

Research on Cultural Teaching of Chinese Tea Culture in International Chinese Language Education

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Abstract: Tea culture is the essence of traditional Chinese culture and also a unique contribution of the Chinese people to the world's culinary culture. Under the background of the new era, the influence of tea culture in international Chinese language education should be emphasized, so as to improve the development efficiency of tea culture and enhance the quality of international Chinese language teaching. However, there are some problems in the integrated development of international Chinese language education and tea culture in some schools. Therefore, international Chinese language educators in the context of tea culture need to explore the teaching and education paths of international Chinese language based on tea culture according to the value of the integrated development of the two, so as to enhance the cultural teaching level in international Chinese language education and strengthen the development effect of tea culture. This study mainly explores the relationship between Chinese culture teaching in international Chinese language education and Chinese tea culture. First of all, we analyzed the relationship between international Chinese language education and Chinese culture and found that there is a close and inseparable connection between the two. Chinese tea culture has a long history. It has been passed down and its connotation has been continuously enriched through the test of time. Chinese tea culture can be regarded as a treasure of traditional Chinese culture. Finally, it can be concluded that teachers of the International Chinese Language Education major, as messengers of the dissemination of Chinese culture as a foreign language, it is very necessary to appropriately insert knowledge related to tea culture in the process of international Chinese language teaching and integrate the excellent spirit contained in tea culture into teaching practice. Therefore, efforts should be made to actively promote the research on the real-scene teaching design of Chinese tea culture in international Chinese language education, so as to better advance the teaching of Chinese tea culture.

Keywords: International Chinese Language Education; Chinese Tea Culture; Cultural Teaching.

1. Introduction

Tea culture is a unique branch of Chinese culture, which originated in the Tang Dynasty, flourished in the Song Dynasty and is still ongoing to this day. It has the characteristics of nationality and historicity and is regarded as a symbol of traditional Chinese culture. As early as the Tang Dynasty, tea was spread to various parts of the Western Regions as a representative of Han culture, serving as a bridge for cross-cultural communication. The most famous "Tea Horse Road" is the best proof. Through this road, Chinese tea was sold all over the world, enabling Chinese tea culture to spread far overseas and enjoy a high reputation.

Chinese tea culture is a profound cultural heritage. It is not merely a culture of beverages, but a comprehensive embodiment of philosophy, aesthetics, history, literature and sociology. This culture reflects the ideological essence and national spirit of ancient China and constitutes an important pillar of traditional Chinese culture. The purpose of learning Chinese is not merely to master a language, but more importantly, to understand and communicate. Language is the carrier of culture. By learning Chinese, we can have a deeper understanding of the profoundness and vastness of Chinese culture, as well as the way Chinese people think and express their emotions. Communication is the ultimate goal of language learning. It not only includes the transmission of information, but also the exchange of emotions and the sharing of culture.

1.1. Research Objectives and Significance

Liu Xun proposed: "To truly master a language and enhance cross-cultural communication skills, one must learn

and grasp the culture carried by the language." [15] Language and culture are closely intertwined and inseparable. China has contributed countless treasures to world civilization, and tea, as one of the most influential beverages among them, carries the essence of Chinese civilization and nourishes the source of global culture.

Foreign students need to learn Chinese characters, vocabulary and sentence structures, but more importantly, they need to understand Chinese culture. Only by understanding the cultural and historical connotations behind the language can we communicate better. Integrating tea culture into classroom teaching is conducive to enabling foreign students to understand the Chinese tea-drinking culture and customs, further grasp the essence of Chinese civilization, and enhance the influence of Chinese culture in the international community.

1.2. Research Status of the Integration of International Chinese Language Education and Chinese Tea Culture

In 2013, the Confucius Classroom at the Saint Joseph School of the Confucius Institute in Toulouse, France, witnessed a grand feast of Chinese tea culture. Chinese language teacher volunteers brought the charm of tea culture into the classroom, stimulating the students' great interest. This practice shows that integrating tea culture into the classroom of international Chinese language teaching is not only feasible but also highly effective.

In her 2014 paper "Teaching of Tea Culture Courses in Teaching Chinese as a Foreign Language", Zhang Min deeply explored the possibility of offering tea culture courses in international Chinese language teaching from aspects such as

research significance, teaching design and teaching content. His research originated from his master's thesis in 2012, when he was researching "Teaching Design of Tea Culture Course in Teaching Chinese as a Foreign Language" at Jinan University. In these two papers, Zhang Min conducted a comprehensive study and discussion on six aspects including teaching objects, curriculum resources, teaching objectives, teaching design, teaching methods and teaching evaluation.

Chen Juan's master's thesis "Tea Culture Teaching in Teaching Chinese as a Foreign Language" shares similarities with Zhou Lin's master's thesis from Fudan University "Analysis of Chinese Tea Culture Teaching from a Cross-cultural Perspective". Both of these two papers, from a cross-cultural perspective, explore the significance of Chinese tea culture in international Chinese language teaching and conduct a comparative analysis of Chinese and British tea cultures.

Zhou Peng's master's thesis, "The Dissemination and Teaching of Traditional Chinese Culture in Teaching Chinese as a Foreign Language: Taking Tea Culture as an Example", is based on the broad background of studying the teaching of traditional Chinese culture, and takes the teaching of tea culture as a cross-section for specific analysis and discussion.

Zhang Jiawei's master's thesis, "The Application of Situational Teaching Method in the Teaching of Tea Culture in Chinese as a Foreign Language", explores the teaching of tea culture under the background of situational teaching method. She proposed that applying the situational teaching method in tea culture teaching can stimulate learners' interest, make the classroom lively and interesting, and also achieve twice the result with half the effort in teaching.

2. Chinese Tea Culture and its Spiritual Connotations

Tea, this magical plant, has created a series of wonderful cultural legends on the land of China. It is not merely an ordinary food in daily life, but also a cultural symbol that integrates various elements such as philosophy, religion, folk customs, etiquette, medicine and horticulture, creating a grand yet delicate tea culture ecosystem. This system is like a bond that connects the five-thousand-year civilization history of the Chinese nation, demonstrating the profoundness and vastness of Chinese culture. The profound heritage of tea culture not only reflects the Chinese nation's love for life, but also reveals their deep understanding of nature and life.

2.1. Philosophical Thoughts Contained in Tea Culture

In the profound heritage of Chinese tea culture, the integration and collision of the three major ideological systems of Buddhism, Confucianism and Taoism have painted a unique cultural picture. Just as it is said: "It was Buddhism that introduced tea drinking to society, it was scholars and Confucian scholars who turned tea into a culture, and it was Taoism that first entertained themselves with tea." [7]

2.1.1. Confucianism and Tea Culture

The prosperity of tea culture emerged in the Tang Dynasty. Lu Yu, a master of the tea ceremony, lived during a tumultuous period, namely around the An Shi Rebellion. The thoughts of Confucianism, Buddhism and Taoism intermingled and coexisted. Especially in the south, the cultures of Confucianism and Zen converged with each other.

Lu Yu was deeply influenced by these two ideas. His work "The Classic of Tea", as well as the ideas of tea studies, tea art and tea ceremony he created, were all deeply marked by the thoughts of Confucianism and Buddhism.

In Lu Yu's "The Classic of Tea", he referred to tea as "the fine wood of the south", and every statement he made about tea revealed his thoughts and ideas. Among them, his idea of "moderation" was deeply influenced by the Confucian idea of "the mean" that he had been exposed to since childhood. As the fundamental ideology of traditional Chinese culture, the Confucian idea of "harmony and moderation" has also become the core spirit of tea ceremony culture. Confucianism integrates the ideas of "the mean" and "benevolence and propriety" into tea culture, pursuing a refined, indifferent, clear and gentle personality realm.

Lu Yu summarized the tea-making techniques of the Tang Dynasty as follows: "The first step is to make, the second is to separate, the third is to use utensils, the fourth is to fire, the fifth is to water, the sixth is to roast, the seventh is to grind, the eighth is to boil, and the ninth is to drink." [14] This summary not only reflects his profound understanding of tea, but also his unique insights into the philosophy of life.

2.1.2. Taoism and Tea Culture

Throughout history, tea connoisseurs have conducted meticulous and thorough research on the production and quality of tea, which precisely reflects the Taoist concept of seeking truth. The influence of Taoism on tea culture is more manifested internally compared with that of Confucianism. Taoist culture takes "Dao" as its core, believing that the way of heaven is non-action, advocating that the Dao follows nature, and emphasizing the reverence for nature. It aims to explore the relationship between humans and nature and pursue harmonious coexistence between them. By the time of the Qin and Han dynasties, Taoist thought had evolved into a sect with unique Chinese characteristics - Taoism. Taoism is a deepening and derivative of Taoist thought, pursuing "self-cultivation, praying for peace and immortality". In essence, it is a pursuit of the relationship between human beings and nature, aiming for a state of integration between oneself and nature. Tea is nurtured in the essence of heaven, earth, sun and moon, nourished by abundant soil and rain, and grows in the land of high mountains and flowing water. The quality of tea coincides with the Taoist pursuit of "simplicity, tranquility and returning to nature", which is precisely the embodiment of the Taoist thought of "following the way of nature and the unity of heaven and man". After drinking tea, one feels refreshed and integrated with the universe. It can help scholars and refined people get rid of their restless minds. Whether in the mundane world of "entering the world" or in the practice of "transcending the world", they can pursue their refined aspirations and interests with a fresh and clean mind. The philosophical, aesthetic and artistic views contained in tea culture, as well as the disease-repellent and health-preserving effects of tea on the human body, all demonstrate the wisdom of Taoism. The idea of "harmony between man and nature" has permeated the emergence and development of tea culture and integrated into tea events, becoming the soul of Chinese tea culture. Drinking tea is a point of convergence between human beings and nature. When drinking tea, one always emphasizes "a peaceful mind". Through the appreciation of tea, a creation of heaven and earth, it awakens people's desire to return to and get close to nature. One integrates oneself with tea and nature, to understand the way of tea, humanity and heaven, in order to achieve the state of

harmony between man and nature, and thus savor the various aspects of life in tea.

2.1.3. Buddhism and Tea Culture

Many of China's famous teas originated from Buddhist temples. For instance, Buddhist tea comes from Putuo Mountain in Zhejiang Province, Da Hong Pao from Tianxin Temple in Wuyi Mountain, and Biluochun tea from Dongting Mountain in Jiangsu Province. During the reign of Wu Zetian in the Tang Dynasty, she vigorously promoted Buddhism, reclaimed a large amount of land to build Buddhist temples, exempted them from taxes, and at the same time, the tea trees planted by the temples themselves could also be sold as one of the sources of income for the temples. This made a great contribution to the synchronous development of Buddhist thought and tea culture. Tea, bitter in taste but sweet in aftertaste. It is more like life than the sweet spring water in the mountain stream and closer to the Buddhist mission of contemplating life. Life is a mixture of five flavors. The trials of hardship help people grow and enable monks to understand the great truths of life and learn to let go. The emergence of tea met the dual needs of monks for both spirit and material in their quiet and secluded life of practice, and also conformed to their understanding of the path of suffering. Monks are very dull during their spiritual practice. Prolonged sitting and meditation can easily lead to fatigue, which is a double test for both the body and the spirit. Tea, as a drink with the effects of clearing heat, reducing internal heat and refreshing the mind, also plays a very significant role in the practice of monks. Li Shizhen recorded in his work "Compendium of Materia Medica" that: Tea is bitter and cold. It is the Yin of Yin and is most capable of reducing internal heat. Internal heat causes all kinds of diseases. When the internal heat is clear, the upper part will be clear. When drinking tea. At first, it has a bitter and astringent taste, but then it becomes sweet, achieving a refreshing and delightful mental effect. This characteristic of tea also coincides with the Buddhist idea that "one should go through hardships, see through the concept of life and death, and reach a state of great enlightenment."

2.2. Etiquette and Customs Contained in tea culture

In the ancient Chinese wedding tradition, the tea ceremony was an indispensable part of the ritual, and its history can be traced back to the Western Zhou Dynasty. At that time, the custom of the "Three Teas and Six Rites" had already taken shape. These "Three Teas and Six Rites" included adding tea, setting tea and joining tea, which respectively corresponded to different stages of engagement, marriage and the bridal chamber. In these ceremonies, tea is not merely a drink; it is also an important symbol carrying cultural significance and etiquette norms.

Xia Cha, as a drink for the engagement of a man and a woman, symbolizes the union of the two families and the hope for the future. The tea set is consumed on the wedding day, symbolizing the unwavering commitment between the couple. As for the combined tea, it is consumed on the wedding night, symbolizing the harmony and sweetness of the newlyweds. At these moments, the consumption of tea is not only an expectation for the future, but also a confirmation and blessing of the relationship between both sides.

In traditional weddings, the consumption of tea is accompanied by a series of etiquette regulations. When giving betrothal gifts, tea sets are indispensable. There are strict regulations on their placement and use, reflecting the core

position of tea culture in ancient Chinese etiquette.

In daily tea art and hospitality etiquette, the cultural significance of tea is equally profound. Combining tea culture with the teaching of Chinese as a foreign language is not only for imparting knowledge, but also for enabling students to understand and master these detailed etiquette norms. These norms cover everything from the tidiness of the tea table to the arrangement of tea sets, from the cleanliness of the tea sets to the order of pouring tea. Every detail reveals respect for culture and care for people.

For example, holding the bottom of the cup or using a tea tray when serving tea is to show respect to the guests. When inviting guests to taste tea, placing high-quality tea leaves at the front is a sign of respect for the guests' choices. Using a tea spoon made of bamboo and wood to take tea is not only hygienic but also shows respect for nature. The counterclockwise direction when pouring water and the precautions when serving tea are all careful considerations for the guests' feelings.

3. International Chinese Language Teaching Strategies under Tea Culture

3.1. Enhance the Teaching Intensity of Tea Culture

Under the influence of tea culture, the development of international Chinese language education appears particularly unique. Educators not only need to impart knowledge, teach skills and solve doubts, but also deeply explore and enhance the application awareness of tea culture in teaching. This not only requires the construction of a necessary theoretical system as teaching support, but also the close integration of the connotation of tea culture with Chinese language education, with the expectation of achieving the harmonious common progress of tea culture and international Chinese language education.

Observing the current situation, although many scholars have explored the relationship between tea culture and education in the field of international Chinese language education, these research works are still in the initial stage, and the actual integration effect has not yet reached the expected level. To this end, we must first clarify the significance of tea culture teaching and recognize that as a core component of China's fine traditional culture, tea culture should be given a higher teaching weight. Educators should enhance the publicity and promotion of tea culture in international Chinese language education, enabling students to deeply understand and experience the charm of tea culture while learning the language.

Furthermore, educators should strengthen the teaching content on the development history of tea culture, tea set culture, tea art culture and other aspects, so that students can not only master language knowledge, but also have a deeper understanding of the differences between Chinese and foreign cultures. Through the unique perspective of tea culture, the deep integration of language teaching and cultural inheritance can be effectively promoted, and the innovation and development of international Chinese language education can be achieved.

In conclusion, the integration of tea culture not only enriches the connotation of international Chinese language education, but also stimulates students' interest in learning

and enhances cultural understanding and exchange. Educators should seize this opportunity, constantly improve their own qualities, innovate teaching methods, and lay a solid foundation for the future development of international Chinese language education.

3.2. Actively Explore Tea Culture Resources

When exploring the integration path of international Chinese language education and tea culture, educators need to deeply discuss the close connection between tea culture and international Chinese language education, and incorporate tea culture resources and their spiritual core into language teaching. Facing international Chinese classroom students from diverse cultural backgrounds, teachers should, based on their actual needs, carry out targeted exploration and integration of tea culture resources, thereby helping students from different cultural backgrounds better integrate into the Chinese cultural atmosphere and deepen their understanding and recognition of Chinese culture.

When exploring the rich resources of tea culture, teachers should consider integrating the historical stories and cultural spirit of tea that interest students into the classroom. For example, discuss the Confucian and Taoist thoughts in tea culture. Meanwhile, teachers can employ various teaching methods, such as storytelling, group discussions, and field trips, to stimulate students' interest and participation. Teachers can also invite tea artists or cultural experts to give lectures to students to enhance the depth and breadth of classroom teaching.

3.3. Integration of Theory and Practice in Tea Culture

In the field of international Chinese language education, it is particularly crucial to deeply explore the profound heritage of tea culture. Tea is not merely a drink; it carries the history, philosophy and aesthetics of the Chinese nation and is a treasure in the treasure house of Chinese culture. In order to truly integrate the essence of tea culture into students' spiritual world, teachers should not only teach the basic knowledge of tea culture theoretically, but also pay more attention to guiding students to apply the theories of tea culture to their daily lives, thereby enhancing their practical abilities.

In the teaching of tea culture, theoretical learning must be accompanied by practical practice. Armchair theorisation has never been a feasible approach since ancient times. By using the situational experience teaching method to involve students in actual exercises and cultural practice activities, and appropriately extending the time for practical teaching, every student can have the opportunity to practice tea art with their hands and simulate tea culture classroom teaching. In the process of practice, it can enable students to resonate and promote learners' understanding and recognition of Chinese culture and communicative culture. Only in this way can the significance of tea culture teaching be highlighted.

In order to enable students to deeply understand the connotation of tea culture, teachers need to design a series of practical courses on tea culture. These courses should follow a systematic teaching philosophy to ensure that each step of teaching is closely linked and forms a complete learning loop. In terms of course design, teachers should closely integrate the theoretical knowledge of tea culture with practical operations. This enables students to, on the basis of theoretical learning, experience the processes of tea picking, processing, tasting, and tea art performances through hands-

on practice, thereby understanding the charm of tea culture more intuitively and profoundly.

In the practical teaching of tea culture, teachers should focus on showcasing the unique charm of tea culture, using vivid language, figurative metaphors and true stories to make abstract theoretical knowledge concrete. For instance, when explaining the history of tea, teachers can share some legends and stories about tea, allowing students to feel the long history and rich connotations of tea culture while listening to the stories. When teaching tea art, teachers can demonstrate in person, allowing students to master the basic skills of tea art through observation and imitation.

4. Thoughts and Designs on Tea Culture Teaching in International Chinese Language Education

International Chinese language education is a process that progresses from the superficial to the profound and from the surface to the core, from simple pinyin and Chinese characters to cultural connotations. At each level, the focus that educators need to pay attention to is different. Therefore, it is necessary to arrange the teaching content reasonably. In tea culture, the concept of "culture" is very abstract. For students who have just started learning the Chinese language, due to their relatively low proficiency in the Chinese language and writing, it is not suitable to directly teach them the concept of "tea culture". In the primary class, one should not elaborate too much. Instead, a step-by-step approach should be adopted to delve deeper step by step. Therefore, for young international students whose Chinese proficiency is at the beginner level, the author makes a complete teaching design regarding the teaching of understanding tea sets:

5. Summary

International Chinese language education, as a professional teaching subject, plays a crucial role in cultural exchanges between China and foreign countries. In the teaching of Chinese as a foreign language, teachers should not only impart relevant cultural courses well and design relevant teaching plans, but also actively guide foreign students to learn and identify with Chinese culture, so that while students acquire language skills, they can have a deeper understanding and acceptance of Chinese culture. In this article, the author strongly advocates integrating the profound and extensive Chinese tea culture into every aspect of international Chinese language teaching, and adopts vivid and life-related teaching methods. From basic Chinese character recognition to in-depth exploration of Chinese culture, the author hopes to guide foreign students to gradually appreciate the charm of Chinese culture. To this end, the author has designed a teaching plan. Through intuitive experience, students can personally feel various manifestations closely related to traditional Chinese culture during the process of learning Chinese. This can not only stimulate their enthusiasm for learning Chinese, but also enable them to have a deeper understanding of Chinese culture, thereby enhancing the effect of international Chinese language teaching.

Table 1. Teaching Design of “Tea Sets”

Subject	Tea set teaching	Teaching time	45minutes
Subject teacher	Cao Weiting	Teaching object	Teenage international students with a beginner level of Chinese proficiency
Teaching Objectives	1.Master the new words and phrases in this lesson, such as: teapot, teacup, etc. 2. Through specialized explanations and exchanges between teachers and students, students can prepare to recognize various types of tea sets, and understand the uses and usage methods of each tea set. Recognize the Chinese characters and words of the tea sets they come into contact with, understand the pinyin and spelling of these Chinese characters and words, and conduct oral practice to enable them to have simple Chinese communication about tea sets. 3. Listening, speaking, reading and writing skills have been improved.		
Teaching preparation	1.At present, the tea-making process is underway. A relatively complete set of tea sets is required, including a teapot, tea cups, tea caddies, and tea spoons, tea strum, tea measure, tea tongs, tea needles, tea trays, tea boats, tea towels, etc. 2. One portion of tea; 3. PPT and related pictures introducing the tea sets; 4. A short video introducing the process of making tea.		
Key points and difficulties of teaching	Key points: 1. Recognize tea sets and know the function of each one; 2. Understand the process of making tea; 3. Conversation practice. Difficulties: 1. Students' Chinese proficiency varies, and their understanding of words cannot be very thorough. 2.The professional terms and names for tea sets are rather complex.		
Teaching methods	1. Utilize modern teaching methods, such as PPT-assisted teaching. 2. Concise explanation and extensive practice, combining explanation with practice. 3. Use the game method to attract students' attention.		
Teaching steps	I. Organizing Teaching (1 minute) Daily greetings between teachers and students. II. Review and Introduction (4 minutes) Introduce the "tea" of this class with coffee from abroad. Briefly describe the origin and development history of tea culture in China. By introducing some allusions and historical figures related to tea culture, attract students' interest in learning about Chinese tea. Then, take out some pictures of tea sets and ask the students to guess what the things in the pictures are used for respectively? Introduce today's topic: tea sets. III. New Content Presentation and Practice (40 Minutes) 1. New word teaching Take out the actual tea sets and show the involved words with them: teapot, tea cup, tea cadder, tea spoon, etc. Read new words with a guide, read them together and read them randomly. Listen carefully to the students' pronunciations and correct their incorrect pronunciations. 2. Play the PPT for auxiliary teaching to help students have a preliminary understanding of Chinese tea. During the playback, introduce the names and usage methods of each tea set, continue to lead the students to read the names of the tea sets aloud, and explain in detail their pinyin and spelling processes. 3. Play the video. When it reaches a crucial part, you can pause the playback and explain in detail to the students the key steps of making tea. 4. Place the tea sets in sequence. When placing them, ask each set for its name one by one to verify the teaching effect of the displayed pictures and the PPT, and to deepen the secondary impression. At the same time, he took out the famous Sichuan tea "Bitan Piaoxue", explained that this tea is a well-known brand in Sichuan, and led the reading aloud. 5. Demonstrate the complete tea-making process on the spot. During the process, ask about the usage methods of each tea set in a patient and guiding manner, and explain their usage methods again. Demonstrate the usage methods on the spot, for example: Tea caddie: A vessel for holding tea art supplies - a tea caddie. Tea strainer: When placing tea, a tea strainer is placed on the mouth of the teapot to guide the tea into the pot and prevent it from falling out. Tea boat: A container used to hold a teapot. Tea leaves are stuffed into the teapot, and boiling water is poured over it. After pouring it into the tea boat, boiling water is poured over the top of the teapot to warm it up, allowing students to directly understand the usage of each tea set. 6. Let all the students operate together and experience the entire process of making tea by themselves. The teacher should guide them on the side and promptly correct any mistakes in the steps or improper use of tea sets that occur during the process. Also, invite each student to taste a cup of tea and let them experience the fruits of their labor in making tea by themselves. 7. Arrange the tea sets in order again and ask the students to write down the names of each individual tea set one by one and read them aloud. 8. Test students' learning outcomes through games. For instance, number each Chinese character word and arrange the learned Chinese character words in a pattern similar to a nine-square grid. Each student randomly selects 2 to 3 times, and each student can randomly select 2 to 3 Chinese character words. Students use the characters they have selected to explain their uses. 9. Randomly group the students into groups of 3 to 4, and conduct conversation exercises related to tea sets within each group. 10. Each group should exchange their learning experiences and achievements with each other and summarize the insights gained by each group. 11. The teacher answers the students' questions, further explains the doubts and difficulties, and makes a summary. 12. Assign homework: Review new words and phrases, and let students learn about cultural allusions related to tea after class. And put forward the questions and requirements for the next practical class: Question 1: After you entered the teahouse, what did the tea taste like and what associations did it have? Question 2: Pay attention to observing the process of making tea and ask about its name. Question 3: Thoughts on the Differences between Chinese-style tea Drinking and "Coffee Culture". After the practical course experience, students should go back and look up materials to solve the doubts they have during the experience. Write a brief experience and reflection.		

To sum up, although the traditional Chinese cultural connotations contained in Chinese tea culture are just the tip

of the iceberg in the vast and profound Chinese culture, they almost carry the extremely excellent cultural genes of

traditional Chinese culture. Teachers of the International Chinese Language Education major, as messengers of the dissemination of Chinese language culture as a foreign language, it is very necessary to appropriately insert knowledge related to tea culture in the process of international Chinese language teaching and integrate the excellent spirit contained in tea culture into teaching practice. This is bound to be conducive to the improvement of the level and quality of international Chinese language education.

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