

Construction of Classroom Culture of International Chinese Teachers from the Perspective of Effective Teaching

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Abstract: Culture and economy are two subsystems that are indispensable and closely linked in a country's development process. Economy determines culture, and culture is a reflection of politics and economy and reacts to economy. With the continuous rapid development of China's economy, "Chinese", as a unique cultural element in China, is increasingly active and spreading on the global international stage with the development of China's economy. Therefore, China's language and the cultural civilization factors attached to the language are in urgent need of "going out", they need a "missionary" who not only has the Chinese ontology knowledge but also has a high degree of cultural cognition to spread Chinese characters and Chinese civilization. At this time, international Chinese teachers who have a high degree of conformity with internal and external standards and who are familiar with cultural teaching methods and teaching techniques become indispensable. It is imperative to improve the comprehensive quality of international Chinese teachers and promote the effective teaching of international Chinese classroom culture.

Keywords: International Chinese Teachers; Effective Teaching; Culture; Chinese.

1. Introduction

Chinese language, as a unique symbol of Chinese culture, has been more and more patronized and concerned by overseas groups. In particular, with the rapid development of China's economy and the deepening of the process of globalization, of course, along with the continuous advancement of the construction of the "Belt and Road", Chinese has become more and more important and has become an indispensable cultural element for friendly exchanges at home and abroad. At the same time, this strategy has also realized the "going out" of domestic culture and the "introducing" of overseas culture. The voice of "Chinese fever" is getting louder and louder. More and more foreigners come to China to learn the Chinese language and the Chinese culture attached to Chinese.

Chinese characters are being discovered and curious by more and more foreigners with their various forms and mysterious power. In terms of programs, there are "Chinese Bridge Global Chinese Conference for Foreigners" co-sponsored by Hanban and CCTV, "Chinese Character Dictation Conference" broadcast by CCTV, and "Chinese Character Hero" broadcast by Henan Satellite TV. In addition, in some variety shows such as *Ace to Ace*, there are also many foreigners. These are the outstanding manifestations of the global prosperity of the Chinese language. Cui Xiliang said: "In the" three education "problem, the most core problem is the problem of teachers, because good textbooks are written by good teachers, teaching methods also rely on teachers to practice." [1] It can be seen that Chinese teachers play a very important role in international Chinese teaching.

"The classroom of international Chinese teachers itself is a great fusion of cultures, and various cultures communicate and collide with each other. International Chinese teachers should play a good role as a bridge, guide students from different cultural backgrounds to live in harmony, and build a positive and harmonious Chinese classroom." [2] However,

the successful implementation of Chinese language teaching and the effective dissemination of Chinese culture is a difficult and complex task. It needs not only a spokesperson representing the national image, a Chinese teacher proficient in Chinese ontology knowledge, a person with high psychological adjustment ability, but also a cultural disseminator who is familiar with various excellent Chinese cultures and an all-round teacher who knows the important culture of the destination country. From this point of view, he must be a clear understanding of classroom culture teaching content, skillfully use classroom culture teaching skills and methods, and have rich experience in classroom culture teaching comprehensive quality. This has brought serious challenges to the international Chinese teacher team. How to successfully carry out and implement classroom cultural teaching and thus achieve good cultural teaching effects and how to solve this problem is imminent.

2. Theoretical and Practical Basis of Effective Classroom Culture Teaching for International Chinese Teachers

The theoretical basis of effective classroom culture teaching for international Chinese teachers is that they can clearly know the content of classroom culture teaching and use classroom culture teaching skills and methods with ease, which is the basic condition for the successful implementation of classroom culture teaching. What international Chinese teachers can master in classroom culture teaching and what they need to learn from trial and error is its practice. Through continuous practice and continuous trial and error, we can have rich classroom culture teaching experience. This is the necessary condition to make the classroom culture teaching effect become perfect.

2.1. Classroom Culture Teaching Content

Language is inseparable from culture, and is always associated with its related cultural factors. "What to teach" becomes the first problem to be solved. Chinese culture is extensive and profound, ranging from astronomy and geography to the royal family. Traditional cultural textbooks will divide Chinese culture into several sections or topics, including Chinese geography, history, ethnic groups, surname culture, traditional festivals, ceramic culture, customs, poetry and painting art, and so on. These are objective statements about Chinese culture, that is, where, when and how they exist. However, for the unexposed knowledge, whether for domestic or foreign people, just dry presentation of theoretical knowledge is very boring, and the teaching effect is certainly not perfect. Therefore, for cultural teaching materials, it should not only be an objective statement of objective laws and facts, but also include some subjective cultural forms. For example, include some of the lifestyle, values, and interpersonal activities of the people based on the culture. Any theory with vivid and flexible examples will be welcome. Therefore, while learning theories, learners can truly enter the cultural world of Chinese people, understand the application occasions of culture, and feel the charm of Chinese culture, so as to understand the true heritage and connotation of Chinese culture in addition to the boring and objective cultural theories.

2.2. Classroom Culture Teaching Methods

After understanding "what to teach", you need to consider the problem of "how to teach", the two complement each other, you have me, in order to achieve the effect of each other. When it comes to teaching methods, it is inevitable to mention the traditional teaching methods - lecturing, that is, teachers impart knowledge, cultivate ability and carry out ideological education to students through oral language. The teaching method can impart more complex concepts to the learner's brain efficiently and cost-effectively, and sometimes it can achieve better results. However, it also has many drawbacks: the teaching method focuses on the teacher and the textbook, ignores the learners who are in the main position, and therefore ignores the interests and needs of learners. It is only a one-way transfer of knowledge, ignoring learner feedback. In addition, the theoretical knowledge of Chinese culture, especially regional culture, is difficult to understand, and simply using the teaching method can not stimulate learners' interest in learning and corresponding curiosity for knowledge, and will cause more students to fall asleep. In this way, good teaching results will be far behind.

Wu Zhongwei, in his paper "The Combination of Chinese Culture Teaching and Chinese Teaching", summarized the combination of Chinese culture teaching and Chinese teaching into three ways: "(1) take Chinese culture teaching as the core goal and give consideration to Chinese teaching; (2) Take the cultivation of comprehensive Chinese ability as the core goal, and give consideration to the teaching of Chinese culture; (3) Equal emphasis should be placed on Chinese language teaching and Chinese culture teaching." [3] At the same time, he divided the first method into two types: random consideration, that is, inadvertently let learners master the cultural knowledge outside the language; Fully integrated, that is, teaching cultural knowledge directly in language. The former is suitable for learners with weak basic knowledge, while the latter is suitable for learners with good degree and higher level. This also reflects the teaching

method of "individualized teaching" teaching concept. In explaining the second approach, he also divides it into two Chinese teaching approaches: interpretive approach, that is, to clearly reveal the cultural factors contained in the language; Experiential, that is, let learners understand the connotation of culture through practical practice, "learning by doing". The third is mainly about the relationship and importance of language and culture, so as to draw the conclusion that both should be taken into account in teaching and both are equally important.

2.3. Rich Classroom Culture Teaching Experience

In the process of international Chinese teachers' appointment, cultural conflicts can be seen everywhere, especially for teachers who are not experienced in classroom culture teaching. For example, when it comes to the culture clash of "eating dog meat", Chinese people think there is no big problem with eating or not eating. However, for foreigners, especially Italians, they can not understand the practice of "Chinese people eat dog meat", and even mistakenly think that Chinese people like to eat dog meat, think Chinese people are very cruel, and label Chinese people "eat dog meat" uncivilized label. For developed countries, they believe that dogs are the most loyal friends of human beings, and they love small animals very much. There are also many dog owners, and dog licenses are difficult and expensive, so they think it is sinful to kill dogs. This is the cultural difference and the trigger of cultural conflict. For international Chinese teachers, they should fully understand the culture of the target country, explain the more sensitive and unacceptable culture of other countries in an appropriate way, or just skip it. This requires international Chinese teachers to learn lessons and experience in order to better teach Chinese culture.

3. Current Situation and Analysis of Effective Teaching of Classroom Culture

After searching for the keyword "effective teaching", there are a total of 56792 relevant literatures, which have relatively systematic research on this field in various disciplines, but only 313 after entering "cultural effective teaching", and most of them are master's degree theses. Through the comparison of the number of literature, it can be found that the research on effective teaching in classroom culture teaching is not so mature. This also shows that there are still major problems in the effective teaching of international Chinese classroom culture. If there is no rectification, the effective dissemination of Chinese excellent culture will be in jeopardy.

Liu Lishu (2020) put forward that "At present, there are many problems in the teaching and research of excellent traditional Chinese culture. Therefore, teachers should make good teaching preparation before class, combine excellent traditional Chinese culture with the teaching of various disciplines in the teaching process, set up special learning of excellent traditional Chinese culture, and carry out the second classroom of learning excellent traditional Chinese culture. Adopt multiple evaluation teaching evaluation method." [4] For international Chinese teachers, the most important thing is to teach Chinese ontology and lay a solid foundation for Chinese learners. However, it is also necessary for international Chinese teachers to spread the excellent Chinese culture while teaching Chinese knowledge. But nowadays,

most international Chinese teachers always ignore the teaching of excellent traditional Chinese culture, and think that as long as the teaching of Chinese is good, it is the meaning of the profession of international Chinese teachers. Therefore, we need to change these wrong ideas of international Chinese teachers and at the same time achieve effective teaching of excellent traditional Chinese culture.

Wu Xiaoying (2021) mentioned three measures for the integration of junior middle school Chinese teaching and traditional culture: "Make good use of network resources; Start with local culture; Intensive teaching." [5] First of all, in the process of rapid development of science and technology in today's world, the display of science and technology in teaching has emerged endlessly. The most common, such as multimedia technology, covers almost all areas of teaching. As for teachers, they should make reasonable use of network resources and give full play to the value of multimedia technology in cultural classroom teaching. At the same time, teachers should also browse and read more online cultural resources after class, enrich the cultural teaching classroom, learn from many experienced teachers' cultural teaching methods and skills, and constantly promote the effective teaching of classroom culture. Secondly, in the process of teaching cultural knowledge, international Chinese teachers can use cultural contrast method on the basis of comparing local culture to enhance the understanding of Chinese culture among Chinese learners, so as to achieve effective cultural teaching. Finally, for "intensive teaching", a more efficient teaching method to spread the teaching of Chinese culture. Make full use of the resources of teaching time to improve the learning effect of students. In the international Chinese education classroom, the teaching of Chinese characters is the main, and the teaching of culture is the auxiliary. Therefore, how to use less time to teach more cultural content becomes a challenge. Not only to teach quickly, but also to teach effectively. That is, it is not only to focus on what to teach, but also to find a variety of ways to attract the enthusiasm of students, so as to achieve effective cultural teaching. Since the teaching of cultural knowledge can achieve effective teaching, then the effective teaching of Chinese ontology knowledge is no longer a matter of course.

Yao Limin (2002) believes that effective teaching is embodied in: "full preparation and careful organization; Clear teaching objectives; Teaching is organized and clear; Teaching is challenging; Adaptive teaching measures; Let students shoulder certain learning responsibilities; The key points are prominent; Maximum communication between teachers and students." [6] Babanski, in Questions and Answers on Optimization of the Teaching Process, states: "Optimization is not a special teaching method or teaching means, but on the basis of teaching rules and teaching principles, a teacher's clear arrangement of the educational process, a conscious and scientifically based choice (rather than a spontaneous and accidental choice), is the best and most suitable for specific conditions of classroom teaching and the entire teaching process arrangement." [7] Therefore, before the effective implementation of classroom culture teaching, it is necessary to set goals and make plans in advance. "Everything is established in advance, not in advance", the development of classroom teaching progress must be in the teaching plan arrangement on the chain of progress, in order to achieve the so-called "effective teaching" results.

Li Chunwen (2009) believes that the active experience of

classroom culture is the highest state to achieve effective teaching. Those who know are not as good as those who are good, and those who are good are not as happy. The teaching process should become a pleasant emotional life and positive emotional experience for students. The generation and sublimation of students' interest, attitude and confidence in class is the learning experience we emphasize. Only in the teaching process, through the individual's real life experience, to realize the direct dialogue between emotion and reason, knowledge through life, personalized and truly become the individual's "spiritual food". [8] It is true that theoretical knowledge cannot be truly mastered without the test of practice. Chinese learners, especially those who learn Chinese knowledge in a purposeless language environment, cannot truly feel the real Chinese culture. Therefore, as a teacher, we should create the target language situation, so that Chinese learners can be immersed in it, divide their roles and feel the Chinese culture. Through simulating the real communication environment, learners can feel the use of Chinese culture in the real communication process and the matters needing attention in the use, so as to achieve effective cultural teaching with real value.

4. Strategies And Suggestions for Effective Classroom Culture Teaching of International Chinese Teachers

The concept of effective teaching originated from the scientific teaching movement in the West in the first half of the 20th century, especially after the teaching effectiveness verification movement influenced by the pragmatic philosophy and behaviorist psychology in the United States, the concept frequently appeared in English education literature and attracted the attention of colleagues around the world. [9] Culture teaching is a challenge to language teaching, but the two are inherently inseparable. Therefore, it is imperative to integrate cultural teaching into classroom language teaching.

As far as the teachers' concept of culture teaching is concerned, the teaching of culture should not become a passive learning language machine. If some cultural knowledge can not assist the learning of language knowledge, but can help learners better understand China and Chinese culture, then it is not advisable to ignore this part of cultural teaching. At the same time, in order to enable learners to deeply enter the Chinese culture and understand the connotation and charm of Chinese culture, they should impart the knowledge of Chinese culture comprehensively, and should not choose the cultural teaching content according to the teacher's likes and dislikes. For the teaching of cultural elements, teachers should make a good plan and observe the effect of students' mastery when each link is integrated into cultural knowledge, so as to choose the best teaching opportunity, which may achieve twice the result with half the effort. Finally, as an international Chinese teacher, we should have a higher cultural heritage and rich teaching "dry goods". Therefore, this puts forward a new requirement for international Chinese teachers - reading more. Suhomlinsky also mentioned the importance of reading in his "One hundred Suggestions for teachers" : "Read every day, and keep books as friends all your life." This is a gurgling stream that never stops flowing all day long, and it fills the Enxiang River. "Reading is not for tomorrow's class, but out of the necessity

of nature, out of the thirst for knowledge." "Good teachers improve their teaching skills by constantly replenishing their ocean of knowledge with this constant reading." [10]

As far as Chinese textbooks are concerned, it is also necessary for textbook writers to add some cultural elements in the textbooks appropriately. Although culture is auxiliary in Chinese teaching, its importance cannot be ignored.

As far as learners are concerned, teachers should observe their responses and analyze their feedback, so as to constantly improve the way they teach culture. In addition, the interaction between teachers and learners is also crucial. At the same time, it is also indispensable for learners to interact with cultural knowledge in appropriate ways. For the choice of methods and the timing of interaction, teachers need to trial and error and explore.

In the Model and Method of Experiential Cultural Teaching, Zu Xiaomei listed a variety of cultural teaching methods: role play/scenario simulation, that is, let learners in the cultural environment, through simulation and practice to personally experience the cultural theory knowledge; Cultural comparison, that is, comparing the different cultural performances of China and the learner's country in the same context, feeling the differences, and understanding the Chinese culture in the differences; Questionnaire survey, that is, by asking questions to deeply understand the psychology of learners, especially those learners can not accept the Chinese culture; Group task, that is, learning culture in communication; Ethnographic method, that is, "Immerse learners in the target language culture, and achieve the goal of understanding culture and developing cultural learning ability through observation, interview and communication." [11] This is also the most typical experiential cultural learning style.

"Chinese culture is rich and colorful, and it is not enough to explain or appreciate it visually. Only by integrating into it can we have a deeper perception." [12] Therefore, cultural teaching should combine theory with practice. At the same time, the teaching of culture should also be learner-centered, with the help of various teaching means to arouse the curiosity of learners and stimulate their interest in learning culture, so as to achieve the resonance of "teaching and learning" in

cultural teaching, so as to achieve the effective teaching of classroom culture.

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