

The Application of Regional Culture in the Teaching Chinese as a Foreign Language

-- Taking Jingchu Culture as an Example

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Abstract

It was a general trend to offer Chinese culture courses in Chinese teaching for international students, but the importance of regional culture had not received enough attention. Regional culture was the embodiment of Chinese cultural diversity and had outstanding geographical advantages. Combining the characteristics of Jingchu regional culture, this paper discussed the necessity and feasibility of implementing Jingchu culture theory class and Jingchu culture experience class in Chinese teaching for foreign students.

Keywords

Regional culture, Jingchu culture, Teaching Chinese as a foreign language, Cross-cultural communication.

1. Introduction

With the rapid development of China's comprehensive national strength, the scale of students studying in China had increased rapidly, and learning Chinese and Chinese culture had gradually become a global craze. Many countries along the route had taken Chinese as a required language. Teaching Chinese as a foreign language included not only language teaching, but also cultural teaching such as Chinese humanities knowledge and Chinese national conditions. Therefore, setting up cultural courses among foreign students was an important measure to cultivate their Chinese traditional cultural literacy.

Regional culture was a cultural form that had been formed and developed within a certain region and had distinct regional characteristics. The regional culture could not only reflect the humanistic characteristics of the region, but also reflect the traditional Chinese cultural elements, which was the embodiment of the diversity of traditional culture. At present, the teaching of Chinese as a foreign language often emphasizes the teaching of Chinese traditional culture, and the regional culture has not received enough attention. In fact, because regional culture was not only rich in information, but also intuitive and vivid, it had an irreplaceable advantage. Regional culture teaching had its unique geographical advantages. There were a large number of real-life materials, architectural landscapes, human geography, traditional techniques, etc. These living ecological contexts could enable foreign students to observe and experience at a close distance, greatly reducing the cost of cultural teaching. At the same time, the teaching effect was improved.

The root cause of future world conflicts was no longer the difference in ideology, but from the collision between different civilizations. In the history of world development, there have been social turmoil and national divisions that have occurred because of clash of civilizations, as well as harmonious symbiosis and integration between different cultures. Jingchu culture was an important part of the long-standing Chinese civilization and played a pivotal role in the history of Chinese civilization. The introduction of Jingchu culture into foreign students' Chinese class

played an irreplaceable role in promoting Chinese traditional culture and developing regional tourism resources.

2. Cultural Teaching and Language Teaching

With the development of the times, the teaching objectives and theories of teaching Chinese as a foreign language also keep pace with the times. From the initial language ontology teaching, which emphasized the language elements such as pronunciation, vocabulary and grammar, to the teaching idea of "structure-situation-function" which emphasized the language "communicative function", with the deepening of research, the traditional culture had been put forward. Learning has increasingly become a hot topic. On this basis, the teaching idea of "structure-function-culture" was put forward. The field of study on teaching Chinese as a foreign language had been expanding, and research content and research methods had been continuously enriched. The orientation of cultural teaching in teaching Chinese as a foreign language could also be divided into two categories. One was to combine cultural teaching with teaching Chinese as a foreign language, emphasizing that cultural teaching was not a language ontology teaching. The other was to regard cultural teaching as the content of Chinese teaching, and culture serves the teaching of Chinese as a foreign language. The author believed that Chinese culture teaching for foreign students, due to the differences in teaching objects, teaching objectives and teaching rules, presented different characteristics from traditional culture teaching. To be exact, it should belong to the category of cultural communication. In order to highlight the teaching function of teaching Chinese as a foreign language classroom, this paper called it culture teaching. The biggest specificity of cultural teaching in teaching Chinese as a foreign language was to a certain extent subject to the Chinese level and cultural background of international students, and its content should be appropriately adjusted according to the needs of Chinese training objectives. Professor Lu Bisong once pointed out that language teaching was inseparable from cultural teaching. Culture could provide a strong background support and interpretation space for language learning. In foreign language and second language teaching, it was necessary to simultaneously teach language factors related to language understanding and language use. Therefore, in the teaching of Chinese as a foreign language, language teaching and cultural teaching should be carried out at the same time. Based on language learning, cultural learning was the center, and quality education was the guide to realize the understanding of Chinese culture for foreign students. Therefore, culture teaching is not only an important carrier of language teaching, but also a practical application of language teaching. Language acquisition in culture teaching and culture perception in language teaching. They complement each other, were respectively the exterior-interior relationship, promote and coordinate development.

3. Jingchu Culture and Chinese Culture

Chinese culture was extensive and profound, and had a long history. Due to the limitation of Chinese level and educational system of foreign students, it was very difficult to implement cultural curriculum. Therefore, starting from the regional culture had become an important means to solve the bottleneck. Regional culture was a culture within a certain geographical range, usually a combination of local people's living habits, national culture, religious practices, beliefs and group thinking. Regional culture had the characteristics of regional distinction and historical inheritance. In each region, historical cultural phenomena and relics could be sought. Regional culture courses could reflect the diversity of Chinese culture and interpret Chinese culture more accurately, meticulously and deeply.

Chinese culture was the crystallization of the collective wisdom of the Chinese nation. Regional culture was the main component of Chinese culture. Chinese culture was a gathering and

condensing of regional culture, and regional culture was the embodiment of the diversity of Chinese culture. In the teaching of Chinese as a foreign language, regional culture had unique advantages and values compared with Chinese culture. First, in terms of scope. Chinese culture had a long history and was extensive and profound. Classroom teaching was difficult to fully explain its connotation and lacked systematicness. Regional culture could be deeply excavated with its distinct theme and concentrated content. Second, in terms of scope. Chinese culture, especially historical institutions and philosophical thoughts, were too abstract, and it was difficult for foreign students to understand. The regional culture was intuitive and practical, and had sufficient geographical advantages, such as real-life visits, physical displays, practical experiences, etc., which enable students to intuitively touch different types. By these methods, student could easy understand and accept Chinese culture. Thirdly, from the perspective of influence. Chinese culture influenced the way of thinking and behavior of the Chinese people, and it was far from the daily life of overseas students. The practicality and regionality of regional culture can make overseas students living here experience these cultures personally, so it has strong effectiveness. In a word, regional culture has its unique regional advantages, which can build a real language environment for foreign students, especially regional culture can meet the needs of foreign students for the diversity of Chinese culture. After understanding the regional culture, it was easier to understand Chinese culture, which accorded with the basic law of language and culture cognition.

Regional culture was the embodiment of Chinese culture in the region. It had the commonality of Chinese culture and unique regionality. Chinese culture included historical culture, catering culture, architectural culture, etiquette and music culture, folk culture and other aspects. Regional culture had not only the characteristics of national culture, but also regional attributes, reflecting cultural diversity. At present, the promotion of regional culture in the classroom of Chinese as a foreign language is generally concentrated in the traditional cultural divisions, such as Qilu Culture, Wuyue Culture, and Sanqin Culture. In general, due to the lack of systematic theoretical guidance and overall structure, the research quality was relatively shallow. Especially the Jingchu regional culture, which has a strong influence in traditional culture, had not been introduced into the classroom teaching of foreign students.

Jingchu culture was an important part of Chinese culture. It had a long history and profound content. It had tremendous cultural influence and economic development value, especially the history and culture of Chu State. The State of Chu was a great and powerful country in the Spring and Autumn Period and the Warring States Period. Jingzhou, as the capital of the State of Chu, had created brilliant and brilliant achievements of civilization in more than 800 years of history, such as bronze casting, silk embroidery, lacquerware, music and dance, poetry and song, which still have vivid vitality. In addition, the relationship between Chu's patriotic poet Qu Yuan and the traditional festival of Dragon Boat Festival, the ancient city wall of Jingzhou, as military sites and battlefields in the Three Kingdoms Period, the excavation of large-scale bear graves in Chu tombs, the construction of a series of landscape Guan Gong Personal Loyalty Park, Guan Gong statues and Guan Gong ancestral halls, provided important places for foreign students to carry out cultural practice.

4. Jingchu Culture Course Setting Principles and Measures

As the teaching of Jingchu culture for foreign students, it should include Jingchu cultural theory course and Jingchu cultural practice course. The theoretical courses were taught by teachers in the classroom about the historical origins, cultural allusions and customs of Jingchu culture. The practical courses included visiting Jingchu scenic spots and historic sites and experiencing Jingchu traditional artistry.

The Jingchu culture curriculum should reflect the principles of linguistic, regional and practical. First of all, highlight language. That was to say, the teaching of cultural theory should be appropriate with language teaching, highlighting the elements of language, and selecting topics with appropriate difficulty. Second, highlight regionalism. Selecting the content of a unique regional culture for teaching, with a point to face, thus reflecting the profoundness of Chinese culture. Finally, highlight practicality. A series of practical activities would be set up in the context of Jingchu regional culture to highlight the experience of teaching. Experiential teaching breaks through the closed autonomy system of traditional teaching methods, embodying the characteristics of diversity and openness, enabling learners to experience and feel personally, and to know how to be one. The Jingchu cultural skills elective courses, such as calligraphy, paper-cutting, and pyrography, can be opened to enable learners to truly feel the charm of Chinese culture. The combination of theory and practice constituted a three-dimensional regional culture teaching system.

The Jingchu culture classroom should reflect the comprehensive thinking of "examination, study and research". The specific measures were as follows.

4.1. Combining Theory with Practice, Combining In-class with Out-of-class

Based on regional culture, select representative factors in regional culture, such as historical culture, food culture, customs culture, architectural culture, etc. in Jingchu culture. Choose the appropriate topic to explain the personality characteristics of Jingchu culture. In the theoretical teaching stage, based on the Chinese language level of international students, selected and compiled appropriate cultural textbooks and integrated culture into language. It not only enhanced students' language perception ability, but also enhanced their cultural perception ability. When language and cultural factors were integrated and complement each other, culture added interest to language, and language provided the basis for cultural communication. The cultural classroom enhanced both language skills and cultural perceptions. Practical teaching should be conducted in the form of practical lessons. The first was to set up elective courses, invited non-genetic inheritors to enter the university, and interpreted the Jingchu culture, such as folding fans, paper-cut Chu embroidery. The second was to lead students to participate in extracurricular folk activities, such as letting foreign students walk into the workshops of cultural inheritors, experiencing the life of the ancients and leading students to participate in the Dragon Boat Festival. Or let students visit museums, places of interest, to perceive the ancient funeral culture, understand the ancient carriage shape, observe the Yue Wang Goujian sword, and understand Chu's superb smelting technology. In this way, the combination of internal and external classrooms, language teaching and cultural teaching, knowledge skills and communication skills were combined to comprehensively cultivate students' language communication ability and cultural perception ability.

4.2. The Method of "Research - Promotion - Learning"

Through the way of "research - Promotion - learning", we will carry out a series of activities of "Impressing Jingzhou", promote Jingzhou cultural experience, and learn Jingchu culture in the seminar. With the theme of Jingzhou Humanities, the exhibition adopts various forms, including speech contest, photography contest, painting contest, and exhibition of handicraft works. It interprets the history and culture of Jingchu and the characteristics of the fertile region from all angles, and promotes students' enthusiasm to learn Jingchu culture.

4.3. The Method of "Exam-Promotion-Study"

With the method of "exam-promotion-study", the course assessment used the way of lecture, demonstration or performance to show the learning results of Jingchu Culture Course. Students made PPT, photography, Video and other works to explain Jingchu culture. From the perspectives of Jingchu's scenic spots and historic sites, the fertile region, popular figures,

dialects and folklores, poetry and painting, ancient songs, feathered costumes, folk customs and so on, they selected the most interesting aspects and made detailed introduction and simple evaluation, or displayed handicraft works. Performing folk songs and singing.

Jingchu culture was the foundation of Chinese unification, the source of Chinese culture and the representative of the Yangtze River civilization. It was an important component of Chinese culture and a concrete manifestation of its diversity. setting up Jingchu Culture Course in Chinese teaching for foreign students could make full use of geographical advantages, carry out various cultural experience activities to publicize the image of regional cities, and effectively promoted and disseminated traditional Chinese culture.

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