

Application of Batik Art in International Chinese Classroom

Yuxia Chen

Xi 'an Shiyou University, Xi 'an, Shaanxi 710399, China

Abstract: Batik is the earliest printing and dyeing process used by human beings, which has strong national customs and local characteristics. It was listed in the first batch of national intangible cultural heritage on May 20th, 2006. In recent years, batik culture has gradually entered the public's field of vision and entered the classrooms of primary and secondary schools in China, and achieved good teaching results. From "inside" to "outside", this paper mainly discusses the feasibility of introducing batik art into international Chinese classroom. Based on the development of cultural teaching in international Chinese teaching, this paper discusses the cultural connotation of batik art and its application in Chinese classroom, and analyzes the practical application of batik art in international Chinese classroom, so as to provide reference for its sustainable development and better entry into international Chinese classroom.

Keywords: Batik, International Chinese Education, Culture Teaching.

1. Quotation

Although the core of international Chinese education is language teaching, cultural teaching is also an indispensable part, and language itself has strong national and regional characteristics. It is no exaggeration to say that if you want to master a language, you must have a deep understanding of the profound culture it contains. In the process of teaching Chinese as a foreign language, teachers must attach importance to the interaction and influence between the mother tongue culture acquired by students in the process of learning Chinese and the second classroom culture, so as to promote students to better understand and master China cultural knowledge. In other words, culture teaching occupies a crucial position in the whole process of language teaching. Therefore, we must attach importance to cultural teaching when carrying out international Chinese education, and only in this way can we effectively improve students' comprehensive ability and quality level.

In recent years, cultural experience and practical teaching methods have been widely used in international Chinese classroom teaching, and have shown satisfactory teaching results. Through cultural practice, students can deepen their understanding and mastery of the historical and cultural background knowledge of the language countries they have learned, thus improving their cross-cultural communication ability and comprehensive quality. In cultural practice, classroom cultural practice is the most effective and convenient method, which covers the in-depth experience and practice of traditional culture, such as the teaching of traditional musical instruments, traditional calligraphy, Chinese painting and traditional handicrafts. These traditional cultural elements have been integrated into international Chinese teaching and become the core part of cultural education.

Batik art is one of the traditional dyeing processes in China, and its operation process is both concise and unique. Batik attracts many domestic and foreign artists and designers to study and create it with its unique style and charm. Since 2006, batik art in many regions and ethnic groups in China has been officially recognized as national intangible cultural heritage,

which makes batik art enter the public's field of vision more deeply. At the same time, the practice of integrating batik art into classroom teaching is also increasing. As an integral part of China's excellent folk culture, batik art attracts the interest and attention of students with its distinctive national characteristics. At present, the application of batik art in primary and secondary education in China is gradually improving. Based on this, we are exploring how to integrate this traditional skill into international Chinese teaching.

2. Overview of Batik Art

Batik, known as wax valerian in ancient times, is also known as the three major printing techniques in ancient China, together with twisted valerian (tie dyeing) and clip valerian (hollow printing). As early as the Qin and Han Dynasties, the minority residents in Southwest China mastered the characteristics that wax can be spun and dyed. According to Miao custom, it is a customary national norm for all women to inherit batik skills. Miao women regard batik skills as blood, and batik manual skills are preserved. At the same time, these Miao settlements have formed custom cultures such as dress-up, weddings and funerals, social etiquette, etc. with batik art as the main body. Most batik products are based on blue and white, and their products are mainly daily necessities, including clothing, sheets, bags and so on.

At present, Miao batik has changed from the original idea mark of utilitarian content to the aesthetic form used as appreciation under the current historical conditions. People feel the blend of blue and white colors, associate and evaluate this mysterious symbol, and re-understand its connotation. When people examine and evaluate this traditional cultural art from the height of modern civilization, they are actually detached. Batik is entering modern art life as an artistic element, achieving a leap to a new cultural atmosphere and aesthetic realm and showing new cultural significance. Inheriting batik art is an art form handed down from generation to generation in minority areas of China, which has accumulated a lot of creative experience and formed a unique national artistic style in the long historical development. It is the flower of national art with Chinese characteristics.

Batik patterns are boldly changed and exaggerated on the

basis of realism, using unpretentious, naive, rough and strong artistic language, especially their shapes are not bound by the details of natural images. This change and exaggeration comes from pure imagination and contains infinite charm. Patterns are very rich, both geometric patterns and natural images, usually from life or beautiful legends and stories, with strong national color. Batik is not only an ancient art, but also a young art and a modern art. Its characteristics such as concise form, simple and clear color, exaggerated deformation and decorative pattern meet the needs of modern life and contemporary aesthetic requirements.

3. Batik Art in the Role of International Chinese Teaching

3.1. Enrich the Form of Classroom Teaching.

Cultural teaching aims to introduce the essence of Chinese traditional culture to the majority of Chinese learners, show the charm of Chinese culture to the world, and at the same time put forward requirements for the richness of teaching content in the classroom. The rich cultural teaching content in the international Chinese teaching classroom can't meet people's needs for the time being. Introducing batik art, a unique traditional cloth dyeing process in China, into the international Chinese teaching classroom will undoubtedly promote rich cultural teaching and promote the spread of China's traditional crafts to the world.[1]

3.2. Reflect the Cultural Charm of China.

Batik art, as a part of China traditional culture, can intuitively show the rich cultural connotation of China. In teaching Chinese as a foreign language, teachers can introduce China's ancient printing and dyeing techniques and Chinese traditional patterns to students through batik art, and students can feel the unique charm of China's traditional culture through hands-on practice. This learning experience will stimulate students' interest and curiosity about China culture, and further deepen their understanding and cognition of China culture.

3.3. Improve the Interest and Attraction of Teaching.

Cultural practice is undoubtedly the most effective means to improve the interest of cultural teaching classes. The study of batik art involves the practice of batik production process, including dye blending and fabric tying, etc., and these manual operation exercises are a kind of cultural learning method that international students like very much. [1] In addition, students can immediately see the batik results through a short period of hands-on practice, which can stimulate their great sense of accomplishment, which can also stimulate students' interest in cultural teaching classes and help Chinese learners to generate internal motivation.

3.4. Enhance Students' Teamwork Ability.

The production process of batik art needs cooperation and coordination among students, especially in the selection of patterns and colors, which requires the exchange of opinions and cooperation and consultation among team members. In this process, students will learn to respect other people's ideas and opinions, and cultivate their sense of cooperation and teamwork ability. This spirit of cooperation is of great significance to the growth and development of students, which can not only enhance their interpersonal skills, but also

enhance their sense of teamwork and responsibility.

4. Analysis of the Application of Batik Art in Teaching Chinese as a Foreign Language

Batik art is an experiential cultural teaching course, and its main teaching methods include practice and cooperative learning. Learners are divided into several groups to deeply experience and perceive China culture in a practical environment, while teachers sometimes use specific media language in the teaching process. Task-based teaching method is a new teaching method, which emphasizes "problem-oriented" and allows students to explore independently, thus achieving the purpose of improving teaching quality. Teachers can apply this teaching method in preview before class, classroom teaching and homework assignment after class. When students complete the task in the learning process and learn in practice, the completion of the task will be accompanied by the end of the learning session, which will help to stimulate students' sense of accomplishment and enthusiasm for learning.[2]

4.1. Teaching Suggestions

In the process of teaching international Chinese, it is mainly divided into five core links: organizing teaching, reviewing and checking, explaining and practicing new content, consolidating new content and assigning homework. Among them, organizing teaching is the central link of the whole teaching activity. Due to the differences in the contents and objectives of cultural teaching, the teaching links are inherited and innovated compared with the above, mainly including:

4.1.1. Preparation before Class

It is best for teachers to prepare all the necessary tools in advance when explaining in class, which is convenient for class and does not affect other links. Distributing these teaching AIDS to students in advance can help them save precious time, keep teaching orderly and ensure the smooth progress of teaching. Teachers should prepare white linen or white cotton cloth, wax, measuring cups, bamboo clips, dyes, porcelain bowls, copper wax knives, gloves and other items before teaching. In addition, it is also very important to choose the right color according to the characteristics of teaching materials. Teachers should choose the right color according to the teaching requirements and material characteristics, so as to achieve the best teaching effect. It is worth emphasizing that for junior students, they need to be extra careful when using tools that may pose security risks, such as copper wax knives. Because the main function of the copper wax knife is to cut large pieces of copper wax, in order to prevent possible safety problems, teachers can cut the wax slices neatly when preparing teaching tools. Furthermore, the teaching environment is an indispensable part of the whole teaching process. Teachers can make appropriate adjustments before the formal start of the course, such as hanging all kinds of batik artworks in the classroom, maximizing the influence of the situation in the cognitive process, thus creating a positive classroom environment to stimulate students' learning enthusiasm.

4.1.2. Language Teaching in Practice

Integrating batik art course into international Chinese class can effectively improve students' learning interest and enthusiasm, and help to cultivate students' good cross-cultural

awareness and language expression ability. In the classroom teaching of international Chinese, cultural education should provide support for language teaching. At the same time, we should also pay attention to cultivating and improving students' cognitive ability and understanding ability of batik culture. In the teaching process of batik art, teachers should try to integrate the teaching methods of language and culture, and focus on improving students' Chinese communication skills. At the same time, we should pay attention to the application of cultural elements when explaining the characteristics of batik technology and patterns, so as to make it more characteristic of China. For example, when demonstrating batik technology, teachers can combine intuitive methods to teach new words, so that they can not only practice listening and speaking, but also help students better understand their meanings. Before guiding students to practice, it is necessary to make a preliminary introduction to the cultural knowledge related to batik, and make a brief review and summary after students finish making it, so as to deepen their understanding of batik and realize the real combination of education and entertainment.

4.1.3. The Combination of Teacher Demonstration and Student Practice

Teachers' demonstration and guidance are indispensable in cultural practice teaching. Therefore, in order to help students understand knowledge and master skills, teachers should choose corresponding teaching strategies according to the characteristics of different types of students. Although there are multimedia teaching AIDS, most students still need to rely on teachers' teaching demonstrations in order to understand the complex batik process more clearly. In addition, teachers should also encourage students to participate in teaching activities and improve their practical ability through cooperative learning. When teaching various steps of batik tying and impregnation, teachers should pay close attention to the students' operation progress and give timely answers to students' questions to ensure the effectiveness of practical teaching. Through the application of various teaching methods and methods, students can master correct operation methods and skills and improve their hands-on operation ability. In addition, teachers have the ability to carry out personalized teaching according to the characteristics of students. For those students who already have the basic knowledge and can get started quickly, teachers can try to innovate the content and moderately increase the difficulty, so that students can gain more sense of accomplishment in the process of challenging themselves. Under the demonstration and guidance of teachers, students can make batik crafts more effectively and give full play to their main role.

4.1.4. Presentation and Communication of Classroom Results

The core goal of integrating cultural practice into international Chinese teaching is to stimulate students' enthusiasm for learning and let them personally participate in and feel the charm of China traditional culture. At the end of the teaching process, students usually finish their learning results. When students see their own works, they can easily feel self-identity and affirmation. Teachers can take advantage of this psychological characteristic, and set up the achievement display and exchange links after the teaching practice is completed, so that students can display their practical works, exchange experiences with each other, share their learning experiences and evaluate their works, and reward outstanding students. This method can not only

stimulate learners' enthusiasm for learning, but also help to strengthen the content of language teaching and stimulate their enthusiasm for using Chinese to communicate.[2]

4.1.5. Arrange Homework after Class

In the teaching process of batik art, teachers should pay attention to the arrangement of homework after class, and strive to ensure that the homework is moderate in difficulty, diverse in forms and interesting in evaluation methods. When completing batik homework, students can choose simple patterns or complex patterns with different difficulties. In addition, students can post their completed homework on the social networking platform, and take the number and difficulty of likes as the evaluation criteria. At the same time, students can also submit batik-related homework by recording short videos, which includes showing the production process and batik culture. This will not only help students to consolidate their knowledge, but also enhance their autonomous learning ability. Homework published through the network platform can also let more people know about batik, thus promoting the spread of Chinese culture.

4.2. Batik Art and Culture in International Chinese Teaching Application Strategy

4.2.1. develop Traditional Art Interest Teaching, Strengthen Language Exchange Environment, and Create a Cultural and Artistic Atmosphere

In language teaching, cultural atmosphere can effectively enhance foreign students' language interest and interest. China culture has a unique charm, which is usually a factor to attract foreign students to learn Chinese. Art teaching can especially stimulate students' enthusiasm for learning Chinese. Therefore, the interest course of batik art in teaching Chinese as a foreign language can help foreign students understand and learn more about the history and culture of China. By participating in batik interest courses, we can not only learn this art form, but also deepen foreign students' understanding and feelings about China's ancient art and culture through the historical stories described by batik. In the course activities, by letting students show their batik works, the practical application ability of Chinese for foreign students can be effectively improved.

4.2.2. The Combination of Information Teaching and Traditional Teaching

Through the implementation of mixed curriculum reform and "flip classroom" mode, the online and offline teaching methods are adopted to promote the interaction between students and teachers online after class. Foreign students can master Chinese knowledge points by watching micro-videos after class, for example, they can understand the production process of batik and learn related vocabulary. [3] Teachers adjust the teaching content according to the feedback of students' classroom learning, and guide students to practice batik, so that students can apply what they have learned after class to practice, thus simply using relevant Chinese.

After class, teachers can hold regular exchange and sharing meetings of China's traditional cultural and artistic works, and let students show their batik works through art exhibition activities, so as to strengthen the practical application of Chinese. Modern means of information technology education have raised the teaching of Chinese as a foreign language to a new height. Teachers can create characteristic courses, use interactive applications such as mobile App, let students record the learning process and upload it to the network

platform for sharing, enhance the influence of traditional art and culture in teaching Chinese as a foreign language through praise and forwarding, and stimulate foreign students' interest in learning Chinese with this modern educational method.

5. Conclusion

Batik art is an important part of Chinese traditional culture, which has rich cultural connotation and special artistic value, and can inject new vitality and interest into the international Chinese classroom. Through the application of batik art in international Chinese classroom, it enriches the teaching form of Chinese classroom, improves the interest and practicality of cultural teaching, is of great help to cultivate students' innovative consciousness and divergent thinking, and also plays a role in cultivating students' creativity and teamwork spirit. As teachers of Chinese as a foreign language, we should pay attention to the opening and innovation of teaching content, pay attention to students' efficient learning, and take

advantage of this opportunity to enhance the influence of China's traditional culture in the world and shoulder the important responsibility of cultural communication. In the field of teaching Chinese as a foreign language, we can try to use batik art to bring students a new experience of learning Chinese, thus providing new vitality for enriching traditional culture and education.

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