

Design of Digital Culture Teaching for Chinese Language International Education

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Abstract: Digital culture reflects the psychological characteristics and national characteristics of a country and a nation, and is closely related to the religion, belief, philosophy and literature of a country and a nation. Students come from different countries and nationalities, and they have different understandings of numbers and the cultural information they carry, thus forming digital cultural taboos. Digital culture is rich and diverse, and in the teaching of Teaching Chinese as a foreign language, the diversity and complexity of digital culture is a difficult point for students 'learning and teachers' teaching. There are various problems in the teaching of Chinese as a foreign language. Therefore, the author takes the digital culture in the teaching of Chinese as a foreign language as the research object, based on the ontology research of digital culture, analyzes the problems of the digital culture in the teaching of Chinese as a foreign language, and puts forward the corresponding teaching strategies.

Keywords: Digital Culture; Teaching Design; Theme Type.

1. Introduction

1.1. Background and Reasons for Topic Selection

1.1.1. Research Background

Nowadays, China's comprehensive national strength is increasing, and its influence in the world is also increasing, attracting more and more foreign friends to learn Chinese. The spread of Chinese is rapid. However, there are still many immature places in the development of Chinese as a foreign language, which we need to continue to explore and practice. Cultural teaching has always been an important part of the teaching of Chinese as a foreign language. On the one hand, cultural content teaching can solve the obstacles caused by students' cultural background when learning the language, and on the other hand, it can reduce cross-cultural communication conflicts and have a deeper understanding of the target language.

Through the research of this topic, let the students understand the digital culture, so as to avoid some misunderstanding caused by the lack of understanding of the digital culture in the future communication process. In addition, strengthening the research on digital culture can also improve China's cultural influence. Therefore, the research on this aspect is very meaningful and valuable.

The author hopes that through the study of this paper, students can have a deeper understanding of digital culture and master the meaning of digital culture in Chinese, so as to reduce the bias caused by the lack of digital culture knowledge in the future learning and communication, so as to improve the efficiency of students' learning Chinese.

1.1.2. The Purpose and Significance of the Topic Selection

Cultural learning is of great significance for Chinese learning, in order to let students better participate in the classroom, all skills development, not only learn language, also can understand culture, we should change our teaching methods, through scientific teaching mode to mobilize and stimulate students' interest in learning, and promote Chinese acquisition smoothly. Understanding Chinese digital culture

and the different digital cultures of different countries and nations due to national psychology, historical factors, religious belief and other reasons, so as to avoid students' sense of superiority to their own national language and culture and their contempt for the language and culture of the destination language country.

1.2. Research Methods

1.2.1. Literature Reference Method

CNKI and other ways to obtain information about digital culture in Chinese as a foreign language. A comprehensive understanding of the digital culture information, including its connotation, usage and other content. In order to summarize a more comprehensive and effective digital culture teaching strategy for Chinese as a foreign language, so as to provide a certain theoretical basis for the development of teaching design.

1.2.2. Comparative Analysis Method

The author will collect some information, and then make a comparative analysis of the Chinese and Western digital cultures, Find the similarities and differences, as well as the reasons for the digital culture taboos. In view of these reasons, the corresponding teaching method is put forward...

1.3. Definition of Relevant Concepts

1.3.1. Definition of Digital Culture

In ancient China, number is not only a simple number, is regarded as the principle of nature, refers to the law of the universe and personnel, that is, the movement of heaven, earth, man and the universe is all restricted by a 'number', thus determines the number and fate of the world ". That is to say, in the process of human life, number not only indicates the meaning of number, but also is closely related to the development of the universe and human culture, which contains a deeper cultural meaning. [8]

Wang Hongqi mentioned in the Mystic Symbols of Life: " First of all, the origin of digital symbols is closely related to the origin of human beings, and they promote or enlighten the original thinking of human beings. Secondly, the role of digital symbols in the world culture is not only limited to counting and mathematics, but also bears more of the function

of mysterious cultural symbols, forming a unique digital cultural phenomenon" [9]

1.3.2. Definition of Teaching Design

Teaching design, as a modern teaching technology, was formed in the field of educational technology in the early 1970s. After it was introduced into China in the mid-1980s, domestic scholars began to pay attention to and study teaching design. Foreign scholars were the first to define "teaching design", and Gagne believed that "teaching design is a process of systematic planning of teaching." [10]

Instructional design is the process of using scientific methods to analyze learners and learning tasks, determine teaching objectives, arranging teaching contents, selecting teaching methods and strategies, and evaluating teaching. With the increasing number of foreign students coming to study in China year by year, Chinese teachers should make personalized teaching design according to the learning style, personality characteristics and cultural background of learners coming in China.

2. The Importance of Setting up Digital Cultural Courses for International Students

Students' learning of Chinese knowledge is not only to learn the content of Chinese knowledge itself, but also to learn excellent Chinese culture. Chinese culture teaching in teaching Chinese as a foreign language occupies more and more important position, and digital culture has become an important part of Chinese culture, it is a special part of Chinese culture, as a member of Chinese culture, it also to a certain extent reflects the contain in Chinese philosophy, history, geography, folklore, religion of humanistic personality and national psychology. Therefore, the author believes that it is very necessary to analyze and study the importance of digital culture teaching in teaching Chinese as a foreign language.

2.1. It Helps to Improve Students' Ability to Communicate in Chinese

If students do not have a deep understanding of digital culture, they will encounter difficulties in daily communication with Chinese people. For example, Chinese people will not give flowers to others Send 4 branches, because 4 is more taboo in Chinese culture, people think that 4 and "death" is homophonic, think that send 4 branches will bring bad things to themselves, therefore, people are more taboo about the number 4. Therefore, it is very necessary for students to learn digital culture in Chinese. Learning digital culture helps them to improve their ability to communicate in Chinese, avoid the failure of communication due to the lack of digital culture knowledge, and improve students' ability to use Chinese for communication.

2.2. It Helps to Cultivate Students' Interest in Learning Chinese Culture

With the enhancement of China's comprehensive national strength, more and more people begin to learn Chinese, and they will be exposed to some cultural content when learning Chinese. Culture is not a language, and can be mastered by rote memorization. On the contrary, cultural content exists in all aspects of people's life, including language and culture, digital culture, clothing culture and so on. As a member of Chinese culture, students' learning of its content helps to

strengthen students' understanding of Chinese culture. Therefore, learning digital culture well helps students to further understand Chinese culture and understand Chinese culture.

3. Teaching Design of Digital Culture Course

Class type: cultural class

Teaching object: high-level Chinese learners with certain Chinese cultural background, high listening, speaking, reading comprehension and writing ability, and reaching the level of HSK 5 Chinese.

Instructional objectives:

1. Learn more about the numbers that contain Chinese culture.
2. Can read the words about Chinese digital culture in Chinese.
3. Understand the connotation of Chinese digital culture in different periods.
4. Guide students to actively participate in class discussion, and cultivate students' Chinese thinking ability and oral expression ability.

Teaching focus: familiar with digital culture, will use digital culture to tell stories.

Teaching procedure:

1. New class introduction

- (1) Warm-up before class: Do you like the numbers? What is your favorite number?
- (2) While looking at the pictures, the teacher explained the story of digital culture and the application of digital culture in China:



Fig 1. A picture of numbers

T: When you see these numbers, you will inevitably have doubts. What is the origin of Chinese numbers?

S.: The earliest knot rope count.

T: Very good, in China, the numbers have been used since about 5,000 years ago, from "1" to "10" to hundreds, thousands, thousands, even in the Shang Dynasty, the decimal system had already begun.

2. New content learning

(1) The teacher asked the students to play the game of beating and passing flowers, according to the order of 1,2,3,4,5,6,7,8,9, to which student let the student explain the meaning of the number above them according to their own understanding. Then let's discuss the meaning of the above numbers in groups, and finally the teacher will make a summary.

(2) The teacher talked about the connotation of digital culture:

The word "one" in Chinese numbers: Since ancient times, the Han people worship "one". They firmly believe that all things on the earth come from "one" and believe that "one plus two, two plus three and three are equal to everything. "Thought that" one " means complete, complete.

The word "ten" in Chinese numbers: The Chinese number "ten" is often used to summarize a year's work. For example, "Top 10 Best Singers of the Year", "Top 10 Best National Sports Stars of the Year", "Top 11 Most Important 2004", "Top 10 Most Important National Celebrations in China".

This is what's what Han people do because they like integers, and in their minds "ten" means "perfect and safe", such as "perfect".

The character "nine" in Chinese numbers: Many buildings in Beijing are related to the number "nine". For example, the inner city of Beijing has "nine" gates; the tower of Tiananmen is "nine" heavy building; so, the structure of the corner pole is "nine" liang "ten people GUI; the gate of the royal building is" horizontal "nine" vertical "nine"; and the North Sea and the Kowloon is "nine" dragons, etc.

"Seven" in Chinese numbers: In Chinese, "seven" roughly has the following cultural meanings: on the one hand, it refers to the specific number. On the other hand, it means virtual finger. "Seven" mostly has practical meaning when used alone, but occasionally used as a virtual finger to indicate the meaning of more. The number "seven" is often used as a holy number, a polar number.

(3) After the lecture, give the students five minutes, let the students discuss in groups to understand the memory.

3. practice

Exercise 1: The teacher leads the vocabulary after class, the students follow, then the teacher reads the Chinese, the students read the corresponding English meaning, then the teacher reads the English, the students read the corresponding Chinese meaning. Several teachers read English three times and Chinese three times, and students also read English three times and Chinese three times. Finally, the students will practice the vocabulary after class in groups.

Exercise 2: play PPT pictures of Chinese traditional culture about numbers to the students, let the students appreciate them, and let the students effectively think and learn combined with the appreciation of these pictures. And ask students to do the drum flower game, all learn in a circle, take out a digital picture as props, each round game sent a classmate, carrying everyone, when the teacher announced the start, the students began to clap, and then all the rest of the students with a picture and pinyin card passed one by one.

After the clapping, the card is in his hand, who reads the vocabulary on the card to the teacher.

4. Class summary

(1) Arrange all the cards into a line on the blackboard in the order of numbers, practice by train, and each student takes turns to tell the number of his turn.

(2) The teacher wrote some numbers on the blackboard and asked the students to tell a story about the connotation of these numbers in traditional Chinese culture.

5. To give an assignment

(1) Let the students collect some stories about Chinese digital culture from the Internet, and then say to the students in their spare time, the students discuss with each other, choose one of the most interesting, and ask the students to share with you in the next class.

(2) Review the digital culture, and group the students into a group of twelve people, each of them draws a number from these digital cards, collect the pictures of relevant numbers in the picture on the Internet, and draw them, better than see which group of pictures.

4. Teaching Reflection

In this teaching design, students and teachers use the direct translation method, teaching method, etc., because no matter which way to teach students, there is always a step to completely teach the content to students accurately. This is not only the need of teaching accuracy, but also the need of students, which enables students to return to their mother tongue and finally correctly understand what they have learned. At the same time in the game link, can use the direct translation method, quickly to words and words one to one, not only shows the students' reaction ability, but also students for the knowledge absorption or not, so the teaching method is recognized by most teachers and students, it is a traditional but very effective teaching method, can promote good teaching effect, even than body language, this way can let students easily accept.

Chinese international education teaching is a comprehensive strong discipline, so the teacher in the teaching process, should be familiar with, and can aim to flexibly use all kinds of teaching materials, according to the students' learning needs, combined with a series of teaching method, and according to the students' learning effect, further selection for students' teaching methods. Teachers should make use of the advantages of each teaching method, combined with other teaching methods. Only various teaching methods can better achieve the teaching effect and cultivate students' language and culture level.

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