students to understand traditional culture.

You can also make kites to let foreign students understand the traditional culture of China in the game, so that they can have a deep understanding of China culture and better understand the subtlety of Chinese. Kites have been in China for more than 2,000 years, and teachers can explain the meaning of kites to foreign students when giving lectures.



Figure 1: Dragon Boat Festival

4. Conclusions

Now that China has joined the World Trade Organization, communication between China and other countries around the world is becoming increasingly frequent. Therefore, Chinese has become an important language internationally, and many international students are learning Chinese. Chinese is a relatively difficult language, and coupled with the vast and profound culture of China, it is difficult for international students to understand the subtleties of Chinese and understand its meaning during learning. Therefore, it is necessary to integrate Chinese culture into Chinese language teaching, so that international students can have an understanding of Chinese culture and promote the effectiveness of international Chinese language teaching. This article conducts innovative research on the teaching of Chinese characters in international education based on traditional Chinese culture. This article mainly analyzes the importance of setting up rich and colorful Chinese culture in teaching, enabling international students to have a comprehensive understanding of Chinese culture, and emphasizing the introduction of traditional Chinese customs in teaching. To foster a traditional cultural ambiance and enhance teaching effectiveness, educators should employ a variety of teaching techniques that skillfully incorporate traditional culture. Deepening students' comprehension of traditional culture can be achieved through extracurricular activities and other means. At the level of teaching goals, it's essential to define clear objectives for incorporating traditional culture into Chinese character education. In terms of teaching materials, leverage online resources and cultural narratives to augment the curriculum. When it comes to teaching methodologies, adopt tiered teaching strategies that cater to different learning levels. Lastly, at the educator level, it's crucial to bolster the professional development of teachers to ensure the seamless integration of traditional culture into Chinese character education.

References

- [1] Zhao Y. *Research on the Application of Experienced Culture Teaching Method in Chinese International Education* [J]. *Advances in Higher Education*, 2020, 4(9):14-18.
- [2] Shuguang Z. *Reflections on Educational Value of Chinese Excellent Traditional Culture* [J]. *Heilongjiang Researches on Higher Education*, 2019, 26(5):18-23.
- [3] Wenli Zhong. *Traditional Culture Teaching in Chinese Education under Internet Thinking* [J]. *Modern Education Science*, 2020, 19(21):32-35.
- [4] Qun Yu. *The Inheritance Ways and Means of "Chinese + Traditional Chinese Culture" in Chinese International Education—One of the Reforms for the Training Mode of Chinese International Education Professionals* [J]. *Modern Education Science*, 2021, 36(15):35-40.
- [5] Xun L. *On the Value and Implementation Innovation of Ancient Literature in College Chinese Teaching* [J]. *The Science Education Article Collects*, 2022, 26(10):19-24.
- [6] Gengxiang L, Cheng L. *Chinese Traditional Blessing Culture and Its Value of the Times* [J]. *Henan Social Sciences*, 2021, 22(11):21-25.
- [7] Jishan L, Chunlan Y. *A Study on Traditional Culture Education in Training of International Chinese Language Teachers in the New Era* [J]. *Journal of Changchun University*, 2021, 11(2):15-18.
- [8] Li J. *The Influence of Chinese Traditional Culture in the Process of Teaching and Education Based on Big Data Analysis* [J]. *Journal of Sichuan Vocational and Technical College*, 2021, 23(7):21-26.
- [9] Beibei C. *On the Strategy of Great Traditional Chinese Culture Education in Higher Vocational Colleges—Taking Wuxi Vocational Institute of Commerce as an Example* [J]. *Journal of Sichuan Vocational and Technical College*, 2019, 23(10):15-19.
- [10] Yating Y, Mei Xu. *The Present Situation and Strategies of Excellent Traditional Culture Education in Teaching of High Chinese Characters* [J]. *Journal of Ningbo Institute of Education*, 2022, 12(5):12-16.