

Effective Teaching of Chinese Nationalization from the Perspective of Cultural Differences

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Abstract: As the process of Chinese language internationalization accelerates, the importance of cultural differences in Chinese language teaching is becoming more and more prominent. Based on the perspective of cultural differences, this paper analyzes the cases of Chinese language learners from several countries and proposes that in country-specific Chinese language teaching, we should pay attention to the introduction of cultural background and social etiquette, and create appropriate language environment and cultural experience according to students' cultural background. By flexibly utilizing a variety of teaching materials and methods, we emphasize the cultivation of cross-cultural communicative competence and enhance the effectiveness and adaptability of Chinese language teaching.

Keywords: Cultural Differences; Chinese Language Nationalization; Effective Teaching and Learning.

1. Introduction

With the rapid development of globalization and the increasingly frequent cultural, economic and political exchanges between China and other countries around the world, Chinese language, as one of the world's most spoken languages, has become the object of study for more and more foreigners. However, due to the significant differences between Chinese and other languages in terms of language structure, cultural background, and way of thinking, how to improve the effectiveness of international teaching of Chinese has become an important topic. Country-specific teaching strategies of Chinese language, i.e., tailoring teaching programs to the language learning needs and cultural backgrounds of students from different countries, is an important direction of current research on Chinese language teaching.

Culture is the carrier of language, and cultural differences play a crucial role in cross-cultural communication. In teaching Chinese as a foreign language, differences in cultural backgrounds and ways of thinking often affect students' understanding and application of Chinese. This paper explores country-specific Chinese teaching strategies through comparative analysis of the cultural differences of Chinese learners from different countries, with a view to providing reference for improving the adaptability and effectiveness of Chinese language teaching.

2. Cultural Differences and Challenges in Chinese Language Teaching

2.1. Structural Differences between Chinese and Other Languages

There are huge differences in language structure between Chinese and many languages in the world, especially in terms of syllable composition, grammatical structure and writing system. Chinese is a tonal language, and the four tones not only affect the meaning of vocabulary, but also make learners confused about pronunciation. This tonal system is not common in other languages, and learners from non-Asian countries in particular often find it difficult to master the tones. For example, there is no concept of tones in pinyin characters

such as English and French, which makes it necessary for beginners to put in a lot of extra effort to distinguish and use tones correctly when learning Chinese.

In addition, Chinese characters as ideographs are fundamentally different from the alphabetical system. For learners using pinyin script, memorizing Chinese characters is a major challenge. When many students learn Chinese characters, it is not enough for them to master the pronunciation; they also need to memorize both the shape and the meaning of the characters, and this multidimensional approach to learning differs greatly from their language learning habits.

2.2. Differences in Cultural Context

Cultural differences are one of the biggest challenges in intercultural language learning. Every country has its unique cultural background and way of thinking, and these differences can directly affect students' understanding and use of language. For example, students from Western countries may be puzzled when learning the etiquette of Chinese culture. Chinese culture emphasizes "modesty" and "subtlety" and uses more indirect expressions in communication, while Western culture emphasizes individuality, directness and clarity of personal expression. In the classroom, teachers need to help students understand the cultural connotations behind these words, so as to avoid misunderstandings and confusion caused by cultural differences.

2.3. Social Etiquette and Value Differences

Language teaching is not only the teaching of vocabulary and grammar, but also involves a great deal of cultural communication. In teaching Chinese as a foreign language, social etiquette is a very important part. Chinese social etiquette is very different from the cultural habits of many countries. For example, Chinese people pay attention to respecting elders, being modest and avoiding direct rejection. In Western culture, on the other hand, individualistic values dominate, and people pay more attention to individual rights and self-expression, and tend to be more inclined to express their opinions directly. These different social etiquettes and cultural traditions between China and the West can easily lead to cultural conflicts if they are not explained and guided in

teaching.

3. Teaching Strategies of Chinese Nationalization under Cultural Differences

3.1. Focusing on the Introduction of Cultural Context

Cultural context is the basis for understanding language. Teachers should focus on helping students understand the cultural connotations behind the language through specific cultural contexts in teaching. For example, when teaching polite words such as "please" and "thank you" in Chinese, not only should students be taught how to express these words, but they should also be introduced to the cultural context to explain how these expressions are used in Chinese social situations.

When teaching students from different countries, teachers can choose relevant cultural materials to introduce the similarities and differences between the target country and Chinese culture. For example, for Korean students, the differences in filial piety culture between China and Korea can be explored; for Thai students, the influence of Buddhist culture in Chinese society can be introduced; for American students, the differences in family values and individualistic values between China and the United States can be compared. Through these targeted cultural introductions, students can not only understand Chinese better, but also enhance their knowledge and recognition of Chinese culture through language learning.

3.2. Teaching of Social Etiquette Versus Cultural Differences

Social etiquette is an important part of cross-cultural communication. Many Chinese learners are unfamiliar or even confused with Chinese social etiquette, so teachers should guide students to correctly understand and use these etiquettes through rich examples and classroom activities.

For example, when teaching the expression "politeness", students can be guided to simulate real-life situations through role-playing to feel how Chinese people show modesty and politeness in communication. At the same time, students can compare the social etiquette of different countries to help them understand the cultural differences. For students from Western countries, teachers can explain the "indirectness" of Chinese society and discuss why Chinese people don't express their refusal directly in the context of their culture. Through this comparison, students can understand and apply Chinese etiquette more clearly.

3.3. Creating Culturally Appropriate Linguistic Environments and Cultural Experiences

The language environment is crucial to language learners. In the teaching process, teachers should try to create authentic language-using environments so that students can immerse themselves in the scenes of Chinese language use. For example, teachers can let students practice what they have learned in real communicative situations through situational simulation, classroom discussion, role-playing and other activities.

In addition, teachers can also organize cultural experience activities, such as visiting Chinese cultural festivals and

celebrations, watching Chinese movies, participating in traditional Chinese art performances, etc., so that students can deepen their understanding of Chinese culture through personal experience. Through these cultural experience activities, students can not only learn the language knowledge, but also feel the cultural atmosphere behind the language, so that they can integrate into the learning and use of Chinese more naturally.

3.4. Adoption of Diversified Teaching Materials and Methods

Students from different countries have different learning styles and habits, so in Chinese language teaching, teachers need to adopt diversified teaching materials and teaching methods according to students' cultural backgrounds and learning styles. For example, for students from Western cultures, teachers can use interactive and experiential teaching to stimulate students' interest in learning by utilizing multimedia, games, discussions and other forms. For students from East Asian cultures, teachers can take into account their language characteristics and adopt a more structured teaching method, focusing on language precision and standardization.

In addition, the choice of teaching materials should also be adapted to local conditions. For example, for Thai students, teachers can use teaching materials containing Thai culture to combine Chinese language teaching with students' local culture; for Korean students, teaching materials containing comparisons of Chinese and Korean cultures can be used to help students understand the similarities and differences between the two cultures. Through diversified teaching resources and methods, the learning needs of students from different countries can be better met and the teaching effect can be improved.

3.5. Focusing on the Development of Intercultural Communication Skills

Intercultural communicative competence is a key skill for Chinese learners to apply Chinese in real life. In teaching, teachers should help students familiarize themselves with how to communicate effectively in different cultural contexts by simulating cross-cultural communication scenarios. For example, teachers can let students practice how to communicate with Chinese people and how to deal with communication barriers caused by cultural differences by simulating cross-cultural situations such as business meetings, social gatherings, and travel.

In these simulation scenarios, teachers can guide students to understand different cultural etiquettes, language styles and ways of thinking to help them cope with the challenges they may encounter in cross-cultural communication. In addition, teachers should guide students to establish an attitude of respect and understanding of different cultures and cultivate their cross-cultural sensitivity so that they can better adapt to language learning and cultural communication in the context of globalization.

4. Case Studies of Chinese Language Teaching in Different Countries

4.1. Thailand: Buddhist Culture and the Challenge of Joyful Learning

In Thailand, Buddhist culture deeply influences all aspects of society. The learning atmosphere of students is more

relaxed, and free expression and interaction are important parts of the learning process for Thai students. Therefore, in teaching Chinese in Thailand, teachers should focus on designing interesting and interactive classroom activities to stimulate students' interest in learning.

For example, teachers can organize students to participate in cultural activities such as Chinese song competitions and Chinese calligraphy demonstrations, so that students can learn Chinese in a pleasant atmosphere. Meanwhile, Thai students have a deep understanding of Buddhist culture, and teachers can help students understand the similarities and differences between the two cultures by introducing contents of Chinese Buddhist culture. This mutual cultural understanding helps to enhance students' interest and motivation in learning Chinese.

4.2. The United States: Combining Individualism and Language Learning

The United States is a country that highly values individual expression and individualism. In teaching Chinese in the United States, teachers should encourage students to express themselves and respect their individual views. For example, teachers can use classroom discussions and group debates to stimulate students' thinking and to practice Chinese by expressing their own views.

At the same time, since American students are more familiar with direct expressions, teachers need to pay special attention to combining specific situations in real life when explaining indirect expressions in Chinese to help students understand why Chinese people avoid direct expressions in certain situations. Through this cultural comparison, students can better master Chinese expressions and utilize them more flexibly in actual communication.

4.3. Africa: An Exploration of Gesture Culture and Non-Verbal Communication

In Africa, sign language is one of the important communication tools in the cultural habits of many countries. In Chinese language teaching, teachers need to pay special attention to the teaching of sign language and non-verbal communication. For example, Chinese people have a unique gesture system for expressing numbers, which may seem completely unfamiliar to African students. Therefore, teachers can help students master these details through multimedia presentations and classroom exercises to avoid misunderstanding in cross-cultural communication.

In addition, teachers can guide students to understand the importance attached to non-verbal communication in Chinese culture, such as the role of facial expressions and body language in communication. Through this kind of all-round teaching, students can better understand the linguistic characteristics of Chinese and enhance their performance in cross-cultural communication.

5. Strategies to Enhance the Effectiveness of Teaching Chinese as a Nationalized Language

5.1. Strengthening Teacher Training and Exchange

Teachers' cultural sensitivity and intercultural communicative competence are crucial in teaching Chinese as a nationalized language. In order to enhance the effectiveness of teaching, relevant educational institutions should strengthen the training of Chinese language teachers so that they can better understand and respond to the cultural backgrounds and learning needs of students from different countries. For example, teachers can learn about the education systems and cultural traditions of other countries on the ground by participating in international cultural exchange activities, so that they can be more flexible in designing course contents and teaching methods in teaching.

5.2. Integration of Scientific and Technological Means to Enhance the Effectiveness of Teaching and Learning

With the development of information technology, Chinese language teaching can make use of more technological means to enhance the teaching effect. For example, teachers can provide students with rich learning resources through online platforms, such as Chinese learning APP, online courses, virtual reality and other technologies to help students learn the language better. At the same time, teachers can also use big data to analyze students' learning progress and learning habits, and make targeted adjustments to teaching strategies to achieve better learning results.

6. Conclusion

Cultural difference is an important challenge in the teaching of Chinese language nationalization and one of the key factors to improve the effectiveness of Chinese language international teaching. By focusing on the introduction of cultural background, the teaching of social etiquette, the creation of language environment and the cultivation of cross-cultural communicative competence, teachers can better cope with cultural differences in Chinese language teaching and enhance students' learning experience and effect. In the future, Chinese language nationalized teaching needs to be constantly innovated and developed in practice, so as to provide Chinese language learners around the world with teaching programs that are better adapted to their cultural backgrounds and learning needs.

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