

Exploration on Communication Strategies of Chinese Customs in Teaching Chinese as a Foreign Language

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Abstract

With development of the belt and road in China, more and more Foreign students visit China and immerse in Chinese learning. Regarding to Chinese teaching, the term "language custom" is a subordinate category in Teaching Chinese to speakers of other languages (TCSOL). Language learning includes setting, culture, and the interference of the first language. Language performs multiple functions including communication, cultural recognition and identity recognition. This paper addresses some intersections among language learning and cultural custom, analyzing Chinese cultural customs and discussing both theoretical advances and some actual case studies.

Keywords

Teaching Chinese to speakers of other languages (TCSOL); Teaching; Chinese Customs; Communication Strategy.

1. INTRODUCTION

There are 56 ethnic nationalities in china, and the majority ethnic nationality is Han. Cultural diversity offers the richness and variety for Chinese language. It must be pointed out that Chinese learning cannot be separated with Chinese customs. The degree of acceptance for Chinese custom influences language learning for foreign students. In order to help foreign students understand and experience Chinese culture, Chinese teachers attempt to provide custom learning for students who immerse in language context. Aiming at bridging cultures , Chinese teachers should know the students' background and explore the communication strategy based on the different cultural background.

2. BRIEF INTRODUCTION OF CHINESE CUSTOMS

Customs generally refer to the traditional etiquette, habits or codes of conduct that are established in a specific cultural area by the individual or the whole group.

Custom generally refers to the individual or the whole as a unit, its traditional etiquette, habits or a specific cultural area of the established norms of behavior, we all spontaneously abide by this norm. Usually, such as holiday customs, national customs, regional customs and so on, belong to the category of customs and habits. Generally speaking, the different codes of conduct caused by different natural factors are called "wind", and the differences in behavior patterns caused by the development of people's living culture and regional culture are called "vulgar". As a big country for thousands of years, China has derived many customs and habits in the process of continuous change. The formation of these customs and habits is that people continue to develop. The performance of the exhibition is also the product of social development. "hundred li different wind, thousands of miles different vulgar", thus it can be seen that customs have strong regional characteristics and expressive force.

3. DIFFERENCE FOR CULTURAL CUSTOMS

Due to the differences of humanistic factors, regional position, historical background and religious belief, there are obvious differences in customs and habits among countries and ethnic groups. For example, on festivals, China's Spring Festival needs to pay attention to more, such as worshipping stoves, sending stoves, affixing Spring Festival couplets, sticking door gods and so on, but foreign countries are different from China in celebrating the Spring Festival, such as the Japanese buying blessing bags and auspiciousness during the Spring Festival, the form is relatively single; In addition, due to different customs, there are also differences in food culture between China and foreign countries. Chinese people like to use chopsticks, but foreigners are more fond of knives and forks. In addition to the above two points, in addition to the above two points, in greeting, architecture, clothing and many other aspects of the difference.

4. THE SIGNIFICANCE OF LANGUAGE CUSTOMS IN TCSOL

The course of teaching Chinese as a foreign language is specially designed for students who are not Chinese. The main purpose of the teaching is to teach them Chinese and to be called a second language of foreign students. Many foreign students are almost zero on the basis of Chinese, and in addition, the Chinese language has the characteristics of Italian and deep, which is very different from that of most foreign students, which makes it more difficult for foreign students to study Chinese. Therefore, it is necessary to solve the problem reasonably and solve the cognitive differences caused by the differences. It is not possible to do it only from the language, but also to overcome it from the customs, to dissect it. The meaning lies in.

4.1. Strengthen the Understanding of Chinese Culture for International Students

Customs and habits can directly reflect the characteristics of a region, which has great cultural value and reference value. Therefore, if teachers can combine custom and language teaching organically in the specific teaching of Chinese as a foreign language, they can make foreign students understand some customs and habits more directly. Like some common proverbs, hysteria is summed up from customs. Such as the various forms of proverbs summed up by people under the influence of customs and habits in agricultural production-"three layers of wheat cover in winter, sleeping with steamed bread next year", "A flower of crops, all relying on dung to run the house", "Frosts Descent pickled cabbage, the Beginning of Winter does not make cattle", and so on. The rest words such as "eating dumplings on the first day of the Lunar New year-the first time of the lunar month 30 stickers-once a year" and "fifteen worshippers-half a month late" are summed up from holiday customs. In the teaching of Chinese as a foreign language, if teachers or students do not understand this background factor, they will appear to have more than one heart but not enough strength in teaching or learning, feel that they do not know what to do, and do not know what they mean, which will affect the interest of foreign students in Chinese customs and habits. However, if teachers can use appropriate methods to fully understand and perceive these implications for foreign students, then they can not only stimulate students' interest in Chinese customs and habits, but also help them. Understanding the meaning behind Chinese customs and habits can also improve the teaching system of teachers, which is of great help to foreign students in understanding Chinese culture. In addition, like the first time to eat dumplings in the first time of the year, the first time of the first time, "the first time of the first time of the first time of the first time," the 15th of a year, the 15-year-old one-year-old and the late for a half-month ", etc., are summarized from the festival customs. In the teaching of the Chinese as a foreign language, if the teacher or the student does not know the background, it will be more and more powerful in the teaching or the study, and feel that the foreign students are interested in the customs of China. But if the teacher is able to use the appropriate method to fully understand and perceive the students, not only can the students

interest in China's customs and customs, but also To help them understand the contents of Chinese customs and customs, and to improve the teaching system of the teachers, they have great help to the foreign students to understand the Chinese culture.

4.2. Facilitating the Effective Daily Communication

In teaching Chinese as a foreign language, teachers should not only guide students to learn Chinese and understand the meaning of Chinese, but also guide students to achieve the purpose of cross-cultural communication. Although humans as primates have similarities in thinking, but due to the influence of customs and habits, it presents a significant cultural difference, this is a problem we must face up to. Therefore, as a reference and source of daily communication language, the importance of cultural teaching is highlighted at this time.

In the traditional society of the accumulation of agricultural cultivation culture, most of the Chinese people's thought is to solve the problem of food and clothing and to adhere to the "The people take the food for the day" of the "Have you eaten". Therefore, when people meet, they are both cold or greeting. But because of the differences in customs and customs, the phenomenon of foreign students is in great doubt, and they can't understand the way the Chinese student regards such a greeting. At this time, the Chinese as a foreign language teacher should know that the foreign students have the question of the phenomenon, and put the people on the back of the "food for the day", so as to make them jump out of the misunderstanding of their cultural setting, and to learn to use the appropriate application in the appropriate situation Chinese to avoid "Have you eaten" misuse to other inappropriate locations

In addition, in addition to the close relationship between language and customs, vocabulary and customs are also closely related. In the teaching of Chinese as a foreign language, it is inevitable that teachers will encounter some vocabulary with strong custom and meaning, which can not be translated in a foreign language, and can not be expressed in a corresponding foreign language at the same time. In international cultural communication, these words will directly affect the communicative effect of both sides. For example, when it comes to the idiom "fool Gong moves away from the mountains" in teaching, Chinese students can easily understand the meaning behind this word and the perseverance they place themselves on, but foreign students, on the contrary, can easily understand the meaning behind the word and the perseverance they place in it, but foreign students, on the contrary, can easily understand the meaning behind the word and the perseverance they place on it.

The teaching of Chinese customs and habits in teaching Chinese as a foreign language not only has the above two important meanings, but also affects the quality and effect of Chinese as a foreign language education at all times. It is an indispensable key content for foreign students to understand Chinese culture.

5. COMMUNICATION STRATEGIES FOR CHINESE CUSTOMS IN TCSOL

Chinese customs and habits are rich in content, diverse in form, hierarchical and obvious in differences. In teaching Chinese as a foreign language, we should grasp the corresponding teaching principles in order to effectively promote the acceptance of Chinese customs and habits by foreign students and form a new communication model.

5.1. Individualized Teaching Based on the Reality

In the teaching of Chinese as a foreign language, teachers should take foreign students as the theme of teaching, fully understand the customs and habits of foreign students, find out the commonalities among them, find out the similarities among them, find out the corresponding methods to arouse the enthusiasm of students to participate in the classroom, and let the students affected by different customs and habits recognize the different customs and habits of

each other. At the same time, teachers integrate their communication into the study of Chinese to the maximum extent, based on the reality of foreign students, targeted to them from shallow to deep teaching model, taking the common objects in life as the learning object, from simple object cognition to object expression, vocabulary book. In the end, in the deep into the meaning behind the object image, the emotion or the spirit embodied in it, only by step by step and step by step can the book knowledge be closely related to the real life and be applied to teaching, so as to stimulate the students' learning thinking and imagination to the greatest extent, so as to promote their understanding of Chinese customs and habits.

5.2. Encouragement for Cultural Confusion Based on the Cultural Difference

Customs and habits are different and have their own characteristics. Whether it is foreign customs or Chinese blocking habits, they are a valuable asset in the process of people's development and the result of people's wisdom. In the teaching of Chinese as a foreign language, in order to innovate the communication mode of Chinese customs and habits, we must teach students to respect the differences between different customs and habits. Only by respecting the existence of differences can we find the way forward in the differences, such as eating customs and habits, because China respects foreign eating customs, buffet and other forms of western food can occupy a certain market in our country. Just appeared the fast food products such as KFC, McDonald's and so on, which are visible in the streets. In 2005, the fast food culture was derived, which brought convenience to most staff in our country and enriched the forms of foreign market. In addition, respect for the differences between customs and habits is respect for the differences between cultures, which is very conducive to the development of cultural integration and the formation of a multilateral cultural development trend.

6. CONCLUSION

It is important to highlight the cultural custom components that are inevitably entailed in bilingual education and TCSOL education. The current TCSOL mainly refers to the conveying language content without cultural or values-related content. The issue of Chinese customs teaching with effective communication strategy should be considered more with the development of TCSOL.

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