

# Research on Cultural Influence in the Language Teaching of Chinese International Education

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**Abstract.** Economic globalization promotes the process of internationalization of higher education. The educational level of international students is an important aspect of the development level of higher education in a country. The international Chinese language education is the basis of education for international students. At the same time, the main purpose of Chinese International Education is to strive to expand Chinese language teaching and spread Chinese culture. In international Chinese education, the importance of cultural teaching has become increasingly prominent, and it is showing the trend of globalization and diversity. Based on the relevant achievements of predecessors, the author explores the integration of cultural factors in language teaching in international Chinese language education. It is believed that the integration of cultural factors such as ideas, ways of thinking, expressions, customs and habits in international Chinese language education can be effective. Effectively enhance the interest of the classroom. The purpose of cultural integration in language education of Chinese International Education should follow the principles of universality. Teachers should give full play to their subjective initiative and enhance the awareness of cultural integration. Combined with the knowledge teaching method and other teaching methods, it can better help students learn and understand Chinese, and more effectively improve students' cross-cultural communication skills.

**Keywords:** Chinese language education; cultural factor integration.

## 1. Introduction

### 1.1 Research Background

In the 1980s and 1990s, there were fierce debates on the relationship between language and culture, language teaching and cultural teaching in the field of international Chinese education. During this period, great progress has been made in cultural teaching research. Some views regard international Chinese language education as a "discipline of teaching Chinese as a foreign language", while others think that cultural teaching should gradually replace language teaching. Although there is no clear conclusion to the debate, most scholars believe that language teaching cannot be separated from cultural teaching, and that international Chinese language education should be a teaching that includes cultural factors, and a certain proportion of cultural knowledge should be included in the curriculum system. This view fully affirms the importance of culture in language teaching, but there is still no unified understanding of how to integrate cultural factors into language teaching.

With the deepening of economic globalization, the internationalization of higher education has also achieved tremendous development. The improvement of the education level of international students is an important aspect of a country's higher education level. Teaching Chinese as a foreign language is the foundation of the education of international students. At the same time, the dissemination of Chinese culture is the meaning of Chinese international education. In this context, the importance of cultural teaching is self-evident.

At the same time, eliminating the communication barriers and Chinese learning barriers caused by cultural differences is also one of the important tasks of international Chinese education. Incorporating cultural factors into the language teaching of Chinese International Education can allow students to better enter the Chinese language and cultural environment, so as to better conduct cross-cultural communication. In addition, the purpose and motivation of many learners to learn Chinese stems from their strong interest in Chinese culture, which further highlights the important position of cultural teaching in language teaching in international Chinese language education.

## **1.2 Research purposes**

This paper will combine the current academic achievements and hotspots in the field of Chinese International Education, under the defined theoretical framework, to understand the current situation of cultural factors in the language teaching of Chinese International Education in China. Principles to be followed, methods to be mastered, suitable teaching content, appropriate teaching design and verification, and search for effective teaching methods in the integration of cultural factors in educational language teaching.

## **2. Cultural factors in the language teaching of Chinese International Education**

### **2.1 Culture and Culture in Chinese International Education**

The concept of culture is relatively broad, and different fields have different definitions, but it is generally believed that culture is the sum of material wealth and spiritual wealth created by human beings in the process of social and historical development. The British anthropologist Edward Taylor, who first proposed the concept of culture, defined culture as "a complex whole including knowledge, belief, art, law, morals, customs, and the abilities and habits acquired as a member of a society". This is culture in a broad sense.

Culture in Chinese International Education refers to the "culture" that foreign Chinese learners need to master in the process of learning and understanding Chinese and in the process of cross-cultural communication. This culture includes not only Chinese culture, but also the culture of foreign Chinese learners' own countries. Culture in international Chinese language education is a concept in the category of language teaching and belongs to the category of applied linguistics.

### **2.2 The integration of cultural factors into Chinese language education**

When international students come to China to learn Chinese, they are in a Chinese language environment and communication environment, which provides good conditions for Chinese language teaching. Students apply what they have learned in the classroom to actual communication to test, which also puts forward higher requirements for the practicality of teaching content, a Chinese language environment and rich cultural resources. It is convenient for international students to practice and experience culture. It is rich in resources, and the Chinese culture is extensive and profound, and each place has its own unique regional cultural characteristics. However, if the regional cultural factors are completely abandoned in China, students may encounter obstacles in the local communication practice; adding appropriate regional cultural factors can help students better integrate into and adapt to the domestic language environment.

The integration of cultural factors in language teaching in Chinese International Education refers to that in the process of Chinese International Education, culture is no longer regarded as a separate teaching object, but the cultural factors in the mother tongue and the target language are fully explored. It is integrated into the teaching materials, teaching links and teachers' awareness, so that students can subtly understand the difference between the target language culture and their own culture in the process of language learning, and improve the level of cross-cultural communication in Chinese. The reason why it is called "integration" is because "introduction" is a one-way movement, and "integration" emphasizes two-way interaction. We should not only introduce the cultural factors of Chinese into the teaching process, but also integrate the cultural factors in the students' mother tongue into the teaching process.

### **2.3 The purpose and significance of the integration of cultural factors**

The most fundamental purpose of integrating cultural factors is to help students understand and learn Chinese, and to improve the effect of language teaching. Let the students not only know how the Chinese express it? Why do you say it? What does it mean? Let the students know what kind of thinking and psychological characteristics this statement reflects? How to understand and accept such

a statement? How to use it In actual communication, the integration of cultural factors is of great significance to the language teaching of Chinese International Education.

### **2.3.1 Conducive to enhancing the fun of the classroom**

Language learning is a boring process, especially Chinese is one of the most difficult languages for foreign students to learn. The integration of cultural factors not only enriches the form of classroom teaching, but also fully mobilizes the enthusiasm of students to participate in classroom teaching, which undoubtedly enhances the interest of the classroom and makes students happier and more effective in learning Chinese.

### **2.3.2 Help to strengthen students' memory**

Students come from different countries, cultural backgrounds, learning goals and learning abilities are different. Some older students have weak memory. They have said the same content many times, but they still can't remember it, which is easy to produce the feeling of being bored with learning happens from time to time. At this time, cultural factors should be properly integrated, and the cultural factors of Chinese should be compared with the cultural factors of the students' own countries and associated with memory. Students can associate and memorize the content of Chinese according to the cultural content of their own well-known countries, which not only reduces the memory burden of students, and also help to strengthen memory.

## **3. Principles of integrating cultural factors in language teaching of Chinese International Education**

The integration of cultural factors referred to in this article is discussed within the scope of language teaching in international Chinese education, and should belong to the category of language teaching. Therefore, in the selection of the content and methods of integrating cultural factors, some principles in language teaching need to be followed, and the selected content and methods should serve language teaching.

### **3.1 The selection principle of cultural factor content**

Although the basic content of cultural factors is the Chinese people's national concept and national psychology, Chinese people's way of life and customs, and China's basic national conditions, etc., these contents are not universal, and there are differences between ancient and modern, regional differences, Ethnic differences and even individual differences. In the language teaching of Chinese International Education, what students need to master is not regional differences nor ethnic differences, but only national cultural differences.

### **3.2 Principles of use of cultural factor integration method**

The fundamental purpose of the integration of cultural factors is to help students learn and understand Chinese, and to improve the effect of language teaching.

#### **3.2.1 Cultural factors teaching should serve language teaching**

The biggest feature of cultural factor teaching is that culture is no longer used as the content of teaching, but as a background, which is subtly integrated into the teaching process. Therefore, not every cultural factor involved should be mentioned, but it should be interspersed according to the actual situation, so that students can subtly understand why the Chinese say this and what is the meaning behind it. In addition, it is necessary to pay attention to the degree of integration of cultural factors. According to the theme of the curriculum design, the content of cultural factors should be selected. It is not necessary to focus on every point. There must be key points and trade-offs. If there is some content that has a positive effect on language teaching, it should be properly integrated. If the situation is overwhelming, then such content should be briefly discussed or simply discarded, and examples should be used that students can better understand.

### **3.2.2 The teaching of cultural factors should be combined with the training of language skills**

Turning knowledge into skills takes a lot of practice, and cultural factors are no exception. To help students internalize the integrated cultural factors into skills that can be used flexibly, language skills exercises need to be designed. The teaching of cultural factors in language teaching should be combined with the teaching of language elements and the training of language skills, and it cannot become a simple teaching. Without language skills training, what students have learned cannot be well transformed into communicative skills, which will affect the communicative effect.

### **3.2.3 Pay full attention to individual differences of learners**

Students' cultural background, purpose of learning Chinese, and learning habits are all different. This feature can make language teaching more targeted and can better improve learning efficiency. But it also puts forward higher requirements for teachers. Teachers should fully understand the situation of students, judge this cultural factor, how long it takes to explain, what content needs to be involved, and whether students are familiar with these content.

### **3.2.4 Give full play to the initiative of teachers**

In teaching Chinese as a foreign language, teachers are the ones who have the most contact every day. Teachers are not only participants in language teaching, but also participants in cross-cultural communication. The process of teaching is also a process of cross-cultural communication. Teachers' words and deeds most directly reflect the non-linguistic cultural factors, and can also make students feel the cultural differences most directly. Many students have just arrived in China, and they have not come into contact with many Chinese people. It is easy to get such an impression from teachers that Chinese people are like this. Therefore, teachers should pay more attention to show their daily life naturally. If we show students some situations that we don't have in real life for the purpose of class, it will inevitably be a coincidence.

## **4. Strategies for Incorporating Cultural Factors in the Language Teaching of Chinese International Education**

In teaching Chinese as a language as a foreign language, the importance of integrating cultural factors has become increasingly prominent. In the process of language learning, learners constantly comprehend and experience the similarities and differences between their own culture and Chinese culture. Culture is no longer the object of teaching, but an indispensable language element that is as important as pronunciation, vocabulary and grammar. Subtly integrated into language teaching, this concept puts forward new requirements for the content and teaching methods of teaching materials for international Chinese education.

### **4.1 Instructional Design and Textbook Processing**

Cultural factors have no independent form and must be expressed through other language factors, but as one of language factors in teaching, the same teaching goals as phonetics, grammar and vocabulary should be set. The fundamental goal of integrating cultural factors is to help students understand and learn Chinese, improve teaching effects, and enable international students to communicate smoothly across cultures. When designing the curriculum, it cannot be blindly integrated. The selected content needs to be selected according to the specific situation of the students, as well as the teaching goals of pronunciation, grammar and vocabulary, to see if it is helpful to language teaching and students' communication.

### **4.2 The integration of cultural factors in pronunciation teaching**

Voice expresses people's thoughts, feelings and psychological state, and Chinese voice in practical application shows the cultural phenomenon of the Han nationality. Revealing the culture behind the pronunciation and telling it to the students belongs to the category of cultural teaching. For example, integrating the cultural factors contained in the pronunciation into the language teaching and helping

students learn Chinese is what we need to study. There are many interesting cultural factors, different tones express different emotions, different meanings, different values and psychological characteristics. For example, when Chinese people choose their names, they also take into account the symbolic meaning of the tones. I like the first and second tones, and avoid the third and fourth. Because the Chinese believe that a person's name has something to do with luck in life, a good name can bring good luck. The four tones have different symbolic meanings in names. The first sound is flat, symbolizing a peaceful life; the second sound is upward, symbolizing that life is rising steadily, and the days are getting better; the third sound is going down first, then up, symbolizing the twists and turns of fate; The four tones are downwards and have the symbolic meaning of fading. Therefore, the third and fourth tones should be avoided as much as possible when naming names. When tones are given cultural meaning, each tone is no longer a boring symbol, making it easier and more fun for students to learn.

### **4.3 Teaching methods incorporating cultural factors**

The content of cultural factors in language teaching of Chinese International Education can be divided into: cultural factors contained in words and language structure; cultural content involved in language materials; cultural background knowledge of language use. According to the characteristics of these three types, cultural factors can be integrated by teaching methods of cultural knowledge, group discussion and experiential teaching.

#### **4.3.1 Teaching of cultural knowledge**

"The introduction of cultural knowledge belongs to the teaching method. It is a method for teachers to impart knowledge to students and develop students' intelligence through concise and vivid language. It transmits information through narration, description, explanation, and inference, and guides students to analyze and understand problems. Cultural factors are integrated into the needs. Follow the principle of serving language teaching and stages. The content and means of integration also need to follow the principle of interest.

In classroom teaching, when importing, you can arrange current affairs news, popular Weibo, interesting videos and pictures as import according to the teaching content and goals. There are many materials in this area. At present, many textbooks provide relevant cultural materials before or after class, and teachers can selectively integrate them. For example, words with cultural meanings such as dumplings, Spring Festival, etc. appear in the text. If the cultural meaning is explained in the text explanation, it is easy to disrupt the rhythm of the class and the coherence of students' thinking. Therefore, the introduction of cultural knowledge is carried out in the introduction stage. , can achieve good teaching effect.

#### **4.3.2 Group discussion**

"Discussion method" is a teaching method in which students take the whole class or group as a unit to express their opinions around the central issue of the textbook, and gain knowledge or consolidate knowledge through discussion or debate activities under the guidance of teachers. This method helps It is also beneficial to the training of listening and speaking ability by connecting the cultural similarities and differences of the two countries with the familiar culture of the students.

## **5. Conclusion**

With the development of Chinese International Education, the cultural factor in the language teaching of Chinese International Education has been paid more and more attention, and many scholars and teaching practitioners have made many useful discussions and attempts. The research and attempt of the cultural outline are also going on continuously. Based on the existing theories and teaching practice, this paper has made some attempts, and achieved certain results. However, it is undeniable that due to the lack of personal ability, the scope of practice is not wide enough, and the

time is relatively short, I only briefly summarize and describe the proposed strategies based on my own practice and gains, hoping to provide meager help to other scholars' research.

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