

The Application of Film and Television Appreciation Course in Chinese Language Teaching for International Students in Vocational Colleges

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Abstract: Language and culture are closely related and inseparable. The spread of Chinese excellent traditional culture has become an indispensable part of Chinese as a foreign language. With the development of Chinese as a foreign language, the teaching of cultural knowledge is becoming more and more mature, but there are still problems that need to be solved urgently. The form and content of cultural teaching are difficulties in teaching Chinese culture as a foreign language, and the emergence of film and television courses has become an effective way to understand the difficulty and singularity of cultural teaching content. This paper attempts to explore the important role and influence of Chinese traditional culture in Chinese as a foreign language to foreign students in vocational colleges based on the film and television course of Chinese as a foreign language, and puts forward suggestions on the use of film and television courses.

1. Introduction

Film and television classes are very popular among teachers and students due to their fun, liveliness, and communicative nature. Many Chinese language teachers choose film and television classes as a supplement to their Chinese language classes, consolidating and practicing Chinese language knowledge, and increasing the diversity and participation of the classroom. However, due to the lack of a strict outline document, teachers are more casual and less scientific in the selection of film and television works, so there are many problems in the practical application of film and television classes in Chinese as a foreign language. How to maximize the effectiveness of film and television courses, how teachers can better use film and television works for Chinese language learning, and whether it is necessary to analyze students' characteristics and choose corresponding works have become a question that many teachers and students in the field of Chinese as a foreign language think about.

2. Teaching situation of international students in vocational colleges

“Compared to the increasingly mature undergraduate education for international students, the management of international student education in vocational colleges started later and has a smaller scale.”(Tang kai, 2014) ^[1] The source of international students is mostly concentrated in Asia, mainly

in East Asia and Southeast Asia. Compared with students from Western countries, students from Asian countries are more likely to adapt to and accept Chinese culture. Cultural conflicts are not as severe as in Western countries, and cultural adaptability is better.

At the same time, language teaching for foreign students is still the focus of Chinese as a foreign language in vocational colleges. The education of international students in most vocational colleges is in its infancy or initial development stage, and there are significant problems and many shortcomings in the education and teaching of international students. And except for a few high level institutions that can receive national or provincial government scholarships, most international students from vocational colleges cannot receive scholarships. Therefore, vocational international students have a relatively low level of Chinese proficiency before entering school, with a considerable number of students entering the school with a zero foundation. As a result of it, both language and academic students need to undergo language specific training for three months or even longer before officially entering academic or professional education. International students in vocational colleges are mainly from Asia, and compared to European and American students, Asian students are introverted and prone to group gatherings. On campus, international students tend to study and live with students from their own countries, and have less communication with Chinese students. This leads to their inability to truly integrate into the study abroad life in China. Apart from class time, there are fewer opportunities to practice Chinese at other times, resulting in a decrease in interest in learning Chinese. Therefore, enhancing students' interest in learning has become a major task for teachers. Compared to cultural teaching, language teaching is more difficult, especially in reading and writing, which poses significant difficulties for students. Therefore language teaching is more difficult than cultural teaching. In this situation, cultural teaching demonstrates its unique advantages. Cultural teaching is not like language teaching, which is obscure and boring, and small-scale classes for international students. It is more conducive to the implementation of cultural teaching, providing good opportunities for international students to learn Chinese, experience and understand traditional Chinese culture, and expand the influence of traditional culture.

Due to the late entry of vocational colleges into the field of international student education, a team of frontline full-time Chinese language teachers with solid theoretical knowledge and rich experience has not yet been established. According to the author's survey, some vocational colleges do not have professional Chinese language teachers, and there are very few teachers holding international Chinese language certificates. Colleges usually use English or Chinese teachers of Chinese students to serve as Chinese language teachers for international students. Although this method is feasible, second language teaching is different from Chinese language teaching. Chinese language teaching and English language teaching also have many differences in teaching content, teaching methods, teaching concepts, and other aspects. Therefore, the professional teaching staff has also become a major obstacle to the education of international students in vocational colleges.

3. The importance of film and television courses in the dissemination of Chinese culture

“The international promotion of Chinese is not just a matter of promoting and disseminating the language, but more importantly, it should use Chinese as the carrier, teaching as the medium, and Chinese culture as the main content to promote Chinese and Chinese culture together to the world. Chinese language teaching for international students is not just a simple language skill training, but also has rich connotations of Chinese culture.”(Qi Hua, 2007) ^[2]Culture takes on various forms, and cultural teaching is also one of them. Film and television teaching is a commonly used form of cultural teaching.

3.1. Diversified content of traditional Chinese culture in film and television works

With the development of globalization, multiculturalism in the world is also gradually taking shape. Chinese language teaching is no longer just a simple language teaching. The more important mission of Chinese language teaching is to showcase the long history of Chinese culture to the world and establish cultural confidence. The global trend of Confucius Institutes and the popularity of "Chinese fever" also demonstrate the influence of Chinese culture on the world, so cultural input is crucial for Chinese language teaching. The cultural knowledge displayed in film and television classes is also one of the ways for the world to understand China. Many film and television works in China have been produced overseas, such as "Bu Bu Jing Xin" and "Langya Bang" broadcasted in South Korea. Among them, "Bu Bu Jing Xin", as an excellent representative of Qing dynasty dramas, has received recognition from historians for its characters' clean attire.

The film and television works of a country contain a lot of their own culture. The lines, scenes, characters, and props in movies and TV may all become language points to be explained in Chinese as a foreign language classroom. One is that although the plot of film and television works is mostly fictional, the story content is carried out in a certain real situation, which meets the requirements of "situational" in language teaching. This kind of language dialogue that appears in real situations helps international students understand the characteristics of Chinese language use and provides them with opportunities for language practice. Secondly, some film and television music works can be considered excellent Chinese promotional films. In the film, it showcases China's beautiful rivers and mountains, famous tourist attractions, etc. Through these works, students can also learn about the vast China and its geography and culture. Third, film and television works are not a single use of rigid written language, which is quite different from the text selections in textbooks. The commonly used colloquial language and social customs in Chinese will appear in film and television works, and the display of these contents is also beneficial for international students to understand Chinese society and help them quickly become familiar with and integrate into it.

3.2. Film and television teaching is more interesting and practical

The language and scenes in film and television works are effective ways for international students to experience Chinese social life and understand representative and authentic Chinese language expressions. According to the theory of second language acquisition, "the language in textbooks and other materials used in Chinese language teaching should be "comprehensible corpus", and the input information should be "comprehensible". (Liu Wei, 2010)^[3]Otherwise, the language material is meaningless, and students cannot understand and achieve the true purpose of communication. Taking students as the center and utilizing the characteristics of film and television classrooms, select materials that interest students, stimulate their interest in learning Chinese, and maintain positive learning motivation. At the same time, it can also play a role in spreading Chinese culture through appropriate film and television materials.

3.3. Effective cultural teaching can reduce the frequency of cultural conflicts among international students

Due to differences in cultural, linguistic, and life backgrounds, international students are bound to experience cultural conflicts in their study and life in China. In the teaching management of international students in vocational colleges, this cultural conflict often manifests in two forms. One is the discomfort of life and learning habits, and domestic schools tend to adopt closed management. Especially for vocational colleges that have just entered international education, the management of international students is relatively strict. With specialized management personnel in daily life,

teaching, and other fields, international students may experience discomfort when they first come to China to study. The second is the discomfort of spiritual values, mainly manifested in cultural conflicts such as religious beliefs. At present, vocational colleges mainly focus on Asian international students, who mostly believe in Buddhism and Islam. Different religious beliefs and lifestyle habits can also cause psychological discomfort for international students. Based on this, cultural teaching highlights its importance even more. In China, although there are no strict religious beliefs, Chinese people have been exposed to Confucianism with the main viewpoint of "benevolence" since thousands of years ago, and feudal society used this as a means of controlling people's thoughts. Therefore, Confucianism and Taoism have become the support points of our traditional moral concepts. So "sensibility" and "human sentiment" are particularly important and essential for Chinese people. But it is precisely because of this emotional cultural tone that international students are more likely to accept the traditional Chinese culture of "peace is precious".

4. Ways to effectively promote traditional Chinese culture based on film and television courses

One is to scientifically select suitable film and television works. Consider from multiple aspects such as content, form, and language difficulty. Some film and television works, although successful, are not suitable for classroom teaching due to their material selection, language, and other aspects. For example, *Crouching Tiger, Hidden Dragon*, which shows the beauty of China and the culture of Chinese "Kung Fu", although the movie uses Mandarin, the dubbing is not standard Mandarin, and the actors have a serious accent in Hong Kong and Taiwan, which is not suitable for Chinese as a foreign language. In addition, the selection of themes for film and television works should also be positive and beneficial to students' mental health, and help them understand and accept the excellent traditional Chinese culture.

“The second is to transform teaching methods from "injection based" to "involvement based", and to organize and guide students to learn independently. The classroom atmosphere has changed from oppressive to absorbing.”(Xiao lu, 2003)^[4]At the same time, it is necessary to help students build a certain cognitive structure, design problems well, and help them improve. Before class, students should be prepared with content for self-directed learning, building a bridge for them to independently find cultural knowledge points in film and television materials. Teachers can briefly explain language knowledge before playing film and television materials to reduce the difficulty of watching film and television works

The third is to develop a reasonable and practical teaching outline. The selection of teachers' film and television works should not be arbitrary, but should be based on strict teaching syllabus, teaching objectives, teaching methods, and other appropriate materials. According to the teaching content of Chinese language courses, film and television courses can also be divided into language knowledge and skills, culture, and film and television appreciation. Language skills related film and television works can focus on basic grammar and vocabulary, cultural works can focus on Chinese cultural knowledge, and film and television appreciation works can help improve students' interest in learning. As an art appreciation and performance, soundtrack film and television works can more attract students and stimulate their interest in learning Chinese. At the same time, the cultural characteristics present in the work are of great help in cultivating international students' cross-cultural communication skills to adapt to Chinese life more quickly.

5. Requirements for Film and Television Appreciation Courses

In Chinese as a foreign language, the ultimate goal of the film and television appreciation class should be to improve international students' understanding of Chinese culture, help them improve their ability to use Chinese language, guide students to appreciate Chinese culture, and at the same

time, have a certain understanding of China's geography, history and other local customs, cultivate sentiment, and form correct knowledge of China. Most importantly, combining film and television appreciation with language teaching has become a practical method for improving Chinese language proficiency.

5.1. Develop reasonable teaching objectives

5.1.1. Emotional Attitude Values

Effectively linking film and television appreciation and language knowledge, sharing positive values such as China's cultural characteristics, historical customs, and excellent traditional culture with students, enhancing their sense of identification with Chinese culture, helping to understand Chinese culture, and better adapt to China.

5.1.2. Knowledge and Skills

Through film and television appreciation, students can improve their understanding of Chinese, help them master Chinese grammar, improve their listening and speaking skills in Chinese, and cultivate their thinking and ability to use Chinese for practical communication.

5.2. Principles for Selecting Film and Television Materials

One is to pay equal attention to language teaching and ideological and cultural cultivation. In today's society, entertainment is developing rapidly, and there are many kinds of films, television, variety show, some are good and some are bad. Especially for college students, their mental development is not mature enough, making it difficult to distinguish right from wrong, and they are susceptible to the influence of online information, leading to the occurrence of adverse events. International students studying and living in China will inevitably experience a series of negative emotions such as discomfort, fear, and loneliness, making them more susceptible to adverse effects. This requires teachers to select excellent classic works that are positive and have a healthy guiding effect. At the same time, suitable films can be selected based on students' characteristics, interests, nationality, and other factors. For example, the Chinese variety show "Running Man" originated from the Korean "Running Man". Korean students can choose "Running Man" to enjoy the clips, enhance their interest, and at the same time, compare the film and television works, so as to improve students' ability to appreciate and express Chinese.

Secondly, the language used in the work should be standardized, and the actors' dialogue should be clear. "According to Krashen's 'Input Hypothesis' theory, most of the grammar and vocabulary in the selected listening materials should be mastered by students with moderate difficulty"(Ge Yanli, 2008)^[5]. Therefore, comprehensible language input is the effective learning content. It is not advisable to choose works that are too difficult to understand in film and television, as it can easily cause learners to feel afraid of difficulties and have negative effects. For beginners of Chinese and international students who need to improve their Chinese communication skills, dialects are not suitable as one of the languages for film and television appreciation. Therefore, it is advisable to choose film and television works that use Mandarin and standardized Chinese characters as much as possible. For example, some variety shows hire many Hong Kong and Taiwan artists, whose Mandarin is not suitable as an example for students to learn.

Thirdly, the selected film and television works should be close to reality and life. Try to choose works with a humorous and relaxed theme. Film and television works that are too heavy or too obscure cannot have a positive impact on beginners, but can actually affect their understanding of Chinese.

The fourth is to pay attention to combining the learning characteristics of students. There are significant differences between international students in vocational colleges and students in regular undergraduate colleges in various aspects such as learning habits, learning objectives, and ultimately chosen employment paths. Students in vocational colleges generally focus on language and skills as their main learning content for studying abroad. Especially in the current context of the development of "Chinese+Vocational Skills", international vocational students need to use Chinese as a means to improve their vocational skills. Therefore, when selecting film and television works, they can choose works that express their skills, such as "China on the Tongue". Although this is a cultural work, it also involves traditional Chinese skills and is an excellent choice for international students in vocational colleges.

6. Conclusion

With the country's emphasis on vocational education, the education of international students in vocational colleges is also constantly developing and gradually moving towards standardization, increasing the admission requirements for Chinese language teachers, strengthening professional training for Chinese language teachers, and gradually improving the talent cultivation plan and Chinese language teaching standards for international students in vocational colleges. Not only Chinese comprehensive courses, but also courses such as China Overview and Chinese Cultural Experience require comprehensive teaching syllabus guidance, and corresponding teaching training for Chinese language teachers to achieve teaching objectives. As an effective teaching method for Chinese language teaching, film and television appreciation classes have become a popular classroom form among students due to their unique lifestyle and entertainment. But film and television appreciation is not done casually. Only by standardizing the teaching syllabus of film and television appreciation courses, incorporating them into the Chinese language teaching plan, selecting appropriate film and television materials and teaching methods based on students' actual situation and learning background, and utilizing film and television appreciation reasonably to improve language skills and cultivate cultural appreciation, can students better understand Chinese culture and cultivate their awareness of cross-cultural and cultural comparison.

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